

Enablers and Barriers of Research Engagement of Registered Guidance Counselors in Higher Education Institution in the Philippines

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Abstract

Registered guidance counselors working in higher education institutions were investigated about their engagement in research for this study. The explanatory sequential mixed method design was utilized, integrating (161) survey respondents' responses with (10) in-depth interviews that delved into the participants' life narratives regarding their engagement in research for the academic year 2022–2023. There is an association between tenure, personal, social, and overall factors, and enablers of research engagement. Also, there is an association between personal, social, and organizational factors and barriers of research engagement among registered guidance counselors. "Presence of research-related training/webinars" ($M=3.11$) is the response with the highest mean, reflecting the institutional assistance provided by their university. Three themes emerged as a result of the study. Theme 1 Setting the Right Directions: Enablers of Research Engagement of Registered Guidance Counselors, Theme 2. Hindering the Process: Barriers of Research Engagement of Registered Guidance Counselors, and Theme 3: Keystone to Guidance Counselors' Successful Research Engagement: School Administration Intervention Support to encourage registered guidance to become more involved in research, a program of intervention was developed.

