Effect of School Management Practices on Honesty, Responsibility and Courage Development in Secondary School Students

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Abstract
The purpose of this article is to understand the school management practices to build the character of students at secondary level. Character building is a track. This track is followed by the teachers for polishing the personality of the student in context of moral values i.e. honesty, responsibility and courage that are useful in daily activities. Character is a sign of differentiation that distinguishes him/her from other individuals. Therefore, this research proves the importance of honesty, responsibility and courage development among students through teaching practices. It was descriptive research. Survey method was used to collect the data. Three questionnaires were designed based on close ended questions. Each questionnaire consisted of nine statements. Participants of this research were 118 principal, 303 teachers of class X, and 375 students of X class. Stratified random sampling was used to collect the data.
Keywords: School management, character building, teaching practices, secondary level.

Introduction
Abdi (2018) portrayed that character education is a very important role in building a civilized and dignified nation, both in the eyes of God, the international world, and humans. A lot of physical and spiritual qualities depend on the well beings of human.
Kane (2020) expresses that school management is a development effort that focus on the influence of character in students. It focuses the character weaknesses of others and avoids the self analysis on the personal character. School management practices develop the characteristics like justice (Chupra, 2014), honesty (Lavay, French & Henderson, 2016), responsibility and national identity (Memon & Zaman, 2016) of students. Laasch et al (2020) emphasizes that deliberate efforts are made by school to cultivate character through school management practice like parent teachers meetings. Head teachers showed better school management effectiveness (Ali, Arshad & Rasoul, 2019).
According to Madhukar (2020) similar values used interchangeability. These qualities are exhibited by good human being. These values are meant for love, humanity sympathy and care for others (Haq, Shakil & Din, 2020). These values are employed for the betterment of others and for the respective organization. The responsible manager for any organization

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should have the qualities like sympathy, empathy, forgiveness, mercifulness, discipline integrity, loyalty, courage, lawfulness, solidarity and brotherhood. These qualities make a principal to inhibit good character in students (Haq, Mahmood & Awan, 2020), (Yasin, Batool & Ajmal, 2015).

Baporikar and Sony (2020) describe that the principal of school organization is able to find solutions and situation of dilemmas. It provides tools and techniques to induce the integrity of their personal characters. Principal improves the quality of management practices with respect to moral character of students as well as physical facilities (Arshad, Haq & Khan (2020), (Soomro, Clarbour, 2012).

Honesty related to a standard of moral character and connected positive and virtuous attributes such as integrity, truthfulness and straightforwardness along with the absence of lying, cheating or theft. Honesty is admirable in many cultures and religions. Honesty means being truthful, trustworthy, loyal, fair and sincere. Honesty also means straight forward conduct. In this regard Alfeno (2019) states that honesty is an activity rather than knowledge. It is something continuously employed and just right. Truthfulness is a part of honesty which involves argument rather than social interaction. Honesty is essential in everyday task. Honesty as truthfulness is more than a disposition to tell the truth; it is also a disposition to face and seek the truth. Honesty involves *a careful concern for and sensitivity to the values of truth in human life*. Honesty is reliable only when it has the different values such as compassion, humility, self-control, and conscientiousness (Shukla, 2014), (Woods, 2012).

Statement of problem
The purpose of this article is to develop the character of secondary school students. The components of character are as followed: honesty, responsibility and courage etc. Educational policies are formed for character development of the students. Thus, the problem of this article was to find "the effect of school management practices on honesty, responsibility and courage development in secondary school student".

Objectives of the study
1.   To find out the school management practices for honesty and courage development of students
2.   To explain the school management practices for responsibility development of students
3.   To review the effect of school management practices on character building of students

Research question
1.   Why school management practices are necessary for developing courage and honesty of secondary school students?
2.   Are the management practices develops the responsibility among students?
3.   Is there any effect of school management practices on character building of students?

Research design
Non-experimental design is considered as an essential design for the research purpose, just

like an experimental design. According to Kumar (2019) non-experimental design does not focus on a cause-effect relationship, thus this descriptive design was selected for research. The goal of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened. Therefore, observation and survey tools are often used to gather data. Data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships (Nassaji, 2015).Thus, survey design was used to collect the data for this research.

Population

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe (Kumari, 2017). The population of study was principals, teachers, and students of FGEIs Secondary Schools. Thus the population was taken as principals 170, teachers of class X 1430 and students were 15835.

Sample and sampling technique

The sample of the study was chosen through stratified random sampling technique. According to Polgar and Thomas (2020) the sample of the research is defined as a subset of population. The sample is not only individual who constitute the population but it also take into account the factors and variables to measure the desired research(Gay, Mills & Airasian, 2009). The sample of this study was taken from the population of FGEIs (Cantt and Garison) Pakistan. The sample was equally distributed to all regions of cantt and Garison Schools of FGEIsthis contain the principals of schools, the teachers teaching to class X and students of class X. Thus the sample was taken from these schools and classes were principals' 118, teachers 303 and the students were 375.

Development of instruments

The questionnaire is an instrument used in descriptive and survey research. Rang (2019) states the commonly the questionnaire pertain two sessions. The first session of questionnaire contains general information such as age, level of experience, size of organization, size of project etc. while the second session of questionnaire contains relevant questions about research. Mostly questionnaire are formed on five-points Likert Scale, which highlights the factors of research. In this research three questionnaires were formed first for principals, second for teachers and third for students.

Validity and reliability

According to Naga (2019) validity is a checking of instrument weather this instrument actually measure what is intended to measure. It assesses how accurate the measurements are. The criterion validity is a degree to which a measurement correlates with an external criterion or instrument that is considered valid. For validity researcher approaches to 15 experts of different universities. The questionnaires were rearranged and corrected in the light of opinion and suggestions of experts.

Reliability shows how accurate and trustworthy the data are. In this regard Gronmo (2020) states that generally reliability is defined as the level of consistency between different collections of data about the same phenomenon based on the same research design. Through reliability researcher has checked stability and equivalence of data. In this research data were found reliable. Cronbach alpha was used to check the internal consistency of items .Reliability of questionnaires were as followed:

Principals	0.874
Teachers	0.853
Students	0.865

These values indicated good level of reliability

Analysis
Analysis of questionnaire of Principals
The questionnaire was distributed to 118 principals. Out of these 92 responded. Thus the percentage rate of respondents was 77.31%.

Table: 1.1 Comparison of Principals and Teachers with respect to courage, responsibility and honesty

S.No	Statement	Levels	Principals/Courage			Teachers/Courage			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
1	Decisions of great Islamic heroes are discussed	SA	18	19.57		74	28.91		
		A	38	41.30		100	39.06		
		UNC	32	34.78	3.76	44	17.19	3.77	-0.099
		DA	4	4.35		26	10.16		
		SDA	0	0.00		12	4.69		
2	Discussions of life problems and their solutions	SA	10	10.87		44	18.64		
		A	38	41.30		63	26.69		
		UNC	30	32.61	3.46	63	26.69	3.31	1.088
		DA	12	13.04		54	22.88		
		SDA	2	2.17		12	5.08		
3	Arrangement of dramas on independents day.	SA	24	26.09		54	21.09		
		A	52	56.52		93	36.33		
		UNC	8	8.70	4.00	51	19.92	3.50	3.790
		DA	8	8.70		42	16.41		
		SDA	0	0.00		16	6.25		
S.No	Statement	Levels	Pricipals/Responsibility			Teachers/Responsibility			t-test

S.No	Statement	Levels	Frequency	%age	Mean Score	Frequency	%age	Mean Score	
4	Time bounded assignment are assigned	SA	30	32.61		85	33.20		
		A	52	56.52		133	51.95		
		UNC	8	8.70	4.20	20	7.81	4.10	0.977
		DA	2	2.17		14	5.47		
		SDA	0	0.00		4	1.56		
5	Accountability on assigned tasks	SA	30	32.61		62	27.19		
		A	60	65.22		130	57.02		
		UNC	2	2.17	4.30	22	9.65	4.05	2.855
		DA	0	0.00		14	6.14		
		SDA	0	0.00		0	0.00		
6	Reward for task competition	SA	30	32.61		88	34.92		
		A	54	58.70		100	39.68		
		UNC	6	6.52	4.22	26	10.32	3.91	2.501
		DA	2	2.17		30	11.90		
		SDA	0	0.00		8	3.17		
			Principals/Honesty			Teachers/Honesty			
S.No	Statement	Levels	Frequency	%age	Mean Score	Frequency	%age	Mean Score	t-test
7	School activities on honesty	SA	30	32.61		56	21.88		
		A	52	56.52		116	45.31		
		UNC	10	10.87	4.22	46	17.97	3.72	4.420
		DA	0	0.00		32	12.50		
		SDA	0	0.00		6	2.34		
8	Prohibition of cheating during examination.	SA	58	63.04		164	64.06		
		A	32	34.78		62	24.22		
		UNC	2	2.17	4.61	12	4.69	4.43	1.714
		DA	0	0.00		12	4.69		
		SDA	0	0.00		6	2.34		
9	Explanation of merits of honesty.	SA	54	58.70		140	54.69		
		A	36	39.13		92	35.94		
		UNC	2	2.17	4.57	6	2.34	4.37	2.002
		DA	0	0.00		14	5.47		
		SDA	0	0.00		4	1.56		

Table 1.1 highlights the comparison of Principals and teachers about courage, responsibility and honesty. It reflects that there is no difference about the opinions of principals and teachers about the courage i.e. the decisions of great Islamic heroes, discussions on life problems and their solutions, time bounded assignments, prohibit of cheating during examination. However there is a slight difference between the opinions in assigned dramas on Independence Day, school activities on honesty and explanation of merits of honesty.

Table 1.2. Comparison of teachers and students with respect to Courage, Responsibility and honesty

S.No	Statement	Levels	Teachers/Courage			Students/Courage			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
1	Decisions of great Islamic heroes are discussed	SA	74	28.91		76	24.92		
		A	100	39.06		108	35.41		
		UNC	44	17.19	3.77	43	14.10	3.47	2.908
		DA	26	10.16		39	12.79		
		SDA	12	4.69		39	12.79		
2	Discussions of life problems and their solutions	SA	44	18.64		48	15.74		
		A	63	26.69		101	33.11		
		UNC	63	26.69	3.31	54	17.70	3.22	0.889
		DA	54	22.88		73	23.93		
		SDA	12	5.08		29	9.51		
3	Arrangement of dramas on independents day.	SA	54	21.09		126	41.31		
		A	93	36.33		111	36.39		
		UNC	51	19.92	3.50	24	7.87	3.98	-4.803
		DA	42	16.41		23	7.54		
		SDA	16	6.25		21	6.89		
S.No	Statement	Levels	Teachers/Responsibility			Students/Responsibility			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
4	Time bounded assignment are assigned	SA	85	33.20		130	42.62		
		A	133	51.95		116	38.03		
		UNC	20	7.81	4.10	17	5.57	4.05	0.598
		DA	14	5.47		27	8.85		
		SDA	4	1.56		15	4.92		

S.No	Statement	Levels	Teachers/Honesty			Students/Honesty			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
5	Accountability on assigned tasks	SA	62	27.19		62	20.33		
		A	130	57.02		100	32.79		
		UNC	22	9.65	4.05	53	17.38	3.32	7.554
		DA	14	6.14		53	17.38		
		SDA	0	0.00		37	12.13		
6	Reward for task competition	SA	88	34.92		62	20.33		
		A	100	39.68		100	32.79		
		UNC	26	10.32	3.91	53	17.38	3.32	5.749
		DA	30	11.90		53	17.38		
		SDA	8	3.17		37	12.13		
S.No	Statement	Levels	Teachers/Honesty			Students/Honesty			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
7	School activities on honesty	SA	56	21.88		92	30.16		
		A	116	45.31		122	40.00		
		UNC	46	17.97	3.72	33	10.82	3.74	-0.268
		DA	32	12.50		37	12.13		
		SDA	6	2.34		21	6.89		
8	Prohibition of cheating during examination.	SA	164	64.06		206	67.54		
		A	62	24.22		62	20.33		
		UNC	12	4.69	4.43	1	0.33	4.37	0.620
		DA	12	4.69		17	5.57		
		SDA	6	2.34		19	6.23		
9	Explanation of merits of honesty.	SA	140	54.69		192	62.95		
		A	92	35.94		72	23.61		
		UNC	6	2.34	4.37	3	0.98	4.31	0.654
		DA	14	5.47		19	6.23		
		SDA	4	1.56		19	6.23		

Table 1.2 points out the comparison of teachers and students about courage, responsibility and honesty. It echoes that there is no difference about the opinions of Teachers and students about the courage, responsibility and honesty. i.e school activity on honesty, and discussions on life problems and their solutions, time bounded assignments and prohibit of cheating during examination. However there is a slight difference in the opinion of reward task competition while great difference is found in accountability of assignment given to students.

Table 1.3. Comparison of Teachers and principals with respect to Courage, Responsibility and honesty.

S.No	Statement	Levels	Students/Courage			Principals/Courage			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
1	Decisions of great Islamic heroes are discussed	SA	76	24.92		18	19.57		
		A	108	35.41		38	41.30		
		UNC	43	14.10	3.47	32	34.78	3.76	-1.995
		DA	39	12.79		4	4.35		
		SDA	39	12.79		0	0.00		
2	Discussions of life problems and their solutions	SA	48	15.74		10	10.87		
		A	101	33.11		38	41.30		
		UNC	54	17.70	3.22	30	32.61	3.46	-1.720
		DA	73	23.93		12	13.04		
		SDA	29	9.51		2	2.17		
3	Arrangement of dramas on independents day.	SA	126	41.31		24	26.09		
		A	111	36.39		52	56.52		
		UNC	24	7.87	3.98	8	8.70	4.00	-0.173
		DA	23	7.54		8	8.70		
		SDA	21	6.89		0	0.00		

S.No	Statement	Levels	Students/Responsibility			Principals/Responsibility			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
4	Time bounded assignment are assigned	SA	130	42.62		30	32.61		
		A	116	38.03		52	56.52		
		UNC	17	5.57	4.05	8	8.70	4.20	-1.207
		DA	27	8.85		2	2.17		
		SDA	15	4.92		0	0.00		
5	Accountability on assigned tasks	SA	62	20.33		30	32.61		
		A	100	32.79		60	65.22		
		UNC	53	17.38	3.32	2	2.17	4.30	-7.094
		DA	53	17.38		0	0.00		

S.No	Statement	Levels	Students/Honesty			Principals/Honesty			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
		SDA	37	12.13		0	0.00		
6	Reward for task competition	SA	62	20.33		30	32.61		
		A	100	32.79		54	58.70		
		UNC	53	17.38	3.32	6	6.52	4.22	-6.375
		DA	53	17.38		2	2.17		
		SDA	37	12.13		0	0.00		
S.No	Statement	Levels	Students/Honesty			Principals/Honesty			t-test
			Frequency	%age	Mean Score	Frequency	%age	Mean Score	
7	School activities on honesty	SA	92	30.16		30	32.61		
		A	122	40.00		52	56.52		
		UNC	33	10.82	3.74	10	10.87	4.22	-3.624
		DA	37	12.13		0	0.00		
		SDA	21	6.89		0	0.00		
8	Prohibition of cheating during examination.	SA	206	67.54		58	63.04		
		A	62	20.33		32	34.78		
		UNC	1	0.33	4.37	2	2.17	4.61	-1.898
		DA	17	5.57		0	0.00		
		SDA	19	6.23		0	0.00		
9	Explanation of merits of honesty.	SA	192	62.95		54	58.70		
		A	72	23.61		36	39.13		
		UNC	3	0.98	4.31	2	2.17	4.57	0.654
		DA	19	6.23		0	0.00		
		SDA	19	6.23		0	0.00		

Table 1.3 describes the comparison of students and principals about courage, responsibility and honesty. It states that there is no difference about the opinions of students and principals about the courage, responsibility and honesty. i.e. dramas are arranged on independents days, and the explanation of the merits of honesty. Decisions of great Islamic heroes, and discussion on the life problems. While great different was found in the opinion about accountability of assigned task and reward given for competition tasks.

Findings
On the basis of analysis following findings were drawn:
1. Decisions of great Islamic heroes are discussed. (Table 1.1and 1.3)
2. Life problems and their solutions are discussed. (Table 1.1 and 1.2 and 1.3)
3. Time bounded assignments are given. (Table 1.1and 1.2)

4. Cheating during examination is prohibited. (Table 1.1 and 1.2)
5. On and off dramas on independent day are arranged (Table 1.1)
6. Merits on honesty are not properly arranged. (Table 1.1)
7. Accountability of assignment given to students are not properly handled. (Table 1.2 and 1.3)
8. Dramas are arranged on independent day. (Table 1.3)
9. Explanation of the merits of honesty is given. (Table 1.3)
10. Rewards are not properly given for competition tasks. (Table 1.3)

Conclusions

School management practices effect on honesty, responsibility and courage development at secondary school level. Because stories of Islamic heroes are discussed that shows bravery on right decision that lead toward courage development. School management also arranged dramas on independent days that indicate hardships for achieving this country and discussion are conducted that are useful for life problems and to find out their solutions (Saddiqui, Panwar & Shah, 2017).

School management awards the rewards to students on time tasks completion. The accountability of assignments given to students are not properly handled.

School management arranged different activities to show honesty i.e. life problems and their solutions are discussed properly. Explain the merits of honesty while rewards of competition tasks are not given regularly.

Recommendations

1. Dramas on independents days may be arranged properly.
2. Merits of honesty may be discussed.
3. Students may be accountable for the given tasks.
4. Rewards on competition tasks may be given.

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