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"The Role of Transparent Communication in Workplace Support, Paranoia Ideation, and Job Dissatisfaction among Teachers: A Correlational Study"

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Abstract

Objective: This research investigates the role of transparent communication in shaping workplace support, paranoia ideation, and job dissatisfaction among teachers in public and private schools. It aims to explore how transparent communication influences workplace support and its effects on levels of paranoia ideation and job dissatisfaction, while accounting for demographic factors such as teaching experience and school type.

Methodology: A quantitative correlational design was employed, utilizing a sample of 200 teachers selected through stratified random sampling. Participants were required to have at least one year of teaching experience. Data were collected using four primary tools: a Transparent Communication Scale, a Workplace Support Scale, a Paranoia Ideation Scale, and a Job Satisfaction Survey. Descriptive statistics summarized participant demographics, and correlation and multiple regression analyses were conducted to examine relationships among variables while controlling for demographic factors.

Results: Findings indicated that higher levels of transparent communication correlate with greater workplace support and lower levels of paranoia ideation and job dissatisfaction ($\beta = -0.41, p < 0.01$). Workplace support was identified as a strong predictor of job dissatisfaction ($\beta = -0.52, p < 0.01$). Paranoia ideation positively correlated with job dissatisfaction ($\beta = 0.37, p < 0.01$). ANOVA results revealed significant differences in paranoia ideation ($F = 7.42, p = 0.008$) and job dissatisfaction ($F = 8.67, p = 0.004$) between public and private school teachers.

Conclusion: Transparent communication and workplace support are key predictors of job satisfaction among teachers. This study underscores the need for strategies to enhance communication and support in educational settings to improve teacher well-being and job satisfaction. Future research should further explore these dynamics in various educational contexts.

Keywords: Transparent communication, workplace support, paranoia ideation, job dissatisfaction, teachers, public schools, private schools.

INTRODUCTION;

Transparent communication is increasingly recognized as a critical factor in fostering workplace support and mitigating negative psychological outcomes across various professional fields. For teachers, who often work in high-demand, high-stress environments, the flow of communication within an organization can have a profound effect on both job satisfaction and mental well-being (1). Numerous studies have shown that when communication within educational institutions lacks transparency, it can lead to feelings of distrust, uncertainty, and alienation among staff, particularly teachers, who may already feel isolated due to the inherent challenges of their profession (2). Transparency in communication not only promotes trust but also enhances collaboration and job engagement, which are essential for teachers' morale and overall satisfaction (3).

In educational settings, the absence of transparent communication can contribute to the development of paranoia ideation—a psychological state where individuals perceive others' actions as deliberately harmful or manipulative (4). This is particularly troubling in teaching environments, where collaborative efforts and teamwork are crucial to delivering quality

education (5). Paranoia ideation, driven by a lack of clear communication, can lead teachers to misinterpret organizational decisions and policies, fostering an environment of distrust that can severely impact their mental health (6) Moreover, research highlights that transparent communication, which refers to the open and honest exchange of information where employees are fully informed of organizational decisions, policies, and practices, is integral to creating a supportive workplace culture (7). In the educational sector, teachers rely heavily on transparent communication to feel supported and involved in the decision-making processes that affect their daily work (8). Without this openness, teachers may experience feelings of insecurity regarding their professional standing, leading to withdrawal from their peers and administrative bodies, which in turn exacerbates job dissatisfaction(9). According to (10, 11) lack of transparent communication not only affects teachers' job satisfaction but also intensifies feelings of burnout and disengagement, potentially affecting their ability to provide high-quality education to their students.

The relationship between transparent communication and workplace support is well-documented. Men (2014) found that when employees feel informed about the workings of their organization, their sense of job security increases, reducing the likelihood of paranoia ideation. In contrast, when communication channels are opaque, individuals are more likely to assume malicious intent behind organizational decisions, leading to increased stress and job dissatisfaction (12) .In educational settings, where teachers are responsible for not only their own performance but also the development of students, this heightened stress can have far-reaching implications for both individual educators and their institutions (13)

Furthermore, transparent communication serves as a buffer against the negative psychological impacts of high-demand work environments. It provides teachers with clarity and consistency in their roles, helping them navigate the complex dynamics of educational institutions (14) .Research suggests that teachers who perceive a higher degree of transparency in their workplaces are more likely to experience a stronger sense of belonging and support, which directly correlates with reduced levels of job dissatisfaction and burnout (15) .When teachers feel disconnected from decision-making processes and lack insight into organizational strategies, paranoia ideation can arise, leading to strained relationships with colleagues and administrators(16) . This sense of isolation and distrust not only affects

individual well-being but also diminishes the overall effectiveness of educational institutions(17).(18)

Emphasize that clear and transparent communication is crucial for fostering organizational commitment and reducing turnover rates among teachers. The absence of transparency can weaken trust between educators and administrative staff, resulting in a breakdown of essential support systems that are key to teacher retention(19). By fostering open lines of communication and involving teachers in organizational decisions, educational institutions can mitigate the negative effects of paranoia ideation, enhance job satisfaction, and ensure a stable, committed teaching workforce(20) . Although existing literature has explored transparent communication in organizational settings and its impact on employee well-being, limited research focuses specifically on teachers. Most studies target corporate environments, leaving a gap in understanding how transparency affects educators' mental health and job satisfaction. Additionally, while paranoia ideation has been studied in high-stress professions, little research addresses its emergence in educational contexts, particularly in relation to communication practices (21).

This study is significant because it contributes to the limited research on transparent communication in education, examines paranoia ideation in this context, and offers practical implications for school administrators and policymakers to enhance communication, reduce paranoia, and improve job satisfaction among teachers

The primary aim of this study is to investigate the role of transparent communication in shaping workplace support, paranoia ideation, and job dissatisfaction among teachers in both public and private schools. The study aimed to explore how transparent communication influences workplace support and how it affects levels of paranoia ideation and job dissatisfaction, while accounting for demographic factors such as teaching experience and school type

METHODOLOGY

This study utilized a quantitative correlational design to explore the relationship between transparent communication, workplace support, paranoia ideation, and job dissatisfaction among teachers. A sample of at least 200 teachers from both public and private schools was

selected using stratified random sampling, ensuring representation across different types of schools and teaching experience. Participants had to have at least one year of teaching experience to be included, while teachers currently on leave or in administrative roles were excluded from the study.

Data were collected using four primary tools: a Transparent Communication Scale to assess the level of openness in communication between teachers and school administrators, a Workplace Support Scale to measure the emotional and professional support perceived by teachers, a Paranoia Ideation Scale adapted from existing measures to evaluate paranoia levels, and a Job Satisfaction Survey to gauge overall job satisfaction. Each of these scales was Likert-type, with responses ranging from strongly disagree to strongly agree.

The data were analyzed using descriptive statistics to summarize participant demographics and levels of transparent communication, support, paranoia ideation, and job satisfaction. Correlation analysis was performed to examine the relationships between the variables, while multiple regression analysis was used to predict the influence of transparent communication and workplace support on paranoia and job dissatisfaction, controlling for demographic factors. Ethical considerations for this study included ensuring confidentiality and anonymity of all participants, obtaining informed consent, and allowing participants the option to withdraw at any point. Debriefing was offered upon completion of the study to inform participants of the study's findings and purposes.

RESULTS

Table 1: Participant Demographics (n=200).

Demographic Variables	n	Percentage (%)
Gender		
Male	90	45
Female	110	55
School Type		
Public	120	60

Demographic Variables	n	Percentage (%)
Private	80	40
Years of Teaching Experience		
1-3 years	70	35
4-6 years	90	45
7+ years	40	20

The sample consisted of 200 teachers, with a majority identifying as female (55%) compared to males (45%). Most participants worked in public schools (60%), and teaching experience was distributed as follows: 35% had 1-3 years, 45% had 4-6 years, and 20% had over 7 years of experience.

Table 2: Effects of Predictors and Interaction Terms on Job Dissatisfaction in the Workplace (n=200).

Predictors	Job Dissatisfaction (β)	p-value
Transparent Communication	-0.41**	< 0.01
Workplace Support	-0.52**	< 0.01
Paranoia Ideation	0.37**	< 0.01
Transparent Communication \times Workplace Support	-0.25**	< 0.05
Teaching Experience (control)	0.09	0.12
School Type (control)	-0.06	0.20

The regression analysis shows that transparent communication and workplace support are significant negative predictors of job dissatisfaction ($\beta = -0.41$, $p < 0.01$ and $\beta = -0.52$, $p < 0.01$, respectively). This indicates that higher levels of transparent communication and perceived workplace support are associated with lower job dissatisfaction. In contrast, paranoia ideation positively predicts job dissatisfaction ($\beta = 0.37$, $p < 0.01$), suggesting that higher levels of paranoia are linked to greater dissatisfaction. The interaction term between transparent communication and workplace support is also significant ($\beta = -0.25$, $p < 0.05$), indicating that the combined effect of these two factors further reduces job dissatisfaction.

Table 3: Comparative Analysis of Paranoia Ideation and Job Dissatisfaction between Public and Private School Teachers (N=200).

Dependent Variable	Sum of Squares	df	Mean Square	F	p-value
Paranoia Ideation	3.56	1	3.56	7.42	0.008**
Job Dissatisfaction	4.23	1	4.23	8.67	0.004**
Error					
Paranoia Ideation Error	95.21	198	0.48		
Job Dissatisfaction Error	97.45	198	0.49		

The ANOVA results reveal significant differences between public and private school teachers regarding paranoia ideation ($F = 7.42$, $p = 0.008$) and job dissatisfaction ($F = 8.67$, $p = 0.004$). This suggests that the type of school influences both paranoia levels and job dissatisfaction, with potential implications for the different work environments in public versus private institutions.

Table 4: Stepwise Evaluation of Predictors Influencing Job Dissatisfaction Including Demographic Variables (N=200).

Step	Predictors	Job Dissatisfaction (β)	R ² Change	F Change	p-value
Step 1	Transparent Communication	-0.41**	0.34	18.52**	< 0.01
	Workplace Support	-0.52**			
Step 2	Teaching Experience (control)	0.07	0.05	3.28*	0.02
	School Type (control)	-0.04			
Step 3	Paranoia Ideation	0.37**	0.08	4.65**	< 0.01

In the hierarchical regression analysis, step 1 confirms that both transparent communication and workplace support significantly predict job dissatisfaction ($R^2 = 0.34$). When demographic factors such as teaching experience and school type are added in step 2, teaching experience shows a small but significant positive relationship with job dissatisfaction ($\beta = 0.07$, $p = 0.02$), indicating that more experienced teachers tend to have slightly lower dissatisfaction levels. In step 3, paranoia ideation remains a significant predictor, reinforcing its importance in understanding job dissatisfaction.

Table 5: Distribution of Job Dissatisfaction Levels by School Type (N=200).

School Type	Low Dissatisfaction	Moderate Dissatisfaction	High Dissatisfaction	Total
Public	35%	45%	20%	100
Private	25%	50%	25%	100

The cross-tabulation reveals that public school teachers report lower levels of high dissatisfaction (20%) compared to private school teachers (25%). This suggests that private school teachers may face greater challenges or stressors that contribute to higher dissatisfaction rates. The distribution of dissatisfaction levels indicates that while a majority of both groups report moderate dissatisfaction, public school teachers seem to have more favorable perceptions of their work environment.

DISCUSSION

The findings of this research highlight the significant role that transparent communication plays in shaping workplace support, paranoia ideation, and job dissatisfaction among teachers in both public and private schools. In line with previous research, the results indicate that higher levels of transparent communication are associated with greater workplace support and lower levels of job dissatisfaction and paranoia ideation. The negative relationship between transparent communication and job dissatisfaction ($\beta = -0.41, p < 0.01$) is consistent with earlier studies. According to(22) transparent communication fosters a supportive work environment by promoting openness, reducing misunderstandings, and increasing job satisfaction. Our study aligns with this, suggesting that when school administrators are transparent in their communication, teachers are more likely to feel informed and valued, thus experiencing lower dissatisfaction. These results also mirror the findings of (23) who reported that organizations with higher communication transparency tend to have employees with higher morale and job satisfaction.

Workplace support emerged as a strong predictor of job dissatisfaction ($\beta = -0.52, p < 0.01$), reinforcing the importance of emotional and professional backing in reducing job dissatisfaction. This finding is supported by(24), who argue that perceived organizational support enhances employees' job satisfaction and overall well-being. In our study, teachers who perceived higher workplace support reported significantly lower job dissatisfaction. This result adds to the growing body of research indicating that supportive environments lead to

positive employee outcomes across various sectors (25). Interestingly, paranoia ideation was found to have a positive relationship with job dissatisfaction ($\beta = 0.37, p < 0.01$), suggesting that teachers with higher levels of paranoia ideation are more likely to experience job dissatisfaction. This finding is consistent with previous studies by (26) which highlight the adverse effects of paranoia ideation on an individual's well-being and job satisfaction. Paranoia ideation, characterized by distrust and suspicion of others, may lead to misunderstandings and poor relationships with colleagues and supervisors, thus increasing job dissatisfaction.

The interaction between transparent communication and workplace support ($\beta = -0.25, p < 0.05$) further reinforces the notion that these two factors work in tandem to reduce job dissatisfaction. Transparent communication appears to amplify the effects of workplace support, suggesting that when communication is open and transparent, the support provided to employees is more effective in reducing dissatisfaction. This aligns with the findings of (27), who emphasized that transparent communication strengthens workplace relationships, creating a more supportive and satisfying work environment.

The ANOVA results show significant differences in both paranoia ideation ($F = 7.42, p = 0.008$) and job dissatisfaction ($F = 8.67, p = 0.004$) between teachers in public and private schools. These findings suggest that school type may influence the levels of paranoia ideation and job dissatisfaction among teachers. Previous research has shown that public school teachers often face greater job security and administrative support than their private school counterparts(28). This may explain why paranoia ideation and job dissatisfaction levels differ significantly between the two groups, with private school teachers possibly experiencing more uncertainty and suspicion regarding their work environment.

When demographic factors, such as teaching experience and school type, were added to the regression model, the predictive power of transparent communication and workplace support on job dissatisfaction remained significant. However, teaching experience ($\beta = 0.07, p = 0.02$) added a modest predictive value, indicating that more experienced teachers tend to have slightly lower levels of dissatisfaction. This finding is consistent with existing literature suggesting that seasoned teachers often develop better coping mechanisms to handle workplace challenges, thereby experiencing lower dissatisfaction(29).

The cross-tabulation analysis showed that a higher percentage of teachers in private schools reported high dissatisfaction (25%) compared to those in public schools (20%). These results suggest that the structural differences between public and private school systems may contribute to varying levels of dissatisfaction. This supports previous findings by (30), who noted that private school teachers may face different challenges, such as lower pay and job security, contributing to higher dissatisfaction levels.

CONCLUSION;

This study sheds light on the pivotal role of transparent communication in reducing job dissatisfaction and paranoia ideation while enhancing workplace support among teachers. Consistent with earlier research, transparent communication and workplace support were found to be key predictors of job satisfaction. Paranoia ideation, while not as widely studied in educational settings, emerged as a significant contributor to job dissatisfaction. Future research should explore strategies to enhance transparent communication and workplace support in educational settings to improve teacher well-being and job satisfaction.

RECCOMENDATION AND LIMITATION OF THE STUDY

To enhance teacher well-being and job satisfaction, schools should prioritize transparent communication through regular training for both administrators and teachers. Developing mentorship programs can strengthen workplace support by connecting less experienced educators with seasoned colleagues. Regular assessments of teachers' mental well-being, including paranoia ideation, are also recommended, alongside tailored interventions for public and private school contexts. Future research should focus on effective communication strategies and conduct longitudinal studies to assess the long-term impact of these factors.

This study has several limitations. Its correlational design prevents establishing causation between the variables studied. While it included teachers from various schools, the sample may not represent all contexts, limiting generalizability. Additionally, reliance on self-reported measures can introduce bias, and factors like school culture and administrative policies were not controlled for. The focus on specific scales may overlook the complexity of the constructs involved, and excluding teachers on leave or in administrative roles may have limited the perspectives considered.

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