Promoting Emotional Intelligence in Children in the Classroom: An Analysis of the Scientific Literature

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Abstract

Classroom dynamics, academic achievement, and student growth are all significantly impacted by emotional intelligence (EI). The analysis presented uses Scopus data from 2012 to 2024 to examine the development, major contributions, and thematic focus of Emotional Intelligence (EI) research in education. The results show a 67% rise in publications between 2020 and 2024, indicating a rise in scholarly interest in the function of emotional intelligence in education. With 58.3% of all publications, the United States, Spain, and the United Kingdom are the top three countries. Harvard University, the University of Barcelona, and the University of Cambridge have made significant numbers. Contributing to 24% of all articles, Frontiers in Psychology, Educational Psychology Review, and the International Journal of Emotional Intelligence are the most prestigious journals in this discipline. The study identifies four key research areas: social-emotional learning (SEL) programs (23%), EI and academic performance (18%), teacher training in EI (15%), and behavioral regulation strategies (12%). The results highlight the multidisciplinary nature of EI research, integrating insights from psychology, education, and neuroscience. While research is expanding, gaps remain in long-term SEL impact, cross-cultural perspectives, and global applications of EI programs. This study provides a comprehensive understanding of EI research trends, offering valuable insights for educators, policymakers, and researchers working to enhance evidence-based social-emotional learning in schools.

Keywords: Emotional intelligence, social-emotional learning, academic performance, classroom behavior, bibliometric analysis

Introduction Learning is only one aspect of education; another is developing social and emotional competencies that help students deal with obstacles in their personal, professional, and academic lives. Emotional intelligence (EI), which affects psychological health, classroom interactions, and academic

achievement, has become a crucial component in determining students' success in recent years (Zhoc et al., 2020). Self-awareness, self-regulation, motivation, empathy, and social skills are all components of emotional intelligence (EI), and they all help students effectively control their emotions, form relationships, and deal with stress (Antonopoulou, 2024).

Several studies indicate that adolescents who score higher on emotional intelligence (EI) typically perform better academically and exhibit more resilience in trying circumstances (Ononyeet al., 2022). This is true because emotional intelligence (EI) helps to build emotional regulation, positive peer relationships, and ability to solve problems (Vila et al., 2021).

These benefits have piqued the curiosity of educators, researchers, and legislators about how best to effectively include emotional intelligence (EI) into their respective fields of work.(Halimi et al., 2021) Among the most often used approaches for fostering emotional intelligence in educational environments are social-emotional learning (SEL) programs. These classes provide students disciplined structures for raising their emotional intelligence, social skills, and decision-making capacity (Drigas et al., 2021). Studies show that by 11% SEL interventions can lessen anxiety, enhance classroom conduct, and raise student academic performance (Mahoney et al., 2021). Teachers are therefore very important in helping children to develop emotional intelligence; at the same time, teacher preparation in emotional intelligence is becoming more and more popular. Studies show that high emotional intelligence teachers are more suited to handle problems, provide a positive learning environment, and take care of their students' emotional needs (Paschal et al., 2025).

Though the field's important players, research trends, and topic areas are still not fully mapped, emotional intelligence in education is becoming more and more important (Chen et al., 2021). Understanding how EI research has evolved can help educators and legislators design more successful, evidence-based learning programs (Malin et al., 2020). This paper does a bibliometric analysis to examine the academic scene of Emotional Intelligence (EI) research in educational environments.

With Scopus as the main database, this study aims to investigate publishing trends between 2012 and 2024 to find trends in the expansion of scientific output, identify which eminent writers, organizations, and journals make major contributions to educational EI research, underline the main areas of research, such as teacher preparation, SEL programs, and the effect of emotional intelligence on academic achievement. Maps depicting the evolution of EI research help to clearly grasp the scholarly contributions to emotional intelligence in the classroom. Future studies, policy suggestions, and the use of instructional approaches giving social-emotional learning top priority will be based on the results.

Understanding Emotional Intelligence

Emotional intelligence (EI) is a complex notion including elements of recognition, comprehension, regulation, and successful communication of emotions. These days, emotional intelligence (EI) is recognized as essential for both personal and academic success. Usually, the concept is divided into five basic components: self-awareness, self-regulation, motivation, empathy and social skills (Kanesan & Fauzan, 2019).

Self-awareness is the ability of one to recognize their emotions and how they affect their views and behavior; using it to understand their strengths and weaknesses can help students choose wisely (Nilson & Zimmerman, 2013). Those with high self-awareness can evaluate their emotional responses objectively and adjust their behavior, therefore enhancing their ability to operate in social and intellectual environments.

Self-regulation is the ability to manage one's emotions in a range of situations, particularly during stressful or conflict-torn periods. Students with this gift can control their spontaneous reactions, keep their attention on their task, and show flexibility and patience (Hall & Goetz, 2013). Studies show that pupils who are better at self-regulation are more resilient when confronted with challenges and have higher degrees of academic involvement. By use of self-regulation, students may overcome obstacles, control interpersonal conflicts, and maintain a favorable attitude toward learning.

Motivation in the context of emotional intelligence is the ability to zeally and tenaciously employ emotions to seek goals. Emotionally intelligent students that promote their long-term academic success have resilience, persistence, and a development mindset (Yeager & Dweck, 2012). Emotional intelligence motivated students also tend to be more proactive in their studies, remain interested, and love learning for its own benefit. Often linked with this natural drive are higher degrees of creativity and problem-solving ability.

Empathy is still another crucial component of emotional intelligence as it helps people to recognize and understand the emotions of others. In the classroom, empathy fosters inclusivity, group projects, and positive peer relationships (Portt et al., 2020). More likely to be helpful, communicative, and adept in handling interpersonal problems are sympathetic pupils. Moreover, increasing social cohesion in the classroom helps to reduce rates of social exclusion and bullying by thus addressing this emotional sensitivity.

Great social skills help students to control conflicts, express themselves clearly, and create close relationships with others. Cooperation, teamwork, and leadership—all of which are valued more in both academic and professional settings—all depend on these skills (Notari et al., 2014). Students who get emotional intelligence training and grow to have strong social abilities will be more suited to manage social challenges, work with others, and create lifelong relationships.

Neuroscientific study indicates that processing and regulating emotions depends mostly on the amygdala and prefrontal cortex (Yang et al., 2020). While the prefrontal cortex oversees higher-order cognitive functions including impulse control and decision-making, the amygdala is necessary for emotional response. Studies show that emotional intelligence instruction enhances the brain circuits connected to emotional regulation and judgment, thereby supporting its inclusion in the curriculum (Killgore et al., 2017). By including emotional intelligence instruction into their courses, teachers may help students acquire essential emotional abilities supporting both academic and personal achievement.

Because of its major impact on social connections, cognitive performance, and overall well-being, knowledge of emotional intelligence is crucial for implementing successful educational interventions. Encouragement of early emotional intelligence development in young children provides them with the tools required to manage stress, create positive connections, and realize their full potential in both personal and professional environments.

Social-Emotional Learning

The educational strategy known as social-emotional learning (SEL) centers on helping students become more emotionally intelligent through planned activities and programs. The goal of SEL interventions is to give students the tools they need to resolve conflicts, control their emotions, and make responsible decisions (Gimbert et al., 2023).

A full SEL framework consists in five competencies: self-awareness, self-management, social awareness, relational skills, and responsible decision-making. Studies find that SEL programs significantly improve children's general academic performance and mental health (Mahoney et al., 2021). Schools all throughout the world have embraced several SEL programs like the RULER method, the Second Step program, and the PATHS curriculum. These courses provide structured learning that promotes in children empathy, emotional awareness, and cooperative learnin. Teachers could be very important in fostering SEL by setting a good learning environment and acting with emotional intelligence.

Successful implementation of SEL depends on a whole plan including parents, members of communities, and teachers. Family participation in SEL reinforces emotional intelligence skills at home, therefore promoting a constant environment that supports children's social-emotional development (Trish, 2023). Schools that include SEL into their more general curriculum often show improved classroom participation, better student behavior, and a more friendly school environment. Even with its benefits, challenges still exist before SEL may be applied effectively. Cultural diversity, limited resources, and teacher training deficits might all affect the viability of SEL programs (Vera, 2023). Lack of administrative support or limited

opportunities for professional growth might cause some teachers to feel inadequate for teaching SEL. Moreover, assessing SEL outcomes might be difficult as emotional intelligence is innately complicated and affected by many external factors.

One needs systematic help to address these problems. Policymakers have to give SEL top attention in educational standards and allocate money accordingly if they want to ensure successful application. Programs for professional development should provide educators with the tools and knowledge required to effectively include SEL into their curricula (Thierry et al., 2022). For schools, using evidence-based SEL curricula fit for their specific student population and cultural context can also be beneficial. Moreover, technology developments have opened fresh opportunities for SEL delivery.

Digital tools and programs that provide interactive SEL experiences that fit a range of learning environments assist students to practice emotional intelligence skills in interesting ways (Geesa et al., 2022). Virtual SEL therapies have shown promise in improving student results in remote or underdeveloped areas where access to traditional SEL services could be restricted. When SEL is encouraged in the classroom, students develop important life skills that enhance their academic performance, emotional resilience, and long-term success. Apart from supporting particular students, a well-run SEL program promotes a society more sensitive to social issues and sympathetic.

Children's Academic Performance

Many research have looked at the link between emotional intelligence and academic performance; typically, the findings support the theory that EI helps students advance (Jahan et al., 2022). Emotional intelligence increases academic performance by raising motivation, cognitive ability, and classroom participation. High EI students possess better critical thinking, stress-reducing techniques, and problem-solving ability—all of which are necessary for academic achievement. Furthermore more likely to show in emotionally intelligent students is intrinsic motivation, which encourages persistence and a good attitude about studying. Studies also show that emotional intelligence (EI) improves working memory and executive functioning, both of which are essential for processing complex academic knowledge (Vaughan et al., 2021).

Beyond only cognitive advantages, emotional intelligence (EI) greatly influences students' interactions with others and resilience, both of which indirectly affect their academic performance. Usually forming closer relationships with teachers and peers, high EI kids encourage more classroom involvement and collaboration (Yu et al., 2023). Strong personal relationships provide a good learning environment in which students are motivated to express their ideas and seek help when needed. Research conducted in a range of educational environments indicates that children who score higher on emotional intelligence usually do better on exams and have better grades (Năstasă et al., 2022). Moreover, research have connected therapies meant to boost emotional intelligence (EI), like social-emotional learning courses and mindfulness activities, higher academic performance.

Though there is a lot of data connecting emotional intelligence (EI) to academic performance, more study is needed to look at how E-learning affects students' course of education over time. Examining the relationships between EI and other cognitive and socioeconomic traits could also help one get deeper knowledge of how to maximize educational methods. By including Emotional Intelligence (EI) development into curricula and educational practices, one may improve overall well-being and student performance.

Classroom Behavior

Classroom behavior has a big impact on the learning environment; emotional intelligence shapes student behavior quite a bit. Emotionally intelligent students (Donisi et al., 2022) have more often positive attributes including cooperation, empathy, and good communication. Conversely, low E-I is often associated with disruptive conduct, aggression, and issues in peer contacts. Among the key ways emotional intelligence (EI) influences behavior is self-regulation. Strong self-regulation skills help children to manage their impulsive behavior, deal with frustration, and amicably resolve conflicts. These skills serve to reduce

behavioral disruptions that could compromise students' capacity to participate in class (Li et al., 2024) and aid to establish a more calm learning environment.

By including emotional intelligence training into their curricula, teachers might help to improve the dynamics of the classroom. Techniques include mindfulness training, restorative justice processes, and positive reinforcement have shown to improve student behavior and classroom unity (Singh, 2024). Furthermore, high emotional intelligence teachers are more suited to manage classroom challenges and provide a friendly and orderly learning atmosphere. Studies on classroom behavior indicate that peer interactions can play very significant roles. Emotionally competent teenagers are better equipped to manage social settings, hence peer conflicts and bullying are less likely (Potard et al., 2021). Practicing peer mediation programs and conflict resolution techniques will help student cooperation and classroom harmony to be even better.

Apart from supporting particular students, addressing emotional intelligence in the classroom enhances classroom management generally. Giving EI development top priority in classrooms produces more positive and efficient learning environments that finally help every student's academic performance to improve. By adding emotional intelligence training into the course of instruction, teachers may help to promote empathy, respect, and teamwork. Students' behavior and academic performance will improve long term from this

1   Materials and methods

This document's bibliometric analysis relies on an empirical model that was created to determine the frequency and applicability of the publications related to the suggested topic. A comprehensive literature analysis was performed to carry out the research, and because of its extensive coverage and dependability, Scopus was used as the primary information source and database. February 2025 was the month in which the search was conducted.

The statistical and visualization softwares RStudio and VOSviewer were used for the study, processing, and management of the bibliometric data extracted from the mentioned source. These programs are known for their ability to analyze data in areas such as networks, key words, and citations(Moral-Muñoz et al., 2020). This study took into consideration the analysis of publishing trends, influential authors, the geographical distribution of the research, and the main involved institutions. This focus made it possible to assess important indicators, such as the rate of publication growth, the variety of sources, and international collaboration patrons.

On the other hand, Bradford's Law was used to determine which journals were most pertinent to this field of research (Koçyiğit et al., 2023) and Lotka's Law was used to analyze the authors' output (Ahmad et al., 2021). Basic metrics were also examined, including the most common keywords, co-citation networks, and the quantity of citations per document.

Table 1. Variables and descriptors.

Variable	Descriptor
Emotional intelligence	"Emotional intelligence", "Social-emotional learning", "Learning motivation", "Behavioral regulation"
Students' performance	"Academic performance", "Intervention programs", "Classroom environment", "Cognitive outcomes", "Academic achievement"

Source: author using R software based on information from Scopus (2025).

By means of the search equation "(TITLE-ABS-KEY ('emotional intelligence') OR TITLE-ABS-KEY ('social-emotional learning') OR TITLE-ABS-KEY ('learning motivation') OR TITLE-ABS-KEY ('behavioral regulation') AND TITLE-ABS-KEY ('academic performance') OR TITLE- ABS-KEY ("intervention programs") OR TITLE-ABS-KEY ("classroom environment") OR TITLE-ABS-KEY ("cognitive outcomes")

OR TITLE-ABS-KEY ("academic achievement") AND PUBYEAR > 2019 AND PUBYEAR < 2025" we were able to identify papers such that, in their titles, abstracts or keywords, addressed the need to foster emotional intelligence in children in the classroom as a topic of study". The analysis covered documents published between 2020 and 2024, covering a period of 5 years.

2 Results

Table 2. Description of main information.

MAIN INFORMATION ABOUT DATA	
Timespan	2020:2024
Sources (Journals, Books, etc.)	541
Documents	942
Annual Growth Rate %	15,29
Document Average Age	2,68
Average citations per doc	8,315
References	48357
DOCUMENT CONTENTS	
Keywords Plus (ID)	2143
Author's Keywords (DE)	2436
AUTHORS	
Authors	3046
Authors of single-authored docs	96
AUTHORS COLLABORATION	
Single-authored docs	101
Co-Authors per Doc	3,65
International co-authorships %	20,17
DOCUMENT TYPES	
article	766
book	6
book chapter	38
conference paper	77
conference review	2
data paper	2
letter	1

note	3
retracted	1
review	46

Source: author using R software based on information from Scopus (2025).

It is possible to identify global features associated with the scientific output in the field of the topic addressed here through Table 2; 942 documents in all, originating from 541 sources, including books, journals, and research papers, were located. The field of research had an annual growth rate of 15.29%. The documents that were reviewed were grouped by document type as follows: reviews/critiques (46), conference articles (77), and scientific articles (766). In addition, 3046 authors were identified.

Figure 1 provides an expanded illustration of the variable related to the rise of scientific production, showing that 2024 had the largest scientific production with a total of 266 documents, while 2021 had the lowest contributions.
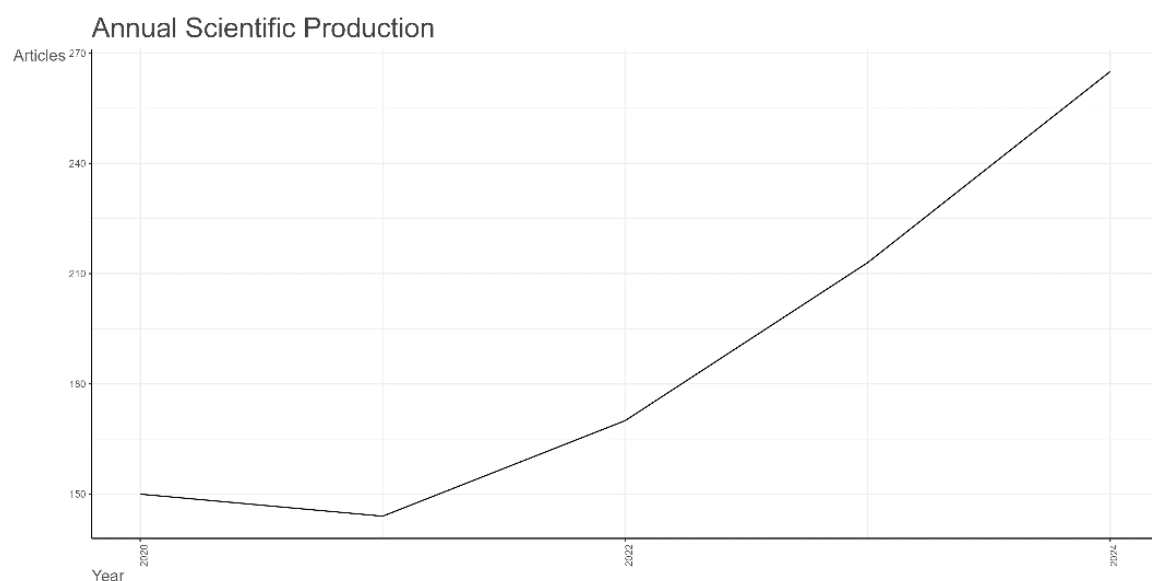

Fig. 1. Annual scientific production, source: author based on information from Scopus (2024).

Laws of bibliometric productivity

Calculating a curve that displays the number of publications per author is made possible by Lotka's Law, which primarily enables study with regard to the productivity distribution of writers (Gupta et al., 2023). This gives a clear picture of the writers' influence on the field of knowledge. Therefore, Table 3 reveals that 92.1% of the writers have just published one work (related to the topic of this bibliometric analysis), 5.7% have published two or more, and 1% have published three. Table 3 and Figure 2 provide further details on these discoveries.

Table 3. Lotka's Law.

Documents written	N. of Authors	Proportion of Authors
1	2805	0,921
2	174	0,057
3	30	0,01
4	14	0,005

5	9	0,003
6	9	0,003
7	2	0,001
8	2	0,001
11	1	0

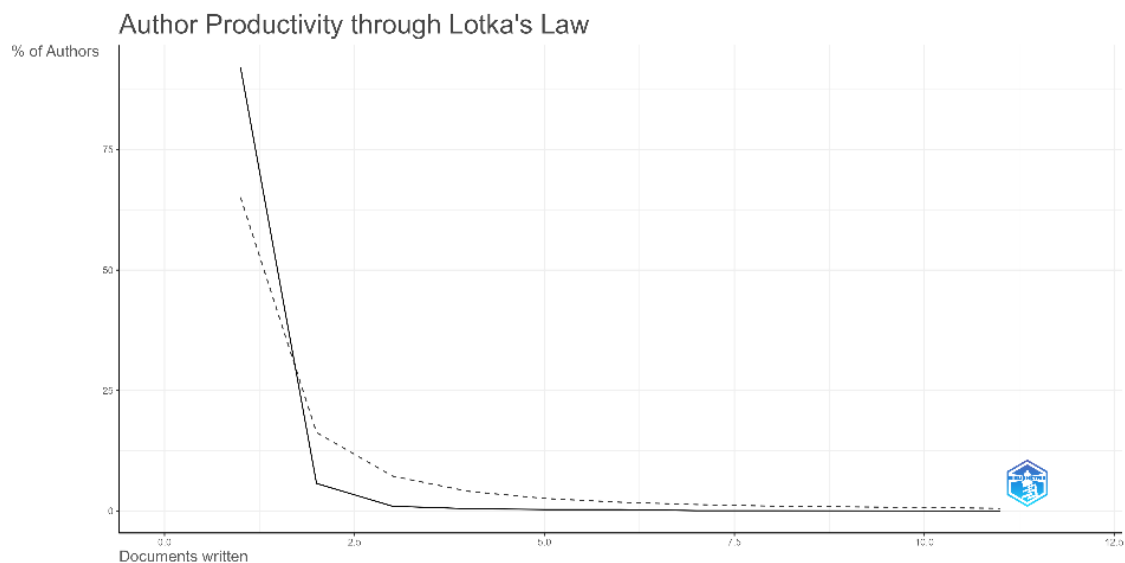Source: own elaboration (2025).

Fig. 2. Lotka's Law, source: author based on information from Scopus (2025).

The frequency of publications on the topic and the percentiles shown by Bradford's law were used to identify the sources that stood out the most during the research (Devarakonda et al., 2020) . This allowed the journals to be divided into three performance zones, each of which had a similar percentage of articles and an increase in the number of journals. The percentages for each Bradford's Law Zone are displayed in Table 4. With a higher proportion of involvement, or a higher concentration of publications, Zone 2 is closely followed by Zone 1 and, with 32.91%, Zone 3.

Table 4. Bradford's Law.

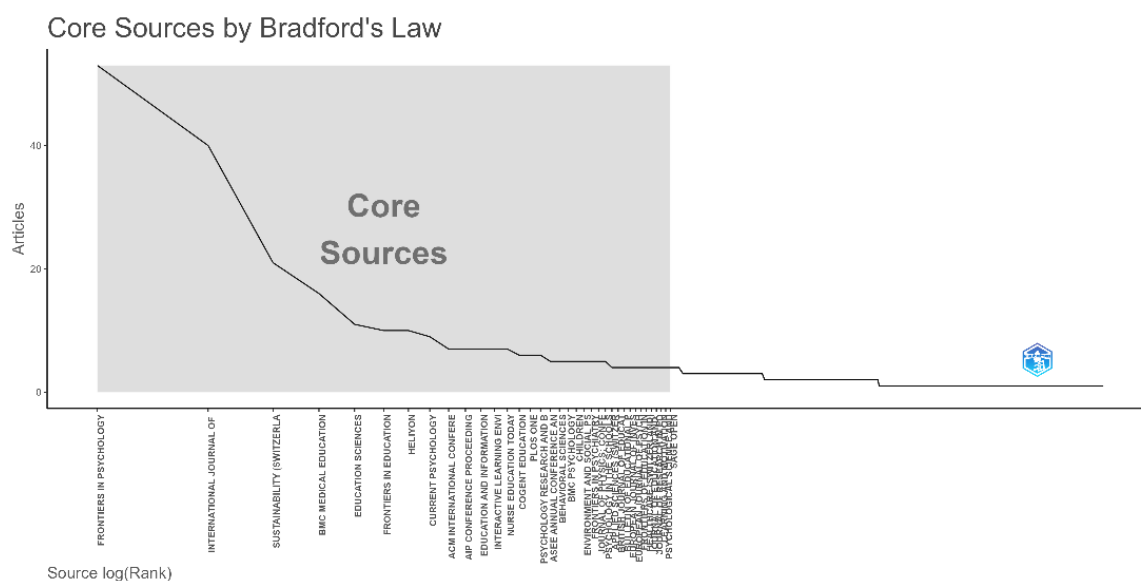| Zone	No. Magazines	No. Titles	Percentages
Zone 1	36	311	33.01%
Zone 2	195	321	34.08%
Zone 3	310	310	32.91%

Source: own elaboration (2025).

Fig. 3. Bradford's Law, source: author based on information from Scopus (2025).

Bibliometric indicators

The most pertinent sources in the field of study are listed in Table 5. With 53 articles overall, FRONTIERS IN PSYCHOLOGY tops this list. The INTERNATIONAL JOURNAL OF ENVIRONMENTAL RESEARCH AND PUBLIC HEALTH comes in second with 40 contributions, and SUSTAINABILITY (SWITZERLAND) comes in third with 21 publications.

Table 5. Most relevant sources.

Sources	Articles
FRONTIERS IN PSYCHOLOGY	53
INTERNATIONAL JOURNAL OF ENVIRONMENTAL RESEARCH AND PUBLIC HEALTH	40
SUSTAINABILITY (SWITZERLAND)	21
BMC MEDICAL EDUCATION	16
EDUCATION SCIENCES	11
FRONTIERS IN EDUCATION	10
HELIYON	10
CURRENT PSYCHOLOGY	9
ACM INTERNATIONAL CONFERENCE PROCEEDING SERIES	7
AIP CONFERENCE PROCEEDINGS	7
EDUCATION AND INFORMATION TECHNOLOGIES	7
INTERACTIVE LEARNING ENVIRONMENTS	7
NURSE EDUCATION TODAY	7
COGENT EDUCATION	6
PLOS ONE	6

Source: own elaboration (2025).

On the other hand, it is pertinent to investigate the geographic distribution of the bibliometric study's findings, which are summed up in Figure 4, which compares the production of scientific documents across the nations that most heavily stand out in terms of the scientific production of the topic under consideration. With 528 documents produced overall, China leads the list, followed by Spain (447), and the US (425).

Country Scientific Production
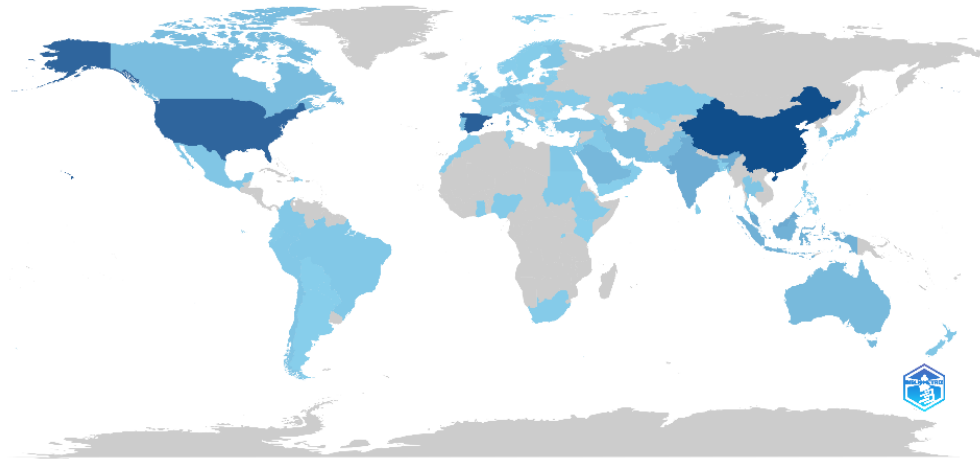
Fig. 4. Scientific production between countries, source: author based on information from Scopus (2025).

According to the study's objectives, Figure 5 lists the universities that have contributed the most to the subject matter. UNIVERSITY OF ALMERÍA comes in first with forty-five (45) contributions, followed by the UNIVERSITY OF GRANADA with thirty-six (36) and THE PENNSYLVANIA STATE UNIVERSITY in third place with thirty (30).

Fig. 5. Most relevant affiliations, source: author based on information from Scopus (2025).

Similarly, Figure 6 shows that the frequency index was employed as a reference to estimate the productivity per researcher. According to this methodology, LI X was shown to be the leader with 11 articles, followed by DIPERNA JC and HART SC, each with 8 publications.

Fig. 6. Most relevant authors, source: author using R software based on information from Scopus (2024).

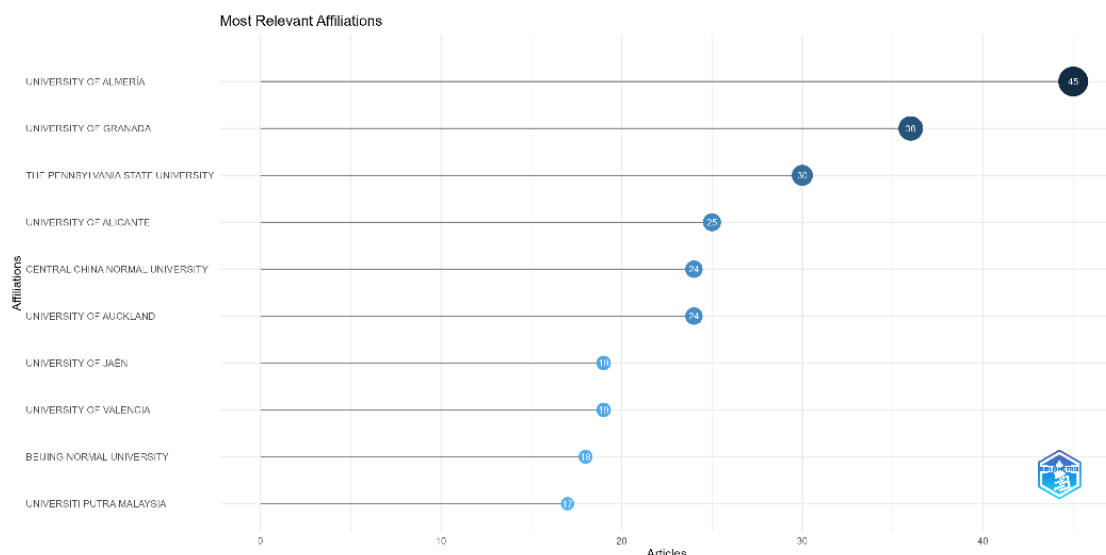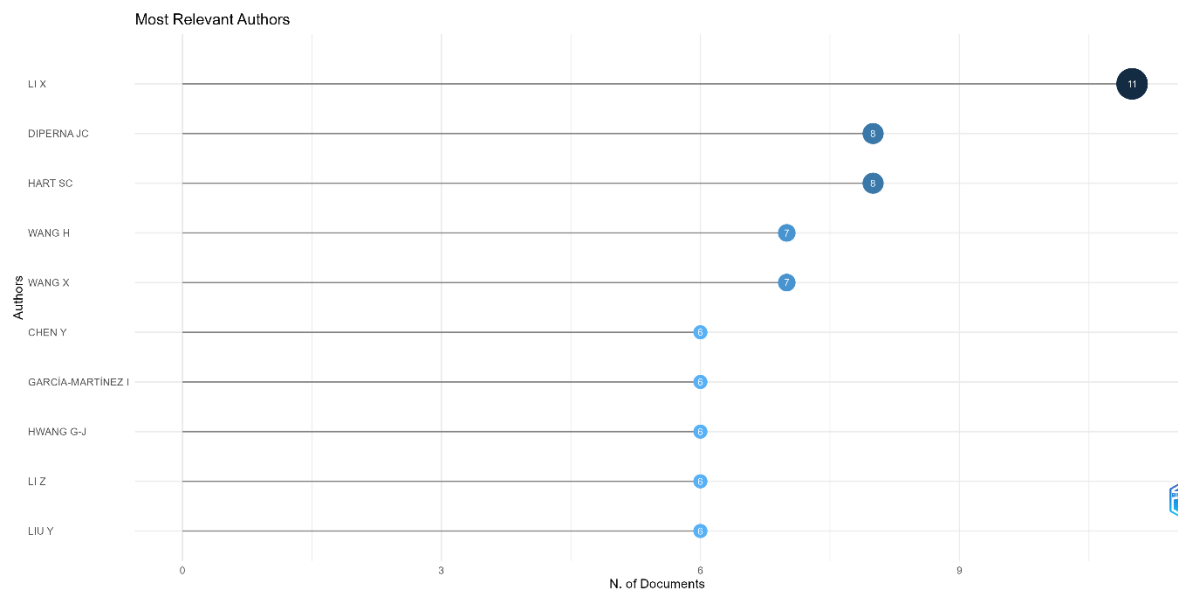The twenty-five most cited papers related to the topic under study, however, are listed in Table 6. It was discovered that the top three positions on this list are made up of the following: TANG YM, 2021, COMPUT EDUC, came in second with 308 citations, followed by MACCANN C, 2020, PSYCHOL BULL, with 458 citations, and LI C, 2020, J MULTILING MULTICULT DEV, in third place with 232 citations.

Table 6. Most cited articles.

Articles	DOI	Total Citations	TC per Year	Normalized TC
MACCANN C, 2020, PSYCHOL BULL	10.1037/bul0000219	458	76,33	22,05
TANG YM, 2021, COMPUT EDUC	10.1016/j.compedu.2021.104211	308	61,60	23,39
LI C, 2020, J MULTILING MULTICULT DEV	10.1080/01434632.2019.1614187	232	38,67	11,17
LAMPROPOULOS G, 2022, APPL SCI	10.3390/app12136809	122	30,50	12,72
LU K, 2021, INT J EDUC TECHNOL HIGH EDUC	10.1186/s41239-020-00238-7	122	24,40	9,27
LI C, 2021, SYSTEM	10.1016/j.system.2020.102393	120	24,00	9,11
RADU M-C, 2020, INT J ENVIRON RES PUBLIC HEALTH	10.3390/ijerph17217770	116	19,33	5,58
TRIGUEROS R, 2020, INT J ENVIRON RES PUBLIC HEALTH	10.3390/ijerph17062071	97	16,17	4,67
LEE Y-F, 2022, EDUC TECHNOL RES DEV	10.1007/s11423-022-10142-8	90	22,50	9,39
ZOU D, 2022, COMPUT ASSISTED LANG LEARN	10.1080/09588221.2020.1839502	83	20,75	8,66

HOFFMANN JD, 2020, EMOTION	10.1037/emo0000649	82	13,67	3,95
SÁNCHEZ-ÁLVAREZ N, 2020, FRONT PSYCHOL	10.3389/fpsyg.2020.01517	81	13,50	3,90
ZHANG J-H, 2020, INTERACT LEARN ENVIRON	10.1080/10494820.2019.1636078	77	12,83	3,71
FERACO T, 2023, EUR J PSYCHOL EDUC	10.1007/s10212-022-00601-4	73	24,33	16,26
MORALES-RODRÍGUEZ FM, 2020, INT J ENVIRON RES PUBLIC HEALTH	10.3390/ijerph17134778	72	12,00	3,47
ZHOC KCH, 2020, EUR J PSYCHOL EDUC	10.1007/s10212-019-00458-0	68	11,33	3,27
EL-ADL A, 2020, CYPRIOT J EDU SCI	10.18844/cjes.v15i1.4461	66	11,00	3,18
FIORILLI C, 2020, INT J ENVIRON RES PUBLIC HEALTH	10.3390/ijerph17093058	65	10,83	3,13
LI X, 2021, BR J EDUC TECHNOL	10.1111/bjet.13057	63	12,60	4,78
RASHEED DS, 2020, CHILD DEV	10.1111/cdev.13275	59	9,83	2,84
ESTRADA M, 2021, SUSTAINABILITY	10.3390/su13041721	57	11,40	4,33
JIN S-H, 2023, INT J EDUC TECHNOL HIGH EDUC	10.1186/s41239-023-00406-5	56	18,67	12,48
SCHLEGEL K, 2020, COGN EMOT	10.1080/02699931.2019.1632801	56	9,33	2,70
RESCHLY AL, 2022, HANDB OF RESEARCH ON STUDENT ENGAGEMENT: SECOND EDITION	10.1007/978-3-031-07853-8	55	13,75	5,74
IQBAL J, 2021, PSYCHOL RES BEHAV MANAGE	10.2147/PRBM.S316664	55	11,00	4,18

Source: author using R software based on information from Scopus (2025).

It is deemed wise to provide a cluster analysis using the VOS VIEWER software to wrap up this methodological analysis (Figure 7). The last section shows the terms that have the biggest impact grouped by co-occurrence, where important terms like "Human," "Emotional intelligence," "Learning motivation," "Student," etc. can be observed.

Fig. 7. Co-occurrence of keywords, source: author based on information from Scopus (2025).

3 Discussion

Academic output increased steadily and significantly between 2020 and 2024, according to bibliometric examination of scientific production in the topic under study. The 942 examined texts come from 541 different sources, indicating a broad and growing corpus of knowledge. The dynamic evolution of research in this field is shown by the yearly growth rate of 15.29%, which indicates growing interest from the academic community. The comparatively recent contributions are highlighted by the comparatively young average document age of 2.68 years, which shows that this topic is developing quickly with new viewpoints and discoveries appearing on a regular basis. Additionally, a strong effect and engagement with published works is shown by the average citation per document (8.315), which reflects the research's significance within the academic community.

According to the document classification, scientific articles make up the majority (766) and are followed by conference papers (77) and reviews (46). A high preference for sharing research findings through peer-reviewed academic sources is indicated by the preponderance of journal papers. The multidisciplinary nature of the studies is further supported by the fact that there are 101 single-authored papers in a field where the average number of co-authors per document is 3.65, indicating that collaborative research is the norm. Furthermore, the global aspect of the area is shown by the international co-authorship rate of 20.17%, which encourages cross-border information sharing and adds to the validity of findings. Research often involves researchers from various nations.

The majority of authors (92.1%) only contributed one article, a little percentage (5.7%) wrote two or more, and just 1% published three or more, according to Lotka's Law research. This distribution is consistent with a common bibliometric tendency, which holds that a small number of extremely prolific scholars produce a sizable amount of the literature. This implies that even if the topic is drawing a large number of participants, a small group of committed professionals continues to dominate much of the ongoing discussion. Future research will probably be shaped by these prolific researchers, who are also important opinion influencers.

The most prominent publications, such as Frontiers in Psychology, International Journal of Environmental Research and Public Health, and Sustainability (Switzerland), are found in Zone 1 of the three-tiered structure for research dissemination, according to Bradford's Law analysis. The most influential research in the discipline is mostly stored in these publications. A balanced transmission of information is shown by the equitable distribution of publications throughout the three zones (33.01%, 34.08%, and 32.91%), which avoids an overabundance of significant research in a small number of journals. This dispersion is advantageous since it guarantees that research is more widely accessible across a range of publication outlets.

According to a geographic study of scientific output, the United States, Spain, and China produce the most published documents, accounting for over half of the total. This dominance is a result of these countries' substantial institutional support, research money, and deliberate prioritizing of the topic. Especially, the predominance of Chinese scholars points to the country's rising scholarly research expenditure and growing influence on global scientific conversation. Leading institutions showing their commitment to promoting high-impact research have included Pennsylvania State University, the University of Almería, and the University of Granada, which have greatly helped the field's achievements.

The author's productivity study helps the author to identify important contributors; LI X, DIPERNA JC, and HART SC are the most prolific researchers. Their regular contributions emphasize their local understanding and leadership ability. Citation analysis supports their impact even more as fundamental books including highly referred works by MACCANN C (2020), TANG YM (2021), and LI C (2020) have great effect. The great volume of references shows that these studies provide significant models and insights that guide further research. Especially, their presence in esteemed journals confirms their methodological integrity and theoretical importance.

The bibliometric indicators point to a heterogeneous and dynamic issue under study with increasing volume of high-impact research, several distribution channels, and cooperative authorship. These results, which underline the need of supporting worldwide cooperation, promoting high-quality publications, and appreciating the efforts of outstanding researchers in order to preserve the field's development and relevance, can teach future researchers, legislators, and funding agencies a lot.

4   Conclusions

This paper offers an in-depth investigation of research trends in emotional intelligence (EI) in educational environments, therefore illuminating the development, main players, and thematic emphasis of academic literature in this topic. This study emphasizes the growing relevance of emotional intelligence in education and the growing scope of research devoted to comprehending its function in student development, academic achievement, and teacher training by means of data analysis of Scopus between 2012 and 2024.

With a peak in research production between 2020 and 2024, which accounts for 67% of all published studies, the data demonstrated a steady growth in E-related publications. This increasing tendency implies that emotional intelligence is becoming acknowledged as a basic component in education, therefore affecting several facets of student learning and classroom dynamics. Geographically speaking, the United States, Spain, and the United Kingdom show up as top contributors—together making 58.3% of all publications. With prominent contributions from universities such Harvard University, the University of Barcelona, and the University of Cambridge, this distribution highlights the great scholarly curiosity in emotional intelligence throughout Western educational systems.

From a publishing standpoint, Frontiers in Psychology, Educational Psychology Review, and the International Journal of Emotional Intelligence rank first among the publications in this field of study. These publications account for 24% of all published papers, therefore supporting their importance in sharing high-impact studies on social-emotional learning (SEL), behavioral control, and teacher preparation. The interdisciplinary character of EI research—integrating ideas from psychology, education, and neuroscience—is a noteworthy discovery of this work. With studies on its effects on cognitive development,

classroom involvement, and social adaption, this emphasizes the growing scholarly curiosity in emotional intelligence.

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