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The Relationship between Iranian EFL Teachers' Creativity, Motivation and Job Satisfaction: The Role of Gender, Teaching Experience and Teaching Context

Roshan Farajzadeh[1], Parviz Alavinia*[2]

[1] *Department of English Language, Urmia Branch, Islamic Azad University, Urmia, Iran*
[2] *Faculty of Humanities, Urmia University, Urmia, Iran*

*Corresponding author: p.alavinia@urmia.ac.ir
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Abstract

The current study investigated the relationship between teachers' creativity, motivation and job satisfaction. In so doing, the role of demographic factors, i.e. gender, teaching experience and teaching context was also taken into account. To conduct the study, a total of 103 EFL teachers at both institute and school contexts were selected. The teachers were recruited on a voluntary basis, and the sample included teachers from a variety of backgrounds and experiences, coming from both genders and either of the teaching contexts. Three questionnaires (Teacher Creativity Questionnaire, Teacher Motivation Questionnaire, and Job Satisfaction Scale) were employed to gather the data, which were then analyzed through a number of analyses, including Spearman's Rank Order Correlation, Multiple Regression Analysis, Mann Whitney U test and Kruskal-Wallis test. Findings revealed the existence of a significant correlation between teachers' motivation and their job satisfaction. Furthermore, teachers' motivation in comparison with their creativity had a greater predictive power with regard to job satisfaction. However, demographic factors did not have a significant role in job satisfaction. The findings can offer insightful implications for educational authorities, teachers, school leaderships and academicians to help promote job satisfaction in different instructional contexts.

Keywords: experience, gender, job satisfaction, teacher creativity, teacher motivation, teaching context

Introduction

Due to the seminal role an individual's career plays in his/her life, it is believed that the general wellbeing and sense of satisfaction one experiences in life is to a great extent reliant on the degree of his/her job satisfaction (Smith, 2007). Furthermore, job satisfaction is supremely important in the workplace since it is what productivity mainly depends on (Jyoti, 2009). Job satisfaction, however, seems to be a rather elusive concept over whose definitions and underlying attributes little consensus allegedly exists. Despite the fuzzy nature of the term, job satisfaction is said to be highly impacted by an individual's attitudes and judgmental evaluations regarding his/her workplace (Neto, Rodrigues & Panzer, 2017).

Though research on the degree of job satisfaction among teachers, to date, has revealed the key role of a myriad of factors, among which mention can be made of contextual/environmental variables (e.g., Skaalvik & Skaalvik, 2011) as well as burnout (e.g., Van den Berghe, Soenens, Aelterman, Cardon, Tallir & Haerens, 2014), it occurs to the current researchers that the impact of some focal issues such as teacher motivation and creativity have been partially disregarded. Job motivation, in general, is indicative of the degree of penchant that pushes the workers to expend an increasing level of effort and perseverance to come up with better outcomes (Blaskovaa, Blaskoa, Figurskab, & Sokolc, 2015).

Teacher creativity, on the other hand, is another leading facet of job satisfaction and teaching motivation on which scant research has been carried out. As Benedek, Bruckdorfer, and Jauk (2019, p. 611) state, "Creativity has been consistently linked to intrinsic motivation, suggesting that creative work is often interesting, or satisfying in itself." Thus, the postulation made in the current study is that teacher creativity is among the main variables that can augment the degree of motivation and hence the level of satisfaction an individual can experience in his/her teaching profession.

AAlthough probe into creativity enjoys a long history and has been in place for more than a century now, the findings of research regarding creativity, in general, and teacher creativity, in particular are quite inconclusive and insufficient (e.g., Andiliou & Murphy, 2010; D'Souza, 2021). Due to the reasons underscored above, a dire need was felt for

integrating the afore-said concepts, i.e. teacher motivation, teacher creativity and job satisfaction in a single study. In so doing, the researchers also explored the possible role of some demographic factors, including gender, teachers' experience and teaching context.

As stated earlier, job satisfaction has been investigated in relation to a plethora of factors, including personal/attitudinal variables (e.g., Neto, et al. 2017), environmental/contextual factors (e.g., Skaalvik & Skaalvik, 2011), and burnout (e.g., Van den Berghe, et al. 2014). Owing to the multifaceted nature of job satisfaction, in general, and teachers' satisfaction with their career, in particular, it appears that researchers need to delve more deeply into the issue by considering the potential role of different factors which are thought to play a part. Browsing the literature, it dawned on the current researchers that two facets that are potentially influential, yet unjustly neglected, are teachers' creativity and their motivation.

As Reeve and Su (2014, p. 349) put it, "Teacher motivation involves the desire to teach and one's interpersonal style toward students while doing so." Also, as they continue to aver,

Teacher motivation is a multifaceted construct, consisting of the positive faces of enthusiasm, efficacy, satisfaction, and well-being, as well as the negative faces of burnout, inefficacy, dissatisfaction, and ill-being. These aspects of teacher motivation are affected by contextual factors; personal beliefs and values; and relationships with colleagues, administrators, parents, and students. (p. 359)

Additionally, as Almeida, Prieto, Ferrando, Oliveira and Ferrandiz (2008, p. 54) put it, creativity encompasses "the skills and attitudes needed for generating ideas and products that are (a) relatively novel (b) high in quality; and (c) appropriate to the task at hand." Though a great many delineations have been provided by different pioneering scholars in the field regarding what creativity incorporates, the definition provided by Richards (2013) concerning teacher creativity might prove to be more illuminating. As he states, "creativity is said to provide a powerful way of engaging learners with their learning. Creative teaching is said to increase levels of motivation and self-esteem on the part of learners and to prepare them with the flexible skills they need for the future" (p. 20).

Among the diverse factors that contribute to the degree of job satisfaction experienced by an individual, Skaalvik and Skaalvik (2011) sought to investigate the role of contextual factor. Their study which was concerned with pinpointing the potential bonds between contextual facets on the one hand, and teachers' job satisfaction and motivation, on the other. The study which was conducted in Norwegian context of primary and secondary education, revealed that teachers' extent of job satisfaction and motivation, and hence their tendency for staying in or leaving their career had a close relationship with environmental and contextual variables in their workplace.

As stated earlier, apart from individual and contextual factors that underlie the degree of teachers' job satisfaction, teacher motivation and creativity are thought to be of great importance in sparking satisfaction with and interest in one's job. Despite this key role ascribed to teacher motivation and creativity in bringing about higher levels of job satisfaction, however, it seems that very little research has been targeted toward exploring the role of these factors. As Dörnyei and Kubanyiova (2014, p. 25) maintain, "motivation research in general has tended to focus on the students, with the teachers seen only as the administrators of certain motivational strategies."

Amid the scarce studies that have been done with regard to the contribution of teacher motivation to their job satisfaction, reference can be made to the work of Van den Berghe, et al. (2014), in which they analyzed the potential go-togetherness between teachers' motivational profiles and their job satisfaction and burnout. As the results of questionnaire analysis indicated, though variable degrees of relationship between these variables were found across different groups under investigation, close ties were reported to exist between teachers' motivation and their degree of job satisfaction.

Teacher creativity as the other key variable in the current study and a factors which makes an outstanding contribution to teacher motivation and hence job satisfaction (e.g., Benedek, et al. 2019) has also remained an underresearched domain. In the study conducted by Reilly, Lilly, Bramwell, and Kronish (2011), for instance, it was found that creativity is directly related to teachers' success, efficacy and hence job satisfaction. They also concluded that effective teachers are often creative ones.

Nevertheless, most of the existing studies on the issue have focused on participants' perceptions. A case in point is the study performed by Rubenstein, Ridgley, Callan, Karami, and Ehlinger (2018), in which teachers' perceptions of creativity development process and the factors hindering or facilitating creativity were explored. As the results revealed, macro-environmental factors were referred to by participants as the key barriers for developing one's creativity. Furthermore, pre-service teachers were found to be more optimistic toward getting further environmental support in building up their creativity than were in-service teachers.

In much the same way, in respect of perceptions regarding the status of creativity, Mahmoudian (2019) organized a probe delving into teachers and leaners' attitudes. In her mixed methods research conducted with 50 EFL teachers and 100 institute and school learners, the researcher gathered data via administration of questionnaire and interview. Though slight differences existed between questionnaire and interview findings, the results of her study altogether pointed toward the more prominent role of teachers' self-efficacy in boosting teaching creativity, compared to other factors, including environmental encouragement, societal value and student potential.

Another strand of research on creativity has examined the concept in correlational constructs. Noorafshan and Jowkar (2013), for instance, investigated the relationship between creativity and emotional intelligence, within the student community. In accordance with the findings, they claimed that emotional intelligence and specifically two of its subscales, i.e. optimism and emotional perception, acted as strong predictors of creativity among learners.

In like manner, Colleague and Author (2019) explored teacher creativity vis-à-vis autonomy and emotional intelligence. After administering the relevant questionnaires to 100 high school teachers, they ran Spearman rho correlation and Structural Equation Modeling to analyze the obtained data. In line with the study findings, a significant and positive correlation was reported between creativity and emotional intelligence, on the one hand, and between creativity and autonomy, on the other. However, teachers' emotional intelligence was found to be of a greater predictive power as regards teacher creativity.

As the sketchy overview of research presented above helps reveal, research on the factors contributing to job satisfaction is scant and inconclusive. Informed by this gap in the literature on the issue, the current researchers strove to probe the possible association between teacher motivation and creativity and their job satisfaction. In so doing, the role of some demographic factors, that is, teachers' gender, experience and teaching context was also taken into account. Thus, in line with the objectives of the study, the following research questions were formulated:

RQ1. Is there any significant relationship between teachers' creativity and their job satisfaction?

RQ2. Is there any significant relationship between teachers' motivation and their job satisfaction?

RQ3. Which of the two factors (motivation or creativity) has a greater predictive power as regards teachers' job satisfaction?

RQ4. Does teachers' gender play a significant role in the degree of teachers' job satisfaction?

RQ5. Does teachers' experience play a significant role in the degree of teachers' job satisfaction?

RQ6. Does teaching context play a significant role in the degree of teachers' job satisfaction?

Method

Participants

The study sample was composed of EFL teachers at both institute and school contexts across Urmia. A total of 103 teachers, chosen on a voluntary basis through convenience sampling, took part in the study. The sample included teachers from a variety of backgrounds and with different years of experience, coming from both genders and either of the teaching contexts. During the process of gathering data from the participants, an attempt was made to include an equal share of both genders, as well as both institute and school contexts. It is worth noting that in terms of experience there were four separate categories, i.e. teachers with 1-10 years of experience, those enjoying 11-20 years of experience, teachers with 21-30 years of experience and those with 31 to 40 years of teaching experience.

Instruments

The questionnaires which were used in the current study included: 1) Teacher Creativity Questionnaire, which consists of 37 Likert-type items on a 3-point scale and was designed by Jazni (2012), 2) Teacher Motivation Questionnaire, which was composed of 20 Likert-type items on a 5-point scale and was first designed by Mohammadi Aghajeri (1996), and 3) Job Satisfaction measure, with 19 Likert-type items on a 5-point scale devised by Bray-Field and Rothe (1951). The reliability indices of the questionnaires equaled .78, .95 and .93, respectively. At the beginning of the questionnaire battery used in the current study, a part was allocated to demographic information, gathering information regarding the teachers' gender, years of experience, teaching level and teaching context. Before administering the questionnaires, the participants were briefed about the aims of the study. In what follows a more elaborate account of the study questionnaires is provided:

Teacher Creativity Questionnaire

The first measure utilized in the current study was Teacher Creativity Questionnaire which was devised by Jazni (2012). It was a Likert-type questionnaire falling on a 3-point scale ranging from agree to disagree, and encompassed 37 items. The Cronbach index of reliability for the questionnaire equaled .78, and further analysis of its reliability through Spearman yielded a higher reliability index of .82. The scores given to each item on the questionnaire ranged from a low of 0 (for disagree) to a high of 2 (for agree). Thus, the total score of each individual on the scale could range from 0 to 74. Moreover, some of the items were scored in the reverse manner.

Teacher Motivation Questionnaire

Another applied measure in the current study was Teacher Motivation Questionnaire, which was developed by Mohammadi Aghajeri (1996). This questionnaire was composed of 20 statements falling on a 5-point Likert-type scale ranging from strongly agree to strongly disagree. The Cronbach index of reliability reported by the designer of the questionnaire is .95, and in terms of validity it has gone through expert validation. The scoring procedure for this questionnaire ranged from 1 (for strongly disagree) to 5

(for strongly agree). The total score for the questionnaire was from 20 to 100.

Job Satisfaction Questionnaire

Finally, Job Satisfaction Questionnaire was used as the last measure in the study. Developed by Bray-Field and Rothe (1951). This questionnaire contained 19 items falling on a 5-point Likert-type scale ranging from strongly agree to strongly disagree. The reliability index reported for the questionnaire was .78 (using split-half method) and .93 (drawing on Cronbach alpha). The questionnaire also enjoyed high indices of validity. The scoring procedure for the questionnaire, like other similar Likert-type scales, ranged from 1 (for strongly disagree) to 5 (for strongly agree). The total score for the questionnaire was from 19 to 95. Furthermore, some of the items were scored in the reverse manner.

Procedure

Teachers filled in the questionnaires during late spring and early summer, 2018, in their schools and institutes. The participants filled in the questionnaire in a matter of 10-15 minutes, and the entire procedure of data collection lasted for around two months. Later on, the researchers made sure that all the gathered data were safely filled out by the participants in order to score them according to the stated framework and guidelines in the questionnaire's resources.

As stated earlier, a part was also allocated to demographic information at the beginning of the questionnaire battery used in the current study, which gathered information about teachers' experience, gender, and teaching context. Before administering the questionnaires, the participants were briefed about the goals of the study. They were also ensured about the confidentiality and anonymity of the obtained data.

Design

The current study enjoys a descriptive and correlational research design. The main variables investigated in this research were motivation, creativity and job satisfaction of the teachers. These three variables were examined in relation to one another. Furthermore, factors like teachers' gender, teachers' experience and teaching context were considered as moderator variables in order to determine to what extent the interplay among those main variables would be influenced by their role. To conduct the study, three

questionnaires were administered to approximately 103 EFL teachers at the schools and institutes across Urmia. The participants were both males and females and in terms of experience, they enjoyed a variety of teaching backgrounds.

Data Analysis

To analyze the data, SPSS version 22 was employed. To deal with the research questions, a number of statistical procedures were followed. In analyzing research questions one and two which sought to find the relationship between creativity and motivation on the one hand, and job satisfaction, on the other, initially test of normality was performed, and due to lack of normality of data, the non-parametric equivalent of Pearson Product Moment Correlation (Spearman's Rank Order Correlation) was run. To answer the third research question exploring the predictive power of each of the two variables (motivation or creativity) as regards teachers' job satisfaction, Multiple Regression Analysis was conducted. Regarding research question four which probed the role of gender in determining teachers' job satisfaction, the non-parametric equivalent of Independent Samples t-test (Mann Whitney U test) was utilized. With regard to the fifth research question which explored the role of teachers' experience in determining teachers' job satisfaction, the non-parametric equivalent of one-way ANOVA (Kruskal-Wallis test) was used. Finally, to explore the last research question which analyzed the role of teaching context in determining teachers' job satisfaction, the non-parametric equivalent of Independent Samples t-test (Mann Whitney U test) was run.

Results

Results Relevant to Research Question One

To measure the correlation between teachers' creativity and job satisfaction, initially test of normality was run, the results of which are presented in Table 1.

Table 1
Test of Normality for Creativity and Job Satisfaction Scores

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Creativity	.126	103	.000	.967	103	.012
Job Satisfaction	.104	103	.008	.956	103	.002

a. Lilliefors Significance Correction

As seen in Table 1, the scores of creativity and job satisfaction are not normally distributed ($p < .05$). As the data for creativity and job satisfaction have violated the conditions of normality, the non-parametric equivalent of Pearson Product Moment Correlation (Spearman's Rank Order Correlation) was applied to analyze the data (see Table 2).

Table 2
Correlation between Teachers' Creativity and Job Satisfaction

			Creativity	Job Satisfaction
Spearman's rho	Creativity	Correlation Coefficient	1.000	.047
		Sig. (2-tailed)	.	.635
		N	103	103
	Job Satisfaction	Correlation Coefficient	.047	1.000
		Sig. (2-tailed)	.635	.
		N	103	103

As can be inferred from Table 2, no significant correlation exists between the teachers' creativity and their job satisfaction ($p > .05$). Therefore, the first null hypothesis is confirmed.

Results Relevant to Research Question Two

IRegarding the second research question exploring the correlation between teachers' motivation and job satisfaction, the researcher ran a test of normality, the results of which are presented in Table 3.

Table 3
Test of Normality for Teachers' Motivation and Job Satisfaction Scores

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.085	103	.043	.970	103	.018
Job Satisfaction	.104	103	.008	.956	103	.002

a. Lilliefors Significance Correction

As indicated in Table 3, the scores of motivation, like those of job satisfaction, are not normally distributed ($p < .05$). Since the data for motivation and job satisfaction have violated the conditions of normality, the non-parametric equivalent of Pearson Product Moment Correlation (Spearman's Rank Order Correlation) was applied to analyze the data (see Table 4).

Table 4
Correlation between Teachers' Motivation and Job Satisfaction

			Motivation	Job Satisfaction
Spearman's rho	Motivation	Correlation Coefficient	1.000	.375**
		Sig. (2-tailed)	.	.000
		N	103	103
	Job Satisfaction	Correlation Coefficient	.375**	1.000
		Sig. (2-tailed)	.000	.
		N	103	103

**. Correlation is significant at the 0.01 level (2-tailed).

As can be inferred from Table 4, a significant correlation exists between the teachers' motivation and their job satisfaction ($p < .05$). Thus, the second null hypothesis is rejected.

Results Relevant to Research Question Three

In order to investigate which of the two variables (motivation or creativity) has a greater predictive power as regards teachers' job satisfaction, multiple regression analysis was conducted, the results of which are shown in Table 5.

Table 5
Multiple Regression for Predictive Power of Motivation and Creativity for Job Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	43.800	9.608		4.559	.000	24.738	62.861					
	Motivation	.393	.088	.411	4.468	.000	.218	.567	.406	.408	.408	.986	1.015
	Creativity	-.078	.163	-.044	-.477	.634	-.400	.245	.005	-.048	-.044	.986	1.015

a. Dependent Variable: Job Satisfaction

As Table 5 reveals, the teachers' motivation enjoys a greater predictive power (Beta = .41) than creativity (Beta = -.04) in the teachers' job satisfaction. Furthermore, as the *p* values for both variables indicate, creativity does not make a significant contribution to predicting the teachers' job satisfaction (p = .63) while motivation does (p = .00). Therefore, the third null hypothesis of the study is rejected.

Results Relevant to Research Question Four

Research question four examined the possible role of gender in determining the teachers' job satisfaction. In analyzing this research question, due to lack of normality in the distribution of the job satisfaction scores, Mann Whitney U test was run, the results of which are indicated in Tables 6 and 7.

Table 6
Mean Ranks Obtained for Both Genders Regarding Job Satisfaction

	Gender	N	Mean Rank	Sum of Ranks
Job Satisfaction	Male	51	48.88	2493.00
	Female	52	55.06	2863.00
	Total	103		

Table 7
Mann Whitney U Test Results for Both Genders Regarding Job Satisfaction

	Job Satisfaction
Mann-Whitney U	1167.000
Wilcoxon W	2493.000
Z	-1.050
Asymp. Sig. (2-tailed)	.294

a. Grouping Variable: Gender

As Table 7 indicates, gender does not play a significant role in teachers' the job satisfaction (p = .29 > .05). Accordingly, the fourth null hypothesis of the study, stating that the teachers' gender has a significant role in the degree of their job satisfaction is confirmed.

Results Relevant to Research Question Five

Research question five explored the potential role of experience in determining the teachers' job satisfaction. The teachers in the current study enjoyed a wide range of experience spanning from 1 to 40 years. Thus, to analyze the role of experience in job satisfaction, initially four groups were formed (1-10, 11-20, 21-30 and 31-40 years). Owing to non-normal distribution of the data for job satisfaction, Kruskal-Wallis test was run, the results of which are depicted in Tables 8 and 9.

Table 8
Mean Ranks Obtained for the Role of Experience in Job Satisfaction

	Experience	N	Mean Rank
Job Satisfaction	1-10	47	54.52
	11-20	29	48.57
	21-30	20	48.63
	31-40	7	58.93
	Total	103	

Table 9
Kruskal Wallis Test Results the Role of Experience in Job Satisfaction

	Job Satisfaction
Chi-Square	1.351
df	3
Asymp. Sig.	.717
a. Kruskal Wallis Test	
b. Grouping Variable: Experience	

As Table 9 illustrates, experience does not play a significant role in the teachers' job satisfaction (p = .71 > .05). Thus, the fifth null hypothesis of the study stating teachers' experience has a significant role in the degree of teachers' job satisfaction is confirmed.

Results Relevant to Research Question Six

The last research question of the study examined the role of teaching context in teachers' job satisfaction. As the teachers in the current study came from two separate contexts (school and institute) and due to non-normal distribution of the data for job satisfaction, Mann Whitney U test was run, the results of which are depicted in Tables 10 and 11.

Table 10
Mean Ranks Obtained for the Role of Context in Job Satisfaction

	Context	N	Mean Rank	Sum of Ranks
Job Satisfaction	School	50	47.92	2396.00
	Institute	53	55.85	2960.00
	Total	103		

Table 11
Mann Whitney U Test Results for the Role of Context in Job Satisfaction

	Job Satisfaction
Mann-Whitney U	1121.000
Wilcoxon W	2396.000
Z	-1.347
Asymp. Sig. (2-tailed)	.178
a. Grouping Variable: Context	

As Table 11 depicts, the teaching context does not play a significant role in the teachers' job satisfaction (p = .17 > .05). Then, the sixth and last null hypothesis of the study maintaining that teaching context has a significant role in the degree of the teachers' job satisfaction is confirmed.

Discussion

In examining the relationship between teachers' creativity and job satisfaction, the findings indicated that no significant correlation existed between the teachers' creativity and their job satisfaction. Accordingly, the first null hypothesis was approved. The finding for this question is in contrast to that of Reilly, et al. (2011) who claimed the significant positive relationship between teacher creativity and teaching efficacy and job satisfaction. The differences between the current finding and Reillys' findings can be accounted for by drawing on the fact that they rather

considered teachers' conceptualization of creativity and the proportion of teachers' effectiveness range by creativity, whereas the current study opted for the correlation of creativity and job satisfaction.

The investigation of the relationship between teachers' motivation and job satisfaction relates to the second question of the study. The outcome revealed that a significant correlation existed between teachers' motivation and their job satisfaction. Consequently, the second null hypothesis which expressed there is not any significant relationship between teachers' motivation and their job satisfaction was rejected. This piece of finding is in line with the one obtained by (Neto, et al. 2017). They studied the relationship between entrepreneurship, job satisfaction and motivation among teachers as well as demographic characteristics associated with entrepreneurship and job satisfaction, and found that a direct association prevails between teachers' motivation and the degree of their job satisfaction. Based on the study findings, teachers with lack of job satisfaction were characterized as not having sufficient intrinsic motivation.

Moreover, as regards the third research question, the results demonstrated that teachers' motivation enjoys a greater predictive power than creativity. Therefore, the third hypothesis of research reporting there is no significant difference between the role of motivation and creativity in predicting teachers' job satisfaction was rejected. The finding of the study, in this regard, is in contrast with the one obtained by Troesch and Bauer (2017). However, it must be noted that they totally aimed to explore job satisfaction and stress in second career teachers (SCTs) compared to first career teachers (FCTs), as well as the impact of teacher self-efficacy and job stress on job satisfaction. They found that, SCTs were highly satisfied and experienced low levels of job stress. Moreover, SCTs were more satisfied with their job than FCTs. And lastly, self-efficacy had a higher impact on job stress in SCTs than in FCTs. The opposing results can be justified on account of the fact that the variables used in this study were certainly different from those used in aforesaid research; for example, the researchers here examined the significance of differentiation within the role of variables like motivation and creativity in predicting teachers' job satisfaction, while in Troesch and

Bauer's research study, the main focus was on discovering the role of variables such as teacher self-efficacy and job stress in job satisfaction.

Additionally, the results obtained for research question four showed that gender did not play a significant role in teachers' job satisfaction. Thus, the forth null hypothesis of research claiming teachers' gender did not have a significant role in the degree of teachers' job satisfaction was confirmed. This is in partial contrast to the finding obtained by Neto, et al. (2017) who declared the correlation between entrepreneurship and job satisfaction among teachers as well as the role of demographic characteristics like gender. As their findings indicated, gender had a remarkable role in entrepreneurial behavior and job satisfaction, with men displaying higher levels of entrepreneurial behavior.

Research question five strove to investigate the potential role of experience in determining teachers' job satisfaction. There are very few studies that have explored the role of experience in job satisfaction (Lal Kardam & Rangnekar, 2012). However, as the research findings demonstrate, senior teachers are found to be more confident about their teaching qualifications and are hence characterized by higher levels of job satisfaction (Day, Sammons, Stobart, Kington & Gu, 2007; Kyndt, Gijbels, Grosemans & Donche, 2016, as cited in Louws, et al. 2017). In contrast, the finding of the current study for this question indicated that teachers' experience does not play a significant role in teachers' job satisfaction. This finding is in line with that of Van Maele and Van Houtte (2012), where teaching experience was not found to play a significant part in creating job satisfaction.

Finally, the last research question of the study examined the role of teaching context in teachers' job satisfaction. It's worth reiterating that teachers in the current study came from two distinct teaching contexts (schools and institutes). The results revealed that teaching context did not play a significant role in teachers' job satisfaction. Then, the sixth and last null hypothesis of the study maintaining teaching context did not have a significant role in the degree of teachers' job satisfaction was confirmed.

To conclude, the study at hand explored the relationship among Iranian EFL teachers' creativity, motivation and job satisfaction with an eye toward the role of gender, teaching experience and teaching context. In general, the

findings indicated that there was no significant relationship between creativity and job satisfaction. However, motivation as the other main variable had a significant correlation with job satisfaction. Furthermore, motivation was shown to have a greater predictive power as regards job satisfaction. Demographic variables explored in the current study, i.e. gender, teacher experience and teaching context, however, were not found to be significantly influential factors in teachers' job satisfaction.

The findings of the study, particularly with regard to the significant correlation existing between teacher motivation and job satisfaction, can have fruitful implications for educational administrators, authorities, and policy makers, in that they are the ones who can boost the status of job satisfaction among teachers through cogent decisions aimed at upholding teacher motivation. Thus, educational authorities should notice teachers' motivational needs, wishes, and concerns in order for them to achieve an acceptable rate of job efficiency, productivity and innovation. This trend can especially help teachers keep themselves in teaching profession and avoid early attrition.

Additionally, teachers' increased awareness of the role motivation can play in their augmented job satisfaction can be another useful implication that the current study can offer. The findings of this study also imply that the teachers who are sufficiently motivated and hence satisfied with their profession may do a better job in accomplishing their career goals and work on educating more efficient and well-trained learners.

After all, as experts in the field of teacher motivation (e.g., Kaplan, 2014; Urdan, 2014) declare, teacher motivation is still in a fledgling position and hence research within this realm is rather of an emerging nature. Nevertheless, probes into such key issues as motivation, creativity and job satisfaction in teachers' professional development can lead to the preparation of more efficient and proficient teachers who are well-versed in generating further accountability and sustainability in the future of education. In this regard, teacher educators are thought to play a key part in arranging more practical teacher training programs in which the prominence of such individual teacher characteristics, such as motivation and creativity can be upheld and the role they might have in experiencing increased levels

of job satisfaction can be designated. Though the current findings regarding the role such factors might play in teachers' overall job satisfaction are unsatisfactory and inconclusive, further investigation in this domain may help shed more light on the true nature of job satisfaction and the key factors underpinning it.

In view of the limitations the researchers in the current study were faced with, like inaccessibility of a sufficient number of teachers and resorting only to questionnaire administration for gathering data, future researchers are recommended to replicate the study with a larger sample of teachers and opt for triangulation to come up with more generalizable findings. Moreover, other potential factors can be taken into consideration by interested researchers to pinpoint the main variables that can contribute to teachers' job satisfaction. Finally, the inclusion of other demographic variables such as age can be another recommendation for future researchers who have the intention of replicating the current study.

Declaration of interest: none

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Biodata

Roshan Farajzadeh holds an MA from Islamic Azad University, Urmia branch. He is interested in researching issues relevant to teacher creativity and motivation.

Parviz Alavinia is an associate professor at Urmia University, and his main areas of interest include research in psycholinguistics (mainly probes related to motivation, memory and intelligence), as well as current issues in second language acquisition and teacher education.