

# Examining the Impact of Cognitive Flexibility on Quality of Work Life Considering the Mediating Role of Job Equity among Primary School Teachers in Simorgh County

Neda. Esmaeili<sup>1</sup>, Maryam. Saeedi<sup>2</sup>, Mojtaba. Rezaei Rad<sup>3\*</sup>


<sup>1</sup> Assistant Professor, Department of Educational Sciences, Qaemshahr, Islamic Azad University, Qaemshahr, Iran

<sup>2</sup> Department of Psychology, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran



<sup>3</sup> Assistant Professor, Department of Educational Technology, Sari Branch, Islamic Azad University, Sari, Iran

\* Corresponding author email address: mojtabarezaeirad@yahoo.com

### Editor

Trevor Archer  
Professor Department of  
Psychology University of  
Gothenburg Sweden  
trevorcsarcher49@gmail.com

### Reviewers

**Reviewer 1:** Abolghasem Khoshkanesh  
Assistant Professor, Counseling Department, Shahid Beheshti University, Tehran,  
Iran.  
Email: akhoshkonesh@sbu.ac.ir  
**Reviewer 2:** Thseen Nazir  
Professor of Psychology and Counseling Department, Ibn Haldun University,  
Istanbul, Turkey.  
Email: thseen.nazir@ihu.edu.tr

## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The definition of cognitive flexibility is comprehensive but slightly dense. Consider breaking it into shorter sentences or using bullet points for clarity when listing its components (e.g., adaptability, cognitive processing strategies).

The inventory by Dennis and Vander Wal is described as relevant for clinical and non-clinical settings. Elaborate on why it is appropriate for this study's specific population.

The use of the Job Equity Questionnaire is described briefly. Provide a rationale for selecting this instrument over others, highlighting its specific advantages for educational settings.

The description of mean and standard deviation values could be expanded. For example, explain how a relatively high mean for cognitive flexibility ( $M = 3.85$ ) impacts the quality of work life.

The correlations are statistically significant but weak to moderate. Discuss the practical implications of these findings in the discussion section.

The critical values and significance levels indicate robust findings. However, the standardized coefficients for cognitive flexibility's impact on job equity could benefit from comparison with other studies.

Conclusion, Paragraph 2: The emphasis on cognitive abilities is insightful but underexplored. How might these findings inform teacher training programs or curricula?

Response: Revised and uploaded the manuscript.

### 1.2. Reviewer 2

Reviewer:

The sentence "Advocates of quality of work life theory seek new systems to assist employees in balancing their work and personal lives" could benefit from specific examples of these "new systems."

The authors claim that "existing statistics indicate that job equity for men and women is lacking in some societies." Including a citation or specific data would strengthen this assertion.

Clarify how the sample size of 144 participants ensures representativeness for Simorgh County's primary school teachers. Was there an assessment of regional or demographic differences?

The sentence "Cronbach's alpha for cognitive flexibility was 0.85" lacks context. Compare these reliability scores to benchmarks or previously published research to demonstrate their adequacy.

The discussion of z-statistics is clear but lacks integration with real-world implications. Explain how this statistical finding translates into practical changes in educational settings.

The statement "In equitable workplaces, teachers with high cognitive flexibility can more effectively confront challenges" is interesting but general. Include examples or potential scenarios for better context.

The claim that "the absence of job equity may diminish the positive effects of cognitive flexibility" should be supported by empirical evidence or case studies.

The recommendation for policymakers to focus on job equity is valuable but vague. Suggest specific policies or strategies (e.g., training programs, equitable hiring practices).

Response: Revised and uploaded the manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.