

Original Research Article

Self-Motivation, Empathy, Social Skill and Job Satisfaction among Anglican Clergy of Bayelsa and Delta States

Agamugoro Peters Akpevweoghene^{1*}, Tamunoimama Alabi Jamabo²¹Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt, Nigeria²Professor, Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt, Nigeria**Article History**

Received: 18.01.2022

Accepted: 27.02.2022

Published: 04.03.2022

Journal homepage:<https://www.easpublisher.com>**Quick Response Code**

Abstract: This study investigated the relationship among the self-motivation, empathy, social skill and job satisfaction among Anglican Clergymen. This study adopted a correlational survey design. The study covered the five dioceses that were created from the old Warri diocese of Bayelsa and Delta States. Three research questions and three corresponding hypotheses were raised and formulated to guide the study. The entire study population of 528 clergies were used. The research instrument that was used is a four-point Likert type questionnaire titled “self-motivation, empathy, social skill and Job Satisfaction of Clergy Scale” (SESJSS). Cronbach Alpha statistics was used to estimate the reliability of the instrument and the following reliability coefficients (r) of 0.871 for self-motivation, 0.873 for empathy, 0.921 for social skills and 0.911 for clergy job satisfaction were obtained, while regression statistics was used to analyse data to answer the research questions and to test the hypotheses at 0.05 alpha level of significance. From the data analysis, it was found that self-motivation, empathy and social skills are significantly related to job satisfaction of Anglican Clergies. Based on these findings the following recommendations was made: Clergies should be trained on self-motivation, empathy and social relations; Although clergies are counsellors in some form, but they are not trained in the art of usage of psychological principles, as such, refresher courses on psychological approaches to counselling should be given to them; and the church should create a counselling unit and a professional counsellor be engaged to assist the clergy.

Keywords: Self-motivation, Empathy, Social Skill, Clergymen, Job Satisfaction.

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INTRODUCTION

Satisfaction in life is the mainstay of one's existence in any area of life. “Life satisfaction is the overall feeling of satisfaction and fulfilment regarding expectation” (Joseph & Kumar, 2016). According to Cribb (2008, p. 1), life satisfaction is the “assessment of the overall conditions of existence as derived from a comparison of one's aspirations to one's actual achievements”. This means that satisfaction is a subjective term. It implies no single condition can make two individuals satisfied at the same time and place. Satisfaction is a construct that cannot be seen but can be observed from the behaviour of the individual. In other words, satisfaction is a state of emotion that can be inferred from the behaviour of the individual. As such motivation, empathy and social skills are emotion laden that if effectively developed and utilised can guarantee satisfaction in every fact of life.

Clergy simply refers to formal leaders within religions settings. The roles and functions of clergy vary in different religious traditions but these usually involve presiding over specific rituals and teaching their religion's doctrines and practices. Some of the terms used for individual clergy are cleric, clergyman, clergywoman, clergyperson, and churchman. According to Collins Dictionary (2020), clergy refers to “the collective body of men and women ordained as religious ministers, especially of the Christian Church”.

Clergy job satisfaction in this sense is an individual state of the mind dependent on the environment and circumstances, and it can be understood as a religious emotion that allows clergies to remain faithful to their vocation as priests (Cornelio, 2012). Clergy job satisfaction in this sense is not “an individual state of the mind dependent on the environment and circumstances”, but as “a religious emotion that allows them to remain faithful to their

*Corresponding Author: Agamugoro Peters Akpevweoghene

Department of Educational Psychology, Guidance and Counselling, Faculty of Education, University of Port Harcourt, Nigeria

vocation as priests” (Cornelio, 2012). Coate (1989 as cited in Agamugoro, 2018) argued that while everyone is susceptible to occupational stress at some time or another, clergies find it difficult to admit to stress, feeling that they should be more able to cope with it than their secular counterparts/church members.

Emotional intelligence is a compound word of two separate concepts “emotion and intelligence”. The term emotion, “stems from the Latin word “*emovere*” which means to move out or agitate” (von Scheve & Slaby, 2018). Emotion consists of feelings, behaviour, physiological change and cognitions and always occurs in a particular context which influences it. Its major function is to give information to the individual about their interaction with the world. The term emotional intelligence refers to individual differences in perceptions, processing, managing and utilization of emotional information. According to Tyagi and Gautam (2017), “emotional intelligence is the ability of any person to understand his/her own emotions and to differentiate between different feelings. It can also be referred to as managing and adjusting the emotions to achieve the required goals. It can be said that a person who has high emotional intelligence is able to understand the negative impact of emotions in their minds, bodies, relationships and the capabilities to achieve something. It has also been defined as the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions (Salovey & Mayer, 1990). Emotional intelligence is made up of five (5) different components: self-awareness, self-regulation, self-motivation, empathy and social skill as proposed by Goleman (1998). However, the focus of this study is on self-motivation, empathy, social skill alongside clergy job satisfaction.

Motivation is the ability to face challenges and be optimistic (Goleman, 1998). Self-motivation involves emotional tendencies that facilitate reaching goals. Gathering up your feelings and directing yourself towards a goal, despite self-doubt, inertia, and impulsiveness. It requires delaying gratification or stifling impulsiveness. People who have this skill tend to be more highly productive and effective in whatever task they undertake. It comprises of achievement orientation, initiative, optimism and commitment. Goleman (1998) defined optimism as the persistence to pursue goals despite obstacles and setbacks. Augusto-Landa *et al.*, (2011) stated: Optimism refers to the tendency to believe that, in the future, positive results or success will occur...” (p. 465). Goleman *et al.*, (2013) said that leaders with optimism can roll with the punches, seeing an opportunity rather than a threat in a setback. Such leaders see others positively, expecting the best of them. Optimism is a key ingredient of achievement because it can determine one’s reaction to unfavourable events or circumstances.

From the study by Batool (2013), it was indicated that a leader with a high degree of emotional intelligence is self-motivated. A highly motivated leader is also committed, which is an indices of job satisfaction, to high standards and to accomplishing the set goals of his organisation. Yarmohammadi *et al.*, (2010) studied the relationship between emotional intelligence and job satisfaction in a sample of 215 members of the physical education teachers in Zanjan province of Iran and the results showed a positive and significant correlation between the three components of social skills, social awareness and self-motivation and job satisfaction as well. Also, the correlations between the social skills and self-motivation, as the predictors of job satisfaction, are 0.442 and 0.235, respectively.

Literature considers empathy as one person's response to another person's emotional situation and suggests two dimensions - empathic concern and emotional contagion (Coke *et al.*, as cited in Saini *et al.*, 2017). Empathic concern is defined as one person's response to another person's emotions in an environment without going through these emotions, and this generates a helping behaviour (Batson, cited in Saini *et al.*, 2017). In emotional contagion, a person actually shares another person's emotions when the latter experiences these emotions (Duan & Hill, as cited in Saini *et al.*, 2017). Emotional contagion leads to transference of emotions between two persons and may generate gestures in a person which are similar to the affected person (Davis, as cited in Saini *et al.*, 2017).

Empathy is defined as an understanding of the world from the other’s point of view, their feelings, experience and behaviour, and the communication of that understanding to the other in full. The other person here may be a client, colleague, friend or partner, as empathy is an interpersonal skill. The quality of feeling and understanding of another person's situation in the present moment; their perspectives, emotions, actions (reactions) and communicating this to the person (Fuimano, 2014).

This interpersonal sub-factor is defined as the ability to be aware of and understand how others feel. Goleman and Boyatzis (2008) wrote that the word empathy is used in “three distinct senses: knowing another person’s feelings, feeling what that person feels, and responding compassionately to another person’s distress. In short, I notice you, I feel with you, so I act to help you” (pp. 3-4). It is being sensitive to what, how and why people feel the way they do. Empathy gives people an astute awareness of others’ emotions, concerns, and needs. Batool (2013) contended that empathy is critical to the leadership (clergy) of an effective team (church) because it helps a leader (clergy) to put himself in the position of his subordinates. It is further stated that the understanding that a leader gains from empathy can encourage him to develop and coach his followers with fairness and

respect. Batool further stated that empathy can help a leader to improve his listening skills and to solicit feedback from his subordinates. Oswald and Jacobson (2015), concerning the need for empathy in ministry work, stated without an ability to intuit what is going on inside another person, how can we possibly begin to relate to him/her? We need to have some idea of the emotional state of another person if we are to connect with that person (p. 57).

Social skills are the ability to maintain good relationships and build a network. The Relationship Management/social skill component contains competencies that have the most direct effect on interactions with other people. In a fundamental sense, the effectiveness of one's relationship skills hinges on one's ability to attune to or influence the emotions of another person. Al-Omari and Hung (2012) stated that this ability involves effective communication, relationship management, conflict management, change management, teamwork, and collaboration.

Goleman (2015) posited that the social skill of a leader (the clergy in this context) is friendliness with the purpose of moving his people in the intended direction. According to Roth (2011), the six social skills dimensions include the development of others, inspiration, change management, influence, conflict management, and collaboration which are crucial to workplace management and job satisfaction and commitment. According to Glover (2017), there is a strong positive relationship between the social skill competencies of emotional intelligence, transformational leadership and job satisfaction. On the part of Serrat (2017), it was noted that a leader with strong social skill can effectively persuade others to follow the desired direction. It was also posited that since such a leader is also an effective communicator, he/she may be capable of communicating clearly and convincingly to his subordinates concerning the mission and goals of the organisation. Because of the social skill of the leader with high emotional intelligence, the leader is capable of building bonds and nurturing productive relationships with the followers. Serrat further stated that by building bonds and nurturing relationships, a leader is capable of promoting collaboration and cooperation among the followers. A leader that lacks job satisfaction cannot be high on social skill, such social skill is related to job satisfaction of individuals (Serrat, 2017).

STATEMENT OF THE PROBLEM

Clergies find themselves engaged not only in theological and liturgical pursuits such as preaching the gospel and the administration of the sacraments, but also in a great deal of administrative activity, inseparable from the institution in which the Body of Christ is incarnated. From the researcher's experience, it has shown that as important and valid as theological seminary training is, it does not aptly prepare

seminarians for the real-life challenges of the priesthood which is the final destination for their training. A 3-4 years training may not prepare a clergy fully for the real experience of parish work. In the researcher's three years of training in the seminary, the closest to the field of emotional intelligence and self-efficacy as a discipline was found in philosophy, ethics and pastoralia, which were ephemeral and not direct, in-depth exposure on how best to handle one's emotions towards oneself, family, parishioners, colleagues and superiors.

The ability of clergies to understand and deal with personal emotions, relations with fellow clergies and, more fundamentally, those of their parishioners, is of paramount importance in the right development of their social roles (Meaghera, 2015). While it is of necessity that the emotional relationships that clergies establish with their parishioners are paramount to success in their work, they must also be able to understand and manage their own personal emotions accurately to have job satisfaction. If this is not achieved, there is the tendency of being stressed out, poor social relationship with parishioners and superiors, emotional outburst, burnout, dissatisfaction among others which might impede the effectiveness and viability of the church and the clergy. Hence, this study intends to study the relationship between the components of emotional intelligence and job satisfaction of clergymen with a view to advocating acquisition of skills in self-motivation, empathy and social skills.

PURPOSE OF THE STUDY

The purpose of this study is to investigate the relationship between self-motivation, empathy, social skills and job satisfaction of Anglican clergymen.

Research Questions

The following research questions are raised and hypothesized for this study.

1. To what extent does self-motivation relate to job satisfaction of Anglican Clergymen?
2. To what extent does empathy relate to job satisfaction of Anglican Clergymen?
3. To what extent does social skill relate to job satisfaction of Anglican Clergymen?

HYPOTHESES

Ho 1: There is no significant relationship between self-motivation and job satisfaction of Anglican Clergymen.

Ho 2: There is no significant relationship between empathy and job satisfaction of Anglican Clergymen.

Ho 3: There is no significant relationship between social skills and job satisfaction of Anglican Clergymen.

METHODOLOGY

This study adopted a correlational survey design to investigate self-motivation, empathy, social

skill and clergy job satisfaction among clergymen with specific attention on Anglican Clergies of Old Warri Diocese of Bayelsa and Delta States. The population for this study involved all the Clergies (528) in the Anglican Dioceses in the Old Warri Diocese (Church of Nigeria, Anglican Communion, 2020). The study adopted the purposive sampling technique for the total 528 participants from the population of the study area. The instrument used in this study was a four-point Likert type scale questionnaire titled “Self-Motivation, Empathy, Social Skill and Job Satisfaction of Clergy Scale” (SEJSCS). The instrument was adapted from various sources thus: self-awareness and self-regulation was adapted from the Emotional Intelligence Scale developed by Singh, et al (2014). This scale with originally 96 items, is divided into five sections namely and modified as follows: self-motivation with 15 items, empathy with 18 items and relationship management/social skills with 32 items, excluding self-

awareness and self-regulation, thereby making a total of 65 items. Finally, job satisfaction of clergy scale was adapted from the Satisfaction in Ministry Scale (SIMS) as developed by Barnard and Curry (2012). The instrument has 22 items which were modified to 23 items. Each sub-scale has four option responses of Strongly Agree (4 points), Agree (3 points), Disagree (2 points) and Strongly Disagree (1 point). The Cronbach Alpha statistics was used to establish the reliability and reliability coefficient (r) of 0.871 for self-motivation, 0.873 for empathy, 0.921 for social skills and 0.911 for clergy job satisfaction, were obtained. The data collected was analysed using regression statistics to answer the research questions and test hypotheses at 0.05 level of significance.

PRESENTATION OF RESULTS

Table 1: Regression Analysis of Self-Motivation and Job Satisfaction of Anglican Clergymen

Model Summary						
Variables		R	R ²	Adjusted R ²	Std. Error of the Estimate	
Self-Motivation		.276 ^a	.076	.074	19.07486	
Clergy Satisfaction						
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	f	Sig.
1	Regression	15789.165	1	15789.165	43.395	.000 ^b
	Residual	191385.312	526	363.850		
	Total	207174.477	527			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	52.639	3.738		14.082	.000
	Self-Motivation	.515	.078	.276	6.587	.000

P < .05 Level of Significance, N=528; Dependent Variable: Clergy Satisfaction; Predictors: (Constant), Self-Motivation

From the model summary table, the following values are obtained: Pearson (r) = 0.276, R²=0.076 and Adjusted R²= 0.074. The correlation coefficient between the two variables of self-regulation and job satisfaction of clergymen is r = 0.276. This shows that a positive relationship exists among the predictor variable of self-motivation and job satisfaction of clergies. In addition, the R² explains the extent of variance of the contribution of self-motivation to job satisfaction of clergies. This means self-motivation contributes 7.6% (0.076) to job satisfaction of clergies. From the

regression ANOVA table is F= 43.395, beta=0.276, t=6.587 and Sig. = 0.000, at 0.05 level of significance, which shows that the relationship between self-motivation and job satisfaction is significant. This implies that the hypothesis which states that there is no significant relationship between self-motivation and job satisfaction of clergymen, is hereby rejected. This means that there is a positive significant relationship between self-motivation and job satisfaction of clergymen.

Table 2: Regression Analysis of Empathy and Job Satisfaction of Anglican Clergymen

Model Summary						
Variables	R	R ²	Adjusted R ²	Std. Error of the Estimate		
Empathy	.451 ^a	.204	.202	17.71017		
Clergy Satisfaction						
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	f	Sig.	
1	Regression	42194.561	1	42194.561	134.528	.000 ^b
	Residual	164979.916	526	313.650		
	Total	207174.477	527			
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	34.780	3.691		9.423	.000
	Empathy	.753	.065	.451	11.599	.000

P < .05 Level of Significance, N=528; Dependent Variable: Clergy Satisfaction; Predictors: (Constant), Empathy

In the table above, following values are obtained: Pearson (r)= 0.451, R²=0.204 and Adjusted R²= 0.202. The correlation coefficient between the two variables of empathy and job satisfaction of clergymen is r = 0.451. This shows that a relationship exists among the predictor variable of empathy and job satisfaction of clergies. In addition, the R² explains the extent of variance of the contribution of empathy to job satisfaction of clergies. This means empathy contributes 20.4% (0.204) to job satisfaction of clergies. This implies a positive relationship between empathy and job

satisfaction of clergymen. From the regression ANOVA table is F= 134.528, t=11.599, beta=0.451 and Sig. = 0.000, at 0.05 level of significance, which shows that the relationship between empathy and job satisfaction is significant. This implies that the hypothesis which states that there is no significant relationship between empathy and job satisfaction of clergymen, is hereby rejected. This means that there is a significant positive relationship between empathy and job satisfaction of clergymen.

Table 3: Regression Analysis of Social Skills and Job Satisfaction of Anglican Clergymen

Model Summary						
Variables	R	R ²	Adjusted R ²	Std. Error of the Estimate		
Social Skills	.370 ^a	.137	.135	18.44008		
Clergy Satisfaction						
ANOVA ^a						
Model	Sum of Squares	df	Mean Square	f	Sig.	
1	Regression	28315.317	1	28315.317	83.271	.000 ^b
	Residual	178859.160	526	340.036		
	Total	207174.477	527			
Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	48.133	3.226		14.920	.000
	Social Skill	.287	.031	.370	9.125	.000

P < .05 Level of Significance, N=528; Dependent Variable: Clergy Satisfaction; Predictors: (Constant), Social Skill

From the model summary table, the following values are obtained: Pearson (r) = 0.370, R²=0.137 and Adjusted R²= 0.135. The correlation coefficient between the two variables of social skills and job satisfaction of clergymen is r = 0.370. This shows that a relationship exists among the predictor variable of social skill and job satisfaction of clergies. In addition, the R² explains the extent of variance of the contribution of empathy to job satisfaction of clergies. This means empathy contributes 13.7% (0.137) to job

satisfaction of clergies. This implies a positive relationship between social skill and job satisfaction of clergymen. From the regression ANOVA table is F= 83.271, t=9.125, beta=0.370 and Sig. = 0.000, at 0.05 level of significance, which shows that the relationship between social skill and job satisfaction is significant. This implies that the hypothesis which states that there is no significant relationship between social skill and job satisfaction of clergymen, is hereby rejected. This

means that there is a positive significant relationship between social skill and job satisfaction of clergymen.

DISCUSSION OF FINDINGS

Findings from the data analysis obtained from participants for answering research question one and testing hypothesis one, indicated that there is significant positive relationship between self-motivation and job satisfaction of Anglican clergymen. This means that self-motivation has influence in ensuring job satisfaction among workers. This implies that if the individuals motivate him/herself, it influences their satisfaction positively towards achieving great results in their jobs. The reason for this finding is that when an individual is self-motivated, the satisfaction of doing whatever he/she is doing, is guaranteed. This is in line with the findings from the study of Yarmohammadi *et al.*, (2010) who found a significant relationship between self-motivation and job satisfaction. However, the finding of this study is a variance with the finding of Hamidi and Amiri, (2013) who found no significant correlation between self-motivation and job satisfaction.

Result from the analysis of responses of participants in regards to research question two and hypothesis two, shows that there is significant positive relationship between empathy and job satisfaction of Anglican clergymen. This means that the independent variable (empathy) has significant relationship with job satisfaction. The reason that can be adduced for the above findings is that is needed in Priesthood to be able to counsel and help individuals come out traumatic situations and in leadership, and this gives the clergy job satisfaction. Findings from this study is in agreement with the study of Onomuodeke *et al.*, (2017), where it was found that empathy has significant relationship with job satisfaction of secondary school teachers. However, it is at variance with the finding of Shukla *et al.*, (2016) that shows no significant relationship between emotionality and job satisfaction.

Findings from the data analysis obtained from participants for answering research question five and testing hypothesis five, revealed that there is significant positive relationship between social skill and job satisfaction of Anglican clergymen. This means that social skill has influence in ensuring job satisfaction among clergies. This implies that if the individual has the skill to create social relationship with others, it influences greater job satisfaction positively towards achieving great results in their jobs. The reason for this finding is that social is a very great tool in influencing followership which gives satisfaction that members are committed to the course of the church. This is in line with the findings from the study of Etebarian and Omidpanah (2008) and Onomuodeke *et al.*, (2017) who found a significant relationship between social skill and job satisfaction. However, the finding of this study is a variance with the finding of Shukla *et al.*, (2016) who

found no significant correlation between social skill and job satisfaction.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

1. Clergies should be trained on the knowledge of self-motivation, empathy and social relations skills
2. As empathy is one of the major variables that guarantees job satisfaction, there is need for clergymen to develop their empathy skills
3. Although clergies are counsellors in some form, but they are not trained in the art of usage of psychological principles, as such, a refresher course on psychological approaches to counselling should be given to them.
4. The church should create a counselling unit and a professional counsellor be engaged to help the clergymen when the need for professional assistance is needed.

CONCLUSION

As earlier noted, satisfaction in life is a major variable that helps individuals to have a healthy lifestyle. This is also applicable to clergymen in the course of the performance of their duties as clergies. Job satisfaction is a major variable that can encourage the clergy to be committed and dedicated to duty, in addition to productivity. Job satisfaction being a cognitive appraisal of phases of the job to show contentment is related to the self-motivation, empathy, social skill and job satisfaction of the individual.

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Cite This Article: Agamugoro Peters Akpevweoghene & Tamunoimama Alabi Jamabo (2022). Self-Motivation, Empathy, Social Skill and Job Satisfaction among Anglican Clergy of Bayelsa and Delta States. *EAS J PsycholBehavSci*, 4(2), 47-53.