



Emotional Intelligence as Intangible Class Content for Effective Communication in Managing University Classes: A Bibliometric Analysis

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ABSTRACT

John Mayer and Peter Salavoy devised the term 'Emotional Intelligence' in 1990, later popularized by psychologist Daniel Goleman psychologist Daniel Goleman and popularized through his scholarly work *Emotional Intelligence* in 1995. Since then this term has fascinated the world. The Harvard Business Review of 2003 determined that 80% of competencies distinguishing the top performers from the rest were owing to their high emotional intelligence. A lot of research has been done in the area since the last decade of the twentieth century conferring Emotional Intelligence (EI) a superior position to its equally important counterpart, the Intelligence Quotient (IQ). The present study aims to map the growing research, spread across domains covering Emotional Intelligence as a central theme, through a review of published articles in the Scopus database. In all, 860 articles were retrieved and refined to take 680 final articles. The data extracted was analysed based on different bibliographic parameters was visualized with the help of VOS viewer. Based on the contributions made by the countries, Spain topped the list with 137 contributions whereas the US topped the list of total link strength (1892). The overly visualization of the authors' bibliographic coupling shows that the most substantial authors were Extremera N. (with 20 publications), Merida-Lopez S. (with 13 publications), and Brackett M. A. (with 10 publications). In contrast, emotional intelligence, stress, self-efficacy, burnout, academic achievement have been the most recurrently considered and referred concepts. The most significant and prominent journal has been *Frontiers in Psychology* and *Teaching and Teacher Education* in this field. *Frontiers in Psychology*", *Sustainability (Switzerland)*, and *"International Journal of Environmental Research and Public Health"* topped the list of the latest publications in this literature.

Keywords: Emotional Intelligence, Bibliographic analysis, Emotional wellbeing, self-efficacy.

Introduction

John Mayer and Peter Salavoy devised the term 'Emotional Intelligence' in 1990 which psychologist Daniel Goleman later popularized through his scholarly work *Emotional Intelligence* in 1995 and since then this term has fascinated the world. The Harvard Business Review of 2003 determined that 80% of competencies distinguishing the top performers from the rest were owing to their high Emotional Intelligence. A lot of research has been done in the area since the last decade of the twentieth century conferring

"Emotional Intelligence" a superior position to its equally important counterpart, the Intelligence Quotient. Pervading all the areas from personal to professional, Goleman's quadrant approach makes Emotional Intelligence the most sought after and a key factor in determining an individual's success as a leader and team player.

An area igniting interest and curiosity of people across the domains, emotional intelligence, in simple words, is the capability of a person to perceive, comprehend and

handle one's own emotional state along with that of others' emotional state. Different dimensions of EI necessary to build an emotionally organized and stable personality capable of performing the balancing act in dealing with others as well as the self are given by Daniel Goleman. Necessary in promoting a positive environment within and without, emotionally sharp individuals with their high levels of empathy and sharp critical listening ability can emerge as responsible leaders and decision-makers in critical situations and even otherwise, making themselves a popular choice in the process. In the arena of education, the teacher-student liaison is highly prominent or ruled by the "rapport" they share and the bond that ultimately stems from it (Blase et al., 2008). In fact, the changing dynamics of this relationship giving way to a more cordial and open communication from the restrictive *Guru-Shishya Parampara* owing to the modern, competitive, and hence stressful environment, has necessitated an empathy-driven approach that contributes to the emotional well-being and holistic growth of the students. Such is the need felt in the field of academics that Scopus alone has 680 manuscripts focusing on the role of EI in the field of education with reference to the student-teacher relationship.

As already mentioned, Emotional Intelligence is the capability of an individual to apprehend and handle his or her emotions and of others as well. It is the capacity of an individual to maintain a kind of emotional homeostasis within and without. In today's highly mechanized environment, the need for EI driven classrooms has only increased than ever before. It has become undoubtedly an intangible class content which despite its absence or limitation to a single module in the syllabi serves a significant academic purpose in governing the interactions between the students, teachers, staff, and management. Irrespective of the courses being taught presence of EI is evident in the delivery of the course content in terms of the selection of words, non-verbal communication, rapport building, interpersonal connect etc. It pervades the entire academic "discourse" as well as "structure" but is conspicuous by its absence due to lack of awareness about it or restricted understanding or sheer disregard in considering it as an integral parameter of selection of the teachers or dealing with the

students. Given the changed scenario and the growing significance of the "Emotional Intelligence", it should be included as a specialized course in classes and be made a parameter of teacher selection.

Emotional Intelligence and Class Communication

The emotional intelligence of teachers has a pivotal role in managing classes effectively and communicate accordingly. These teachers are in a better psychosocial sphere to understand the needs, drives, Behavioural patterns (negative/positive) of the students (Chan & Hui, 1995; Judy Shih, 2021). Their high EI helps them to manage a class effectively. An example in the case can be the film 'Hichki' in which the high EI level of the teacher helps her to deal with the errant section of the school. Even the films like 'Taare Zameen Par', 'To Sir with love', or 'The Dead Poet's Society', to name a few, present teachers as Emotionally Intelligent beings different in their management of students particularly the disruptive ones. This character of the teacher in films is usually a person very popular with the students, their 'Go to' friend and the popularity of such characters amongst the younger generation is a testimony to the kind of teachers the society needs, and students want.

EI, as already mentioned, plays a pivotal role in the class setting (Chan, 2007). An emotionally intelligent teacher ensures the existence of a conducive environment for the holistic growth of the students. Not only such teachers contribute to the emotional health of the whole class but their intervention in the creation of course content, curricular/extra-curricular activities, managerial functioning of the academia ensures that the intangible aspect of human development (the EI) does not get neglected at any stage.

EI commands opening different channels of communication in the class. Not only do the students feel respected and connected with the teacher but also are able to engage in an uninhibited expression of ideas necessary for promoting critical thinking and high order thinking skills. Such an atmosphere of open and healthy discussions encourages the critical faculty necessary to think out of the box and develop a vision of their own. Apart from the academic aspect when students feel

understood and respected, they feel less stressed and are also able to share their non-academic aspects/issues with the teachers, in the process they themselves become emotionally engaged and calm, learning and nurturing their own Emotional quotient.

Literature Review

The quintessential requirement of Indian social fabric is the presence of individuals who show emotional competency and possess strong psychosocial skills to survive. This is the basic expectation of today's modern society and the requirement of 'VUCA' world. (García-Martínez et al., 2022). The research in the field of education with reference to EI emphasizes the critical role of emotional equilibrium and competence for the overall growth of both teachers and students.

Most of the researchers have used "Hall Emotional Intelligence Test". (Tuyakova et al., n.d.), "Trait Meta-Mood Scale", the "Spanish Burnout Inventory" and "Psychological Well-Being Scales", (Lucas-Mangas et al., 2022). Some other scales used to measure are "Wong and Law Emotional Intelligence Scale", the "Subjective Happiness Scale", and the "Perceived Stress Scale" (Mérida-López et al., 2022). Till date, a very significant gap is visible on cross-dimensional research covering EI, especially while measuring impact and performance of EI (Algozhina et al., 2022).

Knowledge shared by teachers in the classrooms and bringing creative atmosphere in the classrooms bring levels of cause-and-effect and correlational connections from different perspectives (Trad et al., 2022). Emotions have a great impact on the Behavioural aspects of teachers and help them tide over difficult situations. The main variables which trigger and take care of the psychological well-being and Emotional Intelligence that act as a stimulus for teachers comprise the process of motivating, measuring well-being, and their capability to perceive and standardize sources of burnout and stress (Lucas-Mangas et al., 2022). Psychological well-being and the passion for the teaching job are directly or indirectly related to each other (Lucas-Mangas et al., 2022).

Strategizing the delivery of verbal and non-verbal education to improvise the cumulative output of the students' strength, is no doubt

the supreme duty of teachers. One such study (De Leon-Pineda, 2022) examined the everyday communication on "How they Feel today" to popularize the idea of strategizing classroom delivery. With the development of such strategies, the teachers in HEI can leverage students with knowledge gains and developing intelligence (Ding & Li, 2022).

The teacher kindles learning desires in the students; and focuses on developing EI equally to let them manage their own emotions; and consequently, accept the challenges put forward by the peer groups and subordinates (Gautam et al., 2021). In another study (Anwar et al., 2021), it has been argued that EI holds a key position in the teaching effectiveness.

When we talk about the emotional growth of a learner, many researchers like (Cobos-Sanchiz et al., 2022) are of the view that psychosocial and socio-educational development of students are bound to get hindered by their exposure to negative operational constraints. No doubt, this can be controlled by installing positive reinforcement in formal and non-formal educations setup.

Aims and Significance of the study

Scholarly work covering emotional intelligence and its role in effective class communication is much about talked but we find less work that focuses on about emotional intelligence as an intangible tool for developing effective communication within this specific higher education setting.

The present research database also lacks the articles that describe the significance of using emotional intelligence as a powerful tool to manage classes effectively. While doing bibliometric analysis for the role of emotional intelligence in higher education, we found that there are very few articles that have a great impact on the class communication. We have found many articles in the primary and elementary education levels where emotional intelligence has been studied but research on adults' education is missing. Reviews to date, such as those by (Cobos-Sanchiz et al., 2022), (De Leon-Pineda, 2022) and (Trad et al., 2022) have drawn a general narrative topography of current research in the field of emotional intelligence but have not covered higher education as specific. Considering the

importance of EI in HEI and its dependency on the overall growth of adults, collecting empirical evidence with this focus is of utmost importance, not only for practitioners but also for policymakers.

With these gaps in mind, we have tried to cover manuscripts available through the Scopus database and tried to do a bibliometric analysis to show the significance of the research in this particular area.

Methodology

For this study, the literature on emotional intelligence was mapped through Vos viewer software which is a popular tool to analyse and visualize bibliometric data (toxicology & 2005, 2005; Van Eck & Waltman, 2014; Wallin, 2005). Literary work that requires a quantitative study in terms of the bibliometric analysis and bibliometric visualization can be performed using similar kind of software as well. Bibliometrics is “the application of mathematical and statistical methods to books and other media of communication” (A Mas-Tur et al., n.d.; Alicia Mas-Tur et al., 2019; Mody et al., 2021) to review the chronology of the development of a specific area of literature, through analysing the available scholarly work (WITTIG, 1978; Kaushal, Kaurav, Sivathanu, & Kaushik, 2021; Baber, Upadhyay, Baber, & Kaurav, 2022). Through bibliometrics, the cited information in terms of publication and frequency can be categorized. In our research, bibliometric visualizing methods are used with the help of Vos viewer to analyse the different outcomes. Co-occurrences of author keywords and bibliographic couplings of the countries, authors, journals, and institutions are depicted via the software.

The initial search on Scopus was performed with “Emotional Intelligence” and “Teacher” which fetched 860 documents. The search was refined by excluding Conference Paper (60), Book Chapter (42), Review (35), Book (28), Conference Review (7), Note (4), Editorial (1), Erratum (1), Letter (1) and Short Survey (1). Since the study was to cover only articles, hence all other sources and types were excluded. Thus, we examined the relevance of the document and kept only the most relevant articles in the study. The initial search gave us 860 documents. After minimizing irrelevant document types and, taking up to July 8th,

2022, the researchers could find 680 items to be analysed.

Results

Publications Patterns

According to the document types, there were 860 articles in the Scopus Database when the search was limited to emotional intelligence and teachers. Out of 860 documents, Article (680), Conference Paper (60), Book Chapter (42), Review (35), Book (28), Conference Review (7), Note (4), Editorial (1), Erratum (1), Letter (1) and Short Survey (1) were found. Since the study was to cover only articles, hence all other sources and types were excluded. Thus, the researchers examined the relevance of articles only, which were included in the analysis.

Based on this contribution made by countries, United States (82), Spain (137), China (35), United Kingdom (37), Italy (13), Pakistan (14), Canada (16), Malaysia (34), Finland (6), Australia (25), Hong Kong (11), Indonesia (28), Poland (11), Portugal (9), Switzerland (5), Chile (6), France (6), India (32), Iran (43), Netherlands (6), Germany (7), Greece (20), South Africa (13), Ecuador (7), Israel (18), Turkey (26) and Cyprus (8) were among the top contributors in the field of EI.

The publication records show that the first document came in the year 1997, followed by varied publication counts every subsequent year. Over the years, the publications increased and reached at the peak in 2020 and 2021. The year 2020 has maximum publications, possibly owing to Covid pandemic which forced everyone to work from home and considerable time was spent by the researchers on the aspects like emotional intelligence and work-life balance.

Bibliographic Coupling of the Countries

Bibliographic coupling between the countries have been illustrated through the overlay visualization. Minimum 5 published articles and citations with 25 h index were the benchmark created for the study. Only 27 out of 90 countries met the threshold. For all countries, the first numbers show the total publications whereas the second one shows the citation count and the last one shows the total link strengths.

Spain was found to be on top of the list in terms of publications on EI whereas the United States scored total link strength (1892). As far as citations are concerned Spain has

Bibliographic Coupling of the Authors

Bibliographic coupling among the researchers can be visualized in Figure 2. Authors with at least 29 h index were taken into consideration.

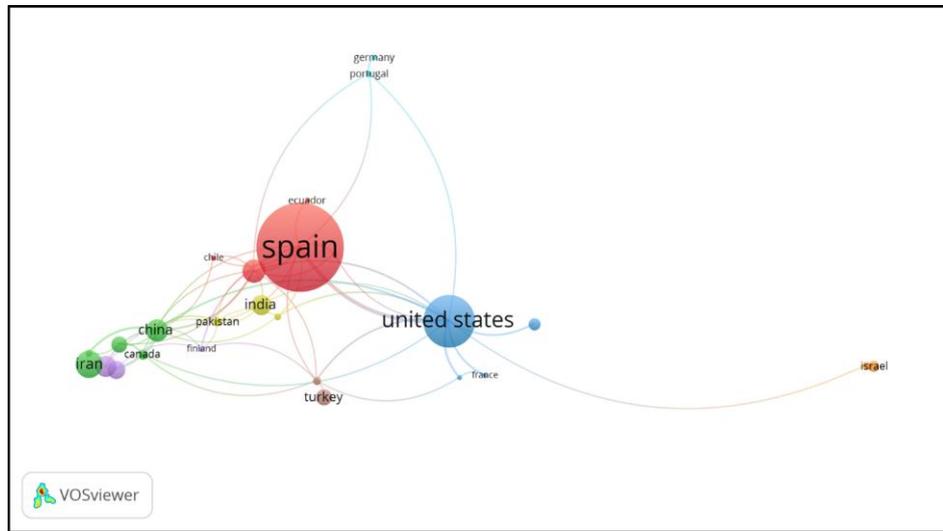


Fig 1: Overlay Visualization of the Bibliographic Coupling of the Countries

almost equal numbers of citations (1858) but the United States has the largest number of citations (1892). The top three countries with the highest publications along with Spain are the United States and Iran. Similarly, Spain and China have proportionally the highest total link strength after the United States.

Figure 1 shows overlay visualization of the bibliographic coupling of the countries, which displays the position of the top two countries: the United States and Spain in almost all the categories.

Only 10 out of 1593 authors met the threshold. These 10 authors were coupled bibliographically, and 10 most-cited authors were illustrated. The first numbers in parentheses are the number of publications, followed by citation counts, and total link strengths is third figure within the parentheses: Brackett M. A (10; 521; 10), Salovey P. (4; 502; 5), Petrides K. V. (6; 491; 0), Chan D. W. (5; 400; 0), Extremera N. (20; 333; 24), Merida-Lopez S. (13; 203; 16), Lopes P. N. (4; 185; 3), Rey L. (9; 175; 14), Fernandez-Berrocal P. (5; 137; 3), and Ghanizadeh A. (3; 129; 0).

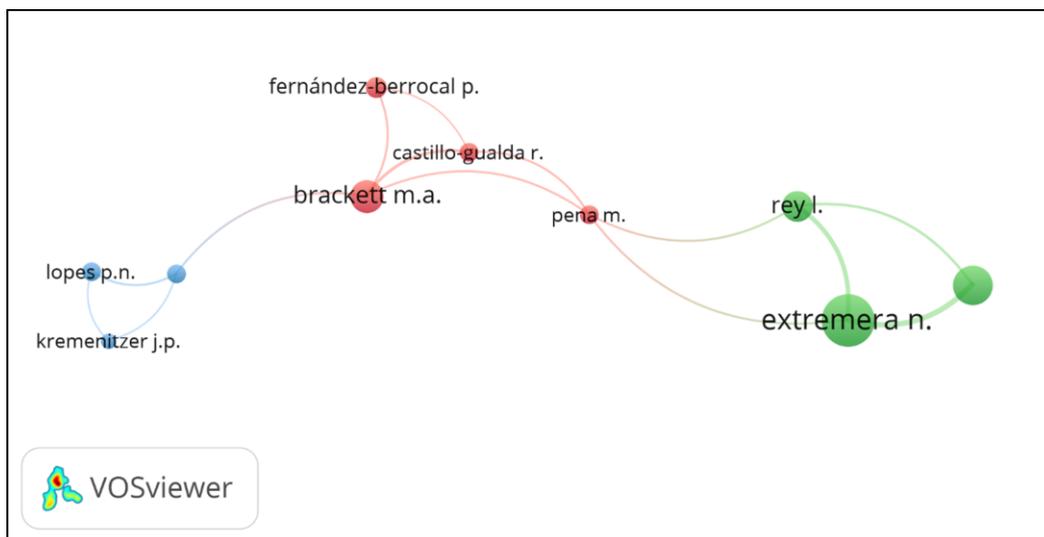


Fig 2: Overlay Visualization of the Bibliographic Coupling of the Authors

The most substantial authors were Extremera N. (with 20 publications), Merida-Lopez S. (with 13 publications), and Brackett M. A. (with 10 publications).

Though Brackett M. A. secured the third position as far as publications are concerned, he has the highest number of citations (521). Salovey P. got the second position with 502 citations in his account whereas Petrides. K. V. got the third highest number of citations (491). Extremera N. with the highest link strength (26) and Merida-Lopez S. (16) dominate the group while Rey. L secured the third rank (14).

Author Keywords Co-occurrences

Figure 3 depicts a network visualization of the author keywords' co-occurrences. The keyword occurrence threshold was set at 10. 23 of the 1640 keywords satisfied and met the criteria. The first values in parentheses represent keyword occurrences, while the

keywords highlight the most often stated concepts in the context of emotional education in literature.

In Figure 3, the different clusters can be seen with different colours. The first cluster shows the concepts that are researched very often with reference to Emotional Intelligence and its impact on teacher and student relationship and performance in higher education: emotional intelligence (377; 240), emotional education (14; 20), academic achievement (17; 19), social and emotional learning (11; 13), and leadership (11; 13). Afterwards, the next cluster (2) depicts the most frequently studied concepts related to teaching-learning environment and its impact: burnout (34; 54), stress (12; 23), work engagement(11; 18), and personality (11;16).

Most-commonly examined concepts can be seen through third cluster with relation to

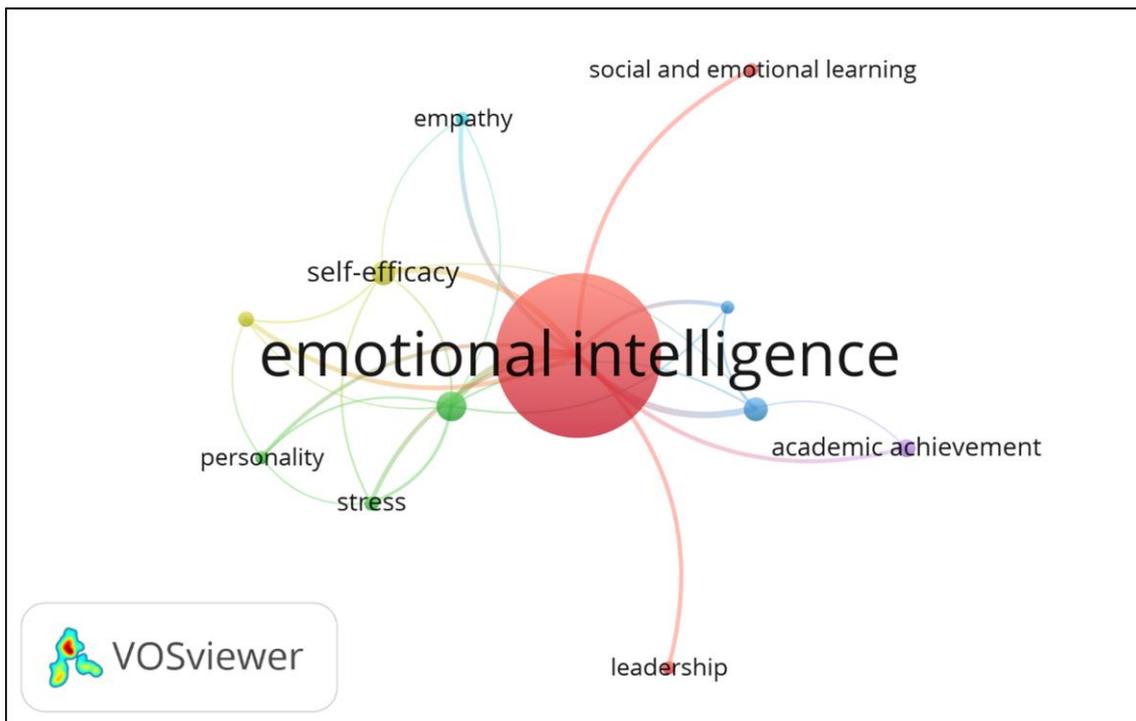


Fig 3: Network Visualization of the Co-Occurrences of the Author Keywords

second represent overall link strength. The most frequently mentioned keywords by the authors are, respectively, emotional intelligence (377; 240), burnout (34; 54), self-efficacy (25; 36), job satisfaction (24; 35) and academic achievement (17;19). These

Emotional Intelligence vis-à-vis its characteristics: self-efficacy (25; 36), resilience (13; 19), and empathy (11; 17). The fourth minor cluster shows well-being of teachers: job satisfaction (24; 35) and work engagement (11;18).

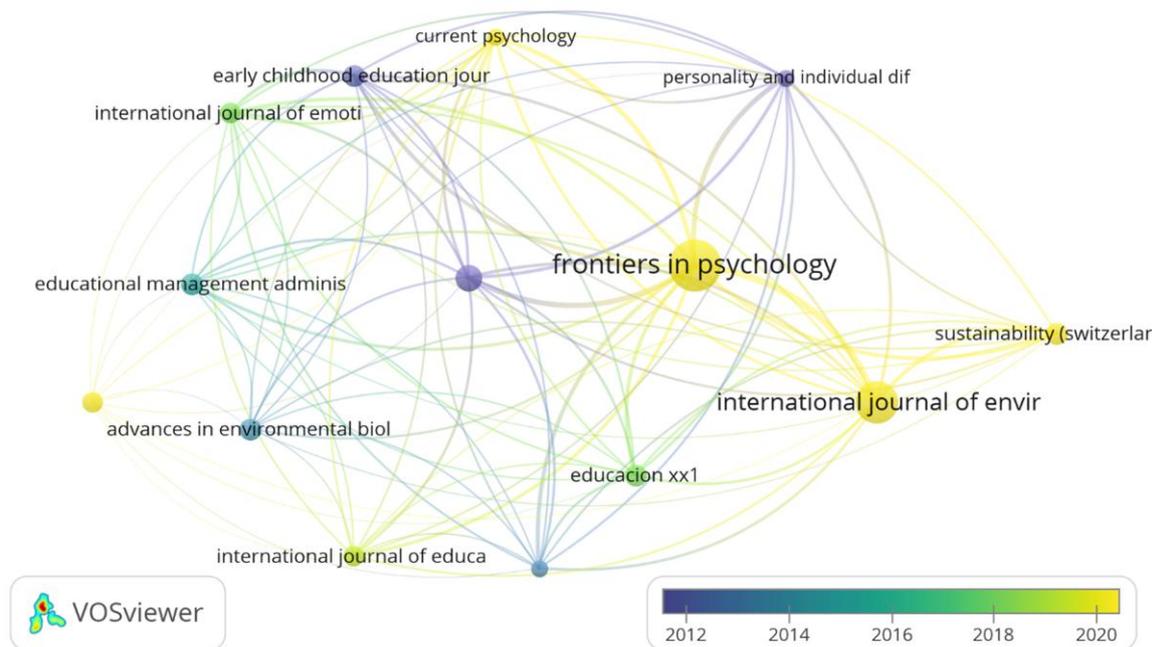


Fig 4: Density Visualization of the Bibliographic Coupling of the Journals

Bibliographic Coupling of the Journals

Figure 4 exhibits the bibliographic coupling of the journals with density visualization. Minimum 5 publications and 25 citations (h-index) were set as the basis for this analysis. Of the 407 journals, only 11 could meet the threshold and were coupled bibliographically. Thereafter top 10 journals were shortlisted and visualized according to their citations and total link strength. The shortlisted journals' publication counts, citation counts, and the total strength of the bibliographic coupling links were assessed. The most influential journal was found to be *Frontiers in Psychology* with 1,640 total link strength and 179 citations. *Teaching and Teacher Education* is the most cited journal (1207) in this field. Although the most significant publication number (23) in this list belonged to *Frontiers in Psychology*, its citation count is in the third order. For all the journals on the list, the sequence follows publication counts, citation counts, and total link strengths. With regard to citation counts, the other journals were “Educational Management Administration and Leadership” (7; 150; 348), “Electronic Journal of Research in Educational Psychology” (5; 147; 509), “International Journal of Environmental Research and Public Health” (17; 127; 1021), “Early Childhood Education Journal” (7; 95; 562), “Education xx1” (7; 74; 502), “International Journal of Emotional Education” (6; 44; 504),

“International Journal of Educational Management” (6; 30; 354), and “Sustainability (Switzerland)” (7; 26; 493). The findings revealed the top journals favoured by prominent academics focusing on emotional intelligence in higher education. Colours show that “*Frontiers in Psychology*”, *Sustainability (Switzerland)* and “*International Journal of Environmental Research and Public Health*” have the most recent publications in this literature.

Discussion

In recent years, Emotional Intelligence has been igniting the interest and curiosity of people across the domains. Emotional intelligence, in simple words, is the ability of an individual to perceive, comprehend and manage one’s own emotional state as well as that of others. Daniel Goleman defines the four dimensions of Emotional Intelligence—self-management, social awareness, self-awareness, and relationship management—that are required to develop an emotionally organised and stable personality capable of performing the balancing act in dealing with others as well as one’s own self. The present study aims at mapping the published literature on emotional intelligence and its efficacy in developing overall personality of a university graduate in higher education settings. For this, bibliographic data was extracted, reviewed, analysed, and visualised

through bibliometric analysis techniques using VOS viewer . The co-occurrences of author key terms, as well as bibliographic couplings of journals, nations, and authors were retrieved in this context. Distribution trajectories of the publications clearly indicate that Spain leads in the overall contributions in the field while The United States (82), China (35), United Kingdom (37), Italy (13), Pakistan (14), Canada (16), Malaysia (34), Finland (6), Australia (25), Hong Kong (11), Indonesia (28), Poland (11), Portugal (9), Switzerland (5), Chile (6), France (6), India (32), Iran (43), Netherlands (6), Germany (7), Greece (20), South Africa (13), Ecuador (7), Israel (18), Turkey (26) and Cyprus (8) are also trying to contribute in the field of emotional intelligence. In recent years especially in the last three years the contributions have increased significantly that shows the growing concern of emotional intelligence as a powerful tool to unearth the overall personality of a university graduate.

The most substantial authors were Extremera N. (with 20 publications), Merida-Lopez S. (with 13 publications), and Brackett M. A. (with 10 publications). Though Brackett M. A. secured the third position as far as publications are concerned, has the highest number of citations (521). Salovey P. got the second position with 502 citations in his account whereas Petrides. K. V. got the third highest number of citations (491). Extremera N. with the highest link strength which is 26 and Merida-Lopez S. with the second highest link strength which is 16 dominate the group. While Rey. L secured the third highest link strength with 14 numbers. The overlay visualizations of the bibliographic coupling of the authors indicates that further research on emotional intelligence and its efficacy on the graduate attributes is required to substantiate the impact of such intangible asset.

In recent years, many new titles have come up with education and its components as the major thematic areas promoting untouched spheres of educational outcomes. Journals like "Educational Management Administration and Leadership", "Electronic Journal of Research in Educational Psychology", "The International Journal of Environmental Research and Public Health", "Early Childhood Education Journal", "Education xx1", "The International Journal of Emotional Education", "The International Journal of Educational Management", and

"Sustainability (Switzerland)" are among the newest titles where the term emotional intelligence is frequently discussed.

The network visualization of the co-occurrences of the author keywords represents different clusters in which the keywords have most frequently co-occurred. The first cluster illustrates the most-commonly researched concepts with reference to Emotional Intelligence and its impact on teacher and student relationship and performance in higher education: emotional intelligence, emotional education, academic achievement, social and emotional learning, and leadership. The second cluster displays the most frequently studied concepts in relation to teaching-learning environment and its impact: burnout, stress, work engagement, and personality. The third cluster exposes the most-commonly referred concepts in the field of Emotional Intelligence vis-à-vis its characteristics: self-efficacy, resilience, and empathy. The fourth minor cluster displays the most often examined themes connected to teacher's well-being: work engagement and job satisfaction. All these four clusters reveal consistent trends in emotional intelligence as the intangible tool to affect the overall performance of university graduates in higher education settings. These publications present a topographical analysis and the research trends in the field of emotional intelligence and academic achievement.

Implications

VUCA world, that we all are a part of, has made resilience and adaptability indispensable life skills for survival, both having their genesis in Emotional Intelligence. Given the increasing interest of the academic as well as the professional world in the area of Emotional Intelligence it is evident that its scope, significance, and utility is only going to grow in the machine/technology driven future the world is headed towards.

As such the implication of the present study is two pronged.--theoretical and practical. From the theoretical perspective the present research will help create awareness among the people, academia in particular, about the usefulness of incorporating EI in the academic framework including the mentor-mentee or buddy system initiatives in the Higher Education Institutions. The enormous amount of research

will motivate the people to explore this field further and exploit it for the holistic development of the students.

The practical aspect of the study is also evident as it will help in improving the teaching standard of the teachers and also improve or add a new dimension to the teacher-student relationship which has undergone a metamorphosis of a kind in the contemporary world always in a state of flux. In fact, the NEP 2020 as well as the industry 4.0 and now 5.0 too emphasizes the need of Emotional Intelligence as one of the most significant attributes/qualities that an individual must possess to be not only successful and employable but also desirable.

Limitations and Future Research

Despite adhering to the thorough bibliometric analysis approach, several limitations remain in the study. To begin with, because the data is retrieved from a single Scopus database, certain relevant papers indexed in other databases may be missed. Another exclusion might result from the fact that only journal papers written in English were considered as a data source. Finally, while data mining in bibliometric analysis is confined to keywords, abstracts and titles, rather than complete text analysis, some major concepts and topic developments may be compared to data mining from the text. Several suggestions for further research are made in light of the aforementioned restrictions. To begin, the data coverage should be expanded by combining information from other databases such as Web of Science, Google Scholar, and Dimensions, so that more thorough and full data is included in the study. Second, in the event that some interesting and important articles are missing, subsequent research might incorporate all publishing sources and document kinds. Third, additional approaches, such as text analysis, can be employed to reveal deeper textual information that can augment study findings.

Conclusion

All human beings are unique so are their communication styles, depending on the variety and the kind of emotions and feelings they express. Of course, emotions cannot be controlled completely but yes, they can be tamed to trigger the right response. As university graduates tend to mirror those

around them, this task can be done by a higher education teacher with an evolved level of emotional intelligence. By harnessing intangible emotional intelligence, the teacher can easily cultivate and mold university graduates and form a strong bond or connection between them, which is quite enduring as well as everlasting. However, it is very difficult for teachers to cater to their student's emotions and feeling as time is limited and syllabus galore. Despite the constraints, the changed dynamics of student teacher coordination gives way to a more cordial and open communication from the restrictive *Guru-Shishya Parampara* owing to the modern, competitive and hence stressful environment, has necessitated an empathy driven approach which contributes to the emotional well-being and holistic growth of the students. Such is the need felt in the field of academics that with a positive outlook, little effort, and sensitivity to students' emotional needs it can happen efficiently.

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