EFFECT OF PERSONAL AND JOB-RELATED OUTCOMES OF PARANOID IDEATION AMONG TEACHERS

Ayla Khan*[1], Hifza Sehar[2], Ayesha Umar Chaudhary[3], Ali Hasnain Siddique[4], Noshaba Razaq[5], Muhammad Naveed Khan[6]

*[1]Lecturer Psychology Department, The University of Haripur
[2]MPhil Scholar from Lahore Garrison University
[3]Lecturer (Department of Public Health and Nutrition, University of Haripur, KPK Pakistan)
[4]Student of MPH at School of Public Health, Jilin university, China
[5]Researcher at Foundation University Medical College Rawalpindi
[6]Student of MPH at School of Public Health, Jilin University

ABSTRACT
This study investigates the impact of paranoid ideation on teachers' personal and job-related outcomes, focusing on well-being, job satisfaction, stress, and turnover intention, Teaching is a profession characterized by high emotional and cognitive demands, which can exacerbate mental health issues such as paranoid ideation characterized by unfounded fears of being targeted for harm or persecution. Despite its potential impact, research on paranoid ideation among educators is limited, The study involved 100 teachers from both public and private schools. Participants completed self-report questionnaires, including the Depression Anxiety Stress Scale (DASS), Job Satisfaction Scale, Turnover Intention Scale, Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS), and Paranoid Ideation Scale. Data were analyzed using linear regression and Pearson correlation to explore the relationships between paranoid ideation and key outcomes, Paranoid ideation showed a positive correlation with turnover intention (r = 0.19, p < 0.05) and stress (r = 0.38, p < 0.001). It was negatively correlated with well-being (r = -0.09, p < 0.05) and job satisfaction (r = -0.24, p < 0.001). Paranoid ideation significantly predicted increased turnover intention and stress, as well as decreased well-being and job satisfaction, Paranoid ideation adversely affects teachers by increasing stress and turnover intention while decreasing well-being and job satisfaction. The findings underscore the need for interventions to improve mental health and job satisfaction within educational settings. Future research should explore the underlying mechanisms of these relationships and consider the role of external work environment factors.
Keywords: *Paranoid ideation, turnover intention, well-being, stress, job satisfaction, teachers.*

INTRODUCTION
Teaching demands significant emotional, cognitive, and physical engagement, with educators facing challenges such as classroom management, student behavior, administrative tasks, and societal expectations. This high-pressure environment has increasingly drawn attention to mental health issues among teachers, particularly as these issues can impair both educators' well-being and the quality of education delivered. Paranoid ideation, characterized by unfounded feelings of mistrust or persecution, remains an understudied phenomenon in this context(1).
Paranoid ideation, often explored in clinical settings, involves beliefs that others are trying to

harm or undermine an individual. While severe forms are linked to conditions like schizophrenia (2) ,milder forms can appear in non-clinical populations, affecting workplace dynamics. Teachers with paranoid ideation may misinterpret neutral or supportive interactions as hostile, leading to strained relationships and reduced job satisfaction (3) . Such distortions can exacerbate stress and dissatisfaction (4) Research indicates that paranoid ideation correlates with negative mental health outcomes, including anxiety and decreased life satisfaction (5) Well-being, which encompasses resilience, personal growth, and emotional stability (6, 7), is critical for effective teaching.

Teachers experiencing high levels of paranoia often report increased anxiety and lower life satisfaction due to perceived lack of control (8) .Thus, paranoid ideation is expected to negatively impact well-being among teachers. Job satisfaction, a crucial indicator of employee performance and retention, is influenced by workplace relationships, recognition, and administrative support(9). Paranoid ideation may disrupt these factors by fostering mistrust and fear, potentially lowering job satisfaction. Although direct empirical data on this relationship in educational contexts is limited, theoretical frameworks suggest a negative correlation between paranoia and job satisfaction.

Paranoid ideation is known to induce stress by taxing emotional and cognitive resources(10) . Teachers, who already manage considerable stress from their workload and student behavior, may experience exacerbated stress due to paranoid thoughts (11) . Teacher retention is a global concern, with turnover intention reflecting the likelihood of voluntarily leaving a position. Elevated job dissatisfaction and stress are known predictors of turnover intention(12). Paranoid ideation may contribute to turnover intention by creating feelings of alienation and diminishing professional connections (13) .Despite the potential impact of paranoid ideation on educators, empirical research focusing on this phenomenon within teaching remains limited.

This study aims to fill this gap by examining how paranoid ideation affects teachers' well-being, job satisfaction, stress, and turnover intentions. The findings are expected to inform interventions to improve mental health and job satisfaction in educational settings.

METHODOLOGY

The study involved 100 teachers from both public and private schools, selected through stratified random sampling to ensure diverse representation across school types and demographics. Eligible participants were currently employed as teachers with at least one year of teaching experience. Recruitment was conducted via email invitations and flyers distributed within the schools. After providing informed consent, participants completed questionnaires either online or on paper, based on their preference.

The Paranoid Ideation Scale was used to assess the intensity and frequency of paranoid thoughts and feelings of mistrust(14).

The Depression Anxiety Stress Scale (DASS) measured symptoms of depression, anxiety, and stress through distinct subscales for each emotional state(15, 16).

Job satisfaction was evaluated using a scale that addressed work conditions, recognition, and relationships with colleagues (17)

The Turnover Intention Scale assessed the likelihood of teachers considering resignation due to job dissatisfaction (18)

The Short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) measured aspects of mental well-being, including emotional resilience and psychological stability(19)).

Data were analyzed using linear regression and Pearson correlation methods. Linear regression explored the predictive relationships between paranoid ideation and job-related outcomes such as turnover intention, stress, and job satisfaction. Pearson correlation assessed the strength and direction of relationships between paranoid ideation and personal outcomes like well-being, stress, and job satisfaction. Statistical significance was determined at the 0.05 level for all tests, with data processed using statistical software such as SPSS for accurate analysis and interpretation. Ethical considerations were strictly followed, including obtaining informed consent from all participants, ensuring confidentiality, and providing the option to withdraw from the study at

any time. All data were anonymized to protect participant privacy

RESULTS

Table 1; Demographic Characteristics of the Sample (n = 100).

Characteristic	n	%
Gender		
Male	45	45%
Female	55	55%
Age		
20-30 years	30	30%
31-40 years	15	15%
41-50 years	50	50%
51+ years	5	5%
School Type		
Public	50	50%
Private	50	50%
Teaching Experience		
1-5 years	40	40%
6-10 years	30	30%
11-15 years	20	20%
16+ years	10	10%
Educational Qualification		
Bachelor's Degree	35	35%
Master's Degree	50	50%
Doctorate	15	15%

The results from Table 1 describe the demographic characteristics of the sample, which consisted of 100 participants. The gender distribution shows a slight predominance of females (55%) over males (45%). Age-wise, the majority of participants (50%) were aged between 41-50 years, with 30% in the 20-30 year range, 15% in the 31-40 year range, and only 5% being over 51 years of age. Regarding the type of school they worked in, the participants were evenly split, with 50% working in public schools and 50% in private schools. In terms of teaching experience, 40% of the participants had 1-5 years of experience, 30% had 6-10 years, 20% had 11-15 years, and only 10% had more than 16 years of teaching experience. Educational qualifications were also varied, with 50% of the participants holding a Master's degree, 35% having a Bachelor's degree, and 15% holding a Doctorate.

Table 2; Interrelationships among Paranoia Ideation Well-being, Job Satisfaction, Stress, and Turnover Intention (n = 100).

Variable	1	2	3	4	5
1. Paranoia		0.19*	-0.09*	-0.24**	0.38***
2. Turnover Intention			-0.36***	-0.35***	0.24**
3. Well-being				0.39***	-0.20*
4. Job Satisfaction					-0.14*
5. Stress					

In Table 2, the interrelationships among paranoia ideation, well-being, job satisfaction, stress, and turnover intention reveal important insights. Paranoia ideation was positively correlated with turnover intention (r = 0.19, *p < .05*) and stress (r = 0.38, **p < .001**), indicating that higher levels of paranoia are associated with higher turnover intentions and stress levels. Conversely, paranoia ideation was negatively correlated with job satisfaction (r = -0.24, **p < .01**) and well-being (r = -0.09, *p < .05*), suggesting that greater paranoia is linked to lower job satisfaction and well-being. Turnover intention was negatively correlated with well-being (r = -0.36, **p < .001**) and job satisfaction (r = -0.35, **p < .001**), meaning that teachers with higher intentions of leaving their job tend to report lower levels of well-being and job satisfaction. Additionally, well-being showed a strong positive correlation with job satisfaction (r = 0.39, **p < .001**), indicating that higher well-being is associated with greater job satisfaction. There was a weak negative correlation between well-being and stress (r = -0.20, *p < .05*), showing that lower well-being is associated with higher stress levels. Lastly, job satisfaction also had a weak negative correlation with stress (r = -0.14, *p < .05*), indicating that lower job satisfaction is related to higher stress.

Table-3; Predictive Modeling of Paranoia Ideation Based on Well-being, Job Satisfaction, Stress, and Turnover Intention among Teachers (n = 100).

Predictor	B	95% CI for B	R²	F
Job Satisfaction	_0.08***	[-0.15, -0.02]	0.06	-5.80**
Well-being	-0.03**	[-0.10, 0.40]	0.01	-0.77*
Stress	0.12***	[0.06, 0.18]	.15**	16.69***
Turnover Intention	0.06***	[-0.01, 0.13]	0.04	3.52*

Note. p < .05, **p** < .01, **p** < .001.

Table 3 presents the results of a regression analysis that predicted paranoia ideation based on well-being, job satisfaction, stress, and turnover intention. Job satisfaction was found to be a significant predictor of paranoia ideation (B = -0.08, **p < .001**), with lower job satisfaction leading to higher levels of paranoia. The confidence interval for job satisfaction did not include zero, suggesting that this effect is robust. Well-being was also a negative predictor of paranoia ideation (B = -0.03, **p < .01**), indicating that lower well-being is associated with higher paranoia, though this effect was smaller. Stress emerged as the strongest positive predictor of paranoia ideation (B = 0.12, **p < .001**), showing that higher levels of stress significantly contribute to increased paranoia ideation. This variable also explained a considerable amount of variance in paranoia ideation (R² = 0.15). Turnover intention had a positive relationship with paranoia ideation (B = 0.06, **p < .001**), though its effect was smaller compared to stress and job satisfaction. These findings suggest that stress and job satisfaction are the most important factors in predicting paranoia ideation, with higher stress and lower job

satisfaction leading to increased paranoia. The model as a whole accounted for a meaningful portion of the variance in paranoia ideation, as indicated by the R² values.

DISCUSSION

Paranoia ideation has increasingly been recognized as a critical factor affecting various aspects of employees' personal and professional lives, especially in high-stress occupations such as teaching. Teachers, who must balance student performance expectations, administrative duties, and personal life responsibilities, are particularly susceptible to psychological stressors like paranoia. Previous research has shown that paranoia in the workplace can negatively affect well-being, job satisfaction, and mental health, while also increasing turnover intentions[20] . The current study investigates the relationships between paranoia ideation, well-being, job satisfaction, stress, and turnover intention among teachers, providing important insights into how these factors interact and the impact on teachers' mental health and professional experiences.

The demographic characteristics of the study's participants, as shown in Table 1, reflect a diverse sample of 100 teachers. The majority (55%) were female, while 45% were male. Participants' ages varied, with the largest group (50%) aged between 41 and 50 years, followed by 30% aged between 20 and 30 years. The sample was evenly split between teachers working in public and private schools. Regarding educational qualifications, half of the participants held a Master's degree, 35% had a Bachelor's degree, and 15% had earned a Doctorate. The participants' teaching experience ranged widely, with 40% reporting between 1 and 5 years of experience and 10% indicating over 16 years of experience.

An examination of the relationships between the study variables, as detailed in Table 2, reveals several significant associations. Paranoia ideation was positively correlated with turnover intention ($r = 0.19$, $p < .05$), indicating that higher paranoia is associated with a greater likelihood of contemplating leaving the profession. This supports previous research suggesting that workplace paranoia leads to disengagement and distrust, which increases the risk of turnover[21] . Additionally, a negative correlation was observed between paranoia ideation and well-being ($r = -0.09$, $p < .05$), suggesting that greater paranoia is linked to reduced well-being. This finding aligns with prior studies that connect paranoia with poorer mental health outcomes[22].

Paranoia ideation also negatively correlated with job satisfaction ($r = -0.24$, $p < .001$), highlighting that teachers experiencing higher levels of paranoia tend to be less satisfied with their jobs. This is consistent with existing literature that demonstrates how paranoia can reduce satisfaction with one's work environment and professional role [23] .Furthermore, paranoia was significantly positively correlated with stress ($r = 0.38$, $p < .001$), reinforcing the idea that paranoia exacerbates workplace stress .

The predictive modeling results presented in Table 3 further elucidate the impact of well-being, job satisfaction, stress, and turnover intention on paranoia ideation. Stress emerged as the strongest predictor of paranoia ideation ($B = 0.12$, $p < .001$), accounting for 15% of the variance. This finding is consistent with the literature that identifies stress as a major contributor to the development of paranoia in work environments [24] .Job satisfaction also significantly predicted paranoia ideation ($B = -0.08$, $p < .001$), explaining 6% of the variance, indicating that teachers with lower job satisfaction are more likely to experience paranoia. This result supports previous studies linking job dissatisfaction to increased paranoia [23]

Well-being, though accounting for only 1% of the variance, was also a significant predictor of paranoia ideation ($B = -0.03$, $p < .01$). This finding aligns with research suggesting that higher well-being serves as a protective factor against paranoia ideation [25] Additionally, turnover intention predicted paranoia ideation ($B = 0.06$, $p < .05$), explaining 4% of the variance. Teachers contemplating leaving

their jobs may experience heightened paranoia, potentially due to job dissatisfaction or insecurity, as noted in previous research(26).

CONCLUSION

The findings of this study provide important insights into the complex relationships between paranoia ideation and various personal and professional outcomes among teachers, including well-being, job satisfaction, stress, and turnover intention. Paranoia ideation emerged as a significant factor influencing teachers' mental health and job-related experiences. The results demonstrate that higher levels of paranoia are associated with increased turnover intentions, lower well-being, and reduced job satisfaction, consistent with existing literature. Notably, stress was the strongest predictor of paranoia ideation, highlighting the significant role that work-related stress plays in the development of paranoia among teachers.

These findings underscore the need for targeted interventions to reduce workplace stress and enhance job satisfaction and well-being among teachers, which could mitigate paranoia ideation and its negative impacts on both personal and professional outcomes. Addressing these factors may also help reduce turnover intentions, thereby promoting a more stable and healthy teaching workforce. Future research should continue to explore the underlying mechanisms of paranoia in educational settings and examine the effectiveness of interventions designed to improve mental health and job satisfaction in this high-stress profession.

RECOMMENDATION AND LIMMITATION OF THIS STUDY

Based on the findings of this study, several recommendations can be made. First, schools should implement mental health support programs to address the psychological well-being of teachers, particularly focusing on reducing workplace stress, which was found

to be the strongest predictor of paranoia ideation. Workshops or training programs aimed at improving job satisfaction, stress management, and coping strategies could potentially reduce the development of paranoia among teachers. Additionally, fostering a supportive and transparent school environment could minimize the mistrust and job dissatisfaction that contribute to turnover intention. School administrators should also consider periodic assessments of teachers' mental health and job satisfaction to promptly address any emerging issues. Future studies could explore the impact of interventions on reducing paranoia and related outcomes in teaching professionals.

Despite the valuable insights gained, this study has several limitations. First, the sample size of 100 teachers, while adequate for statistical analysis, may limit the generalizability of the findings to all teachers, especially across different regions or educational systems. Second, the use of self-report questionnaires may introduce response bias, as participants might underreport or over report their experiences due to social desirability or fear of stigma. Third, the cross-sectional design of the study limits the ability to establish causal relationships between paranoia ideation and the outcomes studied. Longitudinal studies would provide a more comprehensive understanding of how paranoia evolves over time and affects well-being, job satisfaction, stress, and turnover intention. Finally, other potential influencing factors, such as personality traits or specific organizational policies, were not included in this study, which could have provided a more nuanced understanding of paranoia ideation in the teaching profession. Future research should aim to address these limitations to strengthen the validity and applicability of the findings.

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