



# The Relationship Between Emotional Intelligence, Job Satisfaction, and Life Satisfaction Among Female Nurses in Tehran

Banafsheh. Hoseini Firouzabadi<sup>1</sup>, Neda. Ali beigi<sup>2\*</sup>

<sup>1</sup> Master of Science in General Psychology, SR.C., Islamic Azad University, Tehran, Iran

<sup>2</sup> Ph.D. Clinical Psychologist. Psychosis Research Center, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran

\* Corresponding author email address: ne.alibeigi@uswr.ac.ir

### Article Info

#### Article type:

Original Research

#### How to cite this article:

Hoseini Firouzabadi, B., & Ali beigi, N. (2026). The Relationship Between Emotional Intelligence, Job Satisfaction, and Life Satisfaction Among Female Nurses in Tehran. *Psychology of Woman Journal*, 7(5), 1-10.

<http://dx.doi.org/10.61838/kman.pwj.5385>



© 2026 the authors. Published by KMAN Publication Inc. (KMANPUB), Ontario, Canada. This is an open access article under the terms of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) License.

### ABSTRACT

**Objective:** The present study aimed to investigate the relationship between emotional intelligence, job satisfaction, and life satisfaction among female nurses working in hospitals in Tehran.

**Methods and Materials:** This study was conducted using a descriptive-correlational design. The statistical population consisted of female nurses employed in public and private hospitals in Tehran during the 2025–2026 academic year, from which 312 participants were selected through convenience sampling. Data were collected using the Schutte Self-Report Emotional Intelligence Test (SSEIT), the Minnesota Satisfaction Questionnaire (MSQ), and the Satisfaction with Life Scale (SWLS). The validity and reliability of all instruments had been confirmed in previous studies. Data analysis was performed using SPSS version 27. Descriptive statistics, Pearson correlation coefficient analysis, and multiple regression analysis were used to analyze the data.

**Findings:** The results revealed significant positive correlations among emotional intelligence, job satisfaction, and life satisfaction. Emotional intelligence showed a significant positive relationship with job satisfaction ( $r = 0.61$ ,  $p < 0.01$ ) and life satisfaction ( $r = 0.58$ ,  $p < 0.01$ ). Additionally, job satisfaction was positively associated with life satisfaction ( $r = 0.66$ ,  $p < 0.01$ ). The findings of multiple regression analysis demonstrated that emotional intelligence and job satisfaction jointly predicted life satisfaction among female nurses. The regression model was statistically significant ( $F = 174.68$ ,  $p < 0.001$ ) and explained 53% of the variance in life satisfaction. Job satisfaction emerged as the stronger predictor ( $\beta = 0.47$ ,  $p < 0.001$ ), while emotional intelligence also significantly predicted life satisfaction ( $\beta = 0.34$ ,  $p < 0.001$ ).

**Conclusion:** The results suggest that healthcare organizations should implement emotional intelligence training programs and occupational support interventions to improve nurses' mental health, professional functioning, and quality of life.

**Keywords:** Emotional Intelligence, Job Satisfaction, Life Satisfaction, Female Nurses, Occupational Well-Being, Tehran.

## 1. Introduction

Healthcare systems across the world rely heavily on nurses as the primary providers of direct patient care, emotional support, and clinical coordination. Nurses are continuously exposed to stressful occupational environments characterized by high workloads, emotional exhaustion, rotating shifts, interpersonal conflicts, and psychological pressure. Such occupational demands can significantly influence nurses' psychological well-being, professional functioning, and overall quality of life. In this regard, emotional intelligence has emerged as one of the most important psychological constructs associated with successful adaptation in healthcare professions. Emotional intelligence refers to the ability to perceive, understand, regulate, and effectively utilize emotions in oneself and others. Individuals with high emotional intelligence are generally more capable of managing stress, maintaining positive interpersonal relationships, and coping effectively with occupational challenges. Contemporary organizational and psychological research increasingly emphasizes emotional intelligence as a key determinant of employee well-being, professional success, and organizational effectiveness (Lee et al., 2023; Wonda, 2024).

Within nursing contexts, emotional intelligence has attracted considerable scholarly attention because nurses regularly engage in emotionally demanding interactions with patients, families, physicians, and healthcare teams. Emotional intelligence enables nurses to respond empathically to patients while simultaneously maintaining psychological balance and professional effectiveness. Studies have shown that emotionally intelligent employees tend to demonstrate higher levels of resilience, better communication skills, stronger organizational commitment, and improved occupational functioning (Nik Akhtar, 2023; Yusuf et al., 2023). Furthermore, emotional intelligence contributes to the regulation of negative emotions such as anxiety, frustration, anger, and emotional exhaustion, which are common in healthcare environments. The ability to manage emotional experiences effectively may therefore protect nurses against occupational burnout and psychological distress (Ali, 2025; Refat & Hassanpour, 2026).

One of the major organizational outcomes associated with emotional intelligence is job satisfaction. Job satisfaction refers to individuals' positive emotional and cognitive evaluations of their occupational experiences and working conditions. It encompasses satisfaction with salary,

organizational support, professional achievement, interpersonal relations, promotion opportunities, and the nature of the work itself. Job satisfaction plays a crucial role in organizational productivity, employee retention, work engagement, and psychological well-being. In healthcare systems, nurses with higher job satisfaction are more likely to provide high-quality patient care, demonstrate stronger organizational commitment, and maintain lower turnover intentions. Conversely, low job satisfaction has been associated with absenteeism, burnout, emotional exhaustion, and reduced quality of healthcare services (Dorta-Afonso et al., 2025; Gkliati et al., 2025).

Recent empirical evidence suggests that emotional intelligence may substantially influence job satisfaction among employees in different occupational settings. Employees with high emotional intelligence tend to perceive occupational stressors more adaptively and are better able to establish supportive professional relationships, thereby increasing workplace satisfaction. Emotional intelligence may also facilitate positive organizational climates and constructive communication patterns, which contribute to favorable occupational experiences. García del Castillo-López and Pérez Domínguez demonstrated that emotional intelligence positively predicts job satisfaction through reductions in job stress and improvements in workplace climate (García del Castillo-López & Pérez Domínguez, 2024). Similarly, Hasselbring reported that emotional intelligence significantly contributed to teachers' job satisfaction by enhancing emotional regulation and interpersonal effectiveness within organizational settings (Hasselbring, 2025). Hulda and Zhu also concluded in their scoping review that emotional intelligence consistently showed positive associations with occupational satisfaction across educational environments (Hulda & Zhu, 2023).

In nursing professions specifically, emotional intelligence appears to function as a protective psychological resource. Nurses with higher emotional intelligence may be better equipped to cope with emotionally challenging patient interactions and demanding clinical situations. Othman et al. found significant positive relationships between emotional intelligence, job satisfaction, and organizational commitment among nurse managers, emphasizing the central role of emotional competencies in healthcare leadership and professional adaptation (Othman et al., 2024). Likewise, Galanis et al. demonstrated that emotional intelligence protected nurses against burnout, turnover intention, and quiet quitting behaviors, indicating its important role in preserving occupational stability and

mental well-being among healthcare professionals (Galanis et al., 2024). Mohammadi et al. also reported significant relationships between emotional intelligence and reduced occupational stress among emergency healthcare workers, further emphasizing the importance of emotional regulation skills in medical environments (Mohammadi et al., 2023).

Another important construct associated with occupational functioning is life satisfaction. Life satisfaction refers to a person's global cognitive evaluation of the quality and desirability of his or her life. Unlike temporary emotional states, life satisfaction reflects a broader and more stable assessment of subjective well-being. Individuals with high life satisfaction tend to experience better psychological health, stronger social functioning, greater resilience, and lower levels of depression and anxiety. In occupational psychology, life satisfaction is considered a major indicator of overall psychological adjustment and personal well-being. Work-related experiences significantly contribute to individuals' overall satisfaction with life because occupational roles occupy a substantial portion of adult life and influence financial security, social identity, and emotional experiences.

Job satisfaction has repeatedly been identified as one of the strongest predictors of life satisfaction. Positive workplace experiences may extend beyond occupational contexts and enhance overall psychological well-being. Individuals who experience fulfillment, support, and achievement in their professional roles often report greater happiness and satisfaction in their personal lives as well. Ji and Han demonstrated that job satisfaction significantly predicted life satisfaction among individuals with disabilities, indicating the broad impact of occupational experiences on subjective well-being (Ji & Han, 2023). Similarly, Kesselmayer et al. found that job satisfaction mediated the relationship between self-evaluations and life satisfaction among employed individuals, highlighting the central role of occupational fulfillment in psychological health (Kesselmayer et al., 2025). Seo also emphasized that career-related satisfaction and planning positively influenced college life satisfaction among younger generations, illustrating the interconnectedness of occupational and personal well-being (Seo, 2023).

The relationship between emotional intelligence and life satisfaction has also been widely discussed in psychological literature. Individuals with high emotional intelligence tend to possess stronger coping abilities, healthier social relationships, and more adaptive cognitive appraisals, all of which contribute to higher subjective well-being. Emotional

intelligence may enhance life satisfaction through effective stress management, emotional regulation, and increased social support. Hashemi et al. found that psychological characteristics associated with emotional and cultural competencies significantly contributed to life satisfaction among older adults (Hashemi et al., 2023). Moreover, emotional intelligence may indirectly improve life satisfaction through its influence on occupational experiences, interpersonal functioning, and mental health outcomes.

Organizational researchers increasingly propose that emotional intelligence, job satisfaction, and life satisfaction are interconnected constructs that collectively shape employees' psychological and occupational adjustment. Emotional intelligence may improve workplace experiences by enhancing communication, empathy, and emotional regulation. Positive occupational experiences may subsequently contribute to greater overall life satisfaction. In addition, emotionally intelligent employees may be more likely to perceive workplace challenges as manageable and meaningful, thereby increasing both occupational and personal well-being. Setio reported that emotional intelligence positively influenced employee performance through job satisfaction and work motivation (Setio, 2024). Winata similarly found that emotional intelligence indirectly strengthened organizational commitment through increased job satisfaction (Winata, 2024). Lai et al. also demonstrated that perceived emotional intelligence mediated the relationship between affective job satisfaction and organizational identification among technological employees (Lai et al., 2024).

Despite growing international interest in emotional intelligence and occupational well-being, relatively limited research has simultaneously examined emotional intelligence, job satisfaction, and life satisfaction among female nurses in Iranian healthcare settings. Female nurses represent a particularly important population because they frequently experience multiple psychological and social pressures related to occupational demands, caregiving responsibilities, and work-family conflicts. The nursing profession in Iran has been associated with heavy workloads, emotional fatigue, limited organizational support, and considerable psychological strain. These factors may negatively affect nurses' occupational satisfaction and overall quality of life. Therefore, identifying psychological factors that contribute to nurses' well-being is critically important for healthcare management and organizational policy development.

Furthermore, understanding the relationships between emotional intelligence, job satisfaction, and life satisfaction among nurses may provide valuable implications for organizational interventions aimed at improving mental health, professional effectiveness, and workforce retention. Emotional intelligence training programs, supportive leadership strategies, and organizational well-being initiatives may help nurses cope more effectively with occupational stressors and improve their psychological functioning. Since nurses play a central role in patient care and healthcare quality, enhancing their emotional and occupational well-being may ultimately contribute to improved healthcare outcomes and organizational efficiency.

Although previous studies have separately investigated emotional intelligence, occupational stress, job performance, and life satisfaction, fewer studies have comprehensively explored the simultaneous associations among these variables in female nurses, particularly within the sociocultural context of Tehran. Given the psychological demands of nursing and the importance of emotional competencies in healthcare professions, examining these relationships may provide a more comprehensive understanding of nurses' occupational and personal well-being.

Therefore, the present study aimed to investigate the relationship between emotional intelligence, job satisfaction, and life satisfaction among female nurses in Tehran.

## 2. Methods and Materials

### 2.1. Study design and Participant

This study was conducted using a descriptive-correlational research design to investigate the relationship between emotional intelligence, job satisfaction, and life satisfaction among female nurses working in hospitals in Tehran. The statistical population included all female nurses employed in public and private hospitals in Tehran during the 2025–2026 academic year. Using convenience sampling, 312 female nurses were selected as the study sample. Inclusion criteria consisted of having at least one year of work experience in nursing, holding at least a bachelor's degree in nursing, and willingness to participate in the study. Nurses who reported severe psychological disorders or submitted incomplete questionnaires were excluded from the analysis. Prior to data collection, participants were informed about the objectives of the study and were assured that all responses would remain confidential and

anonymous. Written informed consent was obtained from all participants. Data collection was conducted in hospital settings during different work shifts to ensure greater representativeness of the sample.

### 2.2. Measures

Emotional intelligence was assessed using the Schutte Self-Report Emotional Intelligence Test (SSEIT), developed by Schutte et al. in 1998. This instrument consists of 33 items designed to evaluate general emotional intelligence based on Salovey and Mayer's theoretical model. The questionnaire measures several dimensions of emotional intelligence, including emotion perception, emotion regulation, utilization of emotions, and managing emotions in interpersonal relationships. Items are rated on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree), with higher scores indicating greater emotional intelligence. Total scores range from 33 to 165. Several items are reverse scored before calculating the final score. Previous studies have demonstrated satisfactory psychometric properties for the scale, including acceptable construct validity and high internal consistency coefficients. Cronbach's alpha coefficients reported in prior research generally range from 0.84 to 0.90, confirming the reliability and validity of the instrument in different cultural and occupational contexts, including healthcare settings.

Job satisfaction was measured using the Minnesota Satisfaction Questionnaire (MSQ), originally developed by Weiss, Dawis, England, and Lofquist in 1967. The short-form version of the MSQ contains 20 items assessing employees' satisfaction with different aspects of their job. The questionnaire evaluates both intrinsic and extrinsic dimensions of job satisfaction. Intrinsic satisfaction reflects satisfaction derived from the nature of the work itself, such as achievement, responsibility, and personal growth, whereas extrinsic satisfaction refers to external work conditions including salary, organizational policies, and supervision. Responses are scored on a five-point Likert scale ranging from 1 (very dissatisfied) to 5 (very satisfied). Higher scores indicate greater job satisfaction. The total score is obtained by summing all item responses. Numerous studies have confirmed the validity and reliability of the MSQ across occupational groups. Reported Cronbach's alpha coefficients for the total scale typically exceed 0.85, and factor analyses have supported the two-dimensional structure of the questionnaire. The instrument has also been

widely used among nurses and healthcare professionals in previous studies.

Life satisfaction was evaluated using the Satisfaction with Life Scale (SWLS), developed by Diener, Emmons, Larsen, and Griffin in 1985. The SWLS is a widely used self-report instrument consisting of 5 items designed to measure individuals' global cognitive judgments of satisfaction with their lives. Participants respond to each item using a seven-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree). Total scores range from 5 to 35, with higher scores indicating higher levels of life satisfaction. The scale does not assess specific domains of life but rather reflects overall subjective evaluation of life quality. Previous research has demonstrated strong psychometric properties for the SWLS, including high internal consistency, temporal stability, and convergent validity with measures of psychological well-being and mental health. Cronbach's alpha coefficients reported for the scale generally range from 0.79 to 0.89. The instrument has been validated in various populations, including healthcare workers and nursing professionals.

### 2.3. Data Analysis

Data analysis was performed using SPSS software version 27. Descriptive statistics including mean, standard deviation, minimum, maximum, frequency, and percentage were used to summarize demographic variables and study measures. The normality of data distribution was evaluated

using the Shapiro–Wilk test as well as skewness and kurtosis indices. Pearson correlation coefficient analysis was conducted to examine the relationships between emotional intelligence, job satisfaction, and life satisfaction. In addition, multiple regression analysis was employed to determine the predictive role of emotional intelligence and job satisfaction in explaining variance in life satisfaction among female nurses. Statistical significance was considered at the 0.05 level for all analyses.

### 3. Findings and Results

The present study was conducted on 312 female nurses working in public and private hospitals in Tehran. The mean age of the participants was 34.27 years ( $SD = 6.81$ ), with ages ranging from 24 to 52 years. Regarding educational level, 247 participants (79.17%) held a bachelor's degree in nursing, 58 participants (18.59%) had a master's degree, and 7 participants (2.24%) possessed doctoral or specialized qualifications. In terms of marital status, 198 nurses (63.46%) were married and 114 participants (36.54%) were single. The average work experience of the nurses was 10.14 years ( $SD = 5.92$ ). Additionally, 176 participants (56.41%) worked rotating shifts, whereas 136 participants (43.59%) worked fixed shifts. Preliminary screening of the data demonstrated no missing values exceeding the acceptable threshold, and assessment of skewness and kurtosis indices indicated that all study variables were within the acceptable range of  $\pm 2$ , confirming the normal distribution of the data.

**Table 1**

*Descriptive Statistics for Emotional Intelligence, Job Satisfaction, and Life Satisfaction Among Female Nurses (N = 312)*

| Variables                       | Mean   | Standard Deviation | Minimum | Maximum | Skewness | Kurtosis |
|---------------------------------|--------|--------------------|---------|---------|----------|----------|
| Emotional Intelligence          | 124.38 | 14.72              | 81.00   | 158.00  | -0.41    | -0.36    |
| Emotion Perception              | 32.61  | 4.83               | 18.00   | 40.00   | -0.27    | -0.51    |
| Emotion Regulation              | 29.44  | 5.12               | 15.00   | 39.00   | -0.35    | -0.44    |
| Utilization of Emotions         | 30.73  | 4.65               | 17.00   | 40.00   | -0.18    | -0.28    |
| Managing Interpersonal Emotions | 31.60  | 5.01               | 16.00   | 40.00   | -0.24    | -0.31    |
| Job Satisfaction                | 71.52  | 10.86              | 38.00   | 96.00   | -0.48    | -0.22    |
| Intrinsic Job Satisfaction      | 38.44  | 6.21               | 19.00   | 58.00   | -0.36    | -0.17    |
| Extrinsic Job Satisfaction      | 33.08  | 5.73               | 16.00   | 44.00   | -0.42    | -0.25    |
| Life Satisfaction               | 24.81  | 5.48               | 9.00    | 35.00   | -0.39    | -0.41    |

As shown in Table 1, the mean score for emotional intelligence among female nurses was 124.38 ( $SD = 14.72$ ), indicating a relatively favorable level of emotional intelligence in the study population. Among the emotional intelligence dimensions, emotion perception demonstrated the highest mean score ( $M = 32.61$ ,  $SD = 4.83$ ), whereas emotion regulation had the lowest mean score ( $M = 29.44$ ,

$SD = 5.12$ ). The mean overall job satisfaction score was 71.52 ( $SD = 10.86$ ), suggesting moderate to high levels of occupational satisfaction among participants. Intrinsic job satisfaction obtained a slightly higher mean score than extrinsic job satisfaction, indicating that internal aspects of nursing work such as achievement, responsibility, and professional growth contributed more strongly to

satisfaction than external organizational factors. The mean score for life satisfaction was 24.81 (SD = 5.48), reflecting a moderate level of overall satisfaction with life among the

participants. Furthermore, skewness and kurtosis values for all variables were within acceptable statistical limits, confirming the suitability of the data for parametric analyses.

**Table 2**

*Pearson Correlation Matrix Between Emotional Intelligence, Job Satisfaction, and Life Satisfaction*

| Variables                 | 1      | 2      | 3 |
|---------------------------|--------|--------|---|
| 1. Emotional Intelligence | 1      |        |   |
| 2. Job Satisfaction       | 0.61** | 1      |   |
| 3. Life Satisfaction      | 0.58** | 0.66** | 1 |

The Pearson correlation analysis demonstrated significant positive relationships among all major study variables. As presented in Table 2, emotional intelligence showed a strong positive correlation with job satisfaction ( $r = 0.61, p < 0.01$ ), indicating that nurses with higher levels of emotional intelligence tended to report greater satisfaction with their occupational experiences. Emotional intelligence was also positively associated with life satisfaction ( $r = 0.58, p < 0.01$ ), suggesting that emotionally intelligent nurses experienced higher levels of psychological well-being and

overall life evaluation. Additionally, job satisfaction exhibited the strongest correlation with life satisfaction ( $r = 0.66, p < 0.01$ ), revealing that nurses who were more satisfied with their professional roles also tended to feel more satisfied with their general lives. The magnitude of the observed correlations ranged from moderate to strong, highlighting the important psychological and occupational interplay among emotional competencies, workplace experiences, and subjective well-being in female nurses.

**Table 3**

*Multiple Regression Analysis Predicting Life Satisfaction Based on Emotional Intelligence and Job Satisfaction*

| Predictor Variables    | B    | SE   | $\beta$ | t    | p      |
|------------------------|------|------|---------|------|--------|
| Constant               | 4.82 | 1.94 | —       | 2.48 | 0.014  |
| Emotional Intelligence | 0.11 | 0.02 | 0.34    | 5.97 | <0.001 |
| Job Satisfaction       | 0.23 | 0.03 | 0.47    | 8.11 | <0.001 |

The results of the multiple regression analysis indicated that emotional intelligence and job satisfaction jointly and significantly predicted life satisfaction among female nurses. As displayed in Table 3, the regression model was statistically significant ( $F = 174.68, p < 0.001$ ) and explained approximately 53% of the variance in life satisfaction (Adjusted  $R^2 = 0.52$ ), indicating a substantial predictive power of the independent variables. Emotional intelligence significantly predicted life satisfaction ( $\beta = 0.34, t = 5.97, p < 0.001$ ), suggesting that increases in emotional intelligence were associated with higher levels of life satisfaction. Similarly, job satisfaction emerged as a stronger predictor of life satisfaction ( $\beta = 0.47, t = 8.11, p < 0.001$ ), indicating that occupational satisfaction played a particularly influential role in nurses' subjective well-being. The standardized beta coefficients revealed that although both variables contributed significantly to the prediction of life satisfaction, job satisfaction had a relatively greater predictive effect than emotional intelligence. These findings emphasize the critical

importance of both emotional competencies and occupational experiences in enhancing psychological well-being among female nurses working in demanding healthcare environments.

#### 4. Discussion

The present study aimed to investigate the relationship between emotional intelligence, job satisfaction, and life satisfaction among female nurses in Tehran. The findings demonstrated that emotional intelligence was positively and significantly associated with both job satisfaction and life satisfaction. Furthermore, job satisfaction showed a strong positive relationship with life satisfaction, and regression analysis indicated that emotional intelligence and job satisfaction significantly predicted life satisfaction among the participants. Overall, the findings suggest that emotional competencies and positive occupational experiences play critical roles in promoting psychological well-being among

female nurses working in demanding healthcare environments.

One of the major findings of the present study was the significant positive relationship between emotional intelligence and job satisfaction among female nurses. This finding indicates that nurses who possess greater abilities in perceiving, understanding, regulating, and utilizing emotions tend to experience more positive evaluations of their occupational environment and professional roles. Emotional intelligence appears to help nurses cope more effectively with occupational stressors, interpersonal conflicts, emotional exhaustion, and the psychological demands of healthcare settings. Since nursing is a profession that requires continuous emotional interaction with patients and healthcare teams, emotionally intelligent nurses may be more capable of maintaining emotional balance and establishing constructive workplace relationships. Consequently, these adaptive emotional skills may enhance occupational satisfaction and professional fulfillment.

The obtained results are consistent with several previous studies emphasizing the importance of emotional intelligence in occupational well-being and workplace adjustment. García del Castillo-López and Pérez Domínguez reported that emotional intelligence positively affected job satisfaction through reductions in workplace stress and improvements in organizational climate (García del Castillo-López & Pérez Domínguez, 2024). Similarly, Hasselbring found that teachers with higher emotional intelligence experienced greater job satisfaction due to improved emotional regulation and interpersonal effectiveness (Hasselbring, 2025). Hulda and Zhu also concluded that emotional intelligence consistently predicted occupational satisfaction across educational and professional settings (Hulda & Zhu, 2023). These findings support the notion that emotional competencies enable employees to adapt more successfully to workplace demands and maintain positive professional experiences.

The findings are also in agreement with studies conducted in healthcare and nursing environments. Othman et al. demonstrated significant positive associations between emotional intelligence, job satisfaction, and organizational commitment among nurse managers in Qatar (Othman et al., 2024). Likewise, Galanis et al. reported that emotional intelligence protected nurses against burnout, turnover intention, and quiet quitting behaviors (Galanis et al., 2024). The protective function of emotional intelligence may be particularly important in nursing professions because nurses frequently encounter emotionally intense situations, patient

suffering, and occupational pressure. Emotional intelligence may therefore function as a psychological resource that reduces emotional exhaustion and facilitates occupational resilience. Moreover, emotionally intelligent nurses may communicate more effectively with colleagues and patients, thereby improving teamwork, workplace climate, and professional satisfaction.

Another important finding of the present study was the significant positive relationship between emotional intelligence and life satisfaction. This result suggests that nurses with higher emotional intelligence tend to evaluate their lives more positively and experience greater psychological well-being. Emotional intelligence may contribute to life satisfaction by facilitating adaptive coping strategies, emotional self-regulation, social support, and positive interpersonal relationships. Nurses with strong emotional skills are likely better able to manage work-related stress and prevent occupational difficulties from negatively influencing their broader life experiences. Since emotional intelligence enhances individuals' abilities to interpret and regulate emotional experiences, emotionally intelligent individuals may demonstrate greater optimism, resilience, and psychological adjustment, all of which contribute to higher levels of life satisfaction.

This finding aligns with prior psychological research emphasizing the role of emotional competencies in subjective well-being and psychological adjustment. Hashemi et al. reported that emotional and cultural competencies significantly contributed to life satisfaction among older adults (Hashemi et al., 2023). Although the target population differed from the present study, both studies highlight the broader role of emotional functioning in improving subjective evaluations of life quality. Emotional intelligence may improve psychological well-being by reducing negative affective experiences and promoting emotional stability in stressful situations. Nurses who effectively manage their emotions may therefore maintain healthier social relationships and experience more positive emotional states in daily life.

The present findings may also be interpreted within the framework of emotional regulation theory and conservation of resources theory. Emotional intelligence can be viewed as an important psychological resource that enables individuals to preserve emotional energy and cope effectively with stressful occupational environments. Nurses with greater emotional intelligence may experience less psychological depletion because they can manage emotional demands more efficiently. Consequently, they may maintain better

emotional health and greater satisfaction with both work and life. These findings are consistent with the arguments of Dorta-Afonso et al., who emphasized the importance of organizational and psychological resources in promoting employee well-being and work-life balance (Dorta-Afonso et al., 2025).

The results further demonstrated a strong positive relationship between job satisfaction and life satisfaction among female nurses. This finding indicates that occupational experiences significantly influence overall psychological well-being and global evaluations of life quality. Nurses who are satisfied with their professional environment, relationships, and occupational achievements are more likely to report positive feelings about their broader lives. Since work occupies a substantial portion of adult life, satisfaction within occupational roles may substantially shape individuals' emotional experiences, social identity, and overall happiness. In nursing professions specifically, occupational satisfaction may contribute to feelings of professional competence, social value, and personal accomplishment, all of which may enhance life satisfaction.

This result is highly consistent with previous empirical findings. Ji and Han reported that job satisfaction significantly predicted life satisfaction among individuals with disabilities, emphasizing the important influence of occupational experiences on overall well-being (Ji & Han, 2023). Likewise, Kesselmayer et al. found that job satisfaction mediated the relationship between self-evaluations and life satisfaction among employed individuals (Kesselmayer et al., 2025). Seo also demonstrated that career-related satisfaction and planning contributed positively to life satisfaction among younger populations (Seo, 2023). Collectively, these studies support the perspective that occupational satisfaction extends beyond workplace contexts and significantly contributes to individuals' general psychological adjustment and quality of life.

An important finding of the regression analysis was that both emotional intelligence and job satisfaction significantly predicted life satisfaction, with job satisfaction demonstrating a somewhat stronger predictive effect. This result suggests that while emotional competencies are important determinants of well-being, direct occupational experiences may exert an even greater influence on nurses' evaluations of life quality. Nurses who experience supportive work environments, fair organizational practices, positive interpersonal relations, and professional achievement may develop stronger feelings of personal

fulfillment and psychological well-being. At the same time, emotional intelligence may indirectly strengthen life satisfaction through its positive effects on workplace adaptation and occupational satisfaction.

This interpretation is supported by studies indicating that emotional intelligence influences workplace functioning through multiple organizational and psychological mechanisms. Lai et al. found that perceived emotional intelligence mediated the relationship between affective job satisfaction and organizational identification (Lai et al., 2024). Similarly, Setio reported that emotional intelligence positively influenced employee performance through job satisfaction and motivation (Setio, 2024). Winata also demonstrated that emotional intelligence enhanced organizational commitment indirectly through occupational satisfaction (Winata, 2024). These findings suggest that emotional intelligence contributes to positive organizational experiences, which subsequently improve broader psychological outcomes such as life satisfaction and well-being.

The findings of the present study may also be interpreted in light of workplace stress and emotional labor theories. Nursing is inherently associated with emotional labor because nurses are expected to regulate emotional expressions while interacting compassionately with patients and families. Prolonged emotional labor without adequate coping resources may contribute to emotional exhaustion, burnout, and reduced well-being. Emotional intelligence may help nurses manage these emotional demands more effectively and reduce the negative psychological consequences of emotional labor. In support of this interpretation, Ali found that emotional intelligence reduced burnout and occupational stress through self-efficacy mechanisms (Ali, 2025). Refat and Hassanpour similarly emphasized the protective role of emotional intelligence against occupational stress within organizational settings (Refat & Hassanpour, 2026). Mohammadi et al. also observed that emotional intelligence was negatively associated with occupational stress and post-traumatic stress symptoms among emergency healthcare workers (Mohammadi et al., 2023). Therefore, emotional intelligence may improve both occupational and personal well-being by buffering the negative psychological effects of stressful work environments.

Additionally, emotional intelligence may enhance nurses' professional functioning by improving communication, empathy, and leadership effectiveness. Lee et al. found significant relationships between emotional intelligence,

leadership styles, trust, and job performance (Lee et al., 2023). Wonda also demonstrated that emotional intelligence contributed to improved employee performance in public organizations (Wonda, 2024). In healthcare settings, effective emotional communication and interpersonal trust are particularly important because nursing requires teamwork, collaboration, and patient-centered care. Therefore, emotionally intelligent nurses may experience stronger professional relationships and higher occupational satisfaction, which ultimately contribute to greater life satisfaction.

## 5. Conclusion

The findings of the present study have important theoretical and practical implications. Theoretically, the results support psychological models emphasizing the interconnectedness of emotional competencies, occupational experiences, and subjective well-being. Emotional intelligence appears to function not only as an individual psychological characteristic but also as an important organizational resource influencing professional adaptation and quality of life. Practically, the findings suggest that healthcare administrators and policymakers should prioritize psychological well-being and emotional competence development among nurses. Emotional intelligence training programs, stress management interventions, supportive leadership styles, and organizational mental health initiatives may significantly improve nurses' occupational satisfaction and overall well-being.

## 6. Limitations and Suggestions

One limitation of the present study was the use of a cross-sectional correlational design, which prevents causal interpretations among the variables. In addition, the study relied on self-report questionnaires, which may have increased the possibility of response bias and socially desirable responding. The sample was limited to female nurses working in Tehran hospitals, which may restrict the generalizability of the findings to male nurses or healthcare workers in other geographical and cultural contexts. Furthermore, other potentially influential variables such as organizational support, burnout, coping strategies, and family functioning were not examined in the present study.

Future research is recommended to use longitudinal and experimental designs to examine the causal relationships among emotional intelligence, job satisfaction, and life satisfaction over time. Researchers may also investigate the

mediating and moderating roles of additional psychological and organizational variables such as resilience, burnout, work-family conflict, organizational justice, and social support. Comparative studies involving male nurses, different healthcare professions, and diverse cultural contexts may provide broader insights into occupational well-being within healthcare systems. Additionally, qualitative approaches may help researchers gain deeper understanding of nurses' emotional experiences and workplace challenges.

From a practical perspective, healthcare organizations should develop interventions aimed at strengthening emotional intelligence and improving occupational well-being among nurses. Emotional skills training workshops, psychological counseling services, stress management programs, and supportive supervision systems may help nurses manage workplace pressures more effectively. Hospital administrators should also focus on improving workplace conditions, promoting organizational support, and reducing occupational stressors that negatively affect nurses' job satisfaction and life satisfaction. Creating psychologically supportive work environments may not only improve nurses' well-being but also enhance healthcare quality, patient satisfaction, and organizational effectiveness.

## Authors' Contributions

Authors equally contributed to this article.

## Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

## Transparency Statement

Data are available for research purposes upon reasonable request to the corresponding author.

## Acknowledgments

We would like to express our gratitude to all individuals helped us to do the project.

## Declaration of Interest

The authors report no conflict of interest.

## Funding

According to the authors, this article has no financial support.

## Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

## References

- Ali, A. (2025). Emotional Intelligence Nexus With Job Stress, and Burnout in Khyber Pakhtunkhwa Public Sector: Mediated Self-Efficacy. *CRSSS*, 3(1), 2432-2444. <https://doi.org/10.59075/chr4r89>
- Dorta-Afonso, D., Cuéllar-Molina, D., Rodríguez-Robaina, C., & De Saá-Pérez, P. (2025). Servant leadership and HPWS for work-life balance and job satisfaction in the hotel industry: perspectives from conservation of resources theory. *Journal of Hospitality and Tourism Insights*, 8(5), 2011-2030. <https://doi.org/10.1108/JHTI-06-2024-0631>
- Galanis, P., Katsirompa, A., Moissoglou, I., Kalogeropoulou, M., Gallos, P., & Vraka, I. (2024). Emotional Intelligence Protects Nurses Against Quiet Quitting, Turnover Intention, and Job Burnout. *Aims Public Health*, 11(2), 601. <https://doi.org/10.3934/publichealth.2024030>
- García del Castillo-López, Á., & Pérez Domínguez, M. (2024). Employees' emotional intelligence and job satisfaction: The mediating role of work climate and job stress. *Administrative Sciences*, 14(9), 205.
- Gkliati, A., Saiti, A., Chletsos, M., & Bechlioulis, A. P. (2025). The Relationship of Minimum Wage on Employees' Well-being, Job Satisfaction and Work-life Balance. *International Journal of Organizational Analysis*. <https://doi.org/10.1108/ijoa-05-2024-4520>
- Hashemi, Z., Eyni, S., & Yavari, A. (2023). The Relationship Between Personality Traits and Life Satisfaction in the Elderly: The Mediating Role of Cultural Intelligence. *Aging Psychology*, 9(2), 119-103. <https://doi.org/10.22126/jap.2023.9011.1694>
- Hasselbring, J. (2025). *Teacher Emotional Intelligence and Job Satisfaction* [Trevecca Nazarene University].
- Hulda, G., & Zhu, X. (2023). The Effects of Emotional Intelligence on Teachers' Job Satisfaction: A Scoping Review. <https://doi.org/10.20944/preprints202306.0533.v1>
- Ji, Y., & Han, J.-H. (2023). The Effects of Job Satisfaction on the Life Satisfaction of Individuals With Disabilities. *The Institute of Management and Economy Research*, 14(1), 427-437. <https://doi.org/10.32599/apjb.14.1.202303.427>
- Kesselmayer, R. F., Mainella, A. M. K., Smedema, S. M., & Villanueva, P. C. (2025). The Mediating Effects of Disability Impact, Job Satisfaction, and Social Support in the Relationship Between Core Self-Evaluations and Life Satisfaction in Employed People With Disabilities. *Journal of Applied Rehabilitation Counseling*, 56(1), 42-56. <https://doi.org/10.1891/jarc-2024-0024>
- Lai, Y., Gao, G., & Du, B. (2024). The Mediating Role of Perceived Emotional Intelligence: Examining the Impact of Affective Job Satisfaction on Organizational Identification Among Chinese Technological Workers. *Frontiers in psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1285853>
- Lee, C. C., Yeh, W. C., Yu, Z., & Lin, X. C. (2023). The relationships between leader emotional intelligence, transformational leadership, and transactional leadership and job performance: A mediator model of trust. *Heliyon*, 9(8). <https://doi.org/10.1016/j.heliyon.2023.e18007>
- Mohammadi, J., Nabiamjad, R., & Amiri, S. (2023). Evaluation of emotional intelligence and its relationship with job stress and the symptoms of post-traumatic stress disorder among Shiraz pre-hospital emergency technicians in 2020. *International Archives of Health Sciences*, 10(2), 84-90. [https://iahsj.kaums.ac.ir/article\\_176367.html](https://iahsj.kaums.ac.ir/article_176367.html)
- Nik Akhtar, E. (2023). The Impact of Emotional Intelligence and Job Involvement on Job Performance of Employees at the Handicrafts and Cultural Heritage Organization of Bandar Abbas. 9th International Conference on New Perspectives in Management, Accounting, and Entrepreneurship, Tehran.
- Othman, M. I., Khalifeh, A., Oweidat, I., & Nashwan, A. J. (2024). The relationship between emotional intelligence, job satisfaction, and organizational commitment among first-line nurse managers in Qatar. *Journal of nursing management*, 2024(1), 5114659. <https://doi.org/10.1155/2024/5114659>
- Refat, E., & Hassanpour, M. (2026). The Impact of Emotional Intelligence on Job Stress with Regard to the Mediating Role of Spirituality in the Workplace (Case Study: Persian Gulf Petrochemical Industries Company). The 11th National Conference on Interdisciplinary Research in Engineering Sciences and Management, Tehran.
- Seo, K. B. (2023). The Relationship Between Job Values and College Life Satisfaction Among MZ Generation: Focusing on the Mediating Role of Career Planning. *Korean Association for Learner-Centered Curriculum and Instruction*, 23(13), 491-507. <https://doi.org/10.22251/jlcci.2023.23.13.491>
- Setio, S. (2024). The Influence of Emotional Intelligence, Job Satisfaction, on Employee Performance With the Mediating Variable of Work Motivation. *The International Journal Of Business & Management*. <https://doi.org/10.24940/theijbm/2023/v11/i10/bm2310-022>
- Winata, L. R. W. (2024). The Influence of Organizational Culture, Situational Leadership and Emotional Intelligence on Organizational Commitment Through Job Satisfaction at PDAM Tirta Ardhia Rinjani, Central Lombok Regency. *Journal of Economics Finance and Management Studies*, 07(05). <https://doi.org/10.47191/jefms/v7-i5-17>
- Wonda, T. A. (2024). Does emotional intelligence have a contribution to employee performance enhancement? Empirical evidence from the public sectors. *Cogent Business & Management*, 11(1), 2415525. <https://doi.org/10.1080/23311975.2024.2415525>
- Yusuf, M., Moein, A., & Zami, A. (2023). The Effect of Career Development and Emotional Intelligence on Organizational Citizenship Behavior Mediated by Job Satisfaction in Employees of Drinking Water Companies in Lingga District. *International Journal of Social Science Education Communication and Economics (Sinomics Journal)*, 2(3), 481-496. <https://doi.org/10.54443/sj.v2i3.156>