

## **Secondary Educators' Perceptions of Emotional Intelligence Proficiency After COVID-19**

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### **Abstract**

This qualitative study explored secondary educators' perceptions of emotional intelligence after COVID-19. Participants revealed that emotional intelligence is *necessary*, *valuable*, and a *priority* for educators to have, and reported *the need for professional development* and frustration with a *lack of support* from school leaders. Results provide a guiding source for both educators and administrators to best support and promote emotional intelligence as crucial to the teaching profession. Recommendations for practice and future research are discussed.

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### **Introduction**

Emotional intelligence (E.I.) is the ability of an individual to regulate, empathize, and understand their emotions while also responding appropriately to others' emotions (Wu et al., 2019). E.I. was coined by Daniel Goleman to be twice as important as intelligence quotient (IQ), the measure of a person's reasoning ability. E.I. in the workplace is a valuable asset as

individuals with high E.I. tend to be easier to get along with, work well in teams, are non-impulsive problem solvers, and adjust to change with flexibility (Arora, 2017).

Teaching is an emotional activity that requires a significant emotional workload (Valente & Lourenço, 2020). According to Jůvová and Duda (2021), in order to thrive towards academic excellence for students, educators must possess strength in E.I. in addition to effective teaching skills. Educators however are rarely given the time, training, and opportunity to effectively reflect on their self-awareness in the classroom.

With the recent COVID-19 pandemic, students and educators are facing new challenges stemming from the absence of in person learning due to quarantine restrictions and school shutdowns in 2020. Educators are required to develop flexibility in learning to adapt to situations where skills need improvement (Jadhav et al., 2020). Schools are faced with new challenges to address learning loss and close achievement gaps.

Research on E.I. is growing but is still considered a neglected topic where social investigations often stop short of considering emotion in self-assessment studies (Abiodullah & Aslam, 2020). With the demands on educators, a significant number of educators are withdrawing from the field of education due to the lack of support and the increased workload pressures. Mérida-López et al. (2020) states that teachers with low E.I. exhibit the lowest levels of work engagement and reported low support from colleagues or supervisors. Evidence shows that teachers are more likely to stay if they feel that the work environment is supportive and collaborative (Mérida-López et al., 2020). Instead, the workload and day to day stressors is taking a toll on educators affecting their physical and mental health (Jerrim & Sims, 2021), leading to teacher burn out and driving educators to leave the field (Hester et al., 2020). Given the impact E.I. can have on the learning environment, this study aimed to reveal and understand educators' proficiency with E.I. as perceived by secondary educators after COVID-19.

### **Research Questions**

- RQ1: What do secondary educators understand about the impact of emotional intelligence on their professional practice?
- RQ2: What is the perceived value of emotional intelligence in the professional practice of South Texas secondary educators upon the return to in-person learning post- COVID-19 school closures?
- RQ3: How should educators be supported in addressing emotional intelligence in the classroom post-COVID-19?

### **Theoretical Framework**

A key theorist of emotional intelligence, Daniel Goleman, found that qualities traditionally associated with leadership such as intelligence, determination, and vision are required for success but are still insufficient; true effective leaders are distinguished by a high degree of emotional intelligence which includes self-awareness, self-regulation, motivation, empathy, and social skill (Goleman, 2004). Goleman's (2001) model of emotional intelligence was made to adapt, create, and predict effectiveness and personal outcomes in the workplace (Fernández-Berrocal & Extremera, 2006). The model supports researched-based characteristics that the most successful employees hold which also reflect characteristics of a good teacher

(Fernández-Berrocal & Extremera, 2006) and proposes the theory of performance in organizations based on four essential dimensions, which are then divided into 20 competencies: Self-Awareness, Social Awareness, Self-Management, and Relationship Management (Goleman, 2001). Goleman's (2001) self-awareness ability involves controlling emotions and impulses, a trait that educators utilize in the classroom daily when teaching (Kanesan & Fauzan, 2019). In connection with Goleman's Model of E.I. to teaching, emotional intelligence consists of an educator's ability to motivate oneself which in return contributes and influences classroom effectiveness. This represents Goleman's (2001) self-management dimension (Kim et al., 2019). Goleman's model (2001) was used to guide interview questions for this study.

## **Literature Review**

The role of an educator is highly driven by emotions and interactions (Valente & Lourenco, 2020). An educator with a high E.I. is able to adjust, adapt, and respond effectively and professionally in any given situation (Valente & Lourenco, 2020). Educators with a high E.I. practice a better awareness and utilization of their own emotions, have confidence and control over their environments, can manage their moods/expressions, and are equipped with emotional resilience (Li et al., 2018). Conversely, teachers who have uncontrollable emotions cannot control intellectual attitude (Susanto et al., 2019). Low E.I. is demonstrated when teachers are in situations in which they are no longer in control of their emotions and display negative reactions to a situation (Sekreter, 2019). Thus, the quality of educators' interactions and relationships in the workplace depends on their E.I. (Sekreter, 2019).

Teachers face diverse emotional demands continuously as they maintain the responsibility of teaching. According to Hamid et al. (2019), educative working conditions such as inadequate salary, overcrowded classes, uncaring parents, students' ignorance, lack of appreciation for teachers all contribute to interpersonal intelligence which affects emotional intelligence and reduce teacher performance. Educators' E.I. can positively influence performance in the classroom by 33.4% and contributes to work effectiveness by 49.9% (Hamid et al., 2019). In teaching, E.I. can motivate one to move forward and have good relationships with others, an imperative characteristic for good student-teacher relationships teaching (Karsa, 2018). E.I. is strongly related to social and emotional skills, which positively influences an educator's communication, achievement orientation, empathy, and negotiation which all are characteristics of quality work performance (Sanchez-Gomez & Bresó, 2020).

## **Emotional Intelligence Professional Development**

Educators need professional development to help them understand their own emotional structure and build strategies for implementing practices to be used in their classrooms (Howard, 2021). It is essential to provide and develop intervention programs that promote E.I. to help professionals give their best performance possible (Sanchez-Gomez & Bresó, 2020). Educators provided with the proper training can mitigate work-related stress and support them with skills needed to increase efficacy, manage stress, and improve workplace satisfaction (Pozo-Rico et al., 2020).

E.I. training is time dedicated to understanding the academic background of emotional

intelligence, the application in practice, and building skills in self-awareness and understanding of emotions (Hen, 2020). Professional development is needed to provide instruction for educators to prevent burnout, it serves as a proactive role and improves psychosocial health of educators in their working capacity (Pozo-Rico et al., 2020). E.I. training supports educator retention by preventing burnout and by assisting in building a capacity to navigate everyday challenges (Vesely-Maillefer & Saklofske, 2018). Educators with low levels of stress are linked to having high coping skills which decreases disruptive behavior in the classroom and increases student motivation (Pozo-Rico et al., 2020). When provided training in managing stress in the classroom, improving the understanding of emotions, and the skill of identifying emotions, these strategies were helpful to teachers in improving their E.I. and for creating innovative and effective teaching plans (Pozo-Rico et al., 2020).

### **Emotional Intelligence Impact on the Learning Environment**

The school setting is said to be one of the most important environments for learning E.I. skills (Sánchez-Álvarez et al., 2020). In an ideal learning environment, communication is used to resolve conflict; therefore, students practice respect for their teacher and classmates (Calp, 2020). In an ideal classroom, students are taught to allow others to speak and express their opinions, how to deal with stress, and how to be effective in a group setting (Calp, 2020). According to Johnston et al. (2019), a positive learning environment is established when students are accepted by their peers and teacher. Studies show that the impact a positive environment has reflects students' performance academically and reduces behavioral issues (Johnston et al., 2019). Emotionally intelligent teachers adopt a caring, emotionally enhanced learning climate that supports students effectively in achieving their goals (Sekreter, 2019).

### **Method**

The study employed a qualitative approach using a phenomenology methodology (Neubauer et al., 2019). Interviews were conducted with secondary educators in understand their perceptions of emotional intelligence and job performance.

### **Population and Sample**

The targeted population of interest was secondary teachers. The study sample of consisted of eight voluntary participants. Criteria for participation in this study required educators to have at least three years of teaching experience so that they would be able to reflect on teaching pre- and post-COVID-19 and impacts on the education system. Table 1 illustrates the sample group.

Table 1

*Sample Group*

<b>Pseudonym</b>	<b>Years of Experience</b>	<b>Interview Format</b>
Bella	8 years	Zoom
Dave	7 ½ years	Zoom
Rick	10 years	Phone Call recorded on Zoom
Norma	7 years	Phone call recorded on Zoom
Joe	19 years	Phone call recorded on Zoom
Blair	10 years	In Person
Celia	12 years	Phone call recorded on Zoom
Noah	16 years	In Person

**Data Collection and Analysis**

Prior to interviews, participants were asked to complete an E.I. questionnaire via Survey Monkey, an opportunity to reflect on scenarios that refer to self-regulation, motivation, awareness, skills, and management-- key components of Goleman's E.I. model. Subsequent interviews were completed virtually and audio recorded via Zoom. Once transcriptions were downloaded, a copy was provided to each owning participant for verification and approval. To protect the identity of the interviewees, all interview data collected were saved with a pseudonym. Transcripts were analyzed using open coding, a multiphase and repeated process of segmenting data into meaningful expressions or key phrases intended to capture the essence of the phenomenon described (Vollstedt & Rezat, 2019).

**Results**

Participant interviews allowed educators to reflect and voice their experiences by sharing the impacts the pandemic has had on their own E.I. The results of data analysis revealed a number of themes to describe teachers' understanding of emotional intelligence and impact on teaching (RQ1), value of E.I. post-COVID (RQ2), and how school districts should respond (RQ3).

**Data Analysis and Themes for RQ 1**

Research question one sought to reveal what educators understand about the impact of

their own emotional intelligence on their professional practice. Table 2 illustrates the themes that were found to address the research question.

**Table 2**

*Themes Emerged from Understanding the Impact of E.I. on Professional Practice*

<b>Themes for RQ1</b>		
<b>Theme</b>	<b>Description/Subtheme</b>	<b>Associated Quotes</b>
<b>Necessary</b>	Empowered, Highly productive, Valuable	<i>"It is very valuable; my perception is that E.I. all teachers should be aware of their E.I. and if they don't know they need to become educated in it."</i>
<b>Best Version</b>	Adapt, Self-Reflection	<i>"Students will get better version of me when I'm doing better emotionally."</i>
<b>Balance</b>	Maintain Control, Triggers, Regulate	<i>"Having self-control is very important, being able to maintain my emotions helps me maintain my focus on my teaching and maintaining the behavioral environment in my classroom."</i>
<b>Empathy</b>	Trust, Bonds	<i>"Being open and honest with my students is a priority for me, this helps me to build trust with my students. The bonds made in class help students perform tasks more easily."</i>

***Necessary (Empowered, Highly Productive, Valuable)***

Interview participants expressed the importance of E.I. and how it is essential to have a successfully functioning classroom. Bella stated, *"When I am feeling confident in myself, I feel like I am able to complete more tasks and meet more deadlines. I feel like my school gets the best version of me while being a lot more productive."*

The theme for RQ1 is **necessary** because the data revealed that educators believe it is necessary to have E.I. in order to function at their full potential. Dave stated, *"It is extremely important to understand your own mental health because it affects the way that students perceive us, and it affects basically everyone including my coworkers."*

It was evident that the value of E.I. meant a lot to these educators, and they feel that the district should value it as much as they do. Noah stated,

*Sadly, our district has not paid enough might to this aspect. There has not been proper de-escalation training or even check-ins with educators. It's as though the district chose not to invest in this battle because it is culturally taboo.*

***Best Version (Adapt, Self-Reflection)***

Teaching is an emotionally stressful occupation. The stresses of the day fluctuate, and educators must be prepared to multitask all while keeping their composure. Through the interviews, the respondents all understand the demands of the job and admitted that working

under extreme pressure can impact their professional practice, but when they are emotionally aware, they are better to respond to these situations. Thus, *best version* was identified as a theme. Joe stated, *“When I practice self-control, I bring my best self into the classroom while leaving stress, anger and anxiety at the door.”*

Teachers genuinely want to provide students with the best versions of themselves, but with the lack of support they find it difficult. Joe also stated, *“Awareness of E.I. for all teachers will lead to an effective workplace for educators and an effective educational experience for students.”* Celia stated, *“Every situation is thrown at you, it’s just constant shifting and you have to adapt. You have to have self-control, if you don’t, you’ll be in a constant state of chaos.”* Teachers acknowledge the positive and negative impacts that affect their professional practice.

### ***Balance (Maintain Control, Triggers)***

Respondents’ comments spoke of the daily triggers that teachers and students deal with and the impacts and effects these triggers have in the classroom. In the interview data, there was consensus that a *balance* of emotions is necessary to have an effective classroom environment. Blair stated, *“I have regulated myself to deal with candid feedback, and just to even deal with my own students and the stress levels that come with that.”* Dave stated, *“I am able to give myself five minutes to freak out, and then I get it together.”* He acknowledged that teachers will be triggered but it is in the manner that they are able to handle these triggers that affects their professional practice.

### ***Empathy (Trust, Bonds)***

A consensus was made through the interviews that *empathy* is necessary for educators to have in their professional practice. Norma stated, *“You have to have empathy, if you don’t, you are not going to be an effective teacher or human, period.”* There is a connection between empathy, trust and bonds made in the classroom with teachers and students. Noah stated, *“Once you build rapport with your students, they will respond and work for you. They will see you are genuinely there to see them succeed.”*

The bonds created in the classroom between teachers and students were deemed necessary, and it starts with having empathy for one another. Norma’s interview was filled with the importance of empathy, and she shared the impacts that had on her and her students, stating, *“I just absolutely adore my kids. I just love on my kids, and they love me back.”* Noah stated, *“Each year there are a group of kiddos that gravitate toward my “home” (classroom) because they feel safe especially during difficult times. I will always provide that safety.”*

## **Data Analysis and Themes for RQ 2**

Research question two asked for participants’ perceptions about the value of E.I. in professional practice. Table 3 illustrates the emergent themes.

**Table 3**

*Themes Emerged from Perceived Value of E.I. Upon Return Post COVID-19*

<b>Themes for RQ2</b>		
<b>Theme</b>	<b>Description/Subtheme</b>	<b>Associated Quotes</b>
<b>Valuable</b>	Important, Necessary, Change	<i>"It is very valuable; my perception is that E.I. all teachers should be aware of their E.I. and if they don't know they need to become educated in it."</i>
<b>Challenge</b>	Struggle, Adjusting, Traumatic	<i>"Students' behavior got worse after the pandemic and took a big toll on me."</i>
<b>Priority</b>	Backtracking, Different Approach	<i>"Having to backtrack was the hardest part, being expected to still perform on a level that we did before COVID but having to completely take steps back to show them how to even be civilized again."</i>

### ***Valuable (Important, Necessary, Change)***

Interview participants expressed the value E.I. play in educators' day-to-day classroom experience. All participants agreed that E.I. is **valuable** to have especially after the return to in person learning post COVID-19. In his interview, Noah stated, *"As an effective educator, we must be aware of our own emotions and find ways to control them in order to create an effective classroom culture."* Celia stated, *"It is very important to value E.I. because it does affect how I perform in my class."* Rick stated, *"It is extremely valuable being a teacher because you work with so many different ages and different personalities."* Such comments reiterate the consensus that educators acknowledge that E.I. is valuable and even more so now because of the major changes from the pandemic, the value of E.I. is even greater.

### ***Challenge (Struggle, Adjusting, Traumatic)***

After the return from online learning back to face-to-face learning, new challenges were faced in the classroom. Participants described experiences of struggle, trauma, and need to adjust, thus **challenge** was identified as a theme. Teachers found themselves struggling. Bella stated,

*My E.I. post COVID-19 has been impacted immensely due to traumatic experiences. I didn't feel like I was able to handle was much emotionally. I also feel like students' behaviors got worse and worsened behavior took a big toll on me.*

Although teachers knew adjusting from online learning was inevitable, Dave stated,

*It was very difficult to adjust because I wanted things to be the way they were before, but I needed to understand this was a huge change for the whole world and I had to accept that change too, that things would be different now.*



Both students and teachers experienced trauma during and after COVID-19. Norma stated, “*We have to be more patient, and understand what we’ve all been through. You have to understand that the kids went through it during their formative years, which is hardcore.*”

### **Priority (Backtracking, Different Approach)**

The perceived value of E.I. upon the return post COVID-19 is felt as a **priority** to teachers. They are in the trenches with students dealing with constantly changing emotions and interactions. As participants mentioned above, things were not the same anymore post COVID-19. There was a lot of backtracking to do, academically and emotionally. Noah recognized the emotional impact stating, “*These post COVID years have been the most challenging because students became self-aware of their upbringings and saw how maybe the perfect life, they thought they had been quite the contrary.*”

With students returning to the classroom with these emotional scars, teachers were the ones having to be their support system. Not only was there a gap in the learning, but there was also a gap in “*maturing milestones that they missed and that they needed to be successful students,*” stated Bella. The consensus of the interviews reflects that the emotional impact COVID-19 had on students and teachers is a priority to address.

### **Data Analysis and Themes for RQ3**

Table 4 provided below illustrates the themes that were found to address research question three, which sought to understand how educators need to be supported in addressing E.I.. Every participant interviewed felt that E.I. was not supported and that they have no proper training or professional development.

**Table 4**

*Themes Addressing Educators Need to be Supported in Addressing E.I. Upon Return Post COVID-19*

<b>Themes for RQ3</b>		
<b>Theme</b>	<b>Description/Subtheme</b>	<b>Associated Quotes</b>
<b>Professional Development</b>	Training, Awareness, Mental Health	<i>“There is none and it is something that we as teachers need especially after returning from the pandemic. Making sure teachers have training in what to say and how to maintain E.I. is crucial.”</i>
<b>Lack of Support</b>	Administration, Emotional Support	<i>“There is no emotional support, it’s a lot of guilt on top of everything else I’m feeling for taking a day off and trying to take care of myself.”</i>
<b>Disappointment</b>	Frustration, Confusion, Desperation	<i>“I would like to take a day off without making up an excuse so I can have a day to be human again instead of a work machine. There is a lot of expectations without much care for who we are or how we are doing to survive.”</i>

### ***Professional Development: (Training, Awareness, Mental Health)***

Interview participants expressed the desire to have **professional development** offered to them that supported E.I. It was the consensus from all participants that the lack of training made their jobs even more difficult after the return from online learning post COVID-19. Joe stated, *“Our world of education has changed after COVID-19. An awareness of E.I. for all educators will lead to an effective workplace for educators and an effective educational experience for students.”*

Noah expressed the great importance of E.I. and stated, *“I feel that there should be some sort of testing that one needs to pass aside from a content exam, as those do not assess a person’s emotional quotient.”* Dave stated that there has been, *“zero professional development experiences, and that teachers need training because it is affecting teachers’ mental health. I think we are given a lot of expectation without much care.”*

### ***Lack of Support (Administration, Emotional Support)***

Dave stated that there has been, *“zero professional development experiences, and that teachers need training because it is affecting teachers’ mental health. I think we are given a lot of expectation without much care.”* Teachers are feeling overwhelmed with growing workloads and stated they are **not being supported** emotionally by their administration.

Blair stated, *“Being an educator is one of the most demanding careers when it comes to E.I.”* with teachers feeling this way, they are in dire need of support from all stakeholders. Celia shared an experience in which her administrator had no sympathy. She said, *“Just having some sympathy and empathy for different situations, I always keep in mind, how would I want to be treated if I was in this situation?”* Educators feel unsupported and are expressing the importance this support is to them.

### ***Disappointment (Frustration, Confusion, Desperation)***

Teachers shared their frustration and **disappointment** with the lack of importance in E.I. in their district. Noah stated,

*Sadly, our district has not paid enough might to this aspect, there has not been proper de-escalation training or even check-ins with educators. It’s as though the district chose not to invest in this battle because it is culturally taboo.*

Norma stated, *“It is time for people to broaden their scope of what is important. I think that the whole purpose of you doing this is so great because everybody needs to be more aware of E.I.”* Celia’s comments followed with, *“These kids look to us as mentors and support because they may not get that at home, so making sure teachers have training in what to say and how to maintain E.I. is crucial.”*

## **Discussion**

The data collected revealed that there is a lack of support for and exposure to E.I. for educators. Findings confirm that there is a need for E.I. training and through the interviews,

educators expressed their frustrations due to the lack of support from their administration. Educators feel under qualified to properly serve their students emotional needs. A consensus was made that the COVID-19 pandemic did have a significant impact on educators and students academically and emotionally.

Gilar-Corbi et al. (2019), deemed it necessary for educational curricula to integrate and develop E.I. competencies in initial teacher training. Educators repeatedly emphasized how necessary E.I. is in this career. The theme *necessary* emerged as a result of each participant sharing how one must be aware of their own E.I. in order to handle situations properly and react in a professional manner. Educators feel that it is necessary to enhance and learn about E.I. because after the return to face to face learning post COVID-19, they were faced with new emotional challenges with students. Along with academic gaps, there were new emotional stressors and issues teachers were forced to handle in order to offer a safe learning environment. Educators shared that they feel highly productive when their necessary needs are met emotionally.

The consensus collected from the interviews was that teachers genuinely want to be the *best version* of themselves for their students. This means they do care about the effort they put into their lessons and daily interactions in the classroom. They understand that teaching is an emotionally straining job, and that each day brings new challenges. With that already known, they would rather be mentally and emotionally prepared to take on daily challenges. They share the importance of support from administrators to feel their best as well. Educators care about the quality of learning they are offering their students which in turn affects student teacher relationships as well. When educators feel their best, they are more accomplished, and the learning environment is positive.

Participants further acknowledge the importance of *balance* in order to have an effective classroom environment. They know that balance is necessary to maintain order in the class. Knowing how to identify triggers is a skill that educators don't know they need until a situation becomes intolerable. Empathy is defined as a skill to sense how other people feel, compassion and understanding, allowing one to connect with another person on an emotional level (Arora, 2017). Each educator shared the need to be empathetic, especially after the pandemic. The issue with empathy they had was that they were offering their own empathy to their students the best they could without the proper training, yet they were not even empathy in return from administrators.

The consensus was that E.I. is extremely valuable to have in the teaching profession. Participants shared that early in their career, they lacked strength in E.I., and they are now able to reflect on and recognize their growth over the years. Educators perceive E.I. as valuable and feel that all educators should be provided with support to learn, grow, and enhance their E.I. All participants agreed that E.I. is valuable to have especially after the return to in person learning post COVID-19. Both students and teachers experienced trauma during the pandemic as it was also felt globally and coming back to face-to-face learning, educators acknowledge the value of E.I. more than ever. E.I. was said to be valuable to educators because of the diversity in the population they serve. The consensus of the interviews reflects that the emotional impact COVID-19 had on students and teachers is a priority to address. Participants all agreed that E.I. must be made a priority in their district, and they believe their district should support the growth of teachers' E.I. and make it a priority. E.I. training should be given priority to allow educators to recycle knowledge and support their E.I. development (Valente & Lourenco, 2022).

Professional development was the upmost major concern raised by the participants, yet

not one person could attest to having the opportunity of professional development in E.I. The lack of training was upsetting, frustrating, and left educators feeling unprepared. The lack of E.I. training/professional development impacts educators, administration, parents, and most significantly, students. The literature finds that educators need professional development to help them understand their own emotional structure and build strategies for implementing practices to be used in their classrooms (Howard, 2021). Still, participants admitted feeling under qualified to properly serve their students emotional needs, and disappointed by the lack of efforts placed on offering the necessary support.

### **Recommendations**

The leading recommendation based off the interview findings reflects the desperate need for districts and administrators to implement effective high-quality professional development on E.I. immediately to educators. To attain further insight into educators' experiences pre and post COVID-19, districts should take time to create a plan of action for professional development in E.I. A recommendation is to survey all teachers throughout the district to acquire insight into potential topics to target for professional development in E.I. This massive inquiry would allow all educators to feel valued, supported and heard by their administration. Finding these topics would provide guidance for leaders to meet educators' specific needs. Effective professional development should meet the specific needs of educators, should be conducted often and continuously throughout the year, and should have an accountability system for both administrators and educators.

Further research should be focused on providing the proper support for the issues teachers are facing with students in the classroom not only academically but also emotionally from the trauma induced from the pandemic. Research could also be explored using larger sample groups and other populations of educators to determine if there are any patterns in emotional or academic implications post COVID-19.

### **Limitations of the Study**

A limitation of the study was the small number of educators that participated in the qualitative interviews. The study was also limited to one school district. As such, results may not be applicable for all regions. Although every effort was made to glean an understanding of this phenomenon, in responding to questions about E.I., participants may have felt hesitant or may have had difficulty sharing their feelings and experiences about the topic. By using a qualitative study, the results were limited to narrative data that was collected through transcription via interviews.

### **Conclusion**

A qualitative data analysis revealed that educators do understand the importance and impact E.I. has on their professional practice, but are feeling frustrated and desperate for support and training in E.I. The study is essential for educational leaders to as a call to action and a guiding source for professional development and support systems needed to most positively impact teacher retention and student success.

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