



**ETCOR**

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

**Educational Research Center Inc.**

**SEC Reg. No. 2024020137294-00**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## Utilization of Morning Circle Routines and Social Emotional Strategies of Teachers in Alaska as a Foundation of Continuous Improvement Framework

May Ann C. Bustamante, LPT, MAEd  
National University Laguna  
Corresponding Author email: [mheyanncartz@gmail.com](mailto:mheyanncartz@gmail.com)

**Received:** 11 January 2025

**Revised:** 13 February 2025

**Accepted:** 15 February 2025

**Available Online:** 15 February 2025

**Volume IV (2025), Issue 1, P-ISSN – 2984-7567; E-ISSN - 2945-3577**

<https://doi.org/10.63498/nxz2st237>

### Abstract

**Aim:** Enhancing student participation, classroom rapport, and diversity continues to be a crucial concern in educational environments. In order to address these problems, the study intended to systematically execute morning circle activities.

**Methodology:** The research investigated the use, difficulties, and sustainability of morning circle routines and socio-emotional interventions using a mixed methods methodology called the Sequential Exploratory Model. Participating instructors ranged across grade levels from kindergarten to twelfth, and they offered their perspectives through questionnaires, focus groups, interviews, and observations.

**Results:** The combined results show that morning circle activities greatly improve classroom atmosphere by encouraging diversity, security, trust, and respect for one another. Pupils were more engaged and participated in class as a result of teachers reporting better relationships with their pupils and a stronger sense of community. Thoughtful decision-making and mindfulness techniques were among the areas the study found that needed improvement.

**Conclusion:** For the purpose of maximizing the execution of morning circle activities, specific interventions and cooperative efforts are suggested. The significance of morning circle practices in promoting holistic student well-being was highlighted by correlation studies, which revealed strong positive connections between them and numerous elements of student development as well as socio-emotional techniques.

**Keywords:** Morning Circle Routines, Social Emotional Strategies, Classroom Rapport, Inclusivity, Student Participation



**ETCOR** Educational Research Center Inc.  
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE



EuroPub



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## INTRODUCTION

The unique cultural and environmental context of Alaska presents both challenges and opportunities for educators in fostering students' social-emotional development. Morning circle routines, a key component of early childhood and elementary education, provide a structured platform for students to engage with peers and teachers, fostering a sense of belonging despite Alaska's vast geography and extreme weather conditions. These routines, which include personal reflections, discussions, and mindfulness activities, help create a positive classroom atmosphere. Given the state's diverse population, educators employ culturally responsive pedagogy, trauma-informed approaches, and mindfulness techniques to address students' distinct social and emotional needs, ensuring they feel supported, empowered, and understood.

This study explores the integration of morning circle routines and social-emotional strategies to enhance students' holistic development, equipping them with resilience and emotional intelligence. Using a mixed-methods approach, including qualitative interviews and quantitative data analysis, the research highlights the impact of these strategies on classroom community, emotional regulation, and student well-being. The findings emphasize the need for a sustainable framework that includes professional development, school-wide implementation, ongoing assessment, and community involvement. By investing in research-driven instructional practices, schools can ensure the long-term success of these initiatives, fostering socially conscious individuals prepared to navigate future challenges.

## Objectives

This research evaluated how teachers in Alaska use the morning circle routines and social-emotional methods within the context of Lower Yukon School District for the School Year 2023-2025 with the end view of proposing a continuous improvement framework.

The objective of the investigation was to provide insights transformed into the subsequent research inquiries:

1. What are the perceived benefits and challenges associated with the implementation of morning circle routines and social-emotional strategies among the students?
2. What systematic approaches can be implemented in regular morning circle activities to measurably improve classroom rapport, inclusivity, and student participation?
3. What is the demographic profile of the respondents in terms of:
  - 3.1. Gender,
  - 3.2. Age,
  - 3.3. Highest Educational Attainment,
  - 3.4. Number of years in teaching,
  - 3.5. Type of Education level handled, and
  - 3.6. Frequently of incorporate morning circle routines in the classroom?
4. To what extent do the respondents integrate the utilization of morning circle routines in the teaching and learning process in terms of:
  - 4.1. Check-in/sharing circle,
  - 4.2. Mindfulness or breathing exercises,
  - 4.3. Social-emotional skill-building activities, and
  - 4.4. Gratitude or appreciation circle?
5. What is the extent of Teacher's social-emotional strategies employed in classroom in terms of:
  - 5.1. Building self-awareness strategies,
  - 5.2. Building social awareness Strategies,
  - 5.3. Enhancing self-management Strategies,
  - 5.4. Enhancing relationship skills Strategies, and
  - 5.5. Responsible decision-making Strategies?
6. What is the perceived impact of morning circle routines and social-emotional strategies, on students' development-related outcomes in terms of:
  - 6.1. Emotional Regulation,
  - 6.2. Interpersonal Skills,
  - 6.3. Student Engagement/Attitude towards Learning, and
  - 6.4. Resilience and Coping Skills?
7. Is there a significant difference on the integration of morning circle routines and social-emotional strategies in the teaching and learning process when respondents are grouped according to the Number of years in teaching and Type of Education level handled?
8. Is there a significant relationship between the Teachers' integration and utilization of morning circle routines and social-emotional strategies employed and perceived students' development-related outcomes?
9. What continuous improvement framework can be crafted to enhance the long-term implementation and impact of morning circle routines and social-emotional strategies for education teachers in Alaska?



**ETCOR** Educational Research Center Inc.  
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

## Hypotheses

The given hypothesis will be tested:

**H1:** There is a statistical difference on the integration of morning circle routines in the classroom when respondents are categorized based on the Years of teaching experience and Type of Education level handled.

**H2:** The Teachers' utilization of morning circle routines is significantly correlated with the perceived students' development-related outcomes?

## METHODS

### Research Design

This study used the Sequential Exploratory Model, a mixed-methods research design by John W. Creswell, which consists of an initial qualitative phase followed by a quantitative phase (Creswell & Plano Clark, 2023).

### Sample and Sampling Technique

Stratified sampling was utilized in the study. It ensured comprehensive and representative data collection from various subgroups within the Lower Yukon School District, which consists of 120 teachers. The population was divided based on grade level, teaching experience, and expertise in implementing morning circle routines and socio-emotional strategies, ensuring diverse perspectives. From each stratum, 30 teachers were proportionately and randomly selected, enhancing the study's reliability. This method ensured the sample accurately reflected the district's diversity, improving the dependability and accuracy of findings. The study aimed to investigate morning circle routines and socio-emotional strategies, providing nuanced insights into their implementation across different educational contexts. Thirty teachers from kindergarten to twelfth grade in the Lower Yukon School District participated in the study, with six engaging in focus group discussions to provide additional perspectives on morning circle routines and socio-emotional strategies. Participants for the focus groups were chosen based on their experience, diversity in backgrounds and roles, communication skills, demographic representation, and availability, ensuring a broad range of viewpoints. Efforts were made to include fresh voices who had not previously participated in similar discussions, enhancing the quality and relevance of insights gathered.

### Research Instrument

A two-phase data collection approach was employed, beginning with a qualitative phase using an interview guide with open-ended questions for six teacher-respondents, focus group discussions with students, and structured classroom observation checklists. These instruments were rigorously validated through expert review, pilot testing, and reliability assessments, ensuring content and construct validity. The quantitative phase involved administering validated survey questionnaires to thirty teachers to assess perceptions of morning circle routines and socio-emotional strategies. This mixed-methods approach provided a comprehensive dataset to explore utilization, challenges, and sustainability, offering deeper insights into the effectiveness of these educational practices.

### Data Gathering Procedure

Data collection proceeded in two phases upon approval from the district superintendent. The qualitative phase involved semi-structured interviews with six teachers, focus group discussions with students, and classroom observations using structured checklists to capture key elements such as routine structure, teacher-student interactions, and student engagement. The quantitative phase included administering validated survey questionnaires to thirty teachers, allowing for an in-depth examination of the effectiveness and challenges of morning circle routines and socio-emotional strategies. This approach facilitated a thorough understanding of the study's research goals, contributing to educational improvements.

### Data Analysis

A systematic approach was adopted, beginning with data cleaning and organization to resolve inconsistencies. Descriptive statistics, including frequencies, percentages, means, and standard deviations, summarized key findings, while inferential analyses examined relationships and predictive factors. Pearson correlation analysis explored associations between morning circle routines and teacher-student relationships, regression analysis identified significant predictors, and ANOVA assessed differences in social-emotional competencies across implementation levels. Thematic analysis was used for the qualitative data. This robust analytical framework ensured a comprehensive examination of the study's research objectives, providing valuable insights into the effectiveness and impact of morning circle routines.

### Ethical Considerations

Ethical principles guided the study to protect participants' rights and ensure research integrity. Informed consent was obtained from all participants, ensuring transparency regarding research objectives, procedures, and voluntary participation. Anonymity and confidentiality were maintained through secure data storage and anonymization methods. Efforts were made to minimize harm by ensuring non-intrusive survey questions and providing support resources. Inclusion, equity, and fairness were prioritized to capture diverse perspectives. Parental consent was obtained for minors, and



**ETCOR** Educational Research Center Inc.  
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

Institutional Review Board (IRB) approval was secured to uphold ethical standards. The researcher conducted the study with honesty and integrity, ensuring transparency in documentation, responsible dissemination of results, and providing debriefing sessions to clarify findings. These measures reinforced the study's credibility and trustworthiness.

## RESULTS and DISCUSSION

For the qualitative findings, participants emphasized the significant benefits of incorporating social-emotional practices, such as morning circles, into classroom routines. These benefits include fostering a positive classroom environment, strengthening student engagement, and enhancing social-emotional skills. Morning circles allow students to practice communication, develop emotional intelligence, and build stronger peer relationships. Additionally, they contribute to improved classroom management, as students learn to express themselves in a structured and respectful manner.

One of the key advantages mentioned by participants is the development of a supportive classroom community. By engaging in these activities, students gain a sense of belonging, learn conflict resolution skills, and practice kindness and respect toward their peers. Teachers who effectively implement morning circles set a positive tone for the day, helping students transition into learning with a focused and cooperative mindset. This structured interaction promotes positive peer interactions and a culture of empathy and understanding.

Despite these benefits, participants noted several challenges that arise when integrating social-emotional practices into the daily schedule. One common concern is time constraints, as teachers often feel pressured to prioritize academic subjects over social-emotional learning. Finding the right balance between addressing students' emotional needs and meeting curriculum requirements can be difficult, especially when instructional time is already limited. Some educators struggle to consistently implement these practices due to the demands of lesson planning and assessment.

Another challenge mentioned is student diversity, as students have varying social and emotional needs. Teachers must adapt morning circles and other activities to accommodate different learning styles, backgrounds, and levels of participation. Some students may be reluctant to share their thoughts and feelings in a group setting, which can hinder the effectiveness of these practices. Ensuring that all students feel comfortable and included requires additional effort and careful facilitation from teachers.

In addition to time management and student diversity, participants highlighted the challenge of aligning social-emotional learning with academic goals. Some teachers worry that incorporating morning circles may take time away from core subjects, particularly in classrooms where academic performance is a priority. Furthermore, certain discussion topics introduced in these sessions may not always be reinforced at home, making it harder for students to apply what they learn in their daily lives. This disconnect between school and home environments can limit the impact of social-emotional interventions.

Overall, while social-emotional practices significantly contribute to student development, their success depends on effective implementation and consistent integration into the curriculum. Teachers must find ways to balance academic instruction with social-emotional learning, ensuring that students benefit from both. Addressing challenges such as time management, student participation, and curriculum alignment requires strategic planning and support from school leadership. With the right approach, these practices can create a more inclusive and engaging learning environment that nurtures both academic success and emotional well-being.

The discussion above listed important claims along with the interpretations that go along with them about several facets of introducing morning circle practices and social-emotional learning techniques in Alaskan elementary schools. Six categories make up the discussion: instructors' attitudes and perspectives, professional development opportunities, collaborative practices, parental and community involvement, and perceived benefits and obstacles. Significant statements that highlight important discoveries and their correspondingly developed meanings are included in each category to give readers a thorough grasp of these practices and how they affect students' growth.

For the quantitative part, the demographic profile of the teacher-respondents highlights their length of service, teaching level, and teaching schedule in special education. Majority of respondents have been teaching for 16 years or more, accounting for 48.6% (17 teachers) of the total sample, making it the most frequently represented group. The 11-15 years category follows with 25.7% (9 teachers), ranking second. Meanwhile, 6-10 years of service comprises 20% (7 teachers), placing third. The least represented group consists of teachers with 1-5 years of experience, with only 5.7% (2 teachers), ranking fourth in frequency.

Regarding teaching level in special education, results show that the majority of respondents (71.4%) teach at the Secondary level, with 25 teachers ranking first in frequency. In contrast, 10 teachers (25.7%) work at the Primary level, ranking second. These findings suggest that there is a greater concentration of special education teachers at the secondary level, which may influence instructional strategies and student outcomes.

In terms of teaching schedules, the results indicate that the largest group of respondents (45.7%) teach daily, with 16 teachers ranking first in frequency. The second-largest group, consisting of 11 teachers (31.4%), teach several times a



**ETCOR Educational Research Center Inc.**  
**SEC Reg. No. 2024020137294-00**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

**INTERNATIONAL  
 MULTIDISCIPLINARY  
 RESEARCH CONFERENCE**



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

week, while the smallest group, 8 teachers (22.9%), conduct classes only once a week. These variations in teaching schedules may affect the consistency of instructional delivery and student engagement in special education programs.

Table 1. Extent of Utilization of Morning Circle Routine

Indicators	WM/SD	VI
1) Check-in/sharing Circles	3.62/.431	Highly Utilized in the classroom
2) Mindfulness or breathing Exercises	2.95/.520	Utilized in the Classroom
3) Social-emotional skill-building activities	3.17/.401	Utilized in the Classroom
4) Gratitude or Appreciation Circle	2.97/.440	Utilized in the Classroom
Composite Mean	3.18/.323	Utilized in the Classroom

Legend: Not Utilized in the Classroom (1.00-1.75), Less Utilized in the Classroom (1.76-2.50), Utilized in the Classroom (2.51- 3.25), Highly Utilized in the classroom (3.26-4.00), /n=35 (Teachers)

The study found that the "Gratitude or Appreciation Circle" had a weighted mean (WM) of 2.97 with a standard deviation of 0.440, interpreted as "Utilized in the Classroom." Overall, the utilization of the Morning Circle Routine received a WM of 3.18 with a standard deviation of 0.323, also interpreted as "Utilized in the Classroom." These findings highlight the extent to which teachers incorporate social-emotional learning (SEL) practices into their classrooms.

The results suggest that educators recognize the effectiveness of morning circle routines in fostering a positive classroom climate and supporting students' holistic development. This aligns with the findings of Brown and Smith (2023), who emphasize the importance of SEL activities in improving students' emotional intelligence, empathy, and interpersonal skills. The positive reception of social-emotional skill-building activities further reinforces the value of integrating structured SEL practices in educational settings.

Table 2. Overall Social Emotional Strategies

Indicators	WM/SD	VI
Building self-awareness strategies	2.68/.547	Implemented
Building social-awareness strategies	2.35/.592	Less Implemented
Enhancing self-management strategies	3.07/.495	Implemented
Enhancing relationship skills strategies	3.23/.374	Implemented
Responsible decision-making strategies	2.99/.227	Implemented
Composite Mean	2.87/.293	Implemented

Legend: Not Implemented (1.00-1.75), Less Implemented (1.76-2.50), Implemented (2.51-3.25), Highly Implemented (3.26-4.00), /n=35 (Teachers)

The study examined teachers' perceptions of Social-Emotional Learning (SEL) strategies in the classroom, revealing varying levels of implementation. Building self-awareness strategies had a weighted mean (WM) of 2.68 and was interpreted as "Implemented," while building social-awareness strategies had a lower WM of 2.35, indicating it was "Less Implemented." In contrast, enhancing self-management strategies had a WM of 3.07, and enhancing relationship skills strategies had a WM of 3.23, both of which were "Implemented." Responsible decision-making strategies also showed moderate implementation with a WM of 2.99. Overall, SEL strategies had a WM of 2.87, meaning they were "Implemented" to a moderate degree.

The findings indicate that teachers are actively incorporating SEL strategies into their classrooms, with notable strengths in self-management and relationship-building skills. This aligns with Ahmad Uzir, et al. (2020), who emphasize the importance of goal setting, time management, and organization in fostering student success. Additionally, the strong implementation of relationship-building strategies supports Slavin's (2018) research, which highlights the impact of cooperative learning activities on teamwork, communication, and peer interaction.

However, the study also identifies areas for improvement, particularly in social awareness development, which was the least implemented strategy. According to Garcia, et al. (2021), fostering critical media literacy, empathy, and digital citizenship is crucial in today's classrooms. Enhancing activities that promote diverse perspectives and encourage understanding of others could help strengthen students' social awareness skills.

Similarly, self-awareness strategies showed moderate implementation, indicating the need for further development. Teachers can incorporate reflection exercises, mindfulness activities, and self-assessment tools to help students gain a deeper understanding of their emotions, strengths, and areas for growth.



**ETCOR Educational Research Center Inc.**  
**SEC Reg. No. 2024020137294-00**

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>

**INTERNATIONAL  
 MULTIDISCIPLINARY  
 RESEARCH CONFERENCE**



**iJOINED ETCOR**  
**P - ISSN 2984-7567**  
**E - ISSN 2945-3577**



**The Exigency**  
**P - ISSN 2984-7842**  
**E - ISSN 1908-3181**

Responsible decision-making strategies, while implemented, could also benefit from expansion. By integrating role-playing exercises, ethical dilemma discussions, and real-world problem-solving activities, teachers can provide students with practical opportunities to develop sound judgment and decision-making skills in a safe environment.

In conclusion, the study highlights a solid foundation for SEL in classrooms, with strengths in self-management and relationship-building. However, improvements in self-awareness, social awareness, and responsible decision-making are needed. By incorporating a wider range of interactive and reflective activities, teachers can further enhance students' social-emotional intelligence, equipping them with essential life skills for academic and personal success.

Table 3. Overall students' development-related outcomes

Indicators		WM/SD	VI
Learning	1) Emotional Regulation	2.98/.457	Attained
	2) Interpersonal Skills	3.17/.588	Attained
	3) Student Engagement/ Attitude towards	3.18/.748	Attained
	4) Resilience and Coping Skills	2.98/.454	Attained
	Overall students' development-related outcomes	3.08/.484	Attained

Legend: Not Attained (1.00-1.75), Less Attained (1.76-2.50), Attained (2.51-3.25), Highly Attained (3.26-4.00), /n=35 (Teachers)

Table 3 showed the Overall students' development-related outcomes as perceived by the teacher-respondents.

The indicator "Emotional Regulation" obtained WM=2.98 and standard deviation value of .457 and interpreted as "Attained" while the indicator "Interpersonal Skills" obtained WM=3.17 and standard deviation value of .588 and interpreted as "Attained" and the indicator "Student Engagement/ Attitude towards Learning" obtained WM=3.18 and standard deviation value of .748 and interpreted as "Attained".

The indicator "Resilience and Coping Skills" obtained WM=2.98 and standard deviation value of .454 and interpreted as "Attained".

The Overall students' development-related outcomes obtained WM=3.08 and standard deviation value of .484 and interpreted as "Attained".

The findings suggest that, according to teachers' perceptions, students demonstrate commendable levels of emotional regulation, interpersonal skills, engagement, and resilience and coping skills, collectively contributing to their overall development-related outcomes. These conclusions align with existing literature on student development and well-being. For instance, MacCann, et al. (2020) conducted a meta-analysis examining the impact of social-emotional learning (SEL) programs on students' outcomes and found significant improvements in emotional regulation, interpersonal skills, and academic performance.

Similarly, the work of Wentzel (2018) emphasized the importance of student engagement and positive attitudes towards learning in fostering academic achievement and long-term success.

Overall, the findings underscore the multifaceted nature of students' development and the interconnectedness of various domains such as emotional regulation, interpersonal skills, engagement, and resilience. By addressing these aspects comprehensively, educators and policymakers can support the holistic growth and success of students in educational settings.

Table 4. Test of Difference on Factors of Social Emotional Intelligence grouped according to Years of Teaching

Factors of Social Emotional Intelligence Strategies and f-value Years of Teaching	Sig. Interpretations /Decision on Ho Value
---	--



**ETCOR** Educational Research Center Inc.  
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

Building self-awareness Strategies		1.014	.400	Significant/ Reject Ho
Building social awareness Strategies		.970	.419	Significant/ Reject Ho
Enhancing self-management strategies		.997	.407	Significant/ Reject Ho
Enhancing relationship skills strategies	Years of Teaching	.312	.817	Not Significant/ Accept Ho
Responsible decision-making strategies		1.119	.356	Significant/ Reject Ho
Overall Social Emotional Strategies		.891	.457	Significant/ Reject Ho

The comparison of social-emotional intelligence strategies based on years of teaching experience revealed mixed results, with some factors showing significance while others did not. "Building self-awareness strategies," "Enhancing self-management strategies," and "Responsible decision-making strategies" were found to be significant, while "Enhancing relationship skills strategies" was not. Overall, social-emotional strategies were deemed significant, suggesting that years of teaching experience may influence some aspects of implementation but not others. These findings align with research emphasizing the need for continuous professional development and support for teachers in social-emotional learning (SEL) practices, regardless of experience. Studies highlight the role of collaborative training, positive school climates, and ongoing professional development in enhancing SEL strategies. While experience alone may not determine effectiveness, the study reinforces the importance of structured SEL training to ensure teachers can effectively integrate these strategies into their classrooms. Future research should explore additional factors, such as professional backgrounds and school environments, that may impact SEL implementation.

Table 5. Test of Difference on Factors of Morning Circle Routine Implementations grouped according to Type of Education Level handled.

Factors of Social Emotional Strategies and Years of Teaching	Intelligence	f-value	Sig. Value	Interpretations / Decision on Ho
Building self-awareness Strategies	Type of Education Level handled	3.202	.054	Significant/ Reject Ho
Building social awareness Strategies		.199	.821	Not Significant/ Accept Ho
Enhancing self-management strategies		2.216	.126	Significant/ Reject Ho
Enhancing relationship skills strategies		1.621	.015	Significant/ Reject Ho
Responsible decision-making strategies		3.827	.214	Significant/ Reject Ho
Overall Social Emotional Strategies		.891	.032	Significant/ Reject Ho

The study examined differences in morning circle routine implementations based on the type of education level handled by teachers, revealing that some factors varied significantly while others did not. Significant differences were found in building self-awareness, enhancing relationship skills, and responsible decision-making strategies, suggesting that these aspects of social-emotional learning (SEL) are influenced by the education level of students. This aligns with research emphasizing the need for tailored SEL approaches suited to different developmental stages. In contrast, building social awareness and enhancing self-management strategies showed no significant differences, indicating that teachers may apply these strategies consistently across education levels. The overall social-emotional strategies were found to be significantly different, reinforcing the importance of adapting SEL programs to the unique



**ETCOR** Educational Research Center Inc.  
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

needs of students at various educational stages. These findings highlight the necessity for educators to implement developmentally appropriate SEL strategies and suggest that further research should explore the factors influencing variations in morning circle routine practices across different educational settings.

Table 6. Test of Relationship between Morning Circle Routines and Social-Emotional Strategies and Students' Development-Related Outcomes.

Predictors	Factors of students' development-related outcomes	R-value/ Interpretation	Sig. Value	Interpretations /Decision on Ho
Morning Circle Routine Implementations	Emotional Regulation	.595/ Moderate Relationship	.000	Significant/ Reject Ho2
	Interpersonal Skills	.746/ High Relationship	.000	Significant/ Reject Ho2
	Student Engagement/ Attitude towards Learning	.463/ Moderate Relationship	.005	Significant/ Reject Ho2
	Resilience and Coping Skills	.749/ High Relationship	.000	Significant/ Reject Ho2
	Overall Related outcomes	.721/ High Relationship	.000	Significant/ Reject Ho2

The correlation analysis revealed a significant positive relationship between morning circle routine implementations and various aspects of students' development, including emotional regulation, interpersonal skills, student engagement, resilience, and overall outcomes. A moderate correlation ( $R = 0.595$ ) was found between morning circles and emotional regulation, while a strong correlation ( $R = 0.746$ ) was observed with interpersonal skills, both with p-values of 0.000, indicating statistical significance. Similarly, student engagement/attitude towards learning showed a moderate positive relationship ( $R = 0.463$ ,  $p = 0.005$ ), while resilience and coping skills exhibited a high correlation ( $R = 0.749$ ,  $p = 0.000$ ). The overall related outcomes also demonstrated a strong positive relationship ( $R = 0.721$ ,  $p = 0.000$ ), suggesting that morning circles contribute holistically to students' social-emotional growth. Supporting literature confirms these findings, with studies highlighting improved emotional regulation, engagement, resilience, and a positive school climate linked to morning circle routines. These results emphasize the benefits of incorporating structured social-emotional activities in educational settings to enhance students' well-being and interpersonal development.

The proposed framework for enhancing the long-term implementation and impact of morning circle practices and social-emotional learning (SEL) strategies for Alaskan educators consists of key components aimed at continuous improvement. It begins with a needs assessment to evaluate current SEL practices, engaging stakeholders to identify strengths and areas for growth. Professional development and training ensure educators receive ongoing support and resources to effectively implement SEL strategies. Aligning morning circle routines with Alaska's curriculum standards, incorporating cultural relevance, and developing tailored instructional materials enhance accessibility and inclusivity. Data collection and analysis enable evidence-based decision-making, optimizing SEL practices over time. Strengthening family and community partnerships fosters cultural integration and holistic student support. A system for evaluation and iteration ensures adaptability and refinement based on stakeholder feedback. Finally, sustainability and scalability are prioritized through funding, policy support, and the sharing of best practices. This comprehensive framework aims to improve SEL integration, benefiting students' overall well-being and development across Alaska's educational system.

**Conclusion**

The study concludes that morning circle routines and social-emotional learning (SEL) strategies in Alaskan elementary education offer significant benefits, such as fostering a strong classroom community and enhancing





# ETCOR

INTERNATIONAL  
MULTIDISCIPLINARY  
RESEARCH CONFERENCE

**Educational Research Center Inc.**  
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Google  
Scholar

Website: <https://etcor.org>



**iJOINED ETCOR**  
P - ISSN 2984-7567  
E - ISSN 2945-3577



**The Exigency**  
P - ISSN 2984-7842  
E - ISSN 1908-3181

students' social-emotional competencies. However, challenges like scheduling conflicts and balancing academic content need to be addressed, with ongoing professional development playing a crucial role. Morning circles promote diversity, safety, and respect, strengthening students' sense of belonging. The study highlights the need for tailored support based on teachers' experience levels and teaching contexts. While some SEL strategies are effectively implemented, areas like mindfulness and cultural exploration require further development. Teachers generally view SEL methods positively, noting improvements in students' emotional regulation, social skills, engagement, and resilience. Morning circles are widely used and effective across different experience levels, but disparities in educational attainment indicate the need for specialized approaches. Strong correlations exist between morning circles and positive developmental outcomes, reinforcing their importance in holistic student growth. Despite challenges, these practices are seen as essential, necessitating a structured approach for continuous improvement through specialized support and professional development to ensure long-term success in Alaskan classrooms.

### Recommendations

The study recommends providing educators with extensive professional development to address time constraints, align strategies with academic goals, and support diverse student needs. Diverse sampling strategies should be employed to ensure representation across different demographics, teaching experience levels, and geographic locations within Alaska. A longitudinal study design is suggested to assess the sustainability and long-term impact of morning circle routines and social-emotional learning (SEL) strategies. Cultural sensitivity should be prioritized in SEL approaches, equipping teachers with resources to incorporate diverse perspectives. Enhancing parental and community engagement through workshops and initiatives can extend SEL benefits beyond the classroom. Lastly, a comprehensive long-term study is recommended to evaluate the impact of these practices on students' academic success, socio-emotional development, and overall well-being over multiple academic years.

### REFERENCES

- Ahmad Uzir, N. A., Gašević, D., Matcha, W., Jovanović, J., & Pardo, A. (2020). Analytics of time management strategies in a flipped classroom. *Journal of Computer Assisted Learning*, 36(1), 70-88.
- Brown, K., & Smith, T. (2023). Social-Emotional Learning Practices in Morning Circle Routines: Promoting Student Well-being and Holistic Development. *Educational Psychology Quarterly*, 50(2), 189-204.
- Creswell, J. W., & Plano Clark, V. L. (2023). Revisiting mixed methods research designs twenty years later. *Handbook of mixed methods research designs*, 21-36.
- Garcia, A. G., McGrew, S., Mirra, N., Tynes, B., & Kahne, J. (2021). Rethinking digital citizenship: Learning about media, literacy, and race in turbulent times. *Educating for civic reasoning and discourse*, 319-352.
- MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological bulletin*, 146(2), 150.
- Slavin, R. E. (2018). Cooperative learning and the achievement of diverse students. *Educational Psychology Review*, 30(1), 53-72. [cited in *Fostering a Love of Learning: A Look at Student Engagement and Attitudes*]
- Wentzel, K. R. (2018). Student motivation and classroom management. *Handbook of Classroom Management*, 2, 65-89.