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# **The relationship between moral intelligence and emotional intelligence with life satisfaction**

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## **Abstract**

The objective of this research studied the relationship between moral intelligence and emotional intelligence with life satisfaction among the students of Islamic Azad University. The questionnaire was with the simple random sampling method. Sample volume was calculated 200 by Cochran formula. The reliability coefficient of questionnaires was evaluated using Cronbach's alpha coefficient that was obtained 0.9, 0.78, and 0.85. The obtained results from the research showed the significant relationship between moral intelligence, emotional intelligence, and life satisfaction. In addition, the results of regression analysis by entering method showed that the moral intelligence and emotional intelligence variables predict life satisfaction.

**Keywords:** moral intelligence, emotional, life, satisfaction.

# La relación entre inteligencia moral e inteligencia emocional con satisfacción con la vida

## Resumen

El objetivo de esta investigación fue estudiar la relación entre la inteligencia moral y la inteligencia emocional con la satisfacción vital entre los estudiantes de la Universidad Islámica de Azad. El cuestionario fue con el método de muestreo aleatorio simple. El volumen de muestra se calculó 200 por la fórmula de Cochran. El coeficiente de confiabilidad de los cuestionarios se evaluó utilizando el coeficiente alfa de Cronbach que se obtuvo 0,9, 0,78 y 0,85. Los resultados obtenidos de la investigación mostraron la relación significativa entre la inteligencia moral, la inteligencia emocional y la satisfacción con la vida. Además, los resultados del análisis de regresión mediante el método de ingreso mostraron que las variables de inteligencia moral e inteligencia emocional predicen la satisfacción con la vida.

**Palabras clave:** inteligencia moral, emocional, vida, satisfacción.

## 1. INTRODUCTION

Today, the issues of life satisfaction, well-being, moral intelligence, emotional intelligence, and happiness are the issue that have attracted many authorities and psychologists as have become the basis of many studies all over the world and are significantly important in various studies and issues because human faces with situations, events, and evidence in life in various fields which can disrupt human mental health particularly life satisfaction. Life satisfaction is the general attitude and evaluation of an individual about his life totality.

Therefore, it proceeds and more general than evaluation of the specific aspect like satisfaction from family, friends, school, university, or himself. The findings of the researchers show the important role of life satisfaction in human lives because they concluded in this attitude the significant relationship between emotional intelligence and life satisfaction. Life satisfaction can be a good index for the communities' development. The developed countries generally experience the higher life satisfaction level than less developed countries. Generally, life satisfaction is a selected philosophy of life by a person consciously and uses it consciously in his mind to predict the life satisfaction of students based on the Islamic lifestyle and moral intelligence. Therefore, life satisfaction is the issue that can be easily influenced by lifestyle (Arabzadeh et al., 2016). Based on the expected value theory, motivation is in the beginning of peoples' beliefs process about the probable consequences of reactions and a value they give to the consequences. People are motivated to do their duties when the expected consequences are valuable for them. When consequences are not valuable for them, they will have less readiness to do them. Expectations for consequences are related to efficacy beliefs because these beliefs determine expectations. Since the expected consequences by people depends highly on their judgment about what they can do; actually if the self-efficacy beliefs are controlled, the consequences expectations will undoubtedly have the significant role in behavior predictions (Ferla et al., 2106). Today, science has found the power and penetration of human mental excitements and discovering and determining the status of emotions and excitements in activities, behaviors, movements, and human characteristics as to be effective on

people moral intelligence on one hand. In addition, studies procedure in the intelligence field moves from logical intelligence (which is based on cognition) toward emotional intelligence. It tried to describe and interpret the status of emotions and intelligence on human empowerment of emotional intelligence, but these claims must be precisely and scientifically evaluated for the new arrival of the related issues to the emotional intelligence to determine their accuracy. Human behavior is intensively influenced by cognitive self-penetration. One of the most effective mechanisms of cognitive self-penetration is a belief in personal self-efficacy. If a person believes that he cannot accomplish the desirable consequences by his actions and activities, he will have low motivation to do those actions. Now, it is tried in this research to examine the relationship between moral intelligence and emotional intelligence with the life satisfaction of Islamic Azad University's students.

## **2. RESEARCH BACKGROUND**

Arabzadeh et al. (2016) studied 300 university students in a research under the title "predicting life satisfaction of students based on Islamic lifestyle and spiritual intelligence". They were selected by the convenience sampling method. Islamic lifestyle, spiritual intelligence, and life satisfaction questionnaires were used to collect data. Pearson and multiple regression correlation coefficients were used to analyze data. Research results showed the significant and

positive relationship between Islamic lifestyle and spiritual intelligence with life satisfaction of students. Life satisfaction of students can be determined by a linear combination of the Islamic lifestyle components and spiritual intelligence. The results of this research can be used in academic community based on the proposed objectives.

Bayrami (2016) conducted a research under the title “the relationship among moral intelligence, spiritual intelligence, social intelligence, and emotional intelligence of students in Maraagheh city. The objective of this research was an investigation of the relationship among moral intelligence, spiritual intelligence, social intelligence, and emotional intelligence of students and methodology was descriptive-correlational and the predicted sample volume was 30 people who were selected by multistage cluster random sampling. Measuring tools included 4 questionnaires of Petrides and Freneham emotional intelligence characteristics (2003), spiritual intelligence questionnaire, Tet’s social intelligence questionnaire, and Lennick and Kiel (2011) oral intelligence questionnaires were used that correlational statistical method and multistage regression analysis were used to analyze the obtained data. The obtained findings showed that moral intelligence, spiritual intelligence, social intelligence, and emotional intelligence are related to this relationship are observed in all various aspects of intelligence. Their relationship is significant and direct.

Assadatarshiha et al. (2016) conducted a research under the title “investigation of the relationship between moral intelligence and communicational skills in nursery students”. People ability to consider

the prior criteria leading to the effectiveness in the center of personal reactions is called moral intelligence. The objective of this research was determination of the correlation between moral intelligence and communicational skills of nursery students in Nursing and Midwifery School, Tehran University of Medical Science in 2016-2017. This research is descriptive-correlations that were conducted in 2016. The research population was all the bachelor students of the nursery from nursing and midwifery school in Tehran University of Medical Science. Samples studied 204 students who were selected based on entrance criteria, including direct acceptance in nursery field, lack of infection to the known diseases, and satisfaction to participate in research among all four-year nursery students by the convenience sampling method. Three questionnaires of demographic characteristics: Lennick and Kiel (2011) moral intelligence questionnaire, and Jerabek communicational skills questionnaire were used to collect data. Findings show moral intelligence with  $71.98 \pm 7.12$  mean from 20-100 range and students communicational skills with  $114.9 \pm 9.67$  from 34-170 range. Pearson correlation coefficient showed the positive and significant correlation between moral intelligence and students communicational skills. Therefore, providing a condition to reinforce nursery students' moral intelligence is suggested.

Lamei et al. (2015) conducted a research under the title of "comparing moral intelligence, an action for individual growth, and life satisfaction in the volunteer and non-volunteers of blood donation". In this research, 30 blood donation volunteers and 30 non-volunteers were selected and tested who were selected by the simple

random sampling method. The collected data from moral intelligence questionnaires, an action for individual growth questionnaire, and life satisfaction questionnaire was analyzed by Monica statistical method and Pearson correlation. Results showed the significant difference between the volunteer and non-volunteer groups of blood donation in variables of life satisfaction and four sub-criterion of moral intelligence, including actualization based on principles, committing responsibility to provide service to others, spontaneous paying attention to others, and trustfulness. It means that the mean blood donation volunteers are higher than the ones from non-volunteers in the mentioned variables. Moreover, no significant difference was observed for the variables of action for individual growth in volunteer and non-volunteer groups. The sub-scales of moral intelligence include acting based on principles, committing responsibilities to provide service to others, spontaneous paying attention to others, and trustfulness and variable of life satisfaction are higher in volunteer than non-volunteer groups of blood donation. Therefore, identification of people with this characteristic can supply the needed blood of society and reduce it.

Behmaei et al. (2014) conducted a research under the title “the relationship between emotional intelligence and spiritual intelligence with high school teachers’ happiness of the first grade in Marvdasht city”. The objective of this research was a determination of the relationship between emotional intelligence and spiritual intelligence with happiness in female high school teachers of the first-grade class in Marvdasht city. The methodology of this research was a correlational



and statistical population of this research was all female high school teachers of the first-grade class in the Marvdasht city in 2013-2014 with the frequency of 250 people. Among them, 148 were selected as the statistical sample by the simple random sampling method. Sharing emotional intelligence, spiritual intelligence, and Oxford happiness questionnaires were used to collect data, and Pearson correlation coefficient and regression were used to analyze the obtained data which gave these results. There is a positive relationship between emotional and spiritual intelligence and happiness. The components of emotional and spiritual intelligence have a positive and significant relationship with the first grade in high school teachers' happiness. Emotional and spiritual intelligence can predict the first grade in high school teachers' happiness. The results of this research can help the education office authorities and experts to select the proper policies and actions to promote the emotional and spiritual intelligence of female teachers and consequently increase their happiness.

### **3. THEORETICAL BASIS**

#### **Moral intelligence**

One of the most important expectancies of the society from universities in this era is increasing moral intelligence level beside scientific intelligence (Amini and Rahimi, 2015). The expression of moral intelligence was entered to the psychology field by Bandura

(2005) for the first time. He defined the moral intelligence as “capacity and ability of accurate perception about wrongdoing and having strong moral beliefs and acting the, and accurate behavior”. He noticed 7 principal virtues in his book and considered stability and resistance against any pressure that may challenge human accurate habits and behaviors to teach these principal virtues along with the accurate thing. These 7 principal virtues include empathy: identification of humans’ feelings; spirit: knowing the accurate way and act it; self-controlling: regulation of self-action and thoughts; respect: valuing others by polite and discreet behavior; kindness: attention to others’ needs and emotions; tolerance and patience: respecting to the right and reputation of all people event those with opposite beliefs and behaviors; impartiality (fairness): rational selections and fairly actions (Bandura, 2005).

However, moral intelligence in the modern global environment can be like a direction finder for the actions. In other words, this intelligence guides all or other types of human intelligence to do the valuable actions (Yaseminezhad, et al., 2015). Pourkiyaei et al. (2016) believes that moral intelligence is tied to the emotions and wisdom and the moral behaviors depend on the integrated emotions, intuition, and reasoning. People with high moral intelligence do correctly. Their actions are coordinated with their beliefs and values. They have high performance and always tie the actions to the moral principles. On the other hand, the moral intelligence is mutual in various cultures. Perceivably, judgment about the good or bad actions roots from the global principles and passes through all cultural obstacles. The

important moral codes in all cultures include cognition the responsibility and the ability to face with empathy. The most religions of the world have mentioned the mutual values like commitment, responsibility, respect, and dignity to others (Lennik and Kiel 2005).

Lennik and Kiel (2005) know moral intelligence as the ability to discern the wrong from the right to be adaptable with the global principles. They believe that moral intelligence is our mental ability to determine the application of human general principles in values, objectives, and individual actions. Lennik and Kiel (2005) defined the moral intelligence in 4 general clarifications of honesty, responsibility, forgiveness, an empathy and divided to 10 partial sub-sets of integrity, honesty, courage, secrecy, accountability, self-controlling, and self-limitations, providing service to others, kindness, citizenship behavior, and perceiving spiritual needs. The most important human sets in each society are students although the most important responsibility of the academic centers is training science and knowledge, skills in the professional level. Therefore, universities have the duty for both training science and knowledge in the professional level also training the other things with high social values (Khalili and Soleimani, 2016). The promotion and transferring the moral and cultural values, flourishing the personal and social abilities, and help to characteristics, emotional, behavioral, and intellectual growth can be known as the important duties of academic centers. Generally, students achieve the steps of socialization by their experiences in formal and informal academic systems. Therefore, in many cases, the society expectations from the academic system are related to students' moral development

higher than their professional development (Pourkiyaei et al., 2016). Since students interactions in the academic centers can be effective on their moral growth, university professors as the most important information achievement centers and students' socialization factor can have the significant role in the mental and moral development of them (Bahrami et al., 2012). The kindness and politeness that the professors come up within their own right will help to develop the moral characteristics of students. As it was mentioned by Borba, moral intelligence is not a commitment, but it is learned and must be obtained by modeling, growing, reinforcing, and teaching it (Bandura, 2005).

This research investigates the effect of moral intelligence of students and their aspects on their communicational skills based on Lennick and Kiel (2011) idea for communicational skills. Barton G.E and Kiel know moral intelligence as the ability to discern the wrong from the right, which is adaptable to the global principles. According to Lennick and Kiel (2011) moral intelligence includes:

1. Honesty: it means making coordination between what exists as beliefs and what is acted. Doing what shows wisdom on their accuracy, and saying the right in all times. A person with moral intelligence acts by the adaptive manners with his beliefs and principles.
2. Responsibility: a person with high moral intelligence accepts the responsibility of actions and its consequences, as well as his failures and mistakes.

3. Empathy: it means attention to others with reciprocal effect. If a person is kind and compassionate, others will become kind and compassionate if needed.
  
4. Forgiveness: it means awareness about your defects and tolerate the others mistakes (Eskandari et al., 2012).

### **Emotional intelligence**

Another effective factor in the determination of the personal success in life is emotional intelligence. Rostami (2010) stated that human need something more than high IQ that is emotional intelligence. This expression was introduced by Rostami (2010) for the first time. It is considered as the newest evolution about perceiving the relationship between thought and emotion. Rostami (2010) knows life as the interaction between two rational emotional performance interactions. He believes that the non-cognitive aspects such as emotional, individual, and social abilities are important in predicting a person's abilities to succeed and adapt in life. Emotional intelligence includes perception, description, understanding, and control the emotions. Emotional intelligence processes the proper data with emotional load and using them is essential to guide cognitive activities such as problem-solving (same reference). Emotional intelligence is the ability to motivate yourself, stability while failure, controlling the

sudden motivations, efficacy, persistence, and hope (Tamanaeifar et al., 2010).

## **COMPONENTS OF EMOTIONAL INTELLIGENCE**

### **Self-awareness**

Self-awareness or ability to perceive and recognize the emotions has an important role in emotional intelligence. You will be able by the precise cognition of emotions to influence peoples' emotions, moods, and actions. Know your emotional reactions in various conditions and distinguish between your different emotions. The self-conscious people are able to perceive the relationship between what they feel and how they behave against this emotion. These people know the advantage and disadvantages of their personality and always expect new information and experiences to learn even from their reactions toward others. Golman believes that the self-conscious people are usually humorous and have the high self-confidence to use their abilities and know how to perceive how close they are to your surroundings.

### **Self-regulation**

The components of emotional intelligence need the personal emotion management besides awareness about emotions and its effects on others. Of course, it does not mean hiding the real emotions or

playing a role for others, but it means to express your emotions in proper time and place. Self-regulation is actually expressing emotions in its proper time. People with this skill are mainly flexible and adapt themselves to changes quickly. These groups of people can cope with their problems and life difficult situations simply. Golman believes that people with their characteristics are very conscious, behave sensibly, and accept the effect of their behaviors on others (Zeinalipour et al., 2018).

### **Social skills**

The ability to interact with others is another important aspect of emotional intelligence. The accurate perception of others feelings is more important than recognizing the emotions of that person because the accurate cognition of others emotions can improve the surroundings communications and behaviors.

### **Empathy**

Empathy or ability to perceive others emotions is very important. However, this concept is actually more extensive than perceiving others emotions as it encompasses your reactions toward others emotional expressions. Empathy with others makes it possible for people to perceive the power of social communications effects more particularly in the workplace. People with these characteristics are able to perceive their penetration in a relationship with others and concern the effect of behavior and emotional effect on others. They

obtain the best results from these forces by interpretation of various conditions (Zeinalipour et al., 2018).

## **Satisfaction**

Satisfaction is derived from two terms of *satis* means efficient and *faction* means do or make. Therefore, satisfaction means demand for something we want until we obtain it completely. Various definitions have been mentioned for satisfaction, but this concept and its measurement were stated by Rostami (2010) for the first time. He proposed satisfaction as the pleasure of the obtained experiences from purchasing a product or service. Zhuran defined satisfaction as “customer satisfaction is a mood that customer feels the features of the product is based on his expectations” (Zhuran, 2016: 19). Zhuran considered dissatisfaction or non-pleasure as the product defects makes the customer complain, become sad, or criticize. Satisfaction is a positive feeling which may bring type of cognition and “evaluation”. This evaluation is from “need satisfaction level” which is formed based on the previous expectations about the product. Satisfaction is a type of positive emotional reaction or a mental balance which may be temporary to satisfy a person’s needs and may not form or event form reversely. The satisfaction concept encloses the extensive range of intentions and favorites to satisfy the principal or transcendental needs of human. Many people tend to what they cannot have and therefore they should select and supply their needs from where are less attractive to reach satisfaction. However, this satisfaction may cover various ranges. If the present condition is in close adaptation with what a



person defined for his needs and ideas, satisfaction is accomplished. Otherwise, people that cannot adapt themselves to the present condition in any way are probable to reduce their dissatisfaction by changing their dwelling condition like repair or relocation to new residential conditions with more compatibility. Various definitions have been introduced by theorists about the concept of customer satisfaction. Kotler defined customer satisfaction as a degree of the real performance of a company that could satisfy customers' needs. According to Kotler idea, if the performance of a company could satisfy the customers' needs, customers have a sense of satisfaction; otherwise, dissatisfaction. They defined customers' satisfaction as a positive attitude of a customer to a product or service after using. Customer satisfaction is the main result of marketer activity which acts as the relationship among the various steps of a customer' purchase behavior; for example, if customers have a sense of satisfaction through using the specific services, they most probably will buy that again. Consequently, it influences the profitability of the company (Zareh, 2016). The following hypotheses are suggested based on the research theoretical bases and background:

- There is a significant relationship between moral intelligence and life satisfaction of students.
- There is a significant relationship between emotional intelligence and life satisfaction of students.

- There is a multiple relationship between emotional intelligence and moral intelligence with life satisfaction of students.

#### **4. METHODOLOGY**

The research method is descriptive-analytic and Statistical population of this research is the employees of Islamic Azad University, Tehran Branch in 2018. A questionnaire was given to the students by the simple random sampling method. Sample volume was calculated 200 people using Cochran formula. Face and content validity of the questionnaire was confirmed by experts and professors. The reliability of these questionnaires was evaluated using Cronbach's alpha coefficient that was obtained 0.9, 0.78, and 0.85. SPSS software was used to analyze data. Simple correlation coefficient and multiple regression coefficients were used to answer to the questions. Questions were set in two parts: a) moral intelligence relationship with satisfaction, b) emotional intelligence relationship with satisfaction. The first part includes the questions about students' moral intelligence that Lennick and Kiel (2011) questionnaire has been used. This questionnaire has 40 expression and 10 indexes about moral intelligence. These 10 indexes are divided to 4 general classifications of moral intelligence aspects including honesty (with 4 aspects), responsibility (with 3 aspects), forgiveness (with 2 aspects), and empathy (with 1 aspect). The participants answered to each question on five-point Likert spectrum (never –always) with scores of 1-5,

respectively. In this regard, each participant in each aspect of sub-set (indexes of moral intelligence) have 3 questions, score of 20-40, and obtained score of 40-200 totally in 40 questions which was 20-100 score by dividing to 2 final score of oral intelligence. Finally, 90-100 score was excellent, 80-89 was very good, 70-79 was good, and scores less than 69 were evaluated weak. The second part includes Siberia sharing emotional intelligence: the main form of this test has 70 questions and two parts of 30 and 40-question. An emotional story was said in the second part and participants were asked to select their answer based on the story. However, since this story did not adapt with Iranian culture, they were removed in the standardization process. Therefore, only the first part of this tool will be used in this research. Moreover, 7 questions with total score were omitted in normalization of the Iranian form of scale because of low correlation. Finally, the final form of Sharing emotional intelligence scale was evaluated using 33 questions. This scale has 5 components (self-motivation, self-awareness, self-controlling, empathy, and social skills) (Bustanikushaki, 2015). The third part is about the relationship between satisfaction of life and uses her multi-aspect scale of students' life satisfaction Bustanikushaki (2015) having 40 items and studies people in 5 fields of friends, university, self, and life space in the following grounds: 1- evaluation of people in university, family, and friend, 2- identification of total life satisfaction based on the peoples'

gathered ideas in several fields, the sub-scales of self, university, friends, and life space with 7, 8, 9, 7, and 9 choices.

### 5. FINDINGS

There is a significant relationship between moral intelligence and life satisfaction of students.

Table 1: simple correlation coefficients between moral intelligence and life satisfaction of students based on total sample and gender separation

Predicting Variable	Variable of Criterion	Statistical Index	Correlation Coefficient	Sig. Level	No.
Moral Intelligence	Life satisfaction	Total students	0.25	0.04	200
		girl students	0.05	0.77	100
		Boy students	0.30	0.02	100

As it is seen in table 1, there is a significant relationship between the moral intelligence and life satisfaction for all students.

$p \leq 0.04$  and  $r = \frac{0}{25}$ ; therefore, the first hypothesis is confirmed.

In other words, high moral intelligence level shows the high life satisfaction in the total sample.

There is a significant relationship between emotional intelligence and life satisfaction of students.

Table 2: simple correlation coefficients between emotional intelligence and life satisfaction of students based on total sample and gender separation

Predicting Variable	Variable of Criterion	Statistical Index	Correlation Coefficient	Sig. Level	No.
Moral Intelligence	Life satisfaction	Total students	0.27	0.005	200
		girl students	0.24	0.9	100
		Boy students	0.29	0.06	100

As it is seen in table 2, there is a significant relationship between the emotional intelligence and life satisfaction for all students.  $p \leq 0.005$  and  $r = \frac{0}{27}$ ; therefore, second hypothesis is confirmed. In other words, high emotional intelligence level shows the high life satisfaction in the total sample.

There is a significant relationship between moral intelligence and emotional intelligence with life satisfaction of students.

Table 3: multiple correlation coefficients between moral intelligence and emotional intelligence with life satisfaction of students based on a) enter and b) step by step methods

A Variable Criterion	The statistical indexes of predicting variables	Multiple correlation MR	Determination coefficient (A) RS	F- ratio p- value	Regression coefficient	
					Moral Intelligence	Emotional Intelligence
Life satisfaction	Moral Intelligence	0.25	0.4	F = 3.27 P = 0.4	$\beta = 0.21$ T = 2.24 P = 0.04	-
	Emotional Intelligence	0.27	0.5	F = 4 P = 0.007	$\beta = 0.14$ T = 1.24 P = 0.14	$\beta = 0.26$ T = 1.17 P = 0.16

<b>B</b>	<b>The statistical indexes of predicting variables</b>	<b>Multiple correlation MR</b>	<b>Determination coefficient (A) RS</b>	<b>F-ratio p-value</b>	<b>Regression coefficient</b>
<b>Variable criterion</b>					
Life satisfaction	Emotional Intelligence	0.231	7.2%	F = 4 P = 0.008	Emotional Intelligence $\beta = 0/26$ T = 1.17 P = 0.16

As it is shown in table 3, the obtained results from regress analysis in total students samples with both enter or simultaneous method (a) to determine the multi-variable correlation coefficient for linear combination of moral intelligence and emotional intelligence with life satisfaction, and indicating the relative ratio of each predicting variables of variance of life satisfaction criterion show the multiple relationships between moral intelligence and emotional intelligence with life satisfaction (MR=0.27 and RSA=0.09). Therefore, the third hypothesis is confirmed. According to the determination coefficient (RS), it is indicated that 0.05 variance of life satisfaction simultaneously anticipates predicting variables of moral intelligence and emotional intelligence. In part b, the mentioned table was done by step by step method. The obtained results show that only one independent variable of emotional intelligence plays role of significance, and moral intelligence does not have the effective and significant role in predicting life satisfaction.

## **6. CONCLUSION**

In today modern and sophisticated society, the matter of life satisfaction is considered as an important issue. Life satisfaction refers to the person evaluation about the specific field of life. This type of evaluation can be compared with the general judgment of that person about life quality. People can investigate their life condition and estimate its importance, then evaluate their life in a scale with life satisfaction to dissatisfaction range. If all important fields of life can be evaluated, the general life satisfaction can be structured using these fields. However, the weight of each important life field is principally various in different people. The healthy lifestyle is a necessity of the 21st century humans and students who make future must have a healthy lifestyle with features like flexibility, adaption, multi-aspect view, responsibility, honesty, participation, self-esteem, and self-recognition ability, ability to cope failure, contradiction, and ambiguity, or problem-solving ability in difficult condition, and finally life satisfaction. Students are the significant part of the state population with a significant role in forming social streams for their specialty and skills. Students' life satisfaction extends their satisfactory range to economic, social, political, and cultural satisfaction. Therefore, the scientific and precise investigation to identify the components of students' life satisfaction seems necessary to help them in solving life crises successfully and provide useful and scientific policies. The main objective of this research is the investigation of the students life satisfaction prediction was moral and emotional intelligence. Thus, this research was applied based on its objective, and its methodology was

descriptive-analytical using questionnaire. Statistical population of this research is employees of Islamic Azad University of Tehran branch in 2018. The questionnaire was given to students by the simple random sampling method. Sample volume was calculated 200 persons using Cochran formula. Face and content validity of the questionnaire was confirmed by experts and professors. The reliability coefficient of the questionnaire was evaluated by Cronbach's alpha coefficient and obtained 0.9, 0.78, and 0.85. Spss software was used to analyze data. First, the simple correlation coefficient and multiple regression coefficient have been used to answer to the questions. The obtained results from research showed the significant relationship between moral intelligence and life satisfaction.  $R=0.25$  and  $P=0.4$  were significant. Therefore, the first hypothesis was confirmed. Based on the second hypothesis, there is a significant relationship between emotional intelligence and life satisfaction.  $R= 0.27$  and  $P\leq 0.005$ . Therefore, the second hypothesis is confirmed. In other words, high emotional intelligence shows the life satisfaction in the whole sample, based on the third table, there are multiple relationships between emotional intelligence, moral intelligence, and life satisfaction of students. The predicting variables of the variance of the criterion variable show the life satisfaction level indicated the multiple relationships between moral intelligence, emotional intelligence and life satisfaction ( $MR=0.27$  and  $RSA=0.09$ ). Therefore, third hypothesis is confirmed. According to the determination coefficient (RS), it is indicated that 0.05 of life satisfaction variance simultaneously can be predict by moral and emotional intelligence. The obtained results show that only one of the independent variables of emotional intelligence



can play a significant role in predicting criterion variable, and moral intelligence plays a significant and effective role in predicting life.

## **7. SUGGESTIONS AND LIMITATION OF RESEARCH**

The researcher faced some limitations in spite of the attempt to conduct this research, such as selecting research simple from students' groups or not using more precise and sophisticated statistical methods. It is hoped to see more studies in the future with other samples using more precise and sophisticated statistical methods (SEM). Furthermore, the provisions of curriculums to promote moral intelligence and emotional skills can be useful and effective to improve students' satisfaction.

The following suggestions are based on research results:

1. The academic authorities of the state try to promote students' emotional intelligence by including the relevant courses to moral intelligence.
2. Some workshops can be executed to promote moral and emotional intelligence skills by experienced professors.
3. The culture and climate of universities must be designed in a way to reinforce the emotional and moral intelligence of students.

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