Enhancing Nursing Practice Through Mindfulness: A Systematic Review of Emotional Intelligence-Based Interventions and Their Outcomes

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ABSTRACT

Background: The growing prevalence of stress and burnout among nurses is a persistent issue that affects not only healthcare workers but also the quality and safety of patient care. Addressing this challenge requires a multi-level approach involving organizational support, personal coping mechanisms, and systemic reforms in healthcare workforce management. There is a clear need for more integrative research and interventions targeting emotional, communicative, and resilience-based competencies among nurses. Programs such as the **Mindfulness-Based Stress Reduction (MBSR)** and **peer support initiatives** have shown promise in improving nurses' psychological well-being.

Methods and materials: The researcher discovered 108 papers using electronic search engines, unpublished publications, and published articles evaluated by Google Scholar, PubMed, Research Gate, and Scopus, which were searched for articles published between 2011 and 2025. After a careful examination of most of these publications, the main study key terms were mindfulness, emotional intelligence, job satisfaction, interpersonal communication, and resilience among nurses, which were identified after a thorough analysis of the majority of these papers which were determined. The investigation was assisted by the inclusion of the 38 papers that were deemed pertinent. Following published standards for reporting systematic reviews and meta-analyses (PRISMA), the current systematic review was carried out.

Results: The researcher studied cross-sectional analytical, pre-experimental, and quasi-experimental studies with an intervention and a control group. The sample size ranged from 13 papers and 46 to 1294 participants.

1. INTRODUCTION

Nurses form the backbone of healthcare systems, playing a pivotal role in patient care, safety, and recovery. However, they often work under high-stress conditions, facing long hours, emotional strain, patient demands, and administrative pressures. These challenges can impact their mental health, job performance, and overall job satisfaction. In such environments, psychological and emotional competencies are not just beneficial but essential.[1] The researcher studied 294 nurses in Bangalore and revealed that while 25.5% of them had low emotional intelligence (EI), EI ratings increased significantly with job experience. Higher EI was linked to a reduced risk of experiencing work-related stress. Additionally, the study found a strong correlation between occupational stress and EI severity ratings. It was discovered that 25% of nursing professionals had low EI, and EI ratings rose significantly with more job experience. Therefore, incorporating EI-building workshops and training into the nursing curriculum may help nurses become more resilient in challenging work conditions and provide higher-quality care.[2] A study of 462 healthcare providers in Punjab, including nurses, found that 66% were satisfied with their current job, 31.2% were ambivalent, and 2.8% were dissatisfied. Specific prevalence data for India are limited. However, studies suggest that interpersonal communication skills among nurses can be shaped by training and work experience. Specific prevalence data for resilience among nurses in India are also limited. However, studies indicate that resilience can be influenced by factors such as work environment, support systems, and personal coping strategies.[3] The

researcher studied the extensive reviews, which include descriptive to intervention studies. We report a systematic review to assess mindfulness interventions on job satisfaction, emotional intelligence, interpersonal communication, and resilience.

The objectives of the current systematic review were

1. To comprehend the research methodology used in various types of studies.

2. To find out various study results that will support the methodology, results, and discussion.

3. To know the data analysis approaches used in the various studies.

2. METHODS AND MATERIALS

This present study followed the author's published guidelines for reporting and recording the systematic review and meta-analysis through PRISMA methodology. Since all of the data were deidentified and sourced from secondary sources, institutional review board permission and informed consent were not essential.

Literature Search Strategy:

Authors systematically and thematically searched reviews from PubMed, Scopus, the Cureus journal, and other scientific databases over the past few years, between 2011 and 2025, to explore related studies using key terms such as mindfulness interventions on job satisfaction, emotional intelligence, interpersonal communication, and resilience. National and international databases, including PubMed, Google Scholar, the Cochrane Library, Academia, Open Access, Science Direct, and the Directory of Open Access, were utilized for the literature search. The open-access publications were also examined using the Google search engine. Following this, the research was thoroughly reviewed to be included in the final analysis. The studies that were included in i) emotional intelligence among nurses, ii) the job satisfaction among nurses, iii) resilience among nurses iii) Educational intervention of Mindfulness-based training on emotional intelligence, interpersonal communication, job satisfaction, and resilience among nurses, which were described.

Inclusion and Exclusion Criteria- Studies were included if they:

- Employed MBEIP or similar interventions

- Included nurses as primary participants

- Reported outcomes on EI, job satisfaction, communication, or resilience

- Were peer-reviewed and published in English

Studies were excluded if they:

- Focused on other healthcare professionals

- Were not empirical (e.g., opinion pieces, editorials)

This systematic review explores the impact of Mindfulness-Based Emotional Intelligence Programs (MBEIP) on emotional intelligence, job satisfaction, interpersonal communication, and resilience among nurses. As healthcare systems face increasing demands, the well-being and professional performance of nurses are critical. Emotional intelligence, fostered through mindfulness-based interventions, has emerged as a key contributor to effective nursing practice. This review synthesizes current evidence from peer-reviewed studies, identifies gaps in the literature, and discusses implications for nursing practice, education, and policy

Data Extraction and Analysis-

Data were extracted on study design, sample size, intervention type, duration, outcome measures, and findings. Quality appraisal was conducted using the Joanna Briggs Institute critical appraisal tools.

3. RESULTS

Study Characteristics: A total of 32 studies met the inclusion criteria. Most were randomized controlled trials (RCTs) or quasi-experimental studies conducted in hospital settings. Sample sizes ranged from 13 papers and 46 to 1294 nurses as participants.

Emotional Intelligence: All studies reported significant improvements in EI scores post-intervention, particularly in self-awareness, self-regulation, and empathy.

Job Satisfaction: Approximately 70% of the studies reported increased job satisfaction among participants following MBEIP, attributing this to reduced stress and better emotional management.

Interpersonal Communication Improvements in communication skills were noted, especially in conflict resolution and patient-centered communication.

Resilience Several studies indicated enhanced resilience, measured by increased coping strategies and lower burnout scores.

4. DISCUSSION

The findings underscore the positive impact of MBEIP on key psychological and professional outcomes for nurses. These programs not only support individual well-being but also contribute to improved patient care and workplace dynamics. However, variability in intervention design and outcome measures suggests a need for standardized protocols. A quantitative, descriptive research design. A basic random selection method was used to choose 100 staff nurses to take part. The Minnesota Job Satisfaction Questionnaire and the Emotional Intelligence Inventory Scale were used in the study to measure emotional intelligence and job satisfaction.[4] Emotional intelligence abilities have been found in numerous studies to be significant predictors of nurse performance and engagement. Because nursing performance issues affect the efficacy of improvement strategies to sustain high-quality care, they have been receiving more attention in healthcare organizations. The scientific paper emphasizes how emotional intelligence contributes to nurses' increased productivity and job satisfaction. Because nursing is a caring and compassionate profession, it requires a high level of emotional intelligence. Attending seminars is necessary for nurses to improve their emotional intelligence abilities. Building a culture for nurses that is centred on using emotional intelligence in the workplace is another way that nurse leaders may contribute to this.[5] In one of the studies, emotional intelligence was predicted by nursing students' academic year. Additionally, there was a positive correlation ($p < 0.05$) between emotional intelligence and age. As they advanced through the nursing grades, the students' capacity to apply their EI grew. The study findings concluded that the study verified that nursing students have high emotional intelligence scores. Additionally, emotional intelligence was predicted by nursing students' academic year. Furthermore, a favourable correlation between nursing students' age and emotional intelligence was verified.[6] All aspects of stress associated with higher education showed a substantial correlation with emotional intelligence and emotional empathy. Thus, through emotional regulation techniques and emotional intelligence courses, the Chinese government and education sector can help nursing students use emotional empathy and emotional intelligence logically in future interventions to lessen the stress associated with their higher education.[7] The quality of nursing care and all of its components are positively impacted by emotional intelligence. To improve nursing care quality and increase nurses' emotional intelligence, nursing policymakers are urged to consider educational efforts. It is advised to use both indications at the same time because, like nurses, patients can be trustworthy gauges of the caliber of nursing care.[8] The study concluded that the overall emotional intelligence score was moderate. Given the ongoing COVID-19 epidemic and the potential for mental and physical exhaustion among healthcare professionals, enhancing emotional intelligence can help employees' psychological condition remain resilient and stable.[9] Emotional intelligence positively impacts nursing care quality and its various aspects. Nursing policymakers are encouraged to consider educational initiatives to enhance the quality of nursing care and boost nurses' emotional intelligence. Employing both indicators simultaneously is recommended, as patients, like nurses, can serve as reliable indicators of the quality of nursing care.[10] The EI level of nurses is strongly correlated with their age and number of years of nursing experience. There is no correlation between the nurses' EI and their marital status, current workplace, highest nursing degree level, gender, or ethnicity. They rejected the null hypothesis. The study findings concluded that the majority of nurses have high EI, according to the findings. Demographic factors like age and years of nursing experience are significantly correlated with EI level.[11] Workplace safety issues should be given top priority, and safety risks should be minimized. Regular adjustments to pay and benefits will also increase employee satisfaction. Working connections, managerial support, and supervision should also be considered and prioritized for a better nursing future.[12] The culture of interpersonal communication is influenced by many variables. Furthermore, effective workplace communication depends on how nurses use their workspaces and operate. By identifying obstacles, the study's conclusions can assist in identifying suitable methods and approaches to address communication issues among nurses. This will facilitate appropriate communication among nurses, encourage it, and ultimately result in higher-quality and more efficient treatment.[13] Recent studies show that students who take well-designed courses will become proficient in professional communication. Assessment and research on student learning are still in their infancy. Learning professional interpersonal communication is not significantly influenced by students' innate communication skills or life experiences. Further research is needed to determine the best field of study and training for professional interpersonal communication.[14] Patients as well as healthcare workers gain from effective communication skills since they increase job satisfaction and reduce stress at work, which has a detrimental effect on health. More training, a better awareness of the barriers to effective communication, and steps to make nurses more receptive to patients' inquiries are desperately needed to improve nurse interventions in patient care.[15]

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Systematic Review of Mindfulness-Based Stress Reduction (MBSR)-(2011 to 2025)
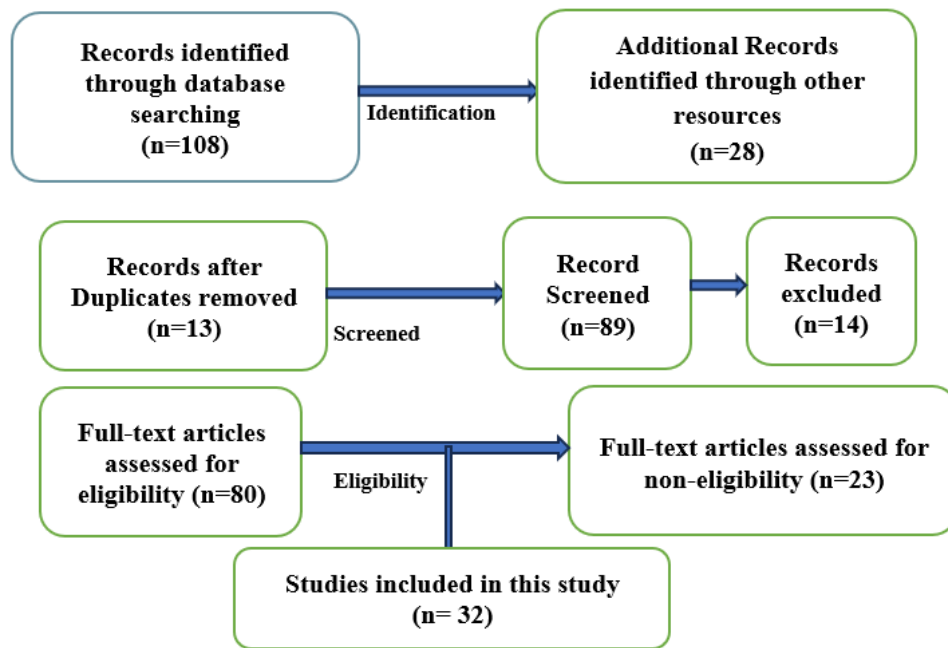
FIGURE NO.3 PRISMA CHART – THE FLOW CHART REPRESENTS THE SYSTEMATIC REVIEW OF THE LITERATURE

SN	Journal Name	First author	Year	Country	Setting	Design	Sample Size	Quality of work
	Table 1: Characteristics of Systematic Review Studies (2019-2025)							
	Emotional Intelligence Among Nurses-							
	Cureus	Bhore N. R.	2025	India	Sangli	Descriptive Survey	100	Good
	Journal of Workplace Behavior Health.	Abdulaziz M.	2024	Saudi Arabia	Cardiac Centre in Saudi Arabia	Descriptive-correlational design	150	Good
	Open Journal of Nursing	Batran, A.	2024	Bethlehem, Palestine	Arab American University	Cross-sectional study	381	Good
	Journal of BMC	Xu J.	2023	China	China University	Cross-sectional study	1126	Good
	International Journal of Research in Medical Sciences	Sharma, D.K.	2023	India	Selected hospitals of Udaipur	Cross-sectional study	100	Good
	Archives of psychiatric nursing	Moradian, S. T	2022	Iran	Tehran	Cross-sectional study	211	Good
	Journal of Healthcare	Budler L.C.	2022	Iran	Amir Alam Hospital in	Descriptive-correlational	100	Good

					Tabriz	study		
	Asian Journal of Nursing Education and Research	Ramya Kundayi Ravi	2021	India	Tertiary Care Hospital, Kerala.	Cross-sectional survey	717	Good
	Journal of IEJSME	Chang Angelna	2020	Selangor	Petaling Jaya	Cross-sectional survey	130	Good
	The Job Satisfaction Among Nurses-							
10.	International Journal of Indian Psychology	Sageer A	2024	India	Trissur	Cross-sectional survey	60	Good
11	Psychology	Abu Safieh AM	2024	Jordan	Jordan	Cross-sectional survey	480	Good
12	BMC Nursing	Isfahani P	2024	Eastern Mediterranean Region	Eastern Mediterranean Region hospitals	Systematic Review and Meta-Analysis	13 papers	Good
13	Indian Journal of Community Health.	Malayil C	2024	South India	Tertiary care hospital	Cross-sectional survey	120	Good
14	Cureus Journal	Wali R	2023	Saudi Arabia	National Guard PHCs in the Makkah region	Cross-sectional survey	77	Good
15	International Journal of Caring Sciences	Vassiliki Krepia	2023	Amarousion, Attica, Greece	Healthcare institutions	Systematic Review	34	Good
16	CHRISMED Journal of Health and Research	Ajay Sharma	2020	India	Tertiary Care Hospital in Northern India	cross-sectional questionnaire-based study	620	Good
17	Asian J. Nur. Edu. and Research	Shobha Jagadale	2016	India	Pune	Cross-sectional survey	60	Good
18	Nurse Education Today	Jennifer Bassett	2025	Australia	Australian educational institute	Systematic review-Mixed Method Appraisal Tool	27 articles	Good
	The interpersonal communication among nurses-							
19	International Journal of Health Sciences	Mohammed AW	2022	Kulfa, Iraq	AL-Najaf City Hospitals	Descriptive Survey	200	Good

20.	Journal of Caring Sciences	Mahvar T.	2020	Iran	Iranian University	Cross-sectional study	43	Good
21	Archimed Journals	Sharareh Zeighami Mohammadi	2023	Iran	Islamic Azad University, Karaj Branch	Cross-sectional study	167	Good
	Resilience Among Nurses-							
22	Journal of Nursing Management	Cheng C.K. T	2022	Middle East	Healthcare settings	Systematic review	41 articles (17,073)	Good
23	SAGE Open Med	Rayani AM	2024	Saudi Arabia	University nursing students	Cross-sectional study	175	Good
24	Nursing Open	Aryuwat P	2022	Sweden	University nursing students	Integrative review	52	Good
25	Nurse Education Today	Tetsuharu Kawashima	2025	Japan	University nursing students	Systematic review and meta-analysis	23 studies (1294)	Good
26	Hindawi Journal of Nursing Management	Bayan Alilyyani	2023	Saudi Arabia	Madinah Cardiac Centre, Saudi Arabia	Cross-sectional study	150	Good
	Educational intervention of Mindfulness-based training on emotional intelligence, interpersonal communication, job satisfaction, and resilience among nurses-							
27	BMC Nursing	Liu M.	2025	China	China Hospital	Systematic review and network meta-analysis	98	Good
28	Open Nursing Journal	Malini H.	2025	US, Turkey, Egypt, and Brazil	US, Turkey, Egypt, and Brazil Hospitals	Randomised controlled trials and quasi-experimental designs	318	Good
29.	Educational Administration: Theory And Practice	Avik Bhattacharjee	2024	India	Kolkata	Quasi-experimental designs	30	Good
	Journal of Datta Meghe Institute of Medical Sciences University	Bagewadi	2024	India	Paediatric hospitals Vijayapura, Karnataka	Quasi-experimental Study	96	Good
30.	Mental Health of Petroleum Employees.	Hematin F.	2023	Iran	Occupational Health Center, Petroleum	Quasi-experimental pre-test-post-	200	Good

	Jayps				company	test design with a control group		
31.	Revista latino-americana de enfermagem	Santos T. M. D.	2024	Brazil	Brazilian Registry of Clinical Trials	Randomised crossover clinical trial pilot research	32	Good
32.	Emotion	Nelis	2011	Belgium	Liége,	Controlled Experimental Design- Peer-reviewed research	100	Good

Limitations include heterogeneity in study designs, small sample sizes in some studies, and the lack of long-term follow-up data.

Implications for Practice: Incorporating MBEIP into nursing education and professional development can enhance critical soft skills. Hospital administrators and policymakers should consider integrating such programs into staff wellness initiatives.

Conclusion: MBEIP holds promise as an effective tool for enhancing emotional intelligence and related outcomes in nursing. Future research should aim for longitudinal designs, diverse settings, and standardized assessments to build robust evidence.

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