



A Causal Model of Job Satisfaction Based on Perceived Social Support and Family Emotional Climate: The Mediating Role of Cognitive Adaptability among Physical Education Teachers

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1. Round 1

1.1 Reviewer 1

Reviewer:

While the Introduction provides a comprehensive theoretical background, some paragraphs (e.g., the discussion of ecological and attachment theories) would benefit from a clearer, explicit linkage to the specific mediator (cognitive adaptability) used in this study to improve theoretical focus.

In the paragraph beginning “Despite the well-documented association between perceived social support and job satisfaction...”, the research gap is discussed broadly. Please explicitly state what prior models failed to test (e.g., lack of SEM-based mediation among physical education teachers) to sharpen the novelty of the study.

In the Participants subsection, the final sample size of 336 is reported without justification. Please clarify whether any power analysis, SEM sample-size guideline, or rule-of-thumb was used to determine adequacy.

In the Instruments section, cognitive adaptability is measured using the Weinberger Adjustment Inventory. Please explicitly justify how WAI dimensions (distress, self-restraint, repression) were aggregated or conceptualized as a single “cognitive adaptability” construct.

In the Limitations paragraph, self-report bias is mentioned. Please consider adding a brief note on potential common method variance and whether any procedural remedies were applied.

In the Suggestions for Future Research paragraph, consider recommending the inclusion of organizational-level variables (e.g., leadership support, school climate) to extend the explanatory scope of the model.

Authors revised the manuscript and uploaded the updated document.

1.2 Reviewer 2

Reviewer:

The sentence “Four standardized questionnaires were used” is followed by the description of only three instruments. Please correct the number or include the missing questionnaire.

Tables 3, 4, and 5 report identical regression coefficients and statistics. This redundancy should be resolved by retaining a single table and renumbering subsequent tables accordingly.

In the Results narrative following Table 3, the statement “accounting for 63% of the variance” contradicts the reported R^2 value of 0.40. Please ensure that variance explanations consistently refer to R^2 rather than R.

Model fit indices (e.g., RMSEA = 0.027; CFI = 0.98) are reported in the Discussion rather than the Results section. Please relocate these indices to the Results section to adhere to standard reporting conventions.

In Table 7, indirect effects are reported, but the method of mediation testing (e.g., bootstrapping, Sobel test) is not specified. Please clarify the statistical procedure and confidence interval estimation method used.

Several sentences (e.g., “Perceived social support enhances job satisfaction...”) imply causal inference. Given the cross-sectional design, please soften causal language or explicitly acknowledge inferential limitations.

The Discussion briefly mentions collectivist cultural norms when interpreting family support effects. This interpretation would benefit from a deeper, more explicit linkage to the Iranian socio-cultural context and educational system.

The paragraph discussing JD-R theory and stress-coping models is theoretically rich; however, please explicitly map each theoretical framework to a specific empirical finding from your model to strengthen explanatory coherence.

Authors revised the manuscript and uploaded the updated document.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.