

Investigating the Effect of Occupational Well-Being on Job Boredom among Iraqi Physical Education Teachers: The Mediating Role of Motivational Beliefs

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1. Round 1

1.1. Reviewer 1

Reviewer:

The phrase “Teaching is widely acknowledged as an emotionally and physically demanding profession...” could benefit from more specific references related to PE teaching contexts, such as differences from other subject areas in burnout literature.

In the line “...this study aims to fill a critical gap...”, please be more precise. What specific gap in previous literature (e.g., lack of SEM-based studies in Middle Eastern contexts or among PE teachers) is being filled?

The description of the Job Boredom Questionnaire lacks detail about the five subscales. Including subscale names and sample items would help readers understand what aspects of boredom were measured.

The claim that “motivational beliefs significantly mediate the relationship between occupational well-being and job boredom” could be further nuanced by discussing whether the mediation is partial or full, based on the reduction in direct path significance.

Response: Revised and uploaded the manuscript.

1.2. Reviewer 2

Reviewer:

The sentence “Job boredom not only undermines teachers’ enthusiasm but also impairs their cognitive functioning...” makes a strong claim. Consider citing additional empirical evidence, especially meta-analytic or cross-cultural sources, to support this broader assertion.

The paragraph discussing motivational beliefs would be enhanced by explicitly linking constructs like "task value" and "intrinsic motivation" to validated measurement models (e.g., expectancy-value theory or self-determination theory), which are only implicitly referenced.

Table 3 is mislabeled as “Path Coefficients for Hypothesis 1” when it should refer to Hypothesis 2. Please correct the labeling to maintain internal consistency and avoid reader confusion.

In the section reporting Sobel test results, the narrative says “t-values are 2.711, 6.777, and 13.305...” but does not indicate to which paths these correspond. Please specify which variable pairs these t-values represent (e.g., well-being → motivation, motivation → boredom).

2. Revised

Editor’s decision after revisions: Accepted.

Editor in Chief’s decision: Accepted.