

Lived Experiences of Teachers with Failed Relationship: Basis for the Formation of Workplace Counselling Team for Romantically Ill-Fated Teachers

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ABSTRACT

How many wounds can we justify to prove our love to the person holding the knife? This is the question which embodies the feeling initially felt by the respondents of this study who only engaged in a relationship with hopes to have a complete and loving family to cherish. The painful face of reality among some of the teachers of Malapatan National High School is drawn out by the courage to love somebody so much in the beginning just to be left broken into pieces at the end. This sparked the interest of the researchers to conduct the study to address this concern. During data-analysis phase, the IPCRF rating was considered in identifying the performance level of the ill-fated teachers during the occurrence of their failed relationship. In further consideration, the latest rating, frequency percentage and mean were measured. In determining the significant difference between the performances in terms of IPCRF rating during the occurrence of failed relationship and the latest IPCRF rating when they have managed to move on, a paired t-test was used. Using t-test, the p-value is 0.032013. It is concluded that there is a significant difference between their previous and latest performance ratings. This means that during and after the occurrence of failed relationship of the teachers, their performances differ significantly. This result leads to the rejection of the null hypothesis, that there is significant effect on the performance level, in terms of the IPCRF rating, of the teachers when they experience failed relationship.

Context And Rationale

It is apparently accustomed that anyone deserves to have the fulfilment of a supplicated love from the person someone has chosen to spend his/her whole life with. Ironically, the excitement felt towards having a better-half is the exact opposite feeling we felt upon losing them – such pain does not exempt even the academicians.

Although the teaching profession has been reasonably undisputed when it comes to ranking of professional nobility and teachers are viewed to have always had the students' admiration as they are the role models who have always been looked to in every step of the way, they remain vulnerable at some point.

Despite being poured with the knowledge and skills required of an individual in the teaching arena, teachers are humans after all who laugh when in happiness and cry when in pain – enough to say that mere human characteristic never chooses a profession or status. With the ventures of different studies about teachers around the globe, many have studied about the aspect of their teaching and other related pedagogical concerns, yet it is close to none that studies about their failure to love have been brought to anyone's attention.

The present reality of a relationship that is true to some teachers of Malapatan National High School is that it ends in a way it was hoped it should not be. Living with a partner for a long period of time is not a guarantee of everlasting love and that anyone is spared of the pain it may cause. According to Pal (2018), someone disturbed by relationship problems may less likely perform his/her tasks due to discouragement – a situation nobody has ever wished to happen to the teachers victimized by the acts of love. With the concept in mind, teacher-centered research is sought to be given focus as there have already been student-centered researches which have become a more commonplace. The focal point of common studies addressed by many researchers in the Department of

Education is at the core of the students' progress while a program for the interest of the teachers such as this has not yet been clearly established.

In this proposed program, addressing concerns about teachers' failure to love does not mean invading their privacy. Rather, it helps build rapport among anyone in the institution that as one family, giving a piece of advice to a desolated heart caused by ill-fated love develops someone's self-esteem to help maintain the essence of professionalism despite being highly discouraged (Renata, et.al., 2015).

This personal struggle of the teachers, if taken for granted, will clearly become a potential setback which may horrify the systematic institutional processes of the school. This is the very reason that a workplace counselling team should be established. According to a census datum (2017) which contains the discussion paper about key to success, workplace counselling can be benefitted by both employees and employers. This attests that there is an association between an employee's psychological well-being and his/her efficiency at work. It is supported by Omol (2018) that by way of counselling employees, they themselves will be able to boost their own morale securing positive outlook in dealing with their own problems and be able to make better decisions.

To reiterate, this study seeks the formation of workplace counselling team of the school to fully realize that this may offer changes to someone's perception about problem occupancy in mind (McLeod & Handerson, 2003). In this way, teachers who feel romantically ill-fated are counselled by qualified teacher-counsellors who hope that those who are stricken by the pain of ill-fated relationships will be rescued from the rift of discouragement and desolation.

Innovation, Intervention, And Strategy

The proposed intervention for this study is the formation of workplace counselling team of Malapatan National High School.

It is imperative that as human beings who have been bestowed with the right to love and be loved, teachers deserve comfort and peace of mind in case, upon the execution of such aforementioned right, twists and turns strike during the tough test of times. In this way, an immediate action to scaffold emotions will be at hand.

By way of counselling, the researchers believe that the burden of ill-fated relationship encountered by the teachers will be lessened as they are to unleash the pain in their hearts. In the work of Capacio (2013), it was emphasized that a well-guided person built-in with a strong foundation of emotions to feel and wisdom to understand others is well-equipped enough to be a good counsellor to the ones who may need to develop an emotional strength in the future. Being an employee in a workplace such as the Department of Education, counselling serves as an emotional therapy to the employees of the organization for them to work efficiently (Ajila & Adetayo, 2013).

At the implementation stage, a consultation by the guidance counsellor, principal and a select few prospects for the team to convene every quarter should take place. The consultation with the RIFs should be done in a manner of interview. The collected data would be interpreted as the basis for intervention, while the overall impact concerning the program implementation would be practicably discussed as well. Overall, the team should comprise of the people of the institution endorsed by the RIFs who possess the following values: godly, trustworthy, open-minded, respected, secret-keeper, and sympathetic.

Research Questions

Specifically, this study sought to answer the following answer the following questions:

1. What are the factors that determine romantically ill-fated relationship;
2. What are the coping mechanisms employed by the respondents in overcoming relationship issues;
3. Is there a significant difference between the teachers' teaching performance during the time of their heartache and during this time that they have moved on; *and*

4. What interventions can be applied to address the issues of the teachers with romantically ill-fated relationship?

Hypothesis

Ho: There is no significant difference between the teachers' teaching performance during their time of heartache and during this time that they have moved on.

Action Research Methods

Participants and/or Other Sources of Data and Information

The participants of the study were the seven (7) teachers of Malapatan National High School identified to be RIF (Romantically Ill-fated). These teachers carried the emotional burden of being into such relationship for quite a moment in time. These respondents were identified by their sex, marital status, and age group which are male or female, single or married aged 25 years old and above.

Distribution Table of the Teacher-Respondents

Category	Sex		Total
	Male	Female	
Junior High School Teachers	0	6	6
Senior High School Teachers	0	1	1
Total			7

Data Gathering Methods

This study used the qualitative-quantitative approach. In order to collect information from the respondents, the researchers asked the permission and suggestions of the principal as to who were the prospected respondents of the study. Each was identified according to the directives of the school head who has been a witness to each teacher's RIF condition. With the names given, each underwent validation whether or not each could be under the category of RIF. To be identified as such, the following factors must be considered: legally-separated (for married), separated (for those in a relationship), widowed, unmarried, and/or complicated. Each was sent with a letter informing that the researchers would conduct a one-on-one interview about their experiences of failure.

Data Analysis

The IPCRF rating was considered in identifying the performance level of the Ill-fated teachers during the occurrence of their failed relationship. Since only five out of seven teachers had an IPCRF during their trying times, it is just the five whose data were presented and analyzed in the table below. In the study, the latest rating, frequency percentage and mean were measured. In determining the significant difference between the performances in terms of IPCRF rating during the occurrence of failed relationship and the latest IPCRF rating when they have managed to move on, a paired t-test was used.

Factors that Determine a Romantically Ill-fated Relationship

This study purposively targets teaching personnel who have firsthand experience with significant relational dissolution. Specifically, eligible participants must be currently employed as teachers of Malapatan National High School who have maintained a minimum of two years in the profession, ensuring adequate exposure to the occupational stressors that spill over into their personal lives. Furthermore, respondents must self-identify as having experienced an ill-fated romantic relationship, operationally defined for this study as a committed partnership that resulted in separation, annulment, or unresolved distress within their years of togetherness. By

restricting the sample to this specific demographic, the study guarantees that the respondents possess the requisite experiential background to accurately evaluate the self-perceived perception statements, thereby allowing for a vigorous quantitative analysis of the occupational, psychological, and socio-environmental constructs driving these relational outcomes.

Performance Level of Romantically Ill-fated Teachers during the occurrence of the Failed Relationship

Table 1 Performance Level of Romantically Ill-fated (RIF) Teachers During the occurrence of the Failed Relationship

Performance Level (based on IPCRF rating)	Frequency	Percentage	Remarks
4.500- 5.000	0	0%	Outstanding
3.500-4.499	2	40%	Very Satisfactory
2.500-3.499	3	60%	Satisfactory
1.500-2.499	0	0%	Unsatisfactory
Below 1.500	0	0%	Poor
Mean Score in Performance: 3.278			

As shown in table 1, the performance of the Romantically Ill-Fated (RIF) teachers is very low. Based on the IPCRF rating, 60 percent (60%) obtained a rating of 2.500-3.499 which is described as **Satisfactory** and 40 percent (40%) obtained a rating of 3.500-4.499 which is described as **Very Satisfactory**.

The mean score in IPRCF rating is **3.278** which is described as **Satisfactory**. Thus, generally, the Romantically Ill-fated Teachers (RIF) did not perform well in school with a rating under **Satisfactory level**.

Performance Level of Romantically Ill-fated Teachers After the occurrence of the Failed Relationship

Table 2 Performance Level of Romantically Ill-fated (RIF) Teachers After the occurrence of the Failed Relationship

Performance Level (based on IPCRF rating)	Frequency	Percentage	Remarks
4.500- 5.000	2	40%	Outstanding
3.500-4.499	2	40%	Very Satisfactory
2.500-3.499	1	20%	Satisfactory
1.500-2.499	0	0%	Unsatisfactory
Below 1.500	0	0%	Poor
Mean Score of Performance: 4.18			

As shown in table 2, the performance of the Ill-fated teachers when they have moved on has been improved. Based on the IPCRF rating, 40 percent (40%) obtained a rating of 4.500- 5.000 which is described as **Outstanding**, 40 percent (40%) obtained a rating of 3.500-4.499 which is described as **Very Satisfactory** and 20 percent (20%) obtained a rating of 2.500-3.499 which is described as **Satisfactory**.

The mean score in IPRCF rating is **4.18** which is described as **Very Satisfactory**. Thus, generally, the Ill-fated Teachers (RIF) performed well in school during the time that they have moved on obtaining the above rating with verbal description of **Very Satisfactory**.

Performance Level Comparison of RIF Teachers before and after their Failed Relationship

This study also determined the significant effect on the performance level, in terms of the IPCRF rating, of the Romantically Ill-Fated Teachers when they experienced failed relationship as shown in Table 3.

Table 3 Performance Level Comparison of RIF Teachers before and after their Failed Relationship

Group	Mean Level	Description	p-value	Remarks
1. Before	3.278	Satisfactory	0.032013	There is significant difference
2. After	4.18	Very Satisfactory		
Mean Difference: 0.902				

Based on paired t-test, the teachers' performance during the time of their heartache obtained mean level of 3.278 while the teachers after having moved on obtained a mean level of 4.18. This yields a mean difference of 0.902 between during and after the occurrence of failed relationship.

Using t-test, the p-value is 0.032013. Since $p < .05$, then there is **significant difference** between the two groups.

This means that during and after the occurrence of failed relationship of the teachers, their performances differ significantly. This result leads to the rejection of the null hypothesis, that there is significant effect on the performance level, in terms of the IPCRF rating, of the teachers when they experience failed relationship.

DISCUSSION OF RESULTS AND REFLECTION

Based on the conducted interview by the researchers and as evident through IPCRF results of the respected school year they went through their toughest, it was found out that the teaching performance of the said teachers was greatly affected by problems brought by ill-fated relationship.

This is evident in the verbatim accounts of the participants:

"Dili jud kaayo ko ka concentrate sa akong pag tudlo. Kung naa kay problema sa pamilya... maka apekto jud siya sa imong pag tudlo diri sa skwelahan, kay mismong kato, stress kaayo ko, payat kaayo ko ato nga time. Na ulian lang akong lawas katong medyo na ok nako katong ge counsel ko ni Sir Enting" (Respondent 1)

"I couldn't concentrate very much on my teaching. If you have a family problem it can affect your teaching here at school, because that time, I was very stressed, I was very thin that time. My body went back to normal during the time that when I was ok, when I was counselled by Sir Enting."

"Siguro not really nga ingon ana ka unproductive pero affected jud akong pag tudlo kay emotionally unstable kana mentally, pati.. lahat... kasi ang emosyon natin kasi kung minsan pinapa-iral natin ang emosyon natin kaysa sa utak. Kaya I prefer nga mag adto sa school para mawala akong mga problems... para maka hanap ng channels para mapagawas gud nimo imong gibati. (Respondent 2)

"Maybe it's not really that unproductive but I'm affected when I was teaching because I was emotionally unstable mentally, as well .. all... because it's our emotions because sometimes we make our emotions conquer our brain. So I prefer to go to school to get rid of my problems... to find channels so you can really express how you feel."

In the above verbatim account, an ill-fated relation is a type of a relationship by which both parties have ended up because of concubinage, misunderstanding, having no spark anymore, long-distance relationship and death of a partner. Thus, this relationship came to an end in an unfortunate way (Collins, 2021).

Although pain is temporary, it leaves a big scar which is a permanent remembrance of the wound that one once had. In a closed door interview conducted by the researchers with the respondents, it was found out that these teachers underwent the process of healing from their pain. Some did the travelling, others enrolled in a graduate

school, some chose to be alone, and some sought advice from the people whom the respondents trusted so much as reflected on the verbatim accounts below:

"Actually katong nag bulag me sa akong bana, mas gi pili nako maging busy. Nag enrol ko sa masteral, pero ingon nga kanang sa teaching nga maka concentrate ka ug tudlo, dili jud ka maka concentrate sa pag tudlo labi nag naa kay problema sa imong pamilya. Kato nga time, gina comfort ko sa mga tao nga naa sa akong paligid, so somehow medjo ma ok rapud ko. Pero kanang pag abot sa trabaho, murag mawala ka sa imong sarili." (Respondent 3)

"Actually when my husband and I got separated, I prefer to be busy. I enrolled in masteral, but as for teaching that you can really concentrate on what you teach, you really can't especially when there is a problem with your family. For a while, I was comforted by the people around me, so somehow I'm okay with it. But when it comes to work, you seem to lose yourself."

"Ako sir kato nga time nga nahitabo to siya, pasalamat rapud ko kay nay mga tao nga ni comfort jud nako. Tapos ge himo nalang pud to nako ug motivation nga mo eskwela ug masteral didto sa layo kay para maka travel travel pud ko, ug maka muni muni pud ko. Sa time pud sa akong pag tudlo ato sa una, lahi rajud kaysa atong time nga ok jud kaayo ko. Imagine pagka next month na dapat inyong kasal, tapos wala na dayon kay tungod lang wala mo nagka sinabot? Sa akua, sakit kaayo to. Mo sulod ko sa klasi nga abi sa mga bata ok rako, pero katong time nga nag tudlo ko sa ilaha, lahi rajud sir. Maayo nalang pud nag sugot si Sir Max ato nga mag leave ko ug pila ka days. sa kato nga days nga nag leave ko, nag muni muni rako ato, hangtod nga na ok rajud ko sir." (Respondent 4)

In my case sir, during that time when it happened, I was really thankful that there were people who comforted me. Then I just that a motivation to go to enrol in a master's program somewhere far so I could also travel and have some time to meditate. The time when I was teaching is really different from the time prior to the pain. Imagine next month will be your wedding, then it suddenly went over because you were not in agreement with something? To me, it hurts so much. Whenever I attended my class, my students would normally think I'm ok, but during the time that I was teaching, it was very different sir. Good thing Sir Max (Maximo Cabanlit, the school principal) permitted me to file a leave for quite a number of days. During those days, I meditated until I found myself recovered."

"Ang akua ato thankful ko kay Sir Michael kay murag naa pud koy Tatay atonga nag advise sa akua sa akong dapat buhaton. Need jud nga pag naa kay problema labi na sa ingon ana nga klasi, naa jud kay ka istorya para mapagawasan nimo ug problema. Pasalamat jud ko kay na pansin jud niya nga dili jud mayo akong mood ato naga teach ko nga dala dala ang problema sa akong lovelife." (Respondent 5)

"I am thankful to Sir Michael because it seems like I also have Dad advising me on what to do. It is a must that if you have a problem, especially in problems like this, you really need to have people to talk to. I was thankful that he detected that I was not ok when I was teaching while bearing the problem of my love life."

As the respondents were interviewed, each of their responses was noted. All of them affirmed that for an ill-fated teacher to feel less burdened, he/she should seek advice from the people who are experienced as reflected in the works of Kumar (2019) that it is always a comforting act to share with someone in whom you can open your problems with and by extension, someone trustworthy enough who cannot disclose confidential matters. In the article of Banfield (2015) it is claimed that a problem shared is a problem halved. Thus, establishing a good communication with other people makes one feel that he/she is not alone. During the IPCRF Data retrieval of the respondents, the researchers found out that there is a significant effect on the performance level of the teachers during the time of their failed relationship and during this time that they have moved on.

It is for this that the school will form a counselling team who will initiate a program for teachers such as these as it recognizes the fact that according to Theresa (2016) is a transformative process to learn all that are to be learned in a perspective that will address the issues and concerns of the teachers. In this way, if one encounters

problems such as what has been the subject of this study, it would be easy to ask for the guidance from the identified individuals who can ease the emotional needs of those whose problems are categorized as such. In conclusion, it is an underscored responsibility of the team of counsellors to counsel teachers who are bombarded with problems denoted by being romantically ill-fated.

Interventions that can be Applied to Address Romantically Ill-fated Relationship Issues

The study recognises the fact that counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School. The study recognises the fact that counselling is a transformative process of helping people to learn all that are to be learnt both in and outside the School.

Addressing the emotional and professional decline of Romantically Ill-Fated (RIF) teachers requires a thoughtful blend of institutional support and personal coping mechanisms. This highlights that experiencing a relationship closure significantly impacts a teacher's classroom effectiveness, as evidenced by a drop in their average IPCRF rating from 4.18 down to 3.278. However, the study also proves that with appropriate interventions, these educators can successfully heal and restore their teaching efficacy to "Outstanding" or "Very Satisfactory" levels.

On an institutional level, the primary intervention recommended by the researchers is the establishment of a workplace counseling team within the school. This dedicated group would initiate support programs tailored to teachers navigating personal crises, offering them a safe, confidential space to seek guidance. Additionally, granting mental health or wellness leaves serves as a highly effective administrative intervention. As noted by one respondent, being permitted by the principal to take a few days off provided the crucial time needed to meditate, process sudden grief, and mentally recover before being back to classroom teaching setting. Furthermore, fostering a workplace culture of peer support and mentorship is important; the presence of empathetic colleagues who actively check in, notice changes in mood, and offer advice helps distressed teachers feel grounded and less isolated.

Beyond administrative actions, the transcript identifies several personal coping strategies that the school's support system can actively encourage. Many affected teachers found comfort in channeling their emotional energy into personal development, such as pursuing higher education by enrolling in master's programs to stay busy. Others benefited heavily from travel and meditation, which allowed them to step away from their immediate environment to process heavy emotional burdens. Ultimately, the study underscores the psychological relief of verbalizing the pain. Guided by the principle that a problem shared is a problem halved, encouraging teachers to open up to trustworthy confidants prevents their distress from overriding their mental stability, enabling a healthier and faster transition back to their professional duties.

CONCLUSION

The end of a romantic relationship undeniably triggers a severe emotional and professional decline in teachers, significantly impairing their classroom effectiveness and diminishing their performance evaluations. However, this setback is temporary and highly reversible. The findings demonstrate that a teacher's professional efficacy is deeply intertwined with their emotional well-being, and when supported through a targeted blend of institutional assistance and personal coping mechanisms, these educators can successfully navigate their grief, healing, and fully restore their teaching performance to outstanding levels. Thus, there is a significant difference between teachers' performances based on their IPCRF results comparison, thereby rejecting the null hypothesis.

RECOMMENDATION

To effectively support grieving educators, school administrations must proactively implement institutional interventions, specifically by establishing a dedicated workplace counseling team and institutionalizing mental health or wellness leaves that allow teachers crucial time away to process their grief. Furthermore, leadership should actively cultivate an empathetic workplace culture built on peer mentorship, where colleagues check in

on one another to prevent isolation. Concurrently, the school's support network should actively encourage positive personal coping strategies, such as pursuing higher education for productive redirection, engaging in travel and meditation, and openly verbalizing their struggles to trusted confidants to accelerate their emotional recovery and healthy transition back to the classroom.

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ACTION PLAN

Key Activity	Time Frame	Logistical Needs	Key Persons Involved	Budget Allotment
1. Presentation of the result of the study to the principal and teachers	4 th week of March 2021	Projector and laptop	The Researchers	none
2. Formation of the Workplace Counselling Team	1 st week of May 2021	Bond papers	RIF Teachers, Guidance Counsellor	none
3. Presentation of the Identified Problems	2 nd Week of May 2021	Projector and laptop	Guidance Counsellor, Principal, and RIF Teachers	1,500.00
4. Evaluation of the intervention applied	3 rd week of May 2021	Projector, laptop, evaluation sheet	Guidance Counsellor, Principal, and RIF Teachers	1, 500.00
5. Improvisation plan intended to clear misconceptions and loopholes as well as address suggestions with regard to the intervention	1 st week of June 2021	Projector, laptop, results of the evaluation	Guidance Counsellor, Principal, and RIF Teachers	1,500.00

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