Social Intelligence, Spiritual Intelligence and Emotional Intelligence: Job Satisfaction among Public Sector Employees in a High-Risk Country

Tareg Mohamed
Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur
Email: tariqmohamed0@gmail.com

Jugindar Singh Kartar Singh
Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur
Email: jugindar.singh@apu.edu.my

Subaashnii Subramaniam
Asia Pacific University of Technology and Innovation, 57000 Kuala Lumpur

Abstract

This explanatory study aimed to investigate the impact of emotional intelligence, social intelligence, and spiritual intelligence on employees' job satisfaction in a high-risk country. This cross-sectional study used a self-answered questionnaire that was distributed to the sampling elements. The target population was employees engaged in the public sector in Libya. The SPSS and Smart-PLS tools were used to generate descriptive and inferential statistics. The findings indicated that social intelligence was the strongest determinant of job satisfaction in a high-risk country. In addition, emotional intelligence and spiritual intelligence had a low but positive impact on job satisfaction. Based on the practical implications, human resource managers should place more emphasis on employees' social intelligence in a high-risk country. Human resource managers should incorporate social intelligence in recruitment and training programs. These interventions can result in higher job satisfaction and performance of employees. This study was also one of the first studies of its kind in a high-risk country that demonstrated the relative impact of social, emotional, and spiritual intelligence on employees' job satisfaction in a high-risk country.

Keywords: Job satisfaction, Emotional intelligence, Spiritual intelligence, Social intelligence, Public sector

Introduction

Libya is the 17th largest country in the world that has a population of around 6.3 million people. The capital city Tripoli has around 1.1 million people (Statista, 2018). In 2017, the gross domestic product of Libya amounted to around 30.56 billion U.S. dollars. Currently, there is continuing unrest in Libya, but despite the continuing unrest, Libya remains a destination country for economic migrants. Libya is a high-risk country with a high level of political risk and economic situation (Coface, 2020). Libya's economy that is almost entirely dependent on oil and gas exports has struggled since 2014, given security and political instability, disruptions in oil production, and a decline in global oil prices. The Libyan dinar has lost much of its value since 2014. Political and security instability in Libya has disrupted its telecommunications sector, but much of its infrastructure remains superior to that in most other African countries

(Central Intelligence Agency, 2020). The unemployment rate in Libya is one of the highest in the world. In 2014, around 77% or 1.9 million employees worked in the public sector (World Bank, 2016). The public sector in Libya is besieged with several problems that have led to inefficiency in the use of human and financial resources. In 2012, a survey found that poor performance was felt by public sector managers (Transparency International, 2015).

Researchers and scholars have pointed out that organizations' success and competitive advantage depend on employees and their job satisfaction. Although several studies have been done on job satisfaction, it is still a key concern to many organizations. Past studies have identified several determinants of job satisfaction (Javed, Balouch, and Hassan 2014; Ahmad, Ahmad and Ali Shah, 2010). Javed, Balouch and Hassan (2014) identified employee empowerment, workplace environment, job loyalty and job performance as significant predictors of job satisfaction. Millan et al. (2013) distinguished between self-employed and paid workers and found that the work type brings more satisfaction to paid employees. However, they were less likely to be satisfied in terms of job security. Ahmad, Ahmad and Ali Shah, 2010 found that work attitude was positively related to job satisfaction. Artz (2010) pointed out that fringe benefits were positively related to employee job satisfaction. Past research has also revealed that spiritual intelligence, social intelligence and emotional intelligence are determinants of job satisfaction.

Spiritual intelligence has gained popularity among researchers, and according to Emmons (2000), spiritual intelligence refers to solving facilitation in solving problems and achieving goals through an individual's adaptive use of spiritual information. Past studies have found that spiritual intelligence is related to employees' job performance (e.g., Hanafi, 2010). Past studies have also pointed out a positive and significant relationship between spiritual intelligence and job satisfaction of employees (Yahyazadeh-Jeloudar, and Lotfi-Goodarzi 2012; Zamani and Karimi, 2015). Social intelligence has also been pointed out as a determinant of several human resource outcomes. An employee's social intelligence refers to how the employee perceives his or her social abilities (Petrides, 2011). Studies have identified a positive relationship between social intelligence and job satisfaction of employees (Yahyazadeh-Jeloudar, and Lotfi-Goodarzi, 2012; Jung and Yoon, 2104). The study by Jung and Yoon (2014) revealed that and social awareness had a positive relationship with job satisfaction. Past research has also identified the positive effect of emotional intelligence towards several employees' outcomes (Brunetto et al., 2012; Sony and Mekoth 2016). Brunetto, Teo, Shacklock and Farr-Wharton (2012) found a positive influence of emotional intelligence on job satisfaction, well-being and employee engagement. Another study added that all the dimensions of emotional intelligence had a positive influence on adaptability, and adaptability lead to a positive impact on other job outcomes (Sony and Mekoth, 2016). This indicates the positive impact of social intelligence, spiritual intelligence, and emotional intelligence on employees' job satisfaction. However, past research has looked at the influence of each of the intelligence on a piecemeal basis. The combined impact of spiritual intelligence, social intelligence and emotional intelligence towards job satisfaction has not been empirically tested among employees in the public sector. The aim of this study was to empirically examine the impact of social intelligence, spiritual intelligence and emotional intelligence on job satisfaction of employees in the public sector in Libya. Furthermore, the study will be done in a country classified as high risk. There is a dearth of studies that have examined the combined impact of the three intelligence on job satisfaction among employees in the public sector of a high-risk country. To the knowledge of the researcher, this study will be one of the first of its kind to test the crucial role of social intelligence, spiritual intelligence and emotional intelligence towards job satisfaction of employees in the public sector. The outcome of this study will be useful for organizational leaders and human resource practitioners in the public sector in Libya.

Literature Review
Job satisfaction

Researchers and scholars have paid much attention to the concept of job satisfaction, but it still remains one of the keys and complex issue or concern that is continuously faced by employers (Aziri, 2011). Job satisfaction has been defined differently by researchers and scholars, and there is no agreement on what exactly job satisfaction is. From the effective reflection to the work perspective, Locke (1976) defined job satisfaction as a positive emotional state emanating from the appraisal of an employee's job itself or job experience. Moorman (1993) looked at both affective and cognitive perspectives and based on the affective perspective; job satisfaction refers to an overall positive evaluation. However, from the cognitive perspective, job satisfaction is a rational evaluation of employees' working conditions. Based on the affective perspective, Armstrong (2006) defined job satisfaction as the feelings and attitudes of employees towards their job. Similarly, Mullins (2005) stated that job satisfaction is related to feelings of achievement by employees. Coming from the behaviour perspective, Spector (1997) defined a job as how employees feel about their job. In short, the affective perspective of job satisfaction is related to the feelings and emotions of employees. The cognitive-based perspective is related to the evaluation of working conditions by employees. Therefore, job satisfaction is a multidimensional concept that is generally associated with employees' feelings and working conditions. This means that employees can have positive or negative feelings towards their job and working conditions.

Social Intelligence and Job Satisfaction

Social intelligence has been defined differently by researchers and scholars (Petrides, 2011; Albrecht, 2006). Petrides (2011) stated that social intelligence is related to an individual's concern about his or her social abilities. Petrides (2011) defined social intelligence as "a constellation of social self-perceptions located at the lower levels of personality hierarchies". According to Goleman (2006), social intelligence encompasses the two individual's psychology emanating from social interactions and interpersonal relationships. Albrecht (2006) added that social intelligence refers to a person's ability to interact and get along well with other people. Like emotional intelligence, social intelligence is also a multidimensional construct. Petrides (2011) introduced trait social intelligence that has fourteen distinct facets. The dimensions stated by Albrecht (2006) encompass situational radar, presence/bearing, authenticity, clarity, and empathy. Marlowe (1986) identified five domains of social intelligence: prosocial attitude, social skills, empathy skills, emotionality, and social anxiety. A study by Silvera, Martinussen, and Dahl (2001) identified three dimensions of social intelligence, namely social information processing, social skills, and social awareness. According to Lee, Wong, Day, Maxwell and Thorpe (2000), the two components of social intelligence are social inference and social knowledge. However, researchers have stated the difficulty in measuring social intelligence. Silvera, Martinussen, and Dahl (2001) stated that the construct of social intelligence had been defined in different ways, where some definitions look at the cognitive component and other focus on the behavioral component. Petrides (2011) also agreed that due to the subjective nature and richness of social intelligence, the development of social intelligence assessment is difficult.

In today's globalized environment, employees' motivation and satisfaction are crucial in the success of organizations. Past research has shown that social intelligence of employees contributes towards several organizational outcomes (e.g., Njoroge, and Yazdanifard, 2014; Ebrahimpoor, Zahed, and Elyasi, 2013). According to Njoroge, and Yazdanifard, (2014), social intelligence had a positive effect on employee's outcomes such as job satisfaction, self-efficacy, and work attitude. Ebrahimpoor, Zahed, and Elyasi (2013) added that employee

performance is improved because of higher levels of social intelligence. Social skills and relationships are important components of social intelligence and according to Beheshtifar and Norozy (2013), higher levels of social skills improve interpersonal relationships. Such improvement leads to effective outcomes by employees. Social intelligence was also found to impact employees' intention to stay on (Eketu, and Ogbu Edeh, (2015). Research has shown that there exists a positive relationship between social intelligence and job satisfaction (e.g., Yahyazadeh-Jeloudar, and Lotfi-Goodarzi, 2012; Njoroge, and Yazdanifard, 2014). A study by Yahyazadeh-Jeloudar and Lotfi-Goodarzi (2012) found a positive relationship between teachers' social intelligence and job satisfaction. However, in this study, the impact of the factors related to job satisfaction was not the same. Factors such as work itself and working conditions were positively related to job satisfaction, but salary and benefits had a low and negligible relationship. From another perspective, a study by Rezaei, and Khalilzadeh (2009) found the social intelligence of managers positively influenced the job satisfaction of teachers. Based on the above review, it is hypothesized that:

H1: Social intelligence has a positive influence on employees' job satisfaction in the public sector in Libya.

Emotional Intelligence and Employees Job Satisfaction

Emotional intelligence became a subject of higher interest to scholars and organizations with the publication of the bestselling book by Goleman (1995). Several definitions of emotional intelligence have led to debates and disagreements among scholars and researchers. In the original definition, emotional intelligence was defined as the ability to perceive emotions, understand emotions, manage emotions and ability to reason using emotions (Salovey and Mayer, 1990). Based on the ability model, emotional intelligence refers to a set of mental abilities to do with emotions, and the processing of emotional information (Mayer and Salovey, 1997). Mayer, Roberts and Barsade (2008) added that EI is an individual's ability to accomplish accurate reasoning about emotions. It also includes a person's ability to use emotional knowledge to enhance thought. Mayer et al. (2000) added that emotional intelligence refers to an individual's capacity to process emotional information. This ability encompasses the ability to perceive, assimilate, understand, and regulate emotions (Mayer et al. 2000). The 'competency' or 'trait' model encompasses traits or competencies such as self-confidence, adaptability, empathy, stress tolerance and influence (Cherniss, 2010). Cherniss (2010) further added that individuals could differ in their ability to perceive, understand, use and manage emotions. In addition, these differences can affect adjustment of people in in a variety of contexts (Cherniss, 2010). Petrides and Furnham (2000) further stated that emotional intelligence is merely a moral quality and not a form of intelligence.

Emotional intelligence has been associated with several employees' outcomes in the workplace, such as performance and job satisfaction (e.g., Rezvani et al., 2016; Wong and Law, 2002). The study by Wong and Law (2002) revealed that emotional intelligence had a positive and significant relationship with the job performance of employees. This was further confirmed in a study by Rezvani et al. (2016), which revealed that EI was positively and significantly related to job satisfaction and trust. A study by Anari (2012) revealed that emotional intelligence was a positive predictor of job satisfaction. The study by Anari (2012) further highlighted that females reported higher levels of emotional intelligence. In addition, there was no difference based on gender towards job satisfaction. Another study by Wong and Law (2017) looked at the effect of EI of leaders on the job outcomes of followers that included job satisfaction, performance, and attitudes. The results of the study revealed that higher levels of EI of followers resulted in higher job performance and satisfaction. In addition, EI of leaders affected the job satisfaction and extra-role behavior. Therefore, EI is important for both leaders and

employees in organizations. However, Zeidner, Matthews and Roberts (2004) questioned whether measures of EI overlap with personality factors and whether EI really increases job satisfaction. EI may be a product of their overlap with standard personality. They further argued that inflexibility and low adaptability might arise from higher levels of job satisfaction. Based on the above review, it is hypothesized that:

H2: Emotional intelligence has a positive influence on job satisfaction of employees in the public sector in Libya.

Spiritual Intelligence and Job Satisfaction of Employees

Spiritual intelligence is gaining recognition and acceptance among scholars and organizations. In addition, there is an ongoing debate among scholars on the definition and content of spiritual intelligence. Emmons (2000) stated that spiritual intelligence is the state of consciousness in a person. According to Emmons (2000), spiritual intelligence encompasses five different attributes. This includes the ability to move into a higher spiritual state of consciousness, solve problems through the usage of spiritual resources and invest in daily activities and relationships. In addition, spiritual intelligence encompasses the capacity for transcendence and enlist in righteous behavior, such as being humble. Mayer (2000) stated that spiritual intelligence is a higher level of consciousness and a lower level of heightened intelligence. Mayer (2000) further argued that a better phrase to replace spiritual intelligence was "spiritual consciousness'. He referred to spiritual intelligence as directed consciousness or 'altered states of mind'. Vaughan (2002), added that spiritual intelligence contributes to a person's psychological well-being and health. However, Vaughan (2002) pointed out that a person's spirituality has different levels of depth and expression. In addition, such depth can be conscious or unconscious. Wigglesworth (2013) considered compassion and wisdom and stated that a person's spiritual intelligence is his or her capacity to maintain inner and outer peace by behaving with compassion and wisdom.

Past researchers and scholars have identified the impact of spiritual intelligence on various work-related outcomes of employees, such as performance, commitment, and job satisfaction (e.g., Kalantarkousheh, et al., 2014; Belwalkar, Vohra and Pandey, 2018). The study by Kalantarkousheh, et al. (2014) pointed out that a higher level of spiritual intelligence led to greater organizational commitment irrespective of a gender group. Belwalkar, Vohra, and Pandey (2018) found that workplace spirituality was positively related to organizational citizenship behavior and job satisfaction. In addition, job satisfaction was a predictor of organizational citizenship behavior. The results of another study by Awais, Malik and Qaisar (2015) showed that spiritual intelligence was a positive predictor of job satisfaction, and job satisfaction, in turn, was a positive predictor of organizational commitment. However, the study found that there was no direct association between commitment and spiritual intelligence. In another study, Van Der Walt and De Klerk (2014) further confirmed that spiritual intelligence was a positive predictor of job satisfaction. A study by Zamani and Karimi, (2015) revealed that the transcendent consciousness and creating the personal meaning of spiritual consciousness were predictors of job satisfaction of teachers. This shows that not all the dimensions of spiritual intelligence are predictors of job satisfaction. Based on the above review, it is hypothesized that:

H3: Spiritual intelligence has a positive influence on job satisfaction of employees in the public sector in Libya

Methodology and Research Design
Research Philosophy and Design
The first step was to specify the research philosophy. The two main components considered

here were ontology and epistemology. Ontology refers to the nature of reality and this research the reality encompassed the employees' job satisfaction in the public sector, which is considered very objective. Next was the acquisition of knowledge that is referred to as epistemology (Ghauri, Grønhaug, and Strange, 2020). This study was based on the philosophy of positivism, based on the belief that reality is stable, and knowledge is objective and measurable (Saunders et al., 2016). A deductive approach was more appropriate as deduction is based on logic. The hypothesis in this study was developed based on existing knowledge that was subject to empirical testing (Ghauri, Grønhaug, and Strange, 2020). A quantitative method was selected because the deductive approach is normally associated with the quantitative method (Saunders et al., 2016). This was a cross-sectional study that collected a snapshot of the data at one time. A survey strategy was used because it allows data collection from a large sample of respondents (Saunders et al., 2016). The ethics that encompass privacy, confidentiality, and voluntary participation without any harm to the participants were strictly observed in this study (Saunders et al., 2016).

Target Population and Sampling

Sampling was considered as it was not possible to obtain data from all qualified respondents (Saunders, et al., 2016). The target population was public sector employees in Tripoli, Libya. The sample represented all the population of this study (Saunders et al., 2016). Non-probability sampling was used as it was not possible to get a listing of the entire target population (Saunders et al., 2016). Convenience or haphazard sampling was used because it was the most practical and effective method to get the available respondents. Multiple regression was used, and the sample size was based on the formula by Tabachnick and Fidell (2013). The proposed formula is "50+8m' and 'm' refers to the number of variables. Therefore, the minimum sample size is 74. Hair et al. (2010) proposed another estimation method in Structural Equation Modelling that is the "10-times rule'. Saunders et al. (2016) stated that the likely error in generalizing the population would be lower with a larger sample size. Therefore, the target sample size in this study was set at 150 respondents.

Questionnaire and Instrumentation

A questionnaire was used for this explanatory study and standardized closed-ended questions were included in the questionnaire (Saunders et al., 2016). The self-completed questionnaire was divided into two parts. The first part was to collect demographic information about the respondents. The second part of the questionnaire was on the exogenous variables and the endogenous variable. These questions or indicators reflected the endogenous and exogenous constructs of this study. The rating questions or indicators used a 5-point Likert scale that required the respondent to express his or her agreement or disagreement with each question (Saunders et al., 2016). All the questions were adapted from past studies. For measuring spiritual intelligence, the questions were adapted from a study by King and DeCicco (2009). Emotional intelligence was measured based on the questions adapted from a study by Wong and Law (2002). Social intelligence was measured based on questions adapted from a study by Frankovsky and Birknerová (2014). The questions on job satisfaction were adapted from a study by Smith et al. (1969).

Data Collection and Analysis

A survey method was used to collect data because the questionnaire was easily distributed to a large number of sampling elements. In addition, coding, editing, and analyzing data can be easily done (Saunders et al., 2016). The self-completed questionnaires were distributed by hand and through the internet. After a lapse of one month, a follow up was done. The slow

response was expected because the response rate for most academic studies of 50% is considered reasonable (Baruch and Holtom 2008). A total of 130 questionnaires were received through the direct distribute and collect method. Another 85 questionnaires were received electronically. A total of 15 questionnaires were discarded due to errors and incomplete information. Missing data was checked. There were 200 good questionnaires that were used for further analysis. After that, coding and editing were done. The data was entered into an Excel spreadsheet and later uploaded into SPSS and SMART PLS. Data analysis was done by using SPSS and SMART PLS. SPSS was used to generate descriptive statistics, including the demographic profile of the respondents. By using the SMART PLS, the measurement model and the structural model was developed, and the results were analyzed. The reliability testing was measured using Cronbach alpha value. The results of factor loadings and average variance extracted (AVE) was used to confirm convergent validity (Hair et al. 2013). In addition, discriminant validity was confirmed based on Fornell-Lacker criterion (Fornell and Larcker, 1981). Bootstrapping of 1000 sub-samples was done, and the structural model provided the value of R2 (r-square) and the path coefficients. The significance of the relationships was checked to further confirm or reject the hypothesis.

Results
The Demographic Profiles of Respondents
Most of the respondents were males (76.5%) or 153 respondents. This is expected as most of the employees in the public sector in Libya are males. Most of the respondents were in the 38-47 years age group (43.5%). Next came the employees in the 28-37 years' age group (28%). Another 22.5% were more than 47 years old. Lastly, 6% were in the 18-27 years' age group. This shows that most of the employees in the public sector in Libya are middle-aged. In terms of marital status, 39.5% were married and the rest were single or divorced. Most of the respondents were educated, where 92% had a degree or higher postgraduate qualifications.

Normality Testing
In order to confirm the normal distribution of data, the value of skewness and kurtosis was checked. As shown in the table, values for skewness and kurtosis are below. This shows that data distribution was within the acceptable range. For the normality of data distribution, the values or scores for kurtosis and skewness must be within the range of -2 and +2 (George and Mallery, 2010).

Table 1: Normality of data distribution

Variable	Skewness		Kurtosis	
	Statistic	Standard Error	Statistic	Standard Error
Job satisfaction	-.605	.172	.142	.342
Social Intelligence	-.566	.172	-.126	.342
Emotional Intelligence	-.563	.172	-.391	.342
Spiritual Intelligence	-.264	.172	-.549	.342

Reliability
The measurement model was examined for internal consistency of data. The table below shows the Cronbach alpha value and composite reliability. According to Sekaran and Bougie (2013), a reliability value of 0.8 and above is considered excellent. The composite reliability is also

above 0.8. Composite reliability values of 0.7 and above are good (Fornell and Larcker, 1981). Therefore, internal consistency was established.

Table 2: Construct Validity Reliability

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Emotional Intelligence	0.978	0.978	0.983	0.920
Social Intelligence	0.980	0.980	0.982	0.962
Spiritual Intelligence	0.972	0.973	0.978	0.900
Job satisfaction	0.976	0.977	0.982	0.914

Convergent Validity
In order to establish the goodness of data, the discriminant and convergent validity were checked and confirmed. Firstly, the factor loadings were examined in the measurement model. The internal reliability was excellent, and all the factor loadings were above 0.7. Based on the cut-off point, outer loadings that are low should be removed. Chin (1998) endorsed the cut-off point for factor loadings as 0.7 and above. Convergent validity was further examined by looking at the average variance extracted (AVE). All the AVE values were above 0.5. As specified by Hair et al. (2014), the AVE must exceed 0.5. Therefore, convergent validity was established.

Discriminant Validity
The criteria for assessing discriminant validity were suggested Fornell and Larcker (1981). According to the Fornell-Larcker (1981) method, the square root of the average variance extracted (AVE) is compared with the correlation of latent variable or construct. To establish good discriminant validity, the square root of each variable's AVE should have a value that is higher than the correlations with other latent constructs. In this study, the square root of each variable's AVE was compared. It was confirmed that discriminant validity was not violated.

Table 3: Discriminant Validity Fornell-Larcker Criterion

Construct	Emotional	Social	Spiritual	Job satisfaction
Emotional	0.959			
Social	0.916	0.981		
Spiritual	0.956	0.946	0.949	
Job satisfaction	0.958	0.942	0.937	0.956

Table 4: Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Emotional Intelligence -> Job Satisfaction	0.27	0.271	0.051	5.34	0
Social Intelligence -> Job Satisfaction	0.675	0.675	0.062	10.822	0
Spiritual Intelligence -> Job Satisfaction	0.056	0.055	0.028	2.009	0.045

Significance and Relevance of Path Coefficients
Bootstrapping based on 1000 sub-samples was done and the T-statistics and p-values were generated to test the significance of the relationships. The significance level of each relationship was examined. The relationship will be considered significant if the value of T-

statistic is higher than 1.96 and the p-value is lower than 0.05 (p<0.05) (Hair et al. 2014). In addition, a higher value of the beta coefficient (β), means that the exogenous variables have a stronger impact on the endogenous variables. The table above shows that all the three hypotheses had a T-value that is greater than 1.96. Hypothesis H1 predicted that social intelligence was related to job satisfaction. This hypothesis was confirmed as the T-value was greater than 1.96 (β = 0.675, T = 10.822, p < 0.000). In addition, social intelligence was found to have the highest impact on job satisfaction. Hypothesis H2 predicted that emotional intelligence is related to job satisfaction and this was also confirmed (β = 0.27, T = 5.34, p < 0.000). However, the impact of emotional intelligence was comparatively low. Hypothesis H3 predicted that spiritual intelligence is related to job satisfaction. This hypothesis was confirmed as the T-value is greater than 1.96 (β = 0.056, T = 2.009, p < 0.000).

Discussion and Conclusion

This study aimed to examine the relationship between social intelligence, emotional intelligence, and spiritual intelligence towards job satisfaction of employees in the public sector. Among the three intelligences, this study revealed that social intelligence had the greatest impact on job satisfaction. This implies that higher levels of social intelligence lead to greater job satisfaction among employees. The findings of this study are consistent with past studies. A study by Yahyazadeh-Jeloudar, and Lotfi-Goodarzi (2012) also found a significant impact of social intelligence on job satisfaction of teachers. As stated by Albrecht (2006), people with higher social intelligence have a greater ability to interact and get along with others in the workplace. This ability encompasses several dimensions or facets such as situational radar, presence, empathy, clarity and authenticity. Employees with higher levels of social intelligence will be more successful in social interactions and social relationships. This is in line with Goleman (2006), who stated that social intelligence encompasses the two individual's psychology emanating from social interactions and interpersonal relationships. This also means that employees with more considerable social skills, social information processing ability and social awareness will have higher job satisfaction (Silvera, Martinussen, and Dahl, 2001). Therefore, organizations must place more emphasis on employees' social intelligence as this will lead to job satisfaction and other positive outcomes such as performance, commitment, and retention.

It was hypothesized that emotional intelligence is significantly related to job satisfaction of employees in the public sector. This study showed that emotional intelligence was positively and significantly related to job satisfaction of employees. However, the impact of emotional intelligence on job satisfaction was low. Nevertheless, emotional intelligence plays a crucial role in several outcomes, including job satisfaction. In line with the definition by Salovey and Mayer (1990), employees with higher emotional intelligence have more exceptional ability to perceive, understand and manage emotions and this can lead to higher job-related outcomes such as job performance and job satisfaction. In addition, employees with higher emotional intelligence can achieve more accurate reasoning about their emotions (Mayer, Roberts and Barsade, 2008). This study's results are also consistent with past studies (Wong and law, 2002; Rezvani et al., 2016). The study by Wong and Law (2002) revealed that emotional intelligence had a positive and significant relationship with employees' job performance. This was further confirmed in a study by Rezvani et al. (2016), which revealed that EI was positively and significantly related to job satisfaction and trust. This further supports the findings of this study that pointed out that employees with higher emotional intelligence can understand and use their emotions to improve performance and job satisfaction. In addition, this study revealed that emotional intelligence had a much lower impact on job satisfaction compared to social intelligence. This can be due to the situation in the country where the employees are concerned

about the future. Therefore, social intelligence may be more about the future, where the employees are finding the best way to improve social awareness, social skills and social information processing ability. In other words, the employees in the public sector in Libya need to find the best way to build relationships and get along with other employees.

It was hypothesized that spiritual intelligence was positively related to job satisfaction of employees. The results of this study revealed that there was a positive and significant relationship between spiritual intelligence and job satisfaction. However, the impact as compared to social intelligence was low. This study's results were also consistent with past studies (Belwalkar, Vohrah and Pandey, 2018; Awas, Malik and Qaisar, 2015). The study by Awais, Malik and Qaisar (2015) also revealed that higher levels of spiritual intelligence resulted in greater job satisfaction, and job satisfaction, in turn, was a positive predictor of organizational commitment. Employees with a higher level of spiritual intelligence can move into a higher spiritual state of consciousness and solve problems through the usage of spiritual resources in the workplace (Emmons, 2000). In addition, they invest in daily activities and relationships. Higher levels of spiritual intelligence that include self-awareness leads to higher self-confidence. With the development of spiritual intelligence, the employees also develop a stable sense of security that affects their personal effectiveness in the workplace (George, 2006). This can imply that spiritual intelligence improves their performance and job satisfaction. Spiritual intelligence also leads to the building of good relationships and inter-personal understanding among employees in the workplace.

There were several practical, theoretical, and academic implications emanated from this study. Firstly, from a practical perspective, this study revealed that social intelligence is the most important factor that impacts the job satisfaction of employees in a high-risk country like Libya. The findings of this study revealed that the job satisfaction of employees in a high-risk country depends largely on social intelligence. This refers to building working relationships and social interactions (Goleman, 2006). This will enable them to get along with each other and avoid conflict. Emotional intelligence and spiritual intelligence showed a lower level of impact on job satisfaction, but organizations and human resource managers should also consider such intelligences. This finding further suggests that organizations and human resource managers, especially in a high-risk country, should emphasize the importance of social intelligence. They should develop and implement policies and practices to support the social intelligence of employees. This includes recruitment and selection policies where social intelligence must be embedded as part of the employee recruitment and selection process. In addition, the training programs should also include the three intelligences, but emphasis must be placed on social intelligence. This measure will dramatically increase the job satisfaction of public sector employees in a high-risk country. Higher levels of spiritual intelligence and emotional intelligence have been associated with managing change. Employees with higher levels of spiritual intelligence have more self-confidence and a low level of resistance to change (George, 2006). Therefore, training and development programs should also incorporate spiritual and emotional intelligence.

This study also has theoretical and academic implications. From the theoretical perspective, this study revealed the higher importance of social intelligence compared to emotional intelligence and spiritual intelligence. This will add to the current body of knowledge and this study provided new insights and ideas. Furthermore, this study also has academic implications. This was one of the first studies that looked at the impact of social, emotional, and spiritual intelligence on employees' job satisfaction in a high-risk country. Academicians can replicate and extend the results of this study in other sectors or settings.

Several limitations related to this study were noted. Firstly, this study looked at social intelligence, emotional intelligence, and spiritual intelligence as the antecedents of job

satisfaction. However, each of the three intelligences has sub-dimensions that were not tested in this study. There are four sub-dimensions of emotional intelligence: self-awareness, self-management, social awareness, and relationship management (Goleman, 1998). The four dimensions of spiritual intelligence defined by King (2008) include critical existential thinking, personal meaning of production, transcendental awareness and conscious state expansion. It is recommended that more extensive studies investigate the sub-dimensions of each exogenous variable of this study. Secondly, the questionnaires were only sent to employees engaged in the public sector in Libya. Thus, the respondents were homogenous, and they were all from a single sector, namely the public sector. Therefore, this may affect external validity and limit the generalizability of the results of this study. Therefore, future studies should cover employees in the private sector and other industries. The self-completed questionnaire is another limitation of this study. The responses through the self-completed questionnaire depend on the truthfulness and honesty of the respondents. Therefore, an explanatory sequential mixed method is recommended to get more in-depth information from the respondents. There were also no moderators or mediators in this study. It is recommended that future studies consider moderators such as the age of respondents.

References

Ahmad, H., Ahmad, K., & Ali Shah, I. (2010). Relationship between Job Satisfaction, Job Performance Attitude towards Work and Organizational Commitment. *European Journal of Social Sciences*, 18(2), 257–267.

Albrecht K. Social Intelligence (2006). *The New Science of Success*. San Francisco, CA: Jossey-Bass.

Anari, N. N. (2012). Teachers: Emotional intelligence, job satisfaction, and organizational commitment. *Journal of Workplace Learning*, 24(4), 256–269.

Awais, M., Malik, M. S., & Qaisar, A. (2015). A review: The job satisfaction act as mediator between spiritual intelligence and organizational commitment. *International Review of Management and Marketing,* 5(4), 203–210.

Artz, B. (2010). Fringe benefits and job satisfaction. *International journal of manpower*. 31(6), 626-644

Aziri, B. (2011). Job satisfaction, a literature review. *Management Research and Practice*, 3(4),77-86

Armstrong, M. (2006). *A Handbook of Human resource Management Practice: (*Tenth Edition). Kogan Page Publishing, London.

Baruch, Y. and Holtom, B.C. (2008). Survey response rate levels and trends in organizational research, *Human Relations*, 61, 1139–60.

Belwalkar, S., Vohra, V., & Pandey, A. (2018). The relationship between workplace spirituality, job satisfaction and organizational citizenship behaviours–an empirical study. *Social Responsibility Journal*, 14(2), 410-430

Beheshtifar, M., & Norozy, T. (2013). Social skills: A factor to employees' success. *International Journal of Academic Research in Business and Social Sciences*, 3(3), 74-79

Brunetto, Y., Teo, S. T. T., Shacklock, K., & Farr-Wharton, R. (2012). Emotional intelligence, job satisfaction, well-being and engagement: Explaining organisational commitment and turnover intentions in policing. *Human Resource Management Journal*, 22(4), 428–441.

Cherniss, C. (2010). Emotional intelligence: Toward clarification of a concept. *Industrial and Organizational Psychology*, 3, 110–126.

Chin, W.W. (1998). *The Partial Least Squares Approach to Structural Equation Modelling. In Modern Methods for Business Research* Lawrence Erlbaum Associates Publishers

Central Intelligence Agency, (2020). *The World Factbook.* https://www.cia.gov/library/publications/the-world-factbook/geos/ly.html

Coface (2020). *Country Risk Assessment.* https://www.coface.com/Economic-Studies-and-Country-Risks

Ebrahimpoor H, Zahed A and Elyasi A, (2013). The Study of Relationship Between Social Intelligence and Organisational Performance. *International Journal of Organisational Leadership,* 2(1), 1-10.

Eketu, C. A., & Ogbu Edeh, F. (2015). Social intelligence and employee intention to stay. *International Journal of Novel Research in Marketing Management and Economics*, *2*(1), 27-34.

Emmons, R.A. (2000). Is spirituality an intelligence? Motivation, cognition, and the psychology of ultimate concern, *The International Journal for the Psychology of Religion*, 10 (1), 3-26.

Fornell, C., & Larcker, D.F. 1981. Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18, 39-50.

Frankovsky, M. & Birknerová, Z. (2014). Measuring Social Intelligence-The MESI Methodology. *Asian Social Science*, 10(6), 90-97.

George, M. (2006). Practical application of spiritual intelligence in the workplace. *Human Resource Management International Digest*, 14(5), 3–5.

Ghauri, P. N., Grønhaug, K., & Strange, R. (2020). *Research Methods in Business Studies,* Cambridge University Press

Goleman, D. (1998). *What Makes a Leader? Harvard Business Review*. 76(6), 93-102.

Goleman, D. (2006). *Social Intelligence, The new Science of human Relationship.* Hutchison, London

Goleman, D. (1995). *Emotional intelligence*. New York: Bantam

George, D., & Mallery, M. (2010). *SPSS for Windows Step by Step*: A Simple Guide and Reference, 17.0 update (10th edition). Boston: Pearson.

Hair, J. F., Hult, G. T. M., Ringle, C. & Sarstedt, M. (2013). *A Primer on Partial Least Squares Structural Equation Modeling* (PLS-SE). Sage Publications, Inc.

Hair, J. F., Black, W.C., Babin, J.B., Anderson, R.E., & Tatham, R.L. (2010). *Multivariate Data Analysis*. Upper Saddle River, NJ, U.S.A: Pearson Prentice-Hall Int.

Javed, M., Balouch, R., & Hassan, F. (2014). Determinants of Job Satisfaction and its impact on Employee performance and turnover intentions. *International Journal of Learning and Development*, 4(2), 120-141

Jung, H. S., & Yoon, H. H. (2014). The effects of employees' social intelligence and positive psychology capital in foodservice industry on job satisfaction. *Journal of the Korean Society of Food Culture*, 29(1), 18-25.

Kalantarkousheh, S. M., Sharghi, N., Soleimani, M., & Ramezani, S. (2014). The Role of Spiritual Intelligence on Organizational Commitment in Employees of Universities in Tehran Province, Iran. *Procedia - Social and Behavioral Sciences*, 140, 499–505.

King, D.B. (2008). *Rethinking claims of spiritual intelligence: A definition, model, and measure* [Unpublished Master's Thesis]. Trent University, Petreborough, Ontario, Canada.

King, D. & DeCicco, T. (2009). A viable model and self-report measure of spiritual intelligence. *International Journal of Transpersonal Studies*, 28, 68-85.

Lee, J. E., Wong, C. M. T., Day, J. D., Maxwell, S. E., & Thorpe, P. (2000). Social and academic intelligences: A multitrait–multimethod study of their crystallized and fluid characteristics. *Personality and Individual Differences*, 29(3), 539-553.

Locke, E.A. (1976). The nature and causes of job satisfaction, in Dunnette, M.D. (Ed.),

Handbook of Industrial and Organizational Psychology (pp 1279 – 1349). Rand McNally

Mullins, J.L. (2005). *Management and organizational behaviour*: (Seventh Edition). Pearson Education Limited, Essex

Mayer, J. D., Salovey, P., & Caruso, D. R. (2000). Models of emotional intelligence. In R. J. Sternberg (Ed.), *Handbook of intelligence* (pp. 396–420). New York, NY: Cambridge University Press.

Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3-34). New York: Harper Collins

Mayer, J. D. (2000). Spiritual Intelligence or Spiritual Consciousness? *International Journal for the Psychology of Religion*, 10(1), 47–56.

Marlowe, H. A. (1986). Social intelligence: Evidence for multidimensionality and construct independence. *Journal of educational psychology*, 78(1), 52.

Millán, J. M., Hessels, J., Thurik, R., & Aguado, R. (2013). Determinants of job satisfaction: European comparison of self-employed and paid employees. *Small Business Economics*, 40(3), 651–670

Moorman, R. H. (1993). The influence of cognitive and affective based job satisfaction measures on the relationship between satisfaction and organizational citizenship behavior. *Human relations,* 46(6), 759-776.

Njoroge, C. N., & Yazdanifard, R. (2014). The impact of social and emotional intelligence on employee motivation in a multigenerational workplace. *Global Journal of Management and Business Research,* 5(3), 31-36

Petrides, K. V., & Furnham, A. (2000). On the dimensional structure of emotional intelligence. *Personality and Individual Differences*, 29, 313 – 320.

Rezaei, A., & Khalilzadeh, A. (2009). The relationship between social intelligence managers with job satisfaction of teachers in schools. *Journal of Educational Sciences*, 2(7), 121-145

Rezvani, A., Chang, A., Wiewiora, A., Ashkanasy, N. M., Jordan, P. J., & Zolin, R. (2016). Manager emotional intelligence and project success: The mediating role of job satisfaction and trust. *International Journal of Project Management*, 34(7), 1112–1122.

Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition, and Personality*, 9, 185–211.

Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research methods for business students*. Essex: Pearson

Sekaran, U. & Bougie, R. 2013. *Research Methods for Business: A Skill- Building Approach*. New York: John Wiley & Sons, Inc

Smith, P.C., Kendall, L.M. and Hulin, C.L. (1969). *The Measurement of Satisfaction in Work and Retirement: A Strategy for the Study of Attitudes*, Rand-McNally, Chicago, IL.

Silvera, D., Martinussen, M., & Dahl, T. I. (2001). The Tromsø Social Intelligence Scale, a self-report measure of social intelligence. *Scandinavian journal of psychology*, 42(4), 313-319.

Spector, P.E. (1997). *Job satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA, Sage Publications, Inc

Statista (2019). Gross domestic product (GDP) in Libya. https://www.statista.com/statistics/455600/gross-domestic-product-gdp-in-libya/

Sony, M., & Mekoth, N. (2016). The relationship between emotional intelligence, frontline employee adaptability, job satisfaction and job performance. *Journal of Retailing and Consumer Services*, 30, 20–32.

Silvera, D., Martinussen, M., & Dahl, T. I. (2001). The Tromsø Social Intelligence Scale, a

self-report measure of social intelligence. *Scandinavian journal of psychology*, 42(4), 313-319.

Tabachnick B.G. and Fidell, L.S. (2013). *Using Multivariate Statistics* (6th ed). Boston: Pearson Education. 2013.

The World Bank (2016). *Public-Private Partnerships for Jobs in Libya Are Key for Youth and Women, Now More Than Ever*. https://www.worldbank.org/en/news/feature/2016/05/03/public-private-h-and-women

Transparency International (2015). *Conflicts of interest in public sector recruitments in Libya*. https://www.transparency.org/files/content/publication/Conflicts_of_Interest_

Vaughan, F. (2002). What is spiritual intelligence? *Journal of Humanistic Psychology*, 42(2), 16–33.

Van Der Walt, F., & De Klerk, J. J. (2014). Workplace spirituality and job satisfaction. *International Review of Psychiatry*, 26(3), 379–389.

Wigglesworth, C. (2013). Spiritual intelligence. In Handbook of *Faith and Spirituality in the Workplace: Emerging Research and Practice* (pp. 441–453). Springer New York.

Wong, C. S., & Law, K. S. (2017). *The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. In Leadership Perspectives* (pp. 97–128). Taylor and Francis.

Wong, C. -S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243–274.

Yahyazadeh-Jeloudar, S., & Lotfi-Goodarzi, F. (2012). What is the relationship between spiritual? intelligence and job satisfaction among MA and BA teachers? *International Journal of Business and Social Science*, 3(8), 299-303.

Yahyazadeh-Jeloudar, S., & Lotfi-Goodarzi, F. (2012). The relationship between social intelligence and job satisfaction among MA and BA teachers. *International Journal of Educational Sciences,* 4(3), 209-213.

Zamani, M. R., & Karimi, F. (2015). Relationship between spiritual intelligence and job satisfaction among female high school teachers. *Educational research and Reviews*, 10(6), 739-743.

Zeidner, M., Matthews, G., & Roberts, R. D. (2004). Emotional intelligence in the workplace: A critical review. *Applied Psychology*, 53(3), 371 - 399