

Investigating the Relationship between Iranian EFL Teachers' Motivation, Creativity and Job Stress

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Abstract : The present study was designed to find the relationship between Iranian teachers' motivation, their creativity and their job stress. To achieve such goals, 101 English Foreign Language (EFL) teachers through convenient sampling from different institutes of Shiraz and Fasa took part in this study. The researcher utilized three instruments including the Motivation to Teach Questionnaire (MTQ), Teacher Creativity Questionnaire and Job Stress Questionnaire. By running Pearson correlation coefficient, the findings emphasized that there was a statistically significant positive relationship between Iranian EFL teachers' motivation and their creativity. Moreover, the finding of this study revealed that there was a statistically significant positive relationship between Iranian EFL teachers' motivation and their job stress. Also, according to the results of this study, there was no statistically significant relationship between Iranian EFL teachers' creativity and their job stress. Besides, by utilizing multiple regression analyses, the finding highlighted that just teachers' creativity was able to strongly predict the variance in teachers' motivation. Each of the other variables, namely gender, teachers' job stress and years of teaching experience individually and collectively did not predict teachers' motivation. The pedagogical implications of the findings are thoroughly presented.

Keywords : creativity, Job stress, gender, years of teaching experience

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