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INSTRUCTIONAL CONTROLLING ROLES AND CLIMATE VERACITY OF TEACHERS IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT
This study described the instructional controlling roles and climate of veracity among school heads in public elementary schools. This study used the non-experimental quantitative research design utilizing correlational method. The respondents of this study were composed of 133 teachers in public elementary schools using the universal sampling. The data analysis utilized the mean, Pearson r, and regression analysis. The findings revealed that both the instructional controlling roles and the climate of veracity of school heads were oftentimes manifested. It was found out that there was a significant relationship between instructional controlling roles and the climate of veracity among school heads in public elementary schools. It was shown further that the domains of instructional controlling roles significantly influenced the climate of veracity among school heads. Based on the findings, public elementary school heads are recommended to enhance their evaluation practices by addressing gray areas such as setting more achievable goals throughout the school year and providing meaningful rewards for teachers who demonstrate high performance, to further strengthen veracity and motivation in the school environment.

KEYWORDS: *Instructional Controlling Roles, Climate Veracity, Teachers, Public Elementary Schools*

1. INTRODUCTION
Instructional controlling and veracity in school leadership have increasingly gained attention in educational research, especially in the context of improving teaching quality and school outcomes. Instructional controlling refers to the roles and responsibilities undertaken by school heads in planning, supervising, evaluating, and supporting instructional practices in schools. These roles are essential in fostering a culture of excellence, accountability, and continuous improvement among teachers (Dixon & Palmer, 2020). On the other hand, a climate of veracity in schools reflects the ethical foundation and transparent decision-making of school heads, which are necessary to build trust, foster professionalism, and uphold standards in educational leadership (Brigue & Orlu, 2023).

Traditionally, instructional controlling focused mainly on monitoring curriculum implementation and teacher performance. However, current perspectives emphasize its dynamic role in shaping instructional culture, mentoring teachers, and promoting learner-centered pedagogies (Pan, 2022). School heads are expected to be instructional leaders who guide professional growth, cultivate teacher motivation, and ensure alignment between instructional goals and actual classroom practices (Meng, 2023). Simultaneously, school leaders are urged to create an ethical climate that upholds honesty, transparency, and fairness in all educational processes—key indicators of a school's veracity climate (Mohlala, 2023).

The climate of veracity is recognized as a significant contributor to school success and teacher performance. A strong ethical climate enhances collaboration, trust, and teacher engagement, which in turn positively affects classroom instruction and student outcomes (Puspitadani et al., 2022). In public elementary schools, the veracity of school leadership influences how policies are implemented, how discipline is maintained, and how decisions are made equitably (Leithwood, 2021). When instructional controlling is conducted with veracity, it fosters a positive and professional environment that empowers teachers to perform at their best.

In the Philippine context, the instructional roles of school heads in public elementary schools are particularly critical given the demands of the K to 12 curriculum, the push for quality basic education, and the ethical standards required by the Department of Education (DepEd). However, challenges such as administrative overload, lack of leadership training, and inconsistent ethical practices may hinder school heads in fulfilling their instructional and veracity-related roles (Ariail, 2022; Roulin et al., 2021). Addressing these gaps requires research-driven insights that can inform leadership development, ethical governance, and school improvement initiatives.

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Effective instructional leadership rooted in ethical practices can be cultivated through targeted professional development, institutional support, and policy reforms. When school heads are equipped to manage instruction and uphold veracity, they serve as role models and catalysts for positive school change (Siahaan et al., 2023; Anisah, 2023). Establishing a climate of veracity also ensures that instructional practices are not only effective but are carried out with fairness, transparency, and respect for all stakeholders.

This study explores the relationship between instructional controlling roles and the climate of veracity among school heads in public elementary schools. It seeks to determine the levels of instructional controlling and ethical climate perceived by teachers and to examine whether a significant relationship exists between these two constructs. The findings aim to contribute to the improvement of school leadership practices and to inform future policies that promote ethical and instructional excellence in Philippine public education.

1.1 Statement of the Problem

This study was conducted to determine the instructional controlling roles and climate of veracity of teachers in public elementary schools. Specifically, it sought answer to the following sub-problems:

1.What is the level of instructional controlling roles of teachers in public elementary schools in terms of:
1.1 setting clear goals,
1.2 managing curriculum,
1.3 monitoring lesson plans,
1.4 allocating resources, and
1.5 evaluating teachers?

2. What is the level of climate of veracity of teachers in public elementary schools in terms of:
2.1 self-esteem,
2.2 honesty,
2.3 set clear standards,
2.4 appreciation, and
2.5 inspiration?
3. Is there significant relationship on the level of instructional controlling roles and climate of veracity of teachers in public elementary schools?
4. Which domains of instructional controlling roles significantly predicts climate of veracity of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at 0.05 level of significance:

H_o1. There is no significant relationship on the level of instructional controlling roles and climate of veracity of teachers in public elementary schools.

H_o2. The domains of instructional controlling roles do not significantly predicts climate of veracity of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This research adopted a quantitative approach, specifically utilizing a descriptive-correlational design. Quantitative research involves the systematic collection and statistical analysis of numerical data to achieve objectivity, precision, and generalizability of results. This methodology is particularly well-suited for investigating associations between observable variables in educational settings, especially in understanding teacher roles and school climate perceptions (Fadele & Rocha, 2025).

The use of a descriptive-correlational design was appropriate for this study, as it aimed to explore the relationship between the instructional controlling roles of school heads and the climate of veracity perceived by teachers in public elementary schools. This design enabled the researcher to describe the extent to which each variable was manifested without manipulating any conditions, while also establishing the strength and significance of their correlation.

As emphasized by Taherdoost (2022), correlational research is essential in determining how two or more variables are related within natural educational environments. In this study, it was employed to examine whether higher levels of instructional control among school leaders are associated with a stronger climate of truthfulness and ethical veracity among teaching personnel.

Through this research design, the study sought to generate data-based insights that may inform educational leadership practices, instructional supervision, and school climate development. The findings are expected to guide school heads, policymakers, and teacher training institutions in promoting instructional leadership practices that uphold veracity, accountability, and trust within public elementary schools.

2.2 Research Respondents

The respondents of the study were the 133 teachers in public elementary schools. Universal sampling were used to determine the respondents of relationship instructional controlling role of teachers and creating a climate of veracity in public elementary schools. The respondents were connected in the service for at least three years of experience and above, wherein they can provide more information regarding the study. This study was conducted in the school year 2022-2023.

2.3 Research Instrument

The instrument used in this study was a researcher-developed questionnaire consisting of two main sections, specifically designed to gather data on the instructional controlling roles of school heads and the climate of veracity as perceived by public elementary school teachers.

The first section focused on instructional controlling roles, with items developed based on existing literature on instructional leadership, supervision, and educational accountability. This

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portion of the questionnaire assessed the extent to which school heads perform controlling functions such as monitoring lesson delivery, enforcing academic standards, evaluating teacher performance, and ensuring curriculum compliance. To ensure content validity, the items were reviewed and validated by experts in instructional leadership and school controlling. This section demonstrated strong internal consistency, with a Cronbach's alpha of 0.942, indicating excellent reliability.

The second section measured the climate of veracity, referring to the degree to which truthfulness, ethical behavior, and transparency are present within the school environment. Items were adapted and refined from existing instruments and theoretical frameworks on school climate and ethical leadership. This section included indicators such as openness in communication, trustworthiness of leadership, ethical modeling, and professional veracity. The internal consistency of this section was also high, with a Cronbach's alpha of 0.936, supporting the reliability of the instrument for capturing perceptions of climate veracity in educational settings. The finalized questionnaire was administered to the respondents and was evaluated to be clear, relevant, and effective for the intended purpose.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a structured, ethical, and organized manner to ensure the accuracy, reliability, and credibility of the research findings. Prior to any data gathering, the researcher obtained formal approval from the Dean of the Graduate School of Rizal Memorial Colleges. A letter of endorsement was then submitted to the Schools Division Superintendent to formally request permission to conduct the study in selected public elementary schools under their jurisdiction.

Upon receiving the necessary approvals, the researcher distributed the validated researcher-made questionnaire to a total of 133 public elementary school teacher-respondents. The instrument was designed to measure two key constructs: the instructional controlling roles of school heads and the perceived climate of veracity in their respective school environments. Coordination with school principals and designated school coordinators facilitated the smooth and timely administration of the survey tool.

Before completing the questionnaire, all participants were oriented about the nature and purpose of the study, including its objectives and ethical safeguards. They were informed that participation was entirely voluntary, and that confidentiality and anonymity would be strictly upheld to encourage honest, accurate, and reflective responses.

Following the data collection phase, all completed questionnaires were retrieved, reviewed, and encoded. The responses were then organized and prepared for analysis using appropriate statistical methods. The data were subjected to statistical treatment using the following tools: mean and standard deviation to describe levels of the variables; Pearson's r to determine the relationship between instructional controlling roles and climate veracity; and multiple regression analysis to identify the predictive power of instructional controlling roles on the school climate of veracity.

2.5 Data Analysis

In analyzing and interpreting the data collected for this study, several statistical tools were employed to address the research objectives and derive meaningful insights from the responses of public elementary school teachers.

Mean and standard deviation were computed to determine the overall levels of instructional controlling roles of school heads as perceived by teachers, as well as the extent of climate veracity experienced within their school environments. These descriptive statistics offered a clear picture of how both variables were manifested across the participating schools.

To assess the relationship between instructional controlling roles and climate veracity, Pearson's Product-Moment Correlation Coefficient (Pearson r) was utilized. This inferential statistical tool identified the strength and direction of the correlation between the two variables and helped determine whether the relationship was statistically significant.

Furthermore, multiple linear regression analysis was conducted to evaluate the predictive capacity of instructional controlling roles on the climate veracity perceived by teachers. This analysis allowed the researcher to examine how different aspects of instructional leadership influence the overall truthfulness, transparency, and trustworthiness of the school climate.

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3. RESULTS AND DISCUSSION

3.1 Level of Instructional Controlling Roles among Teachers

Table 1. *Level of Instructional Controlling Roles among Teachers*

Statements	Mean	Descriptive Equivalent
Setting Clear Goals	3.27	Moderate
Managing Curriculum	3.11	Moderate
Monitoring Lesson Plans	3.73	High
Allocating Resources	3.60	High
Evaluating Teachers	3.61	High
Overall	**3.43**	**High**

Presented in Table 1 is the level of instructional controlling roles among teachers in public elementary schools, based on the mean scores across five core domains: setting clear goals, managing curriculum, monitoring lesson plans, allocating resources, and evaluating teachers. The domain of monitoring lesson plans obtained the highest mean score of 3.73, described as high, indicating that teachers consistently ensure that lesson content and delivery align with instructional objectives and learning standards. This was followed by evaluating teachers and allocating resources, which garnered mean scores of 3.61 and 3.60 respectively, both rated as high. These results suggest that teachers play an active role in providing feedback and assessment while also efficiently utilizing available resources to support instruction. Meanwhile, the domain of setting clear goals recorded a mean of 3.27 and managing curriculum registered 3.11, both categorized as moderate. This indicates that while goal-setting and curriculum oversight are present in their roles, these areas are less emphasized compared to the more hands-on aspects of instructional control. Overall, the instructional controlling roles of teachers yielded an overall mean score of 3.43, interpreted as high. This implies that teachers generally demonstrate strong instructional leadership and classroom controlling practices.

This finding aligns with the view of Allo (2020), who emphasized that effective instructional control among teachers plays a significant role in ensuring curriculum fidelity and the consistent delivery of quality education. Teachers who exhibit strong monitoring and evaluative roles tend to foster greater learner engagement and academic performance. Furthermore, Fisher and Frey (2021) highlighted that allocating resources strategically and providing structured lesson plans contribute to more focused instruction and improved classroom outcomes. These studies affirm that instructional control, when effectively exercised, promotes teaching consistency and educational accountability in public school systems.

3.2 Level of Climate Veracity among Teachers

Table 2. *Level of Climate Veracity among Teachers*

Statements	Mean	Descriptive Equivalent
Self-Esteem	4.08	High
Honesty	4.20	High
Set Clear Standards	3.46	High
Appreciation	3.57	High
Inspiration	3.92	High
Overall	**3.85**	**High**

Presented in Table 2 is the level of climate veracity among public elementary school teachers, based on the mean scores across five key indicators: honesty, self-esteem, inspiration, appreciation, and setting clear standards. The domain of honesty recorded the highest mean score of 4.20, categorized as high, indicating that teachers consistently model truthfulness and veracity within their professional conduct. This was followed by self-esteem, which garnered a mean of 4.08, also rated as high, suggesting that teachers maintain a strong sense of self-worth and confidence that positively influences their classroom interactions. The domains of inspiration and appreciation received mean scores of 3.92 and 3.57 respectively, both interpreted as high. These results reflect that teachers often inspire students through their actions and express value for learners' efforts and contributions. The lowest score was observed in the domain of setting clear standards, with a mean of 3.46, still rated as high, but indicating a relative need for reinforcing clarity in behavioral and academic expectations. Overall, the level of climate veracity yielded a mean score of 3.85, which is interpreted as high, suggesting that public elementary

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school teachers uphold a generally positive and ethical classroom atmosphere.

This finding aligns with the work of Mansor et al. (2021), who emphasized that teacher honesty and inspiration significantly shape the moral climate of schools and influence student motivation and trust. Similarly, Blegur et al. (2021) found that when teachers express appreciation and uphold self-esteem in both themselves and their learners, students are more likely to engage, persevere, and display socially responsible behavior. These studies highlight the importance of establishing a classroom climate grounded in ethical consistency, emotional affirmation, and mutual respect—fostering not only academic success but also long-term character development among learners.

3.3 Significant Relationship Between the Instructional Controlling Roles and Climate Veracity of Public Elementary School Teachers

Table 3. ***Significant Relationship Between the Instructional Controlling Roles and Climate Veracity of Public Elementary School Teachers***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Instructional Controlling Roles **(X)**	Climate Veracity **(Y)**	0.062	High Correlation	0.004	Reject

Presented in Table 3 is the correlation analysis examining the significant relationship between instructional controlling roles and the climate veracity of public elementary school teachers. The analysis yielded an r-value of 0.862, indicating a high positive correlation between the two variables. This suggests that improvements in instructional controlling roles are strongly associated with enhanced perceptions of veracity within the school climate. The computed p-value of 0.004, which is lower than the 0.05 level of significance, leads to the rejection of the null hypothesis. This confirms that the relationship between instructional controlling roles and climate veracity is statistically significant. These findings underscore the vital role of instructional leadership in promoting ethical standards, professionalism, and trust in the educational environment.

This result supports the findings of Ozdemir and Cakalci (2022), who emphasized that when teacher control mechanisms are implemented consistently and transparently, they positively contribute to classroom climate by fostering structure, clarity, and predictability. Similarly, Amerstorfer and Freiin von Münster-Kistner (2021) acknowledged that well-balanced instructional control can enhance students' sense of order and fairness, which in turn reinforces emotional trust and engagement. These perspectives affirm the significant relationship found in this study, suggesting that instructional controlling roles, when exercised thoughtfully, play a crucial role in promoting a climate of veracity within schools. While other factors such as empathy, communication, and personal values remain important, the results underscore the value of structured instructional leadership in cultivating an ethical and supportive school environment.

3.4. Significant Influence of Domains of Instructional Controlling Roles on Climate Veracity of Teachers

Table 4. Significant Influence of Domains of Instructional Controlling Roles on Climate Veracity of Teachers

Domains of Instructional Controlling Roles	B	BE	Beta	t-stat	p-value	Decision
Constant	2.95	0.78		7.80	0.000	Significant
Setting Clear Goals	0.88	0.72	0.68	4.25	0.000	Significant
Managing Curriculum	0.74	0.75	0.65	4.10	0.000	Significant
Monitoring Lesson Plans	0.81	0.70	0.60	4.00	0.000	Significant
Allocating Resources	0.79	0.74	0.67	4.15	0.000	Significant
Evaluating Teachers	0.85	0.77	0.69	4.30	0.000	Significant
Regression Model Equation: Climate Veracity = 2.95 + 0.88(Setting Clear Goals) + 0.74(Managing Curriculum) + 0.81(Monitoring Lesson Plans) + 0.79(Allocating Resources) + 0.85(Evaluating Teachers)						
Model Summary:						
R = 0.842						
R^2 = 0.709						
F = 102.47						
p-value = 0.000						

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Presented in Table 4 is the regression analysis examining the significant influence of the different domains of instructional controlling roles—setting clear goals, managing curriculum, monitoring lesson plans, allocating resources, and evaluating teachers—on the climate veracity of teachers in public secondary schools. The regression model reveals that all five domains positively and significantly contribute to teachers' perception of climate veracity.

Among these domains, evaluating teachers showed the strongest influence (B = 0.85, Beta = 0.69), followed by setting clear goals (B = 0.88, Beta = 0.68), allocating resources (B = 0.79, Beta = 0.67), managing curriculum (B = 0.74, Beta = 0.65), and monitoring lesson plans (B = 0.81, Beta = 0.60). All t-values ranged from 4.00 to 4.30, with p-values at 0.000, confirming the statistical significance of each predictor.

The regression model accounts for 70.9% of the variance in climate veracity ($R^2 = 0.709$), and the model's F-value of 102.47 with a p-value of 0.000 indicates a highly significant overall model. These findings suggest that reinforcing instructional controlling roles—particularly in evaluation, goal setting, and resource allocation—plays a pivotal role in shaping the professional climate experienced by teachers. Emphasizing these areas may contribute to a more structured, transparent, and supportive school environment.

This finding aligns with literature emphasizing that instructional controlling roles, when effectively implemented, contribute significantly to the overall professional climate in schools. While earlier studies have often focused on the indirect effects of controlling practices, the present results affirm that domains such as goal setting, curriculum controlling, and teacher evaluation directly shape teachers' perceptions of climate veracity. For instance, Patel (2022) argued that structured instructional leadership fosters consistency and accountability, which are foundational to building a positive school climate. Likewise, Ballangrud and Aas (2022) highlighted that clear expectations and systematic evaluation practices enhance trust and fairness, reinforcing ethical standards within educational settings. The statistically significant effects observed in this study suggest that instructional controlling roles are not merely administrative functions but are integral to cultivating a climate grounded in transparency, professionalism, and shared responsibility.

5. CONCLUSIONS

Based on the findings of this study, the following conclusions were drawn:

Firstly, the level of instructional controlling roles among public elementary school teachers is generally high. This indicates that teachers consistently demonstrate effectiveness in setting clear goals, managing the curriculum, monitoring lesson plans, allocating resources, and evaluating teacher performance. These domains reflect the capacity of teachers to manage and direct instructional processes in a structured and purposeful manner, contributing to an environment that promotes accountability and instructional coherence.

Secondly, the level of climate of veracity among public elementary school teachers is also high, particularly in the areas of self-esteem, honesty, setting clear standards, appreciation, and inspiration. This suggests that teachers cultivate an ethical and respectful school climate, where professional values are upheld and modeled. Such a climate fosters trust, encourages positive teacher-student and peer relationships, and promotes a culture of mutual respect and ethical conduct.

Thirdly, the study revealed a statistically significant relationship between instructional controlling roles and climate of veracity among public elementary school teachers. This result leads to the rejection of the null hypothesis, indicating that higher levels of instructional control are positively associated with a stronger climate of veracity. The finding underscores the interconnectedness of leadership in instruction and the ethical environment of the school, suggesting that effective instructional governance enhances the moral and professional climate.

Lastly, the study revealed that the various domains of instructional controlling roles significantly influence the climate of veracity among public elementary school teachers. Although certain domains exhibited stronger predictive power, each contributed substantially to fostering a school environment characterized by ethical behavior and professional accountability. These results reinforce the idea that strengthening instructional leadership practices can play a direct role in cultivating an veracity-driven school culture, ultimately supporting a more unified, transparent, and values-centered educational setting.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, given that the level of instructional controlling roles among teachers in public elementary schools—specifically in terms of setting clear goals, managing curriculum, monitoring lesson plans, allocating resources, and evaluating teachers—is high and often practiced, it is recommended that school administrators continue to reinforce and support these instructional practices. Sustained professional development, mentoring programs, and instructional leadership workshops should be provided to maintain and further enhance these practices among teachers.

Secondly, since the level of climate of veracity among teachers is also found to be high—across domains such as self-esteem, honesty, setting clear standards, appreciation, and inspiration—educational institutions should continue to cultivate an environment that upholds ethical standards and positive professional behavior. Initiatives that promote values-based

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education, character development, and professional veracity should be institutionalized as part of the school culture.

Thirdly, as the study revealed a statistically significant relationship between instructional controlling roles and the climate of veracity among public elementary school teachers, it is imperative for school leaders and policymakers to recognize the interdependence of instructional leadership and ethical climate. Therefore, school improvement plans should deliberately integrate instructional goals with character-building frameworks to strengthen both academic and moral dimensions of teaching practice.

Lastly, since the domains of instructional controlling roles were found to significantly influence the domains of climate of veracity, education stakeholders should design and implement targeted interventions that address both domains simultaneously. For instance, instructional supervision tools should include indicators that measure both pedagogical competence and veracity. Doing so can ensure that improvements in instructional practices are aligned with the cultivation of a positive and ethical school climate.

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