JOURNAL OF A New Approach in Teaching and Learning

https://www.jnael.ir

Volume 1, Issue 3, Autumn 2025, Pages 51 to 60

eISSN: 3150-4078

Original Article (Quantitative)

Explaining Teachers' Creative Teaching Based on Job Satisfaction and Self-Esteem: A Comparative Study between Female and Male Teachers in Isfahan City

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Receive:
06 August 2025
Revise:
01 October 2025
Accept:
08 November 2025

Abstract

The present study aimed to explain teachers' creative teaching based on job satisfaction and self-esteem, with an emphasis on comparing female and male teachers in Isfahan City during the academic year 2022–2023. This study was applied in terms of purpose and descriptive in terms of method, using a correlational and causal-comparative design. The statistical population consisted of all female and male teachers working in schools in Isfahan City during the academic year 2022–2023. The research sample included 80 teachers (40 female and 40 male) who were selected through stratified random sampling. Data were collected using the Minnesota Job Satisfaction Questionnaire, the Randcip Creative Teaching Questionnaire, and the Rosenberg Self-Esteem Scale. The collected data were analyzed using Pearson's correlation coefficient, multiple regression analysis, and independent samples t-test. The findings indicated that there was a positive and significant relationship between job satisfaction and self-esteem with teachers' creative teaching, and these two variables significantly predicted creative teaching. Furthermore, comparative results showed that there were no significant differences between female and male teachers in terms of job satisfaction, creative teaching, and self-esteem. Based on the findings, enhancing teachers' job satisfaction and strengthening their self-esteem can play an effective role in increasing educational creativity and improving the quality of the teaching process.

Keywords:
Job Satisfaction, Creative Teaching, Self-Esteem, Female Teachers, Male Teachers, Isfahan City.

Please cite this article as (APA): Rahmanpour, N., Ebadi, Z. & Barghamadi, A. (2025). Explaining Teachers' Creative Teaching Based on Job Satisfaction and Self-Esteem: A Comparative Study between Female and Male Teachers in Isfahan City. *New Approach in Teaching and Learning*, *1*(3), 51-60.

https://doi.org/10.22034/jnael.2025.251135

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Publisher: Research Center of Resource Management Studies and Knowledge-Based Business

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