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Skills Limitations, Resource Constraints and Workload Pressure as Barriers in Conducting Research among Public Elementary School Teachers

John Rey SR. Soverano

*College of Education, Bicol State College of Applied Sciences and Technology, Naga City,
Camarines Sur, 4400 Philippines*

E-mail: jrsroverano@astean.biscast.edu.ph

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ABSTRACT Despite increasing expectations for teacher-led research, public elementary school teachers continue to encounter persistent challenges that hinder their ability to initiate, conduct, and complete research activities effectively. This qualitative research utilised a structured open-ended question to gather the data from the 62 elementary school teachers using thematic analysis with inductive coding for data processing. Three emerging themes were identified in the study based on the responses of teachers with regard to their research writing experiences, which include capacity and skills limitations, resource and support constraints and workload pressures. The emergence of these themes provides empirical evidence that human capital development among public elementary school teachers is constrained by the combined influence of individual competencies, institutional support systems, and organisational demands, thereby extending existing literature on teacher professional development in basic education.