







# “Mapping emotional intelligence and job performance: A bibliometric and thematic analysis”

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# MAPPING EMOTIONAL INTELLIGENCE AND JOB PERFORMANCE: A BIBLIOMETRIC AND THEMATIC ANALYSIS

## Abstract

This study aimed to identify current research trends and future directions in the field of emotional intelligence and job performance through bibliometric and thematic analysis. Data were collected from 327 documents published between 2000 and 2024 in the Scopus database. Using descriptive statistics, bibliometric analysis, and thematic analysis with VOSViewer software, the findings indicate that the relationship between emotional intelligence and job performance has been a longstanding research focus and continues to grow, especially in fields like business and management, with concentrated research efforts in leading developed nations such as the United States, the United Kingdom, and Australia. Thematic analysis identified five primary research directions and confirmed the strong relationship between emotional intelligence and job performance. Particularly in critical fields like education, healthcare, information technology, banking, and hospitality, this topic has received considerable attention and is expected to continue producing notable research in the future. Additionally, the study's findings suggest that the rapid advancement of science and technology, multicultural business environments, and the increasing complexity of workplace crises and conflict resolution underscore the necessity for continued exploration of emotional intelligence and its connection to job performance. Future research in this area is anticipated to diversify and expand across various industries and organizational types, adapting to the evolving demands of modern business settings.

## Keywords

emotional intelligence, job performance, co-citation,  
bibliometric analysis, thematic analysis

## JEL Classification

M12, M54, L29, J20

## INTRODUCTION

Emotional intelligence, encompassing abilities like self-awareness, empathy, and social skills, has garnered substantial attention as a critical factor influencing job performance across diverse fields. As work environments grow increasingly complex, requiring effective interpersonal interactions and adaptive responses to change, emotional intelligence is often considered pivotal for employees to manage stress, maintain motivation, and enhance collaboration. Since the concept of emotional intelligence was popularized by researchers such as Goleman (1995), numerous studies have sought to examine the extent to which emotional intelligence impacts job performance, aiming to provide insights for organizations on optimizing workforce potential. While some research demonstrates a positive correlation between emotional intelligence and various performance metrics – such as job satisfaction, leadership effectiveness, and overall productivity – other studies suggest a more nuanced relationship, contingent upon factors like job type, organizational culture, and individual differences. This variability in findings highlights the complexity of the link between emotional intelligence and job performance and points to a need for more comprehensive analysis.

In recent years, bibliometric and thematic analyses have become valuable tools for synthesizing large bodies of literature, enabling researchers to explore the structure, evolution, and key trends within a research domain. By mapping citations, co-authorships, and keyword patterns, bibliometric analysis provides a systematic overview of how knowledge in a field has developed over time. Meanwhile, thematic analysis allows for the identification of central themes, emerging topics, and potential research gaps. This study leverages both bibliometric and thematic approaches to examine the intersection of emotional intelligence and job performance, drawing on a dataset of academic publications. Specifically, it is interesting to identify influential works, trace the development of research clusters, and highlight areas that may benefit from further investigation. Such an analysis can contribute to the literature by offering a structured synthesis of existing knowledge and suggesting avenues for future research, ultimately advancing the understanding of how emotional intelligence influences job performance in diverse organizational contexts.

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## 1. LITERATURE REVIEW

Following the introduction of the concept of emotional intelligence in the 1920s, many researchers have expanded upon this idea. When Mayer et al. (1990) provided a clear definition of emotional intelligence, the concept garnered more serious attention. It is currently defined as the ability to understand and recognize own and other people's feelings (Alheet & Hamdan, 2021). Emotional intelligence also helps people effectively sort their feelings and make good decisions based on available data and emotions (Cooper & Sawaf, 1997; Mayer & Salovey, 1993). Goleman (1995) added to the concept of emotional intelligence, connecting it to other personality traits and attitudes. Building on this idea, Mayer and Salovey (1997) clarify that emotional intelligence is the ability to accurately understand, evaluate, and express emotion, as well as to access and/or build emotional knowledge, manage emotions, and track progress in both intellectual and emotional areas. Goleman (1995, 1998) and Bar-On (1997) both supported the idea that emotional intelligence was of greater significance than both intelligence and cognition.

According to Alam et al. (2023), emotional intelligence is an individual's skill and ability to gauge their feelings and emotions, the emotions of others, and manage a favorable relationship with others. It is also closely related to leadership success, particularly in education, serving as a motivator for teachers (Hsieh et al., 2024). Modern research has thus shifted focus toward the connection between emotions and social skills.

Similarly, job performance is now understood as a multidimensional concept, continuously enhanced

over time, moving from solely focusing on numerically and technically driven task evaluations to including various psychological, social, and organizational emotional factors. Initially, job performance was considered solely based on the outcomes of employee performance evaluations and achievements. According to Campbell (1990), job performance is a product of behaviors and actions that align with the goals of the organization. However, this concept has evolved to suggest that beyond the outcomes of labor, the behaviors of an individual while working are also a criterion for evaluating job performance. Similarly, according to Viswesvaran and Ones (2000), job performance is the extent to which an individual performs tasks as directed by the organization, including the ability to contribute to behaviors that meet organizational goals.

Subsequent studies have introduced the concept of multidimensional job performance, composed of two main parts: task performance and contextual performance (Borman & Motowidlo, 1993). This concept was further developed into four dimensions: task performance, contextual performance, adaptive performance, and counterproductive work behavior (Koopmans et al., 2011; Rotundo & Sackett, 2002). In later studies, the concept of job performance received more attention in terms of psychological and social aspects, and the emotional attachment of employees to the organization (Pham et al., 2023).

Furthermore, studies in various countries have examined the relationship between emotional intelligence and job performance from different perspectives and found that emotional intelligence significantly impacts individual and organizational job performance. According to Campbell (1990), job performance encompasses not only task completion

but also behavior during the work process. Therefore, there are perspectives from which to view job performance. Concurrently, Mayer and Salovey (1993) proposed that emotional intelligence includes important skills that help employees adjust emotions and manage work situations effectively, laying the foundation for studying the relationship between emotional intelligence and job performance. Borman and Motowidlo (1993) continued to analyze job performance in two main parts: task performance and contextual performance. Emotional intelligence is believed to influence both parts, helping individuals handle core tasks well and maintain a positive work environment (Jordan & Lawrence, 2009).

Subsequently, Goleman (1995, 1998) expanded on the concept of emotional intelligence, demonstrating that it not only aids in the adjustment of personal emotions but also improves social relationships and interactions with colleagues. Furthermore, emotional intelligence can help resolve conflicts, improve teamwork skills, and enhance job quality (Afzalur Rahim & Minors, 2003; Weisinger, 2006). Recent research has centered on specifically measuring this relationship. At the same time, studies have looked into the relationship between emotional intelligence

and other aspects of work, such as organizational commitment, proactivity, and adaptability (Alam et al., 2023; Srdana et al., 2023). Furthermore, emotional intelligence contributes significantly to maintaining a positive psychological state, reducing stress, and avoiding workplace burnout (Alam et al., 2023).

These studies clearly demonstrate a relationship between emotional intelligence and job performance from various angles, including behavioral, psychological, and organizational perspectives. Emotional intelligence enables employees to better manage their emotions, maintain a positive work environment, and contribute to the overall success of the organization. The purpose of this study is to map the existing knowledge on the link between emotional intelligence and job performance while identifying key research clusters and gaps for future exploration.

## 2. METHOD

This study used data from Scopus to search and filter with search fields (title, abstract, and search) for the keywords “emotional intelligence” and “job performance” from 2000 to 2024. The search uncovered 336 related studies, including 327 in

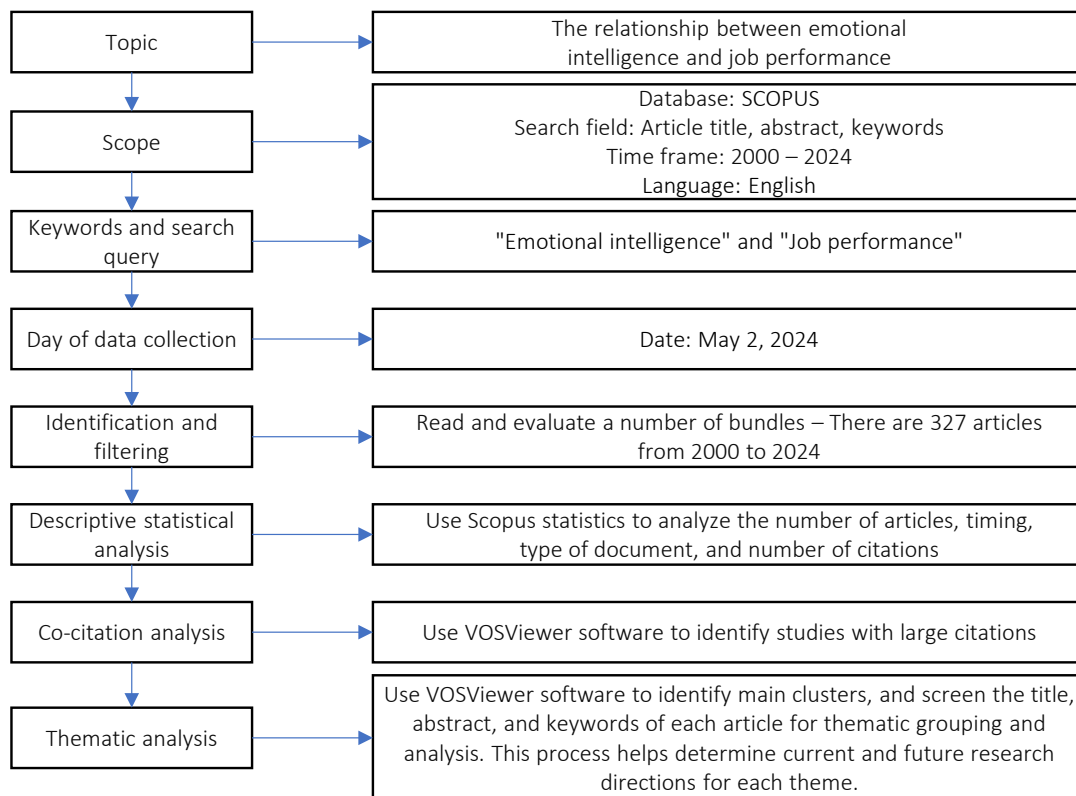


Figure 1. Research process

English and some not yet officially published. This is the official data used for analysis in this study (Figure 1).

To identify current research trends and future directions in the field of emotional intelligence and job performance, this study integrates bibliometric and thematic analysis. This approach not only helps pinpoint important research works but also organizes them into specific thematic groups, each representing a unique aspect of the main issue, thereby facilitating the recognition of gaps in the literature and suggesting areas for further exploration (Figueiredo et al., 2018; Marshall et al., 2017). A total of 327 articles published between 2000 and May 2024 were retrieved.

Descriptive statistical techniques were employed using indicators such as the number of articles, document types, citation counts, authors' countries, publication journals, and authorship to provide an overview of studies on emotional intelligence and job performance. Subsequently, VOSviewer software version 1.6.20 was utilized to perform co-citation and keyword analyses. Co-citation analysis maps the intellectual structure of the research field by grouping articles frequently cited together, indicating thematic similarities or conceptual closeness (López-Robles et al.,

2019). Keywords from the retrieved articles were analyzed and organized into identified thematic groups, aiding in understanding how different research themes are interconnected and evolve. Integrating bibliometric and thematic analysis in this manner allows for a nuanced understanding of the literature, facilitating the identification of research hotspots and gaps, and providing valuable insights for future research (Ji et al., 2023; Zengul et al., 2019).

### 3. RESULTS

#### 3.1. Descriptive statistics

According to Scopus data, 327 English-language research articles related to emotional intelligence and job performance were published from 2000 to 2024. The number of articles in this period tends to increase, but the most significant increase was from 2013 to 2023, peaking in 2023 with 41 articles (Figure 2).

Conversely, while the number of articles tends to increase, the number of citations in this period tends to decrease, with two noticeable periods of decline: from 2002 to 2009, the citations decreased from 1,819 to 271, and from 2011 to 2023, the citations dropped from 1,833 to 37.

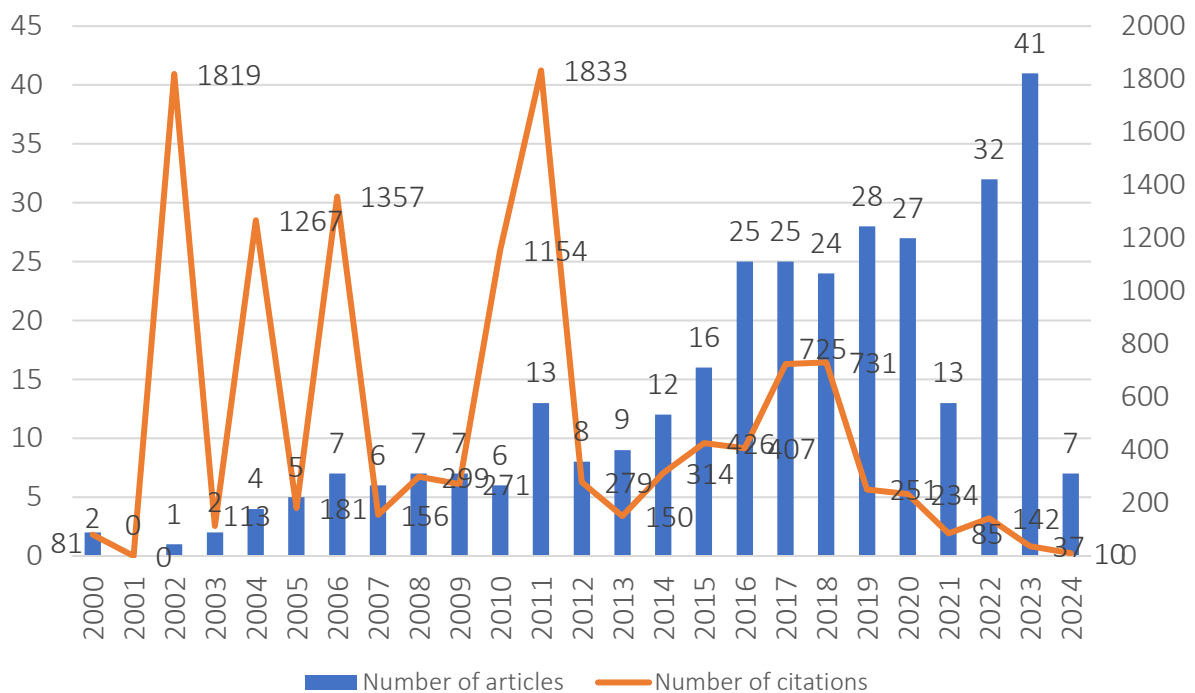


Figure 2. Number of relevant articles and citations

Bachman et al. (2000) published the first article discussing the relationship between emotional intelligence and job performance, despite studies of emotional intelligence dating back to the early 20th century. From 2000 to 2024, the average number of articles published per year on Scopus was 13.6. This indicates that the relationship between emotional intelligence and job effectiveness has attracted the interest of scientists from around the world.

Studies on the relationship between emotional intelligence and job performance have been conducted by authors from many countries worldwide (Figure 3), including both developed and developing countries, but primarily focused on America, Europe, and Asia. Among them, the United States has the highest number of research articles with 85, followed by India with 40, United Kingdom with 30, Australia and Malaysia each with 24, and China with 20. Employing VOSViewer software, the study examined the co-authorship relationship among countries, setting a minimum threshold of five articles per country for inclusion (Figure 4).

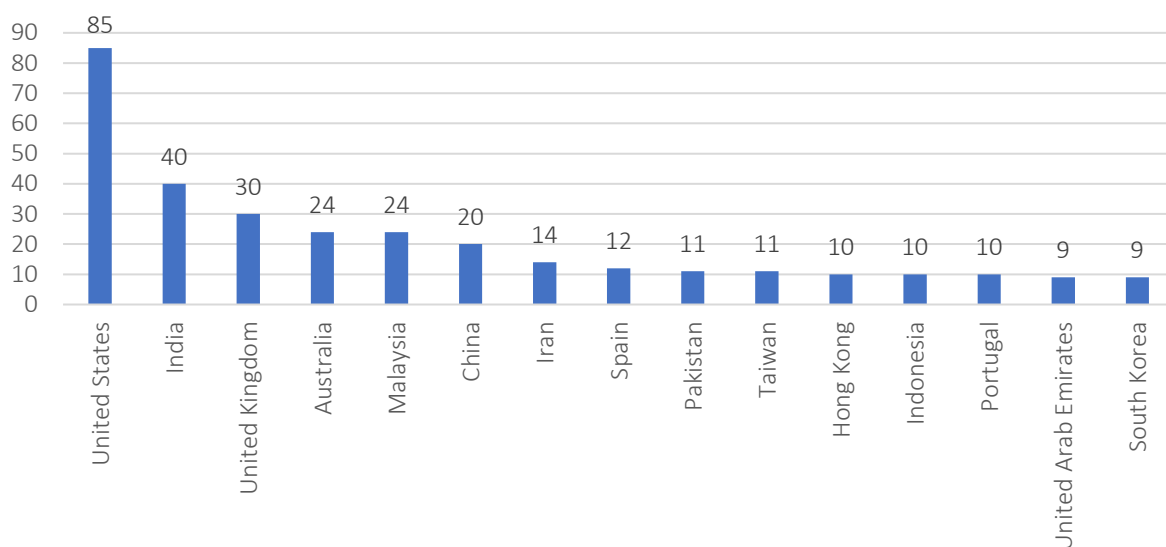
This analysis revealed the formation of five linked groups of authors. Group 1 includes authors from seven countries: India, Malaysia, the Netherlands, Pakistan, Saudi Arabia, the United Arab Emirates, and the United Kingdom. Group 2 has four countries: Canada, China, Hong Kong,

and Iran. Group 3 contains four countries: Australia, South Africa, South Korea, and the USA. Group 4 includes two countries: Indonesia and Taiwan. Finally, Group 5 comprises two countries: Portugal and Spain.

Of the 327 records retrieved from Scopus related to studies on emotional intelligence and job performance from 2000 to 2024, articles constitute 79.2%, corresponding to 259 articles. Reviews account for 5.8%, and conference papers make up 5.5% (Figure 5). Furthermore, prestigious journals like *Frontiers in Psychology* (12 articles), *Journal of Applied Psychology* (eight articles), *International Journal of Work Organization*, and *Emotion* (five articles) have published related research most frequently. The majority of these journals have a high citation index, are ranked in Scopus Q1 and Q2, and are published by reputable publishers such as Emerald, Amer Psychological, and Wiley (Table 1).

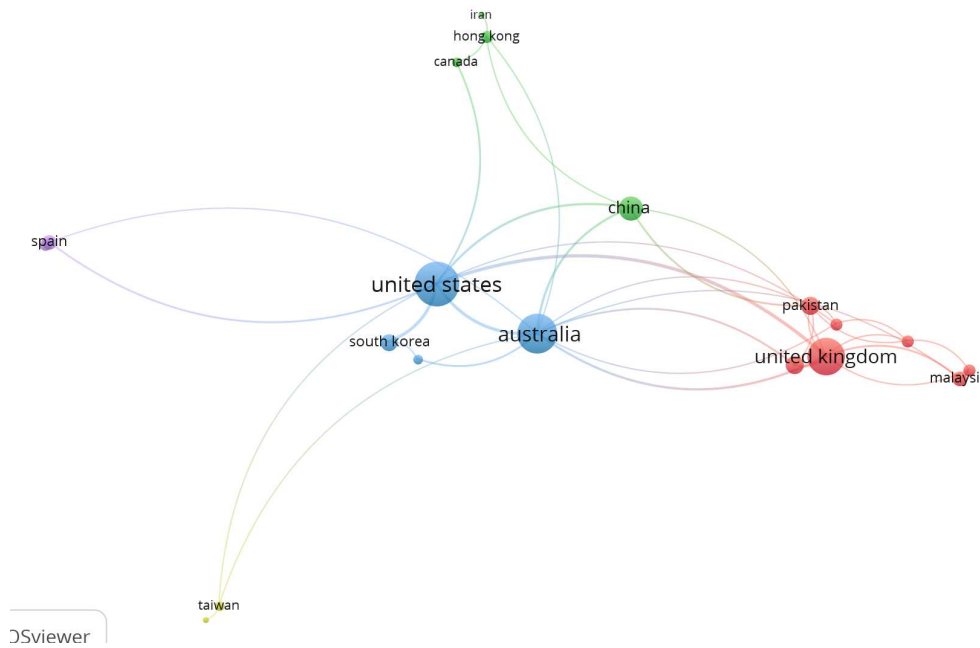
Identifying the journals that publish research related to emotional intelligence and job performance helps subsequent researchers save time searching and selecting journals to read to support their theoretical overview.

Among the 327 articles retrieved from Scopus data related to emotional intelligence and job performance, studies related to the business

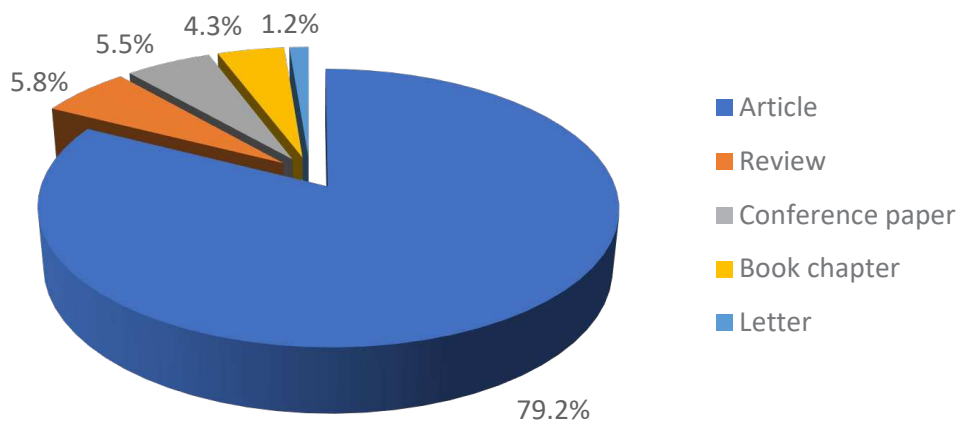


**Figure 3.** Number of publications by country





**Figure 4.** Visualization of international cooperation network among countries with a minimum of five publications



**Figure 5.** Proportion of documents published by type

**Table 1.** Top five journals with the most publications on the topic

No.	Journal	Publisher	No. of articles	Percent
1	Frontiers in Psychology	Frontiers	12	3.7%
2	Journal of Applied Psychology	Amer Psychological	8	2.5%
3	International Journal of Selection and Assessment	Wiley	5	1.6%
4	International Journal of Work Organisation and Emotion	Work Integrated	5	1.6%
5	International Business Management	Inderscience	4	1.2%

and economics field are the most numerous, accounting for 23.4%, the social sciences field accounts for 15.7%, the psychology field accounts for 14.8%, the health sector accounts for 10.6%, and the engineering field accounts for 5.7%. The

total percentage of all research fields may exceed 100% due to the possibility of overlap when some articles are published in multiple fields (Figure 6).

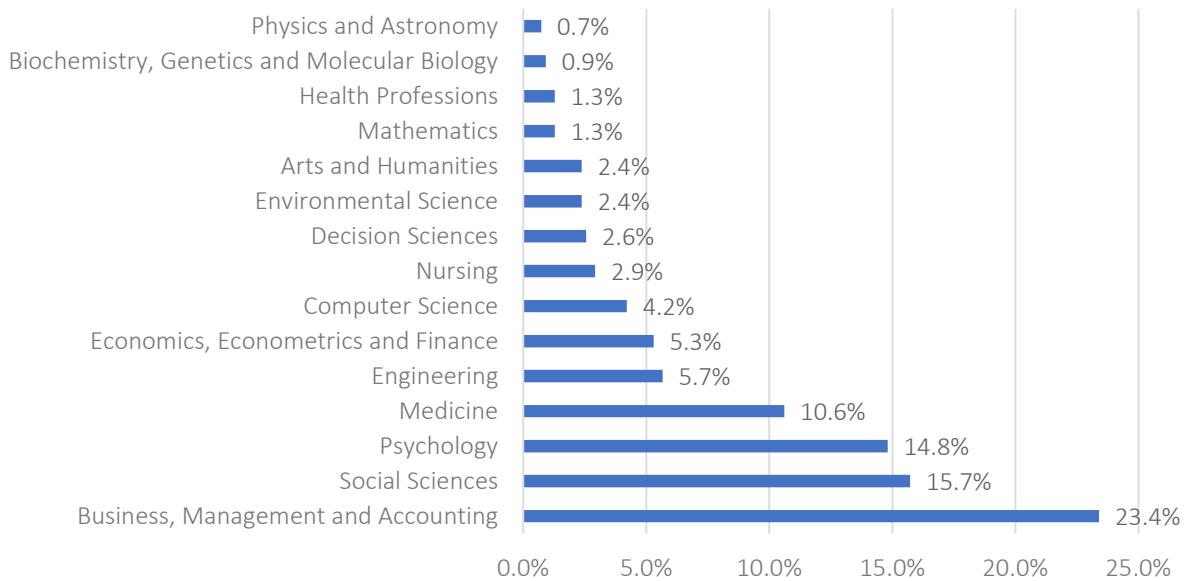


Figure 6. Proportion of research by field of publication

### 3.2. Result of co-citation analysis

Utilizing the VOSviewer software, the study elucidated and visually represented the co-citation network. This elucidation aids readers in pinpointing the most frequently cited works within the network, while also showcasing the citation interconnections among these works and the clusters they

form (van Eck & Waltman, 2010). Commencing with 327 primary articles, a co-citation analysis was performed, with the stipulation that each article must have a minimum of 20 citations. This analysis unveiled four distinct clusters within the co-citation network associated with emotional intelligence and job performance, involving a total of 211 authors (Figure 7).

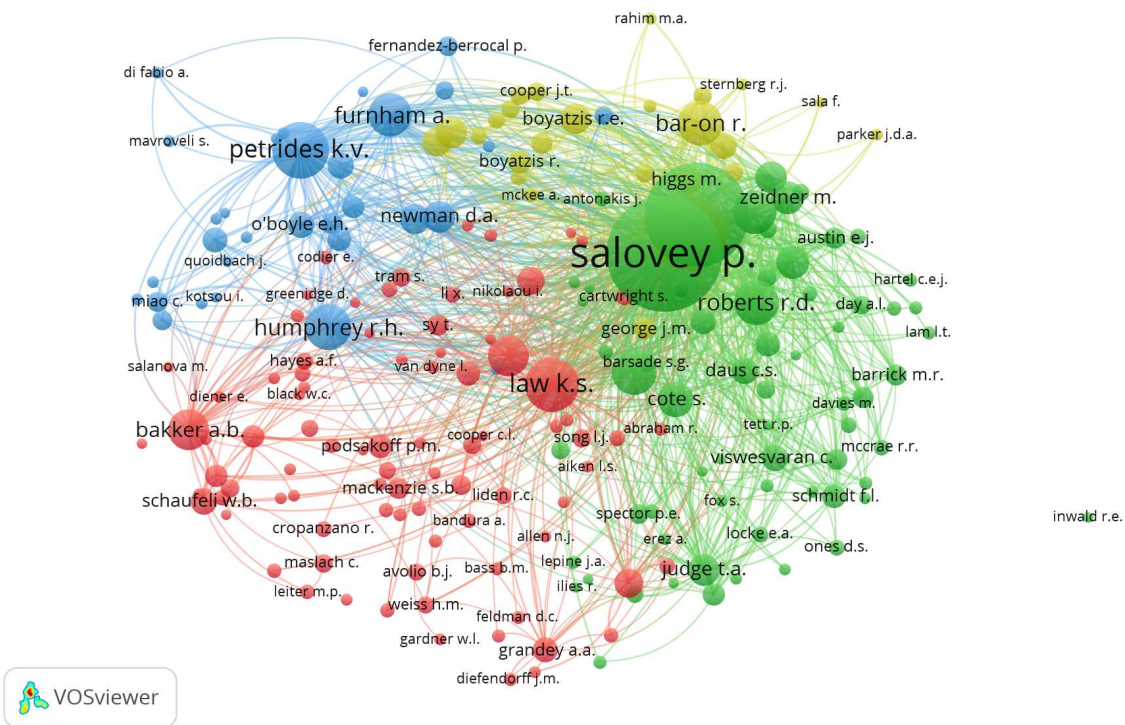


Figure 7. Co-citation analysis map with a minimum of 10 research articles



**Table 2.** Top 10 authors with the most co-citations

Article	Title	No. of citations
Wong and Law (2002)	The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study	1875
Joseph and Newman (2010)	Emotional intelligence: An integrative meta-analysis and cascading model	1033
Law et al. (2004)	The construct and criterion validity of emotional intelligence and its potential utility for management studies	799
Hülsheger and Schewe (2011)	On the costs and benefits of emotional labor: A meta-analysis of three decades of research	767
O'Boyle et al. (2011)	The relation between emotional intelligence and job performance: A meta-analysis	668
Côté and Miners (2006)	Emotional intelligence, cognitive intelligence, and job performance	469
Sy et al. (2006)	Relation of employee and manager emotional intelligence to job satisfaction and performance	413
Zeidner et al. (2004)	Emotional intelligence in the workplace: A critical review	383
Joseph et al. (2015)	Why does self-reported emotional intelligence predict job performance? A meta-analytic investigation of mixed emotional intelligence	254
Lopes et al. (2006)	Evidence that emotional intelligence is related to job performance and affect and attitudes at work	233

Figure 7 illustrates the visualization outcomes generated by VOSViewer, showcasing the interconnections among citations within the four clusters. The size of each cluster corresponds to the number of articles it encompasses, while the proximity between clusters signifies their closeness, determined by the volume of citations. Cluster 1, depicted in green, features 87 authors, including highly cited figures such as Goleman, Salovey, and Mayer. Cluster 2 in red includes 66 authors with key authors, such as Wong, Law, and Goleman. Cluster 3 in teal includes 31 authors with key authors, such as Petrides, Humphrey, and Furnham. Cluster 4 in yellow includes 27 authors with main authors, such as Bar-on and Boyatzis. Table 2 lists additional studies related to emotional intelligence and job performance that have the highest number of citations.

### 3.3. Thematic analysis

Based on 327 studies on the relationship between emotional intelligence and job performance, collected from the Scopus database as of May 2, 2024, thematic analysis was conducted to categorize the research into specific thematic groups. This helps capture and synthesize research trends, highlights, and potential future research directions for each theme (Appendix A). This method not only elucidates the factors that influence job performance but also provides guidance for future research that aims to enhance and expand the field of emotional intelligence in the workplace.

#### 3.3.1. Cluster 1: Emotional intelligence in specific professional contexts

First, since the early 2000s, the relationship between emotional intelligence and job performance in educational and academic environments has attracted the interest of many scientists. The viewpoints presented in this research theme clearly show the significant impact of emotional intelligence on the work effectiveness of teachers, lecturers, and students.

Rochester et al. (2005) showed that understanding and using emotional skills are critical to assessing newly graduated nurses' success. The results not only emphasize the importance of professional knowledge but also show that emotional intelligence plays an important role in whether nurses work effectively during the first 2 to 6 years of their careers. However, with contrary results, Caprar et al. (2016) explored assessment methods and the general value of emotional intelligence in academic settings. In another direction, Jha and Singh (2012) showed a positive correlation between emotional intelligence and the teaching effectiveness of lecturers, and that emotional intelligence can predict the effectiveness of lecturers both from self-assessment and student evaluations. Chong et al. (2020) echoed this finding, demonstrating a close relationship between emotional intelligence and the work effectiveness of lecturers at private universities.

Latif et al. (2017) found that emotional intelligence is not a strong predictive factor for teacher job effectiveness. However, teachers with emotional in-

telligence have higher job satisfaction, and their students also achieve better results. Valente et al. (2020) found a relationship between emotional intelligence and teacher effectiveness in managing classrooms and self-regulating their emotions, further supporting the role of emotional intelligence in educational contexts. Finally, Yoke and Panatik (2015, 2016) conducted in-depth studies on the relationship between emotional intelligence and the job performance of teachers. These studies show that emotional intelligence has a positive relationship with job performance and satisfaction.

Examining multiple studies on emotional intelligence and job performance in education and academia reveals that various perspectives have explored this relationship, leading to diverse results. From the admissions process to classroom management and teaching, the studies have clearly demonstrated the important role of emotional intelligence in improving job performance and creating a positive work environment in the education sector.

Second, the impact of emotional intelligence in healthcare is a focal topic, especially considering the crucial role of emotional intelligence in assessing patient care effectiveness and managing occupational stress within the healthcare sector. Numerous studies have demonstrated the essential role of emotional intelligence in enhancing job performance and managing occupational stress among healthcare workers. Specifically, Cummings et al. (2005) demonstrated that leadership based on emotional intelligence could mitigate the impacts of hospital restructuring on nurses, thereby enhancing job satisfaction and the quality of patient care. Birks and Watt (2007) also explored the relationship between emotional intelligence and patient-centered care, suggesting that emotional intelligence can foster positive outcomes for patients. Additionally, Alonazi (2020) focused on the impact of emotional intelligence on nurse performance in the context of the COVID-19 pandemic, indicating that emotional intelligence helps nurses cope with pressure and stress in challenging situations. Similarly, Sanchez-Gomez et al. (2021) highlight how emotional intelligence is critical not only for enhancing job performance, but also for promoting job engagement, improving overall performance, and fostering a positive work environment and job satisfaction.

These research outcomes have shown that emotional intelligence is pivotal in healthcare, especially for managing occupational stress and enhancing healthcare worker performance. Future research directions could focus on exploring the relationship between emotional intelligence and job performance in specific settings, such as different healthcare units or health crisis contexts, and could also investigate interventions to enhance emotional intelligence, reduce occupational stress, and promote job engagement and satisfaction. These research directions could further solidify the role of emotional intelligence in healthcare and provide specific guidelines to help healthcare workers advance in their careers.

Third, emotional intelligence plays a significant role across various fields, including IT, banking, hospitality, and automotive, effectively addressing each sector's unique challenges and shaping job performance. In the banking sector, Maamari and Shouweiry (2016) demonstrated that emotional intelligence significantly impacts bank employees' performance, linking it with emotional management factors and job commitment.

In the IT sector, Dhani and Sharma (2018) emphasized that emotional intelligence, combined with personality traits, can predict the performance of IT employees, thus highlighting the close relationship between emotions and success in a mentally demanding work environment. Moreover, Madhur (2015) found that emotional intelligence is closely related to the attitudes and behaviors of IT employees, affecting job performance and emphasizing the crucial role of emotional intelligence in the tech industry.

The hospitality industry is also attracting various research interests. Prentice and King (2011) posited that emotional intelligence plays a crucial role in forecasting the service performance of employees in the hospitality industry, particularly in emotionally taxing roles. Khetjenkarn and Agmapisarn (2020) also stated that management's emotional intelligence could have a significant impact on staff satisfaction and performance in the hospitality industry, emphasizing the importance of emotional management in creating a positive work environment. Meanwhile, in the automotive industry, studies by Swarnalatha and

Sureshkrishna (2013) indicated no significant relationship between emotional intelligence and job satisfaction. However, Prabha and Pal Pandi (2016) proved a link between emotional intelligence and performance in this sector, clarifying the role of emotional intelligence across various industrial fields.

Future research should delve deeper into how emotional intelligence influences job performance and stability across these industries, including potential studies on the impact of emotional intelligence on emotional management, mental health, service quality, customer relationships, and the development of industry-specific emotional intelligence training methods. This focus on the multifaceted effects of emotional intelligence will continue to elucidate its critical role in improving workplace outcomes and promoting long-term sustainability within diverse professional settings.

### **3.3.2. Cluster 2: The relationship between emotional intelligence and cultural factors in job performance**

First, emotional intelligence is crucial in places with lots of different cultures. Jyoti and Kour (2017) show how important it is to adapt and improve job performance at different levels in international organizations, especially by making it easier for people to fit in and work better. Specifically, Law et al. (2008) identified emotional intelligence as a strong predictor of job performance among R&D scientists in China, while Jyoti and Kour (2017) explored the relationship between emotional intelligence and cultural intelligence in adjusting to cultural differences and their impact on job performance.

In a broader international context, Zhang et al. (2022) revealed how emotional intelligence and cultural intelligence significantly influence the job performance and satisfaction of foreign workers, emphasizing the critical role of emotional intelligence in managing emotions and navigating complex, frequently changing cultural work environments. At the same time, Viswanathan et al. (2019) confirmed the relationship between emotional intelligence, cultural intelligence, and organizational support for the job performance of Indian employees in the USA.

To guide future research, it is essential to look deeper into how individual factors such as personal experiences and social support elements affect the relationship between emotional intelligence and job performance in different cultural contexts. Particularly, exploring the impact of cultural differences at the national level on the effectiveness of emotional intelligence can provide deeper insights into how organizations might develop strategies to enhance communication and performance in today's multicultural environments.

Second, emotional intelligence is increasingly receiving attention in psychology and management, with many studies highlighting its importance for job effectiveness. Scholars have conducted research in diverse cultural settings, from Asia to Europe, and in various fields such as tourism, hospitality, and international human resource management. Yan et al. (2019) have demonstrated the positive relationship and applicability of emotional intelligence in China in enhancing job satisfaction and performance, affirming its effectiveness in diverse organizational contexts across Asia. Gong and Jiao (2019) used meta-analysis to indicate a decrease in the effect size of emotional intelligence over time, highlighting issues with overestimating the effectiveness of mixed emotional intelligence. This suggests a need to adjust and reevaluate research and measurement methods in the field of emotional intelligence.

Research on emotional intelligence applies to the office environment and extends to other fields. Ma et al. (2022) demonstrated that experiences of motherhood could enhance emotional intelligence, contributing to the career advancement of women working in the tourism and hospitality industry in the US. Köksal et al. (2023) explored how emotional intelligence, combined with cultural intelligence, significantly enhances cultural adaptability, job satisfaction, and performance in multicultural environments.

These research outcomes indicate differences in the types of emotional intelligence and the influence of cultural factors on job effectiveness. In increasingly complex multicultural environments, future research directions might focus on exploring the impact of specific cultural factors on the relationship between emotional intelligence and job performance.

### **3.3.3. Cluster 3: Methods of education, training, and emotional intelligence development**

First, several studies have shown that developing emotional intelligence can significantly improve job performance and employees' psychological health when researching the effectiveness of emotional intelligence training programs in enhancing professional competencies and leadership abilities. Specifically, Karimi et al. (2020) explored the effectiveness of emotional intelligence training for teachers, healthcare workers, and aged care staff. The results indicate a clear improvement in emotional management skills, reduced job stress, enhanced job performance, and overall professional development. Palomera et al. (2008) demonstrated the close relationship between emotional intelligence and effectiveness in teaching, as well as satisfaction with the profession, underscoring its significance in various stressful work environments. This integration not only improves educational quality but also contributes to continuous professional development. Following this, Nooryan et al. (2011) showed that emotional intelligence training could reduce work-related stress among doctors and nurses in critical care areas, thereby enhancing their mental health and job performance. Moreover, Karimi et al. (2020) studied the impact of emotional intelligence training on the quality of care and job satisfaction of aged care staff in Australia. It demonstrated that emotional intelligence training led to a significant improvement in the quality of aged care services and the mental health and job satisfaction of employees.

Based on these research findings, future research could focus on analyzing in detail the factors that enhance the effectiveness of emotional intelligence training programs in various industries, especially those with high-stress work environments. The research might explore different methods and techniques of emotional intelligence training to identify the most effective approach suitable for each specific industry, thereby optimizing the benefits of emotional intelligence for both employees and organizations.

Second, focusing on research methods and creative approaches in education has brought new insights into how to measure and apply emotional intelligence. Lubis et al. (2023) delved into the use

of advanced assessment methods and modeling to enhance teaching and assess the impact of emotional intelligence. The study used the VOSviewer tool to build a theoretical overview, analyzing the relationship between emotional intelligence and employee performance in organizations. The findings not only showed a positive link between the two but also indicated that high job performance is associated with employee job satisfaction.

Wong (2015) embarked on an 18-year research journey, detailing the acceptance and study of emotional intelligence through rigorous scientific methods and emphasizing its potential for training more effectively than traditional intelligence concepts through a verifiable theoretical framework. Ohira (2020) used computational methods to explore the mechanisms behind emotional intelligence, emphasizing the role of predictive processing in psychology and neuroscience. This study showed how internal bodily perceptions can influence decisions and emotions, expanding the theoretical concept and providing deep insights into emotional intelligence and related issues.

The use of advanced research methods and new models in evaluating and developing emotional intelligence has provided deeper insights into its influence on work effectiveness. Future research directions may focus on developing new tools and techniques to assess emotional intelligence based on advances in modern technology, such as artificial intelligence and machine learning, to provide accurate and personalized assessments suitable for today's diverse work environments. Not only do these studies contribute to improving emotional intelligence training methods, but they also support organizations in building more effective human resource strategies.

### **3.3.4. Cluster 4: Emotional intelligence in business management and organizational commitment and engagement**

First, leadership and management now recognize emotional intelligence as a key factor that influences organizational results, team dynamics, and managerial effectiveness. Joseph et al. (2015) have shown that emotional intelligence plays a crucial role in improving job performance and positive



work attitudes, not only for leaders but also for all employees in an organization. Wong and Law (2002) discovered that emotional intelligence affects both leaders and subordinates, enhancing job performance and job satisfaction. Their research also indicated that emotional job aspects can modify the impact of emotional intelligence on work outcomes, highlighting the complexity of its influence. Sy et al. (2006) confirmed that employees' emotional intelligence directly enhances their job satisfaction and performance. Notably, a manager's higher emotional intelligence can significantly boost the satisfaction and effectiveness of employees with lower emotional intelligence levels. Joseph et al. (2015) highlighted a strong correlation between self-reported emotional intelligence and job performance, underscoring it as a superior predictor of job success compared to cognitive abilities and personality traits, and emphasized that self-assessment of emotional intelligence boosts confidence and skill improvement.

These studies have clarified the importance of emotional intelligence in leadership and management and pointed out its impact on the effectiveness of organizational operations. The integration of emotional intelligence development strategies into leadership training and development programs, along with the use and evaluation of targeted intervention programs to see how well they work in the modern workplace, could help improve leadership skills in both managing performance and building positive relationships with employees, and this could be the focus of future research.

Second, many studies have focused on analyzing the impact of emotional intelligence on several aspects, including employee attachment to the organization, commitment levels, and interactions in the workplace. Emotional intelligence enhances job performance, fosters positive employee relationships, and promotes organizational citizenship behavior (OCB), collectively boosting the overall operational effectiveness of the organization. Liao et al. (2022) highlight that high emotional intelligence links to greater job satisfaction, stronger organizational attachment, and a reduced likelihood of employees leaving, thereby improving job performance and commitment.

Future research should consider developing and applying emotional intelligence training programs for both leaders and employees, with the primary goal of assessing the impact of this training on organizational attachment and commitment, as well as long-term work efficiency. This assessment should incorporate both qualitative and quantitative research methods to determine the effectiveness of the training programs, emphasizing their impact on performance and job satisfaction. Each organization needs to adjust its training programs based on employee feedback to meet its specific needs. Overall, emotional intelligence not only contributes to improving individual performance but also acts as an important catalyst, promoting the sustainable development of the organization. Further research into how and why emotional intelligence strongly influences these factors can assist human resource managers in building and developing more effective personnel strategies.

### **3.3.5. Cluster 5: Emotional intelligence and management of crisis and conflict in the workplace**

First, people use emotional intelligence to manage job stress, prevent burnout, and handle job insecurity, particularly in high-pressure situations. Numerous studies have demonstrated the pivotal role of emotional intelligence in effectively managing work pressure, mitigating job burnout, and alleviating anxiety, particularly in the context of crisis and stress management. Research over the past decade has demonstrated that emotional intelligence acts as a mediating factor that limits the negative effects of job stress and occupational burnout, effectively enhancing job performance and mental health. Cohen and Abedallah (2015) posited that burnout serves as a mediating factor, potentially reducing the positive impact of emotional intelligence on job effectiveness by affecting the relationship between emotional intelligence and job performance.

Furthermore, studies have shown that emotional intelligence not only reduces burnout but also improves the ability to cope with job pressure. For example, Alam et al. (2023) found that during the COVID-19 pandemic, emotional intelligence helped reduce stress and improve the job performance of healthcare workers in a virtual leader-





Figure 8 generates a keyword cloud from a list of keywords in five different topic groups (Appendix B). This cloud includes terms related to emotional intelligence and job performance in different research directions to visualize the keywords of most interest in this research topic.

## 4. DISCUSSION

This study explores the relationship between emotional intelligence and job performance through two main methods: co-citation analysis and thematic analysis. The results indicate that both emotional intelligence and job performance are high-frequency keywords that demonstrate a strong interrelationship, impacting not only employees on an individual level but also organizational outcomes. This finding aligns with recent studies, such as those by Sharmin et al. (2024) and Chukwuka and Sondhi (2024), which support the positive influence of emotional intelligence on job performance from both personal and organizational perspectives.

Furthermore, the prevalence of emotional intelligence-related topics suggests that this research area holds substantial potential for diverse future approaches. This suggestion is consistent with Sharma and Tiwari's (2024) view that emotional intelligence studies shift focus across different stages. For example, recent studies highlight links between emotional intelligence and emerging topics like mindfulness and artificial intelligence, while past research often emphasized themes like job satisfaction, employee creativity, and entrepreneurial intention.

The thematic analysis in this study also reveals that emotional intelligence–job performance research predominantly focuses on specific fields. In healthcare, the emotional intelligence–job performance relationship among employees (e.g., nurses, doctors) tends to be inversely related, indicating the need to improve mental health support and reduce workplace stress, both crucial for enhancing job satisfaction and patient care quality. In education, this relationship underscores the importance of emotional intelligence training for teachers and students to improve teaching efficacy. In fields like IT, banking, and hospitality, it is highly valued for increasing commitment and organizational attachment, reducing conflict, managing emotions, and strengthening each employee's connection to their work, especially as employees need to address diverse customer demands while managing emotions in challenging environments. Recent studies in these fields, such as those by Solih et al. (2024), Saeed et al. (2023), and Zhang et al. (2024), further reinforce these findings.

Moreover, this study finds that as technology evolves with developments like AI, chatbots, blockchain, and IoT, emotional intelligence training programs in businesses and schools will inevitably need to adapt swiftly to meet employee and learner needs. Emotional intelligence itself will also be influenced by factors such as leadership styles and cultural diversity in large multinational corporations, adding further variety and depth to this research in the coming years. This finding aligns with recent studies, such as those by Saxena et al. (2023), Kaur and Sharma (2021), and Arora et al. (2024).

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## CONCLUSION

The primary purpose of this study was to comprehensively map the relationship between emotional intelligence and job performance, highlighting its critical significance in enhancing both individual and organizational effectiveness. The analysis demonstrates that emotional intelligence is crucial for individual employees and profoundly influences overall organizational performance, underscoring its essential role in today's workplace. The bibliometric analysis method strengthened the theoretical basis for this study by linking important research papers and showing a rise in studies about emotional intelligence, which shows that academics are becoming more interested. The study categorized and synthesized trends through thematic analysis, thereby proposing new, potential research directions, especially in applying emotional intelligence in professional development and managing situations at work.

By filling existing gaps in the literature, this study significantly advances theoretical understanding and offers practical insights, aiding organizations in formulating effective human resource strategies and fostering a positive work environment. In conclusion, this study underscores the essential role of emotional intelligence in enhancing job performance, providing a valuable foundation for future research and practical applications aimed at improving organizational success and employee well-being.

## AUTHOR CONTRIBUTIONS

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## APPENDIX A

**Table A1.** Thematic analysis

Current research directions	Potential future research directions
<b>Cluster 1. Emotional intelligence in specific professional contexts</b>	
<b>Sub-theme 1.1: Educational and academic settings</b>	
Research the impact of emotional intelligence on teaching effectiveness and job satisfaction of teachers.	Develop and evaluate emotional intelligence intervention programs to improve teaching effectiveness and reduce stress in educational environments.
Survey the relationship between teachers' emotional intelligence and students' learning outcomes.	Study the impact of emotional intelligence in managing crises in schools.
Evaluate the effectiveness of emotional intelligence training programs for teachers and students.	
<b>Sub-cluster 1.2: Healthcare</b>	
Study the relationship between healthcare workers' emotional intelligence and patient care quality.	Explore the relationship between emotional intelligence and burnout prevention measures in healthcare.
Survey the impact of emotional intelligence on job burnout and satisfaction among healthcare workers.	Develop emotional intelligence intervention programs to reduce stress and improve job satisfaction.
Evaluate the effectiveness of emotional intelligence training programs for healthcare workers.	Study the role of emotional intelligence in managing emergency healthcare situations.
<b>Sub-cluster 1.3: Sector-specific studies</b>	
Research the impact of emotional intelligence on job performance in sectors like IT and banking.	Develop sector-specific emotional intelligence training methods to improve job performance and job satisfaction.
Survey the relationship between emotional intelligence and service quality in the hospitality sector.	Explore how emotional intelligence influences emotion management when interacting with customers in banking and hospitality.
Evaluate the importance of emotional intelligence in emotion management and work engagement in the automotive sector.	Study the role of emotional intelligence in adapting to technological challenges in the IT sector.
<b>Cluster 2. The relationship between emotional intelligence and cultural factors in job performance</b>	
<b>Sub-cluster 2.1: Cultural diversity and international perspective</b>	
Study the impact of emotional intelligence on job performance in international organizations.	Explore how individual factors and community support influence the relationship between emotional intelligence and job performance in diverse cultural contexts.
Survey the relationship between emotional intelligence, cultural intelligence, and leadership effectiveness in a multicultural context.	Explore cultural differences at the national level affecting the effectiveness of emotional intelligence.
<b>Sub-cluster 2.2: Cross-cultural studies</b>	
Analyze the link between emotional intelligence and job satisfaction across different cultures.	Identify specific cultural factors that influence emotional intelligence and work effectiveness.
Evaluate the impact of time on the effectiveness of emotional intelligence through meta-analysis.	Explore the role of cultural intelligence in adjusting work effectiveness in multicultural settings.
<b>Cluster 3. Methods of education, training, and emotional intelligence development</b>	
<b>Sub-cluster 3.1: Training and development</b>	
Survey the effectiveness of emotional intelligence training programs in improving professional skills and leadership qualities.	Analyze in detail the factors that increase the effectiveness of emotional intelligence training programs in various professions.
Explore the link between emotional intelligence training, reduced work stress, and increased job performance.	Explore new training methods and techniques to improve the effectiveness of the programs.
<b>Sub-cluster 3.2: Innovative educational methods</b>	
Apply advanced statistical methods and modeling in education to improve teaching and evaluation of emotional intelligence.	Develop new technology-based assessment tools and techniques, like AI and machine learning, to provide more accurate evaluations of emotional intelligence.
Deep analysis of how internal body perceptions affect decisions and emotions.	

**Table A1 (cont.).** Thematic analysis

Current research directions	Potential future research directions
<b>Cluster 4. Emotional intelligence in business management and organizational commitment and engagement</b>	
<b>Sub-cluster 4.1: Leadership and management</b>	
Study the impact of leaders' emotional intelligence on organizational outcomes and team dynamics.	Consider how emotional intelligence development strategies can be integrated into leadership training programs to improve management effectiveness.
Explore the relationship between leaders' emotional intelligence and employees' job satisfaction.	
<b>Sub-cluster 4.2: Engagement and motivation in the workplace</b>	
Explore the relationship between emotional intelligence and employees' organizational attachment.	Develop and implement emotional intelligence training programs to assess their impact on organizational attachment and commitment.
Study the impact of emotional intelligence on organizational citizenship behavior and job satisfaction.	
<b>Cluster 5: Emotional intelligence and management of crisis and conflict in the workplace</b>	
<b>Sub-cluster 5.1: Crisis and stress management</b>	
Study the role of emotional intelligence in reducing work stress and burnout, especially in high-pressure situations.	Develop specific emotional intelligence training programs for particular professions to improve mental health and job performance.
Explore the impact of emotional intelligence on crisis and stress management in the workplace.	
<b>Sub-cluster 5.2: Conflict management and negotiation</b>	
Survey the impact of emotional intelligence on conflict management styles and negotiation skills.	Develop and deploy training programs to improve conflict management and negotiation skills, particularly in high-stress professions.
Research the link between emotional intelligence and job performance improvement through conflict management ability.	

## APPENDIX B

**Table B1.** Keywords for each cluster

Sub-theme	Keywords
Sub-theme 1.1: Educational and academic settings	Emotional intelligence, academic performance, educational settings, teacher effectiveness, student learning, school teachers, educational institutions, higher education, learning outcomes, teacher training, teaching competence, academic leaders, educational practices, university education, teaching performance, educational research, learning environments, teacher qualifications, academic qualifications, school administration, curriculum development, educational development, learning opportunities, teaching methodologies, student achievement, educational programs, academic success, teaching skills
Sub-theme 1.2: Healthcare	Emotional intelligence, job performance, patient care, healthcare professionals, occupational stress, job satisfaction, emotional labor, health care, nursing practice, emotional competence, nurses' performance, clinical competence, emotional health, work engagement, patient satisfaction, nursing staff, emotional exhaustion, emotional awareness, emotional regulation, emotional stress
Sub-theme 1.3: Sector-specific studies	Emotional intelligence, job performance, hospitality industry, IT sector, service performance, emotional labor, job satisfaction, automotive industries, banking sector, hotel managers, emotional competence, performance levels, industry professionals, organizational commitment, performance impact, emotional exhaustion, professional performance, service industry, emotional regulation, management strategies
Sub-theme 2.1: Cultural diversity and international perspective	Cultural intelligence, emotional intelligence, job performance, cultural diversity, international perspectives, cross-cultural adjustment, national culture, perceived organizational support, ethnic groups, perceived social support, psychological well-being, family support, cultural values, individual values, expatriate performance, cultural differences, organizational commitment, multinational subsidiary, job satisfaction, cultural context
Sub-theme 2.2: Cross-cultural studies	Cross-cultural adjustment, cultural intelligence, job performance, emotional intelligence, cross-cultural competence, cultural differences, proactive personality, interpersonal social network, cultural environment, expatriate job satisfaction, international assignments, cultural contexts, cross-cultural service encounters, emotional and cultural intelligence, self-initiated expatriates, national culture, cross-cultural adaptability, cultural values, international human resource management, multinational subsidiary

**Table B1 (cont.).** Keywords for each cluster

Sub-theme	Keywords
Sub-theme 3.1: Training and development	Emotional intelligence training, job performance, training program, professional competencies, leadership qualities, emotional competence, training skills program, training and development, emotional and social competence, emotional intelligence executive coaching, training programs in adults, enhancing the quality of care, personal well-being, performance improvement, stress managing training, staff nurses training
Sub-theme 3.2: Innovative educational methods	Emotional intelligence, scientific standards, testable theoretical framework, rigorous scientific studies, research designs, computational framework, predictive processing, interoceptive perception, emotional abilities, decision making, employee performance, literature review, VosViewer analysis
Sub-theme 4.1: Leadership and management.	Emotional intelligence, job performance, organizational commitment, transactional leadership, self-awareness, social awareness, emotional labor, psychological empowerment, job stress, organizational performance, strategic leadership, transformational leadership, relationship management, personal competence, relational competence, interpersonal relations, leadership career, career development, interpersonal effectiveness, job-related stress, self-management
Sub-theme 4.2: Workplace engagement and dynamics	Emotional intelligence, job performance, employee performance, organizational citizenship, psychological capital, employee engagement, organizational commitment, organizational excellence, life satisfaction, psychological empowerment, teamwork, talent retention, employee morale, emotional exhaustion, job stress, perceived organizational support, organizational politics, subjective well-being, employee compatibility, internal marketing, job performance, job satisfaction, work-family conflict, turnover intentions, emotional quotient model, emotional intelligence evaluation, communication skill, patient care
Sub-theme 5.1: Crisis and stress management	Emotional intelligence, job performance, organizational commitment, emotional exhaustion, psychological empowerment, job stress, emotional labor, burnout symptoms, work stress, stress management, crisis management, workplace stress, employee burnout, stress levels, occupational stress, psychological well-being, work burnout, burnout rates, emotional well-being, stress reduction
Sub-theme 5.2: Conflict management and negotiation	Conflict management, emotional intelligence, job performance, conflict styles, management styles, psychological capital, conflict resolution, negotiation skills, emotional labor, organizational conflict, interpersonal conflict, conflict mediation, employee relations, relationship conflict, team conflict, conflict dynamics, emotional regulation, conflict handling, negotiation outcomes, emotional responses, conflict intensity, workplace conflict, conflict engagement