

## Bibliometric Analysis Of Education-Related Emotional Intelligence Literature

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### Summary:

**Objective:** The objective of this study is to determine the papers published on emotional intelligence in education scientific disciplines and to analyse the characteristics of these papers.

**Methods and materials:** The researcher listed all the papers published on "emotional intelligence" topic in education scientific disciplines without a time limit by searching the Social Sciences Citation Index database. Web of Science categories were restricted to "education, educational research", "education scientific disciplines", "psychology educational", and "education special". These papers were reviewed by the researcher according to a few criteria such as citations, organizations, article types, authors, country of origin, journal titles, and research areas.

**Results:** There are total of 468 publications that were retrieved and reviewed in education-related "emotional intelligence" field between 1996 and 2018. Each year has a different number of publications. However, the sum of the citations received by those publications increase each year regularly. There are totally 40 articles cited more than h-index (41). Top ten of those 40 h-classics are reported in this paper. "Nurse Education Today" and "Journal of Psychoeducational Assessment" have been the most prominent journals in education-related "emotional intelligence" literature. Also, the most important countries in education-related emotional intelligence literature are the UK, the USA, Canada, Spain, Australia, Peoples' Republic of China (including Hong Kong), and the Netherlands.

**Conclusion :** The number of publications in this field increased significantly starting from 1996 and the number of citations received by the publications in this field increase each year in a regular basis. The findings of this study show that emotional intelligence topic attracts more attention of the researchers working in education-related disciplines.

**Keywords:** Emotional intelligence, bibliometric analysis, citation analysis.

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### I. Introduction

Emotional intelligence of school administrators, teachers, and students has recently become a matter of interest in educational research. Teaching profession is among the social jobs that require a high level of emotional labor and emotional intelligence (Wong, Wong and Law, 2005). Emotional intelligence levels of school administrators and teachers have a positive effect on attitudes and behaviors of teachers such as; job satisfaction, organizational commitment, job involvement, positive psychological contract, and organizational citizenship behaviors (Thoresen, Kaplan, Barsky, Warren & de Charmont, 2003; Wong, Wong & Law, 2005; Ilies & Judge, 2004; Lee & Allen, 2002; Cropanzano, Rupp and Byrne, 2003; Ilies, Scott & Judge, 2006; Karakus and Aslan, 2009; Celik and Karakus, 2012; Karakus, 2013). Also, the emotional intelligence levels of students have a significant effect on their school success beside their IQ levels (Reeves, 2005).

The objective of this study is to identify the publications on education-related emotional intelligence literature and to analyse various characteristics of those publications to make contributions on this field. This study used "bibliometric analysis" to retrieve and to analyse the publications in this topic.

The "bibliometrics" term was defined firstly by Pritchard (1969) as "the application of mathematical and statistical methods to books and other media of communication". Bibliometrics is used as an effective method to analyse the research trend related to a subject matter. In bibliometrics, publications are classified according to a number of characteristics such as; name of authors, countries of origin, number of citations received, name of journals, article types, research areas, and name of institutions.

The number of citations that was received by a publication or by a group of publications is an important indicator used in bibliometrics. When a publication is referred by another peer-reviewed publication, it receives a "citation". The number of citations is an important indicator that shows the impact and the importance of a publication (Marx, Schier, & Wanitschek, 2001).

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In this study, Web of Science (WoS) was used to find the related publications in education-related emotional intelligence literature. The Institute for Scientific Information (ISI) has been collecting citations and other academic information since 1945 and has been available electronically since 1979. They call their recent journal citation system as “Social Sciences Citation Index (SSCI)”. In this study, the related publications in the SSCI index were retrieved and analysed.

## II. Materials and Methods

On March 28, 2018, researcher searched Web of Science to list the articles published in the field of “emotional intelligence”. The keyword of “emotional intelligence” was searched in the “topic” field. “Topic” field in Web of Science means that the articles containing “emotional intelligence” -in their titles, abstracts, author keywords, and keywords plus- were extracted. Among the Citation Indexes in Web of Science Core Collection, only the “Social Sciences Citation Index (SSCI)” database was searched. Only the articles that were under the categories of “education, educational research”, “education scientific disciplines”, “psychology educational”, and “education special” were selected in this research. The author checked the retrieved articles if they are really about emotional intelligence or not. Only the ones that are really about emotional intelligence were included and analysed.

“Bibliometric analysis” approach was employed in this study to retrieve and examine the properties of the articles on “emotional intelligence”. Bibliometric analysis is a type of quantitative method to examine the properties of bibliographic information in the journals, articles, and literature in general (Narin and Hamilton, 1996). In this study, some of the most common indicators of bibliometric analysis were employed such as; most productive authors, organizations, article types, research areas, h-index, h-classics publications, journal titles, and country of origin.

Citation analysis was used in this study to extract h-index and h-classics. Citation analysis is a quantitative method to assess the impact of a research (Podsakoff, MacKenzie, Podsakoff, and Bachrach, 2008). The h-index is defined as the number of papers with citation number  $\geq h$  and used as an index to evaluate the impact of a researcher (Hirsch, 2005). The h-index combines publications with their citations (Cancino, Merigó, & Coronado, 2017).

The concept of “h-classics” was derived from h-index and first introduced by Martínez et al. (2015). It includes highly cited papers with more than h citations and it is among the most popular indicators (Cobo et al., 2014). In this study, the indicators of “h-index” and “h-classics” were employed to extract the high-quality publications.

## III. Results

### General Review of the Publications

Total of 468 publications were checked and retrieved on “emotional intelligence”. The number of publications differs from year to year (Table 1, Figure 1). The first article on “emotional intelligence” in SSCI index was published in 1996. In 1996, 1997, 1998, and 1999, there was only 1 article published in each year. With the new millennium, the number of publications increased significantly (2000, 9 publications). The years of 2012 (56), 2015 (55), and 2017 (48) have the largest number of publications. We are now at the beginning of 2018 with 12 publications. However, when we look at the last 5 years (2012-2016), there are at least 40 publications each year.

**Table 1. Record counts and percentages by publication years**

Publication Years	Record Count	% of 468
2012	56	11.966
2015	55	11.752
2017	48	10.256
2014	45	9.615
2013	42	8.974
2016	40	8.547
2011	33	7.051
2010	29	6.197
2009	21	4.487
2008	18	3.846
2006	13	2.778
2018	12	2.564
2003	10	2.137
2005	10	2.137
2000	9	1.923
2007	8	1.709
2004	7	1.496
2001	4	0.855

2002	4	0.855
1996	1	0.214
1997	1	0.214
1998	1	0.214
1999	1	0.214

Figure 1. Total publications by year

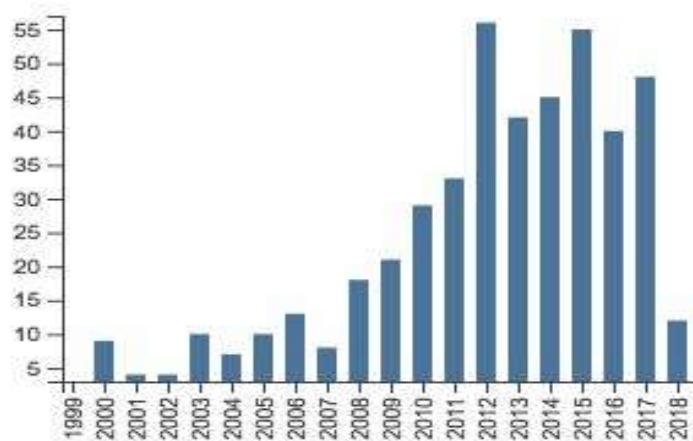


Table 2 shows the document types retrieved for this manuscript. Most of the publications are articles (407, 86.9%). There are 36 reviews (7.6%), 11 proceeding papers (2.3%), 10 book reviews (2.1%), 8 editorial materials (1.7%), 4 meeting abstracts (0.8%), 3 corrections (0.6%), 2 book chapters (0.4%).

Table 2. Document types

Document Types	Record Count	% of 468
Article	407	86.966
Review	36	7.692
Proceedings Paper	11	2.35
Book Review	10	2.137
Editorial Material	8	1.709
Meeting Abstract	4	0.855
Correction	3	0.641
Book Chapter	2	0.427

Table 3 shows the "Web of Science" categories of the publications selected and analysed in this manuscript. Most of those publications were in the category of "education – educational research" (217 items, 46.3%). The other publications are in the categories of "education scientific disciplines" (136 items, 29.06%), "psychology educational" (133 items, 28.4%), and "education special" (36 items, 7.6%).

Table 3. "Web of Science" categories on research areas

Web of Science Categories	Record Count	% of 468
Education Educational Research	217	46.368
Education Scientific Disciplines	136	29.06
Psychology Educational	133	28.419
Education Special	36	7.692

### H-Classics Publications Analysis

There were totally 468 publications in this study, average citation per item was 14.28, sum of times cited was 6684, sum of times without self-citations was 5915, and h-index was calculated as 41. So, the publications with have number of citations higher than h-index were reported as h-classics in this article. Results show that there are 41 articles, which have h-index higher than 41, in the education-related emotional intelligence literature. According to the citation report, top 10 of the h-classics are listed in Table 4. Three of these publications are about medical education. One of them is from the journal of "Medical Education" and two of them are from the journal of "Academic Medicine". There are two publications from the journal of "Academy of Management Learning & Education". From these journals there is one article for each in the top ten h-classics publications; "Teaching and Teacher Education", "Educational and Psychological Measurement", "Psychology in the Schools", "Educational Psychology Review", and "Language Learning".

The most cited article is "Mixed emotions: teachers' perceptions of their interactions with students (2000)" by Hargreaves, A. from Canada with 329 citations. This article describes the concepts of emotional intelligence, emotional labour, emotional understanding and emotional geographies. Based on interviews with 53 teachers in 15 schools, this article introduces key differences in the emotional geographies of elementary and secondary teaching. Results show that elementary teaching is characterized by physical and professional closeness that creates greater emotional intensity; but in ambivalent conditions of classroom power, where intensity is sometimes negative. Secondary teaching is characterized by greater professional and physical distance leading teachers to treat emotions as intrusions in the classroom. This distance is argued to threaten the basic forms of emotional understanding on which high-quality teaching and learning depend.

The second most cited article is "Empathy decline and its reasons: a systematic review of studies with medical students and residents (2011)" by Neumann, M. (Germany), Edelhaeuser, F. (Germany), Tauschel, D. (Germany), Fischer, M. R. (Germany), Wirtz, M., Woopen, C. (USA), Haramati, A. (USA), and Scheffer, C. (USA) with 279 citations. The authors systematically searched of studies concerning trainee empathy published from January 1990 to January 2010, using manual methods and the PubMed, EMBASE, and PsycINFO databases. Eighteen studies met the inclusion criteria: 11 on medical students and 7 on residents. Three longitudinal and six cross-sectional studies of medical students demonstrated a significant decrease in empathy during medical school; one cross-sectional study found a tendency toward a decrease, and another suggested stable scores. The five longitudinal and two cross-sectional studies of residents showed a decrease in empathy during residency. The studies pointed to the clinical practice phase of training and the distress produced by aspects of the "hidden," "formal," and "informal" curricula as main reasons for empathy decline. The results of the reviewed studies, showed that empathy decline during medical school and residency compromises striving toward professionalism and may threaten health care quality.

The third most cited article is "Learning cognitive and emotional intelligence competencies through graduate management education (2002)" by Boyatzis, R. E., Stubbs, E. C., and Taylor, S. N. from the USA with 162 citations. This article is based on entering and graduating data from six full-time and three part-time cohorts taking an MBA program designed to develop these competencies was analysed and compared to baseline data on two full-time and two part-time cohorts. Results showed that cognitive and emotional intelligence competencies can be developed in MBA students, but not with a typical MBA curriculum.

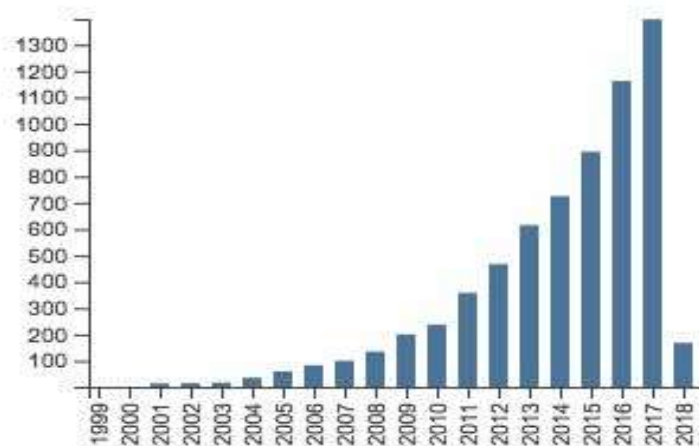
Figure 2 shows there are how many citations for the publications in the education-related emotional intelligence literature each year. According to the results, the number of citations of the selected publications is increasing regularly from year to year, although the number of publications on this topic is different each year (Table 1, Figure 1). This result shows that the impact of the items published in the education-related emotional intelligence literature is increasing from year to year.

**Table 4. Top 10 h-classics publications in education-related emotional intelligence literature**

Results found	468			
Sum of the Times Cited	6684			
Average Citations per Item	14.28			
h-index	41			
Title	Authors	Source Title	Publication Date	Total Citations
Mixed emotions: teachers' perceptions of their interactions with students	Hargreaves, A	Teaching and Teacher Education	NOV 2000	329
Empathy Decline and Its Reasons: A Systematic Review of Studies With Medical Students and Residents	Neumann, M.; Edelhaeuser, F.; Tauschel, D.; Fischer, M. R.; Wirtz, M.; Woopen, C.; Haramati, A.; Scheffer, C.	Academic Medicine	AUG 2011	279
Learning Cognitive and Emotional Intelligence Competencies Through Graduate Management Education	Boyatzis, Richard E.; Stubbs, Elizabeth C.; Taylor, Scott N.	Academy of Management Learning & Education	DEC 2002	162
Educating Entrepreneurship Students About Emotion and Learning From Failure	Shepherd, Dean A.	Academy of Management Learning & Education	SEP 2004	123
Does emotional intelligence assist in the prediction of academic success?	Barchard, KA	Educational and Psychological Measurement	OCT 2003	121
Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers	Brackett, Marc A.; Palomera, Raquel; Mojsa-Kaja, Justyna; Reyes, Maria Regina; Salovey, Peter	Psychology in the Schools	APR 2010	109
Educational policy on emotional intelligence: Does it make sense?	Mayer, JD; Cobb, CD	Educational Psychology	JUN 2000	95

		Review		
Teaching Empathy to Medical Students: An Updated, Systematic Review	Batt-Rawden, Samantha A.; Chisolm, Margaret S.; Anton, Blair; Flickinger, Tabor E.	Academic Medicine	AUG 2013	89
Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: a review and empirical investigation	Dewaele, Jean-Marc; Petrides, K. V.; Furnham, Adrian	Language Learning	DEC 2008	88
Emotional intelligence in medicine: a systematic review through the context of the ACGME competencies	Arora, Sonal; Ashrafian, Hutan; Davis, Rachel; Athanasiou, Thanos; Darzi, Ara; Sevdalis, Nick	Medical Education	AUG 2010	87

Figure 2. Sum of times cited by year



**The Most Prolific Organizations, Authors, Journals, and Countries**

The most prolific organizations, authors, journals, and countries are extracted in this section, according to the number of publications in the “education-related emotional intelligence” literature. Table 5 shows the ten most prolific organizations. The most prolific one is "University of London" from UK with 20 publications (4.27%), the second and third ones are "Chinese University of Hong Kong" from Hong Kong and “University College London” from UK with 12 publications (2.56%), the fourth one is "University of Sydney" from Australia with 9 publications (1.92%), the fifth, sixth, and seventh ones are "Universitat D Alacant" from Spain, “University of Calgary” from Canada, and "Yale University" from the USA with 8 publications each (1.7%). The eighth and ninth ones are "Radboud University Nijmegen" from Netherlands and “Universidad De Malaga” from Spain with 7 publications each (1.49%), the tenth one is "Pennsylvania Commonwealth System of Higher Education PCSHE" from the USA with 6 publications (1.28%).

Table 5. The most prolific organizations

Organizations-Enhanced	Record Count	% of 468
University of London	20	4.274
Chinese University of Hong Kong	12	2.564
University College London	12	2.564
University of Sydney	9	1.923
Universitat D Alacant	8	1.709
University of Calgary	8	1.709
Yale University	8	1.709
Radboud University Nijmegen	7	1.496
Universidad De Malaga	7	1.496
Pennsylvania Commonwealth System of Higher Education PCSHE	6	1.282

Table 6 shows the top ten most prolific authors in the education-related emotional intelligence literature. The most prolific author in this field is Petrides, K. V. from University College London (UCL), UK, with 8 publications (1.7%). The second and third most prolific authors are Gerits, L. from Radboud University of Nijmegen, Netherlands and Saklofske, D. H. from University of Western Ontario, Canada with 7 items each (1.49%). The fourth and fifth ones are Qualter, R. from University of Central Lancashire, UK and Roberts, R.D. from Professional Examination Service, NY, USA with 6 publications each (1.28%). The fifth, sixth, seventh,

eighth, ninth, and tenth ones are Brackett, M.A. from Yale University, USA; Chan, D.W. from Chinese University of Hong Kong; Elam, C.L. from University of Kentucky, USA; Extremera, N. from Universidad de Malaga, Spain; Furnham, A. from University College London (UCL), UK with 5 publications each (1.06%). The affiliations of these authors show that three of them are from UK and three of them are from the USA.

**Table 6. The most prolific authors**

Authors	Record Count	% of 468
Petrides KV	8	1.709
Gerits L	7	1.496
Saklofske DH	7	1.496
Qualter P	6	1.282
Roberts RD	6	1.282
Brackett MA	5	1.068
Chan DW	5	1.068
Elam CL	5	1.068
Extremera N	5	1.068
Furnham A	5	1.068

Table 7 shows the top ten journals in the education-related emotional intelligence literature according to the number of publications. The first journal is "Nurse Education Today"(35 publications, 7.47%), the second one is "Journal of Psychoeducational Assessment" (26 publications, 5.55%), the third one is "Learning and Individual Differences" (19 publications, 4.06%), the fourth one is "BMC Medical Education" (16 publications, 3.41%), the fifth one is "Medical Education" (15 publications, 3.20%), the sixth and seventh ones are "Academic Medicine" and "Medical Teacher" (12 publications each, 2.56%), eighth one is "Teaching and Teacher Education" (11 Publications each, 2.35%), ninth and tenth ones are "Academy of Management Learning Education" and "Advances in Health Sciences Education" (10 publications each, 2.13%).

**Table 7. Top 10 journals in the related literature**

Source Titles	Record Count	% of 468
Nurse Education Today	35	7.479
Journal of Psychoeducational Assessment	26	5.556
Learning and Individual Differences	19	4.06
BMC Medical Education	16	3.419
Medical Education	15	3.205
Academic Medicine	12	2.564
Medical Teacher	12	2.564
Teaching and Teacher Education	11	2.35
Academy of Management Learning Education	10	2.137
Advances in Health Sciences Education	10	2.137

Table 8 shows the most prolific countries of origin, for the education-related emotional intelligence literature, according to the affiliations of the authors. The most prolific country is USA with 129 publications (27.56%). Second one is England (172 publications, 15.38%), third one is Australia (50 publications, 10.68%), fourth one is Spain (47 publications, 10.04%), fifth one is Canada (31 publications, 6.62), sixth one is Peoples' Republic of China (23 publications, 4.91%), seventh one is Netherlands (20 publications, 4.27%), eighth one is Israel (17 publications, 3.63%), ninth one is Turkey (16 publications, 3.41%), and tenth one Scotland (12 publications, 2.56%).

**Table 8. Top 10 countries of origin for the publication record in the field**

Countries/Regions	Record Count	% of 468
USA	129	27.564
England	72	15.385
Australia	50	10.684
Spain	47	10.043
Canada	31	6.624
Peoples R China	23	4.915
Netherlands	20	4.274
Israel	17	3.632
Turkey	16	3.419
Scotland	12	2.564

#### **IV. Discussion**

The aim of this study is to extract the publications in education-related emotional intelligence literature and to analyse the characteristics of these publications through bibliometric analysis. Web of Science was used to extract the publications in this topic and only the ones that were published in the journals indexed in SSCI were included. All the articles using "emotional intelligence" in their titles, abstracts, author keywords or keywords plus were retrieved. The WoS categories were restricted to "education scientific disciplines", "education, educational research", "education special" and "psychology educational". All these publications were reviewed and checked by the author if they are really about "emotional intelligence".

Most of the publications that are included in this study are articles and very few of them are book reviews, reviews, editorial materials, proceeding papers, corrections, meeting abstracts, and book chapters. Most of the publications that were retrieved and analysed are in the "education – educational research" category and few of them are in the categories of "education special", "psychology educational", and "education scientific disciplines". The first item was published in 1996. Between 1996 and 2018, the number of publications differs from year to year. However, sum of the citations those publications receive increase from year to year regularly. It shows that the impact of the publications in the "education-related emotional intelligence" literature is increasing every year regularly.

There are 41 articles, which have h-index higher than 41, in the education-related emotional intelligence literature. Those are the h-classics in this topic between 1996-2018. Top ten of those h-classics are listed in this study. Three of these publications are about medical education. One of them is from the journal of "Medical Education" and two of them are from the journal of "Academic Medicine". There are two publications from the journal of "Academy of Management Learning & Education". Each of these journals has only one article in the top ten h-classics publications; "Teaching and Teacher Education", "Educational and Psychological Measurement", "Psychology in the Schools", "Educational Psychology Review", and "Language Learning".

The most cited article is "Mixed emotions: teachers' perceptions of their interactions with students (2000)" by Hargreaves, A. from Canada with 329 citations. The second most cited article is "Empathy decline and its reasons: a systematic review of studies with medical students and residents (2011)" by Neumann, M. (Germany), Edelhauser, F. (Germany), Tauschel, D. (Germany), Fischer, M. R. (Germany), Wirtz, M., Woopen, C. (USA), Haramati, A. (USA), and Scheffer, C. (USA) with 279 citations. The third most cited article is "Learning cognitive and emotional intelligence competencies through graduate management education (2002)" by Boyatzis, R. E., Stubbs, E. C., and Taylor, S. N. from the USA with 162 citations.

According to the number of publications and authors' affiliations ten most prolific organizations are listed in this study. The most prolific one is "University of London", the second and third ones are "Chinese University of Hong Kong" and "University College London", the fourth one is "University of Sydney", the fifth, sixth, and seventh ones are "Universitat D Alacant", "University of Calgary", and "Yale University". The eighth and ninth ones are "Radboud University Nijmegen" and "Universidad De Malaga", the tenth one is "Pennsylvania Commonwealth System of Higher Education PCSHE". There are two universities from the UK, two ones are from the USA, two ones are from Spain, one is from Hong Kong, one is from Australia, and one is from Netherlands.

The top ten most prolific authors in the education-related emotional intelligence literature are Petrides, K. V. from University College London (UCL), UK. The second and third most prolific authors are Gerits, L. from Radboud University of Nijmegen, Netherlands and Saklofske, D. H. from University of Western Ontario, Canada. The fourth and fifth ones are Qualter, R. from University of Central Lancashire, UK and Roberts, R.D. from Professional Examination Service, NY, USA. The fifth, sixth, seventh, eighth, ninth, and tenth ones are Brackett, M.A. from Yale University, USA; Chan, D.W. from Chinese University of Hong Kong; Elam, C.L. from University of Kentucky, USA; Extremera, N. from Universidad de Malaga, Spain; Furnham, A. from University College London (UCL), UK. There are three authors from the UK, three ones are from the USA, one is from the Netherlands, one is from Canada, one is from Hong Kong, and one is from Spain.

The top ten journals in the education-related emotional intelligence literature are listed according to the number of publications. The first journal is "Nurse Education Today", the second one is "Journal of Psychoeducational Assessment", the third one is "Learning and Individual Differences", the fourth one is "BMC Medical Education", the fifth one is "Medical Education", the sixth and seventh ones are "Academic Medicine" and "Medical Teacher", eighth one is "Teaching and Teacher Education", ninth and tenth ones are "Academy of Management Learning Education" and "Advances in Health Sciences Education". When we look at the focuses of these journals, six of those top ten journals focus on medical education field.

According to the affiliations of the authors, the most prolific countries of origin are listed for the education-related emotional intelligence literature. The most prolific country is USA, the second one is England, third one is Australia, fourth one is Spain, fifth one is Canada, sixth one is Peoples' Republic of China, seventh one is Netherlands, eighth one is Israel, ninth one is Turkey, and tenth one Scotland.

As a result, if we look at the most cited articles, the most prolific organizations and authors, and the countries of origin, the most important countries in education-related emotional intelligence literature are the UK, the USA, Canada, Spain, Australia, Peoples' Republic of China (including Hong Kong), and the Netherlands. However, there are various authors, journals, and institutions all around the world in the education-related emotional intelligence literature. The number of publications in this field increased significantly starting from 1996 and the number of citations received by the publications in this field increase each year in a regular basis. All of these findings show that emotional intelligence topic attracts more attention of the researchers working in education-related disciplines.

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