**SciencePG**
Science Publishing Group

Review Article

# A Systematic Review of the Role of School Management Committee for the School Performance in Nepal

**Peshal Kumar Puri[1, *]** [iD], **Dil Chhetri[2]** [iD]

[1]School of Education, Kathmandu University, Kathmandu, Nepal

[2]Faculty of Social Sciences and Education, Nepal Open University, Kathmandu, Nepal

## Abstract

According to Nepal's Education Act (2028 B. S.), the School Management Committee (SMC) is crucial to educational institution governance. This legislation emphasizes the role of School Management Committees (SMCs) in infrastructure management, policy implementation, and school issues. The reviewed articles examine SMCs' complex formation, operational challenges, and crucial role in community involvement to improve education. Although attendance monitoring is difficult, the articles consistently emphasize SMCs' positive impact on community involvement. By encouraging citizen committees like SMCs to make decisions, the international perspective broadens the debate on school democratization. School Management in low-income countries can improve education despite its challenges by encouraging greater involvement, independence, and responsibility. An inclusive strategy that values diverse perspectives is essential for educators and administrators to work together. The Education Act of Nepal establishes and governs School Management Committees (SMCs) to ensure accountable administration and community engagement. The reviewed articles discuss SMCs' benefits and drawbacks and encourage educational institutions and local communities to work together. Complex SMCs require constant dedication to overcome challenges, demonstrating their vital role in improving education. Effective school governance and management shape education quality and equity, especially in poor nations. This article examines School Management Committees (SMCs) and their effects on education in Nepal. SMCs, which include parents, teachers, and local authorities, oversee school activities, encourage community participation, and assure responsibility. SMCs confront many obstacles, including lack of awareness, capacity restrictions, and political meddling, despite their importance. In response to these problems, School-Based Management (SBM) is being promoted to improve community involvement, autonomy, and accountability in school governance. SBM implementation may face resource restrictions and change resistance despite its potential benefits. Effective leadership at the school and SMC levels drives educational improvement and stakeholder collaboration, according to the paper. It promotes school democratization and community decision-making.

## Keywords

School Management Committee, Community Engagement, Decentralization School Governance

# 1. Introduction

School Management Committees (SMCs) are an essential part of the decentralized education system in Nepal. They are responsible for overseeing the planning, implementation, monitoring, and evaluation of school activities and ensuring the participation of parents, teachers, students, and community members in school governance. SMCs are crucial in improving the quality, equity, and accountability of education in Nepal. SMCs also facilitate coordination and collaboration among stakeholders, such as local governments, NGOs, donors, and other schools, to mobilize resources and support school improvement (Ministry of Education, 2016). However, despite the legal and policy provisions for SMCs, there is a lack of empirical evidence on how they function and their impact on school performance. Therefore, this paper aims to systematically review the existing literature on the role of SMCs in school performance in Nepal. The paper will address the following research questions:

1. What are the main functions and responsibilities of SMCs in Nepal?
2. What are the factors that influence the effectiveness of SMCs in Nepal?
3. What are the outcomes and impacts of SMCs on school performance in Nepal?

The School Management Committee (SMC) plays a vital role in overseeing school governance, encompassing tasks such as managing infrastructure, implementing policies, and tackling various challenges. Further, it emphasizes the significance of the SMC in managing infrastructure and implementing policies and acknowledges the necessity of adopting a customized approach for different school categories [1, 2]. Additionally, examine the obstacles encountered by School Management Committees (SMCs), including their establishment, adherence to regular meetings, and collaboration with school administration [3, 4]. They propose remedies to tackle these challenges. These studies emphasize the significance of SMCs in fostering community engagement and improving the quality of education.

The School Management Committee (SMC) is a governing body in each educational institution tasked with executing project initiatives at the school level. The SMC is accountable for overseeing and supervising school operations and achievements. The committee is additionally responsible for upholding school infrastructure and establishing collaborations among teachers, students, and district authorities to facilitate necessary alterations and improvements. The SMC is established by the provisions of the Right of Children to Free and Compulsory Education Act of 2009. The legislation establishes crucial provisions about the structure and operations of SMCs. The School Management Committee (SMC) is a vital entity that plays a pivotal role in ensuring the efficient operation of schools.

Nepal's School Management Committee (SMC) is vital in supervising competency assessments, enforcing regulations,

improving facilities, and establishing connections between communities and schools [5]. It serves as a channel for deliberation, a source of assistance, a regulator, and a facilitator in executing School-Based Management [6]. The role of the SMC is aligned with the broader movement of community engagement in education, which is considered crucial for attaining effective, responsible, and enduring education [7]. Nevertheless, the SMC encounters operational obstacles, such as inadequate communication and limitations on women's involvement [8]. Further summarizing the role, the School Management Committee (SMC) is a committee in every school that is accountable for executing project activities at the school level. The SMC is responsible for overseeing and regulating school activities and performance. The committee is additionally accountable for upholding school infrastructure and establishing collaborations among teachers, students, and district authorities to facilitate necessary alterations and improvements. The SMC is established by the provisions of the Right of Children to Free and Compulsory Education Act of 2009. The legislation includes crucial provisions concerning the structure and operations of SMCs. The School Management Committee (SMC) is a vital entity that plays a pivotal role in ensuring the efficient operation of schools. The roles and functions of the School Management Committees of government middle schools are determined by a central act and state regulations. The SMCs have been assigned additional duties and roles, including achieving complete enrollment, enrolling out-of-school children, ensuring student retention until completion of elementary education, overseeing school activities, and creating school development plans. The School Management Committees (SMCs) are also accountable for ensuring the school complies with the Right to Education (RTE) Act, 2009 provisions. The SMCs are compulsory in all government and government-funded educational institutions.

Nevertheless, Nepal's School Management Committee (SMC) encounters numerous obstacles in efficiently overseeing school administration. These factors encompass an imbalance of authority among head teachers, inadequate external oversight, and limited involvement from the community and parents [9]. The SMC's capacity to enhance teaching and learning is constrained, primarily due to problems like teacher absenteeism and inadequate staffing levels [10]. Although the SMC successfully encourages community involvement, it lacks effectiveness in monitoring and supervision, as stated [11]. To fill these deficiencies, SMC members must carry out their designated roles and functions as the Right to Education Act specified. Additionally, proper election procedures and orientation programs for SMC members are required [12]. The School Management Committee (SMC) is also vital to school operations. Nepalese SMCs face many challenges. The COVID-19 pandemic has hampered SMC operations. Many companies, including SMCs, have cut their

activities due to the pandemic's revenue drop. Another SMC challenge is the lack of adequate, loyal, and competent employees. This has hindered SMCs' operations. High customs tariffs on most manufactured products raise product prices in Nepal. This makes school infrastructure maintenance difficult for SMCs. Despite these challenges, SMCs now oversee school activities, enrolment of out-of-school children, retention until elementary school completion, and school development plans.

According to the Education Act of 2028 (2075 updated), the School Management Committee (SMC) governs and administers community and institutional schools in Nepal. The Act allows the Ministry of Education and Sports to establish an SMC for institutional schools that receive government aid, own government infrastructure and land, or specialize in special education if given valid reasons. Community Schools entrust the SMC with many rights and duties. Its primary duties are mobilizing resources for school operations, meticulously maintaining movable and immovable property records, and updating academic, physical, and financial records. The committee must approve and communicate the annual budget to the Village Education Committee and District Education Office.

The SMC must also create a non-political and non-religious academic environment, assign duties to District Education Office-designated teachers, conduct annual school audits and take action based on auditor reports, and follow District Education Committee and Office directives. It also establishes a Teacher-Parent Association to improve academic standards and pays and houses teachers appointed or promoted under its jurisdiction. For Institutional Schools, the SMC has additional duties and powers. These include mobilizing school resources, providing essential facilities, and protecting movable and immovable property. Institutional school SMCs maintain a conducive educational environment, implement approved curricula and textbooks, and request supplementary textbooks.

The committee can appoint licensed teachers who comply with laws and start the permanent teacher process within six months. It must pay teachers at least the government-set scale, discipline them when necessary, and follow Nepalese government orders. A School Management Committee is required for higher secondary schools' operational, supervisory, and managerial functions. The SMC's duties and powers in higher secondary schools are outlined in the relevant provisions. Additional provisions in the Education Act emphasize the SMC's need to follow general regulations. These include unspecified functions, powers, duties, and meeting procedures for the School Management Committee's effective operation. As a cornerstone of Nepal's education system, the SMC ensures governance, accountability, and quality improvement.

## 2. Methodology

This research methodology consisted of a systematic review of the literature on the role of school management committees in school performance. The literature search used various databases and sources, such as Google Scholar, ERIC, Scopus, and Web of Science. The search terms included "school management committee," "school performance," "school effectiveness," and "school governance," and their combinations. The inclusion criteria for selecting the articles were: (a) published in peer-reviewed journals or conference proceedings; (b) written in English; (c) focused on the role of school management committees about school performance; and (d) published between 2010 and 2020. The exclusion criteria were: (a) not relevant to the research topic, (b) duplicates, (c) reviews or meta-analyses, and (d) not accessible in full text. The initial search yielded 1,234 articles, screened by title and abstract. After applying the inclusion and exclusion criteria, 65 articles were selected for full-text analysis.

The selected articles were then appraised using the Preferred Reporting Items for Systematic Reviews (PRISMA) framework, a widely used tool for conducting and reporting systematic reviews and meta-analyses [13]. The PRISMA framework consists of a checklist of 27 items that cover various aspects of the review process, such as the research question, the search strategy, the data extraction, the quality assessment, the synthesis, and the reporting. The PRISMA flow diagram was also used to illustrate the selection process of the articles and the reasons for exclusion. The data extraction was performed using a standardized form that included information about the authors, the year of publication, the country of origin, the research design, the sample size, the main findings, and the limitations. The quality assessment was done using the Mixed Methods Appraisal Tool (MMAT), a validated instrument for evaluating the methodological quality of quantitative, qualitative, and mixed methods studies [14]. The MMAT consists of five criteria for each study type, rated as yes, no, or can't tell. The synthesis used a narrative approach, which involved summarizing and comparing the main themes and patterns that emerged from the literature.
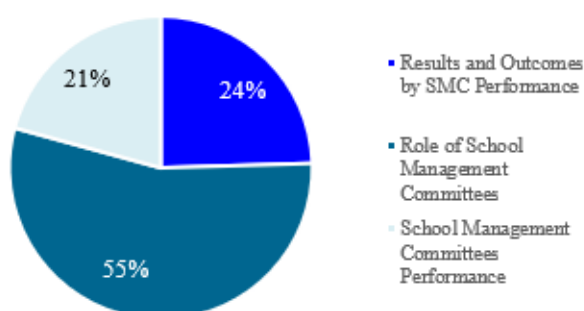
To carry out this study, a comprehensive literature review was conducted [15, 17], which involved a meticulous analysis of 65 pertinent articles that addressed essential questions at the core of the research. The aim was to thoroughly understand the current situation regarding the role of school management committees, their effectiveness, and the consequent results. This comprehensive review served as the fundamental framework for subsequent analyses.

The PRISMA framework, which stands for Preferred Reporting Items for Systematic Reviews and Meta-Analyses, is utilized to conduct articular systematic reviews and meta-analyses. This document offers researchers a set of guidelines to follow to guarantee transparency and reproducibility in their analyses. An itemized list of things that need to be reported is included in the PRISMA methods [18]. These items include details about data collection, sample sizes, rates of missing data, and analytical techniques. It is also recommended that the software code corresponding to the issue be

available [14]. PRISMA has been widely adopted in various fields of study, including research in the social sciences and medical research. The promotion of scientific rigor and transparency contributes to the improvement of the quality of secondary analyses of complex sample survey data. The purpose of the checklist is to provide researchers with a guide that will assist them in accurately and comprehensively reporting their findings, ultimately allowing for improved evaluation and replication of studies [19].

The total number of papers chosen for the analysis was 46 out of 65 articles. This selection was made based on the availability of all the articles. The total number of articles was separated into three primary categories: the role of the school management committees, the results and outcomes regarding the school management committees' performance, and the school management committees and performance of the school management committees. Approximately one-quarter of the articles were from the other two themes, and more than half of the articles, which accounted for 54.72% of the total, were written by the school management committee.



**Figure 1.** *Grouping the reviewed articles into the major themes for analysis.*

The literature was carefully classified into three main themes, explicitly clarifying the role of school management committees, their performance metrics, and the significant outcomes linked to their operation [20, 21]. This classification enabled a systematic examination, enabling a more detailed investigation of the interconnected elements within the field of school administration. Subsequently, a critical review approach was utilized to carefully examine the tools and methodologies used in the literature. This entailed embracing a pragmatic philosophy to evaluate the feasibility and effectiveness of the tools employed in the different studies. The aim was to conduct a thorough assessment that could improve the comprehension of the suitability and constraints of these tools in school management committee research.

The critical analysis yielded key insights that emphasized essential aspects of school management committees' functions,

their overall effectiveness, and the resulting outcomes. Implementing a pragmatic philosophy in this methodology guarantees a practical and relevant interpretation, focusing on the findings' tangible implications and real-life significance. This comprehensive approach seeks to provide valuable insights into the complex dynamics of school management committees and lay the groundwork for future research directions in this field.

# 3. Results

## 3.1. School Management Committee Role

Overseeing the planning, implementation, monitoring, and evaluation of school activities: SMCs are responsible for developing and implementing the School Improvement Plan (SIP), which outlines the goals, strategies, activities, budget, and performance indicators. SMCs also monitor and evaluate the progress and outcomes of the SIP and report to the relevant authorities and stakeholders. SMCs ensure that the school activities align with the national curriculum, policies, and standards and meet the needs and expectations of the students, parents, and community.

Ensuring the participation of parents, teachers, students, and community members in school governance: SMCs are composed of representatives from different groups, such as parents, teachers, students, community leaders, and local government officials. SMCs facilitate the participation and involvement of these groups in decision-making, problem-solving, resource mobilization, and school improvement. SMCs also promote transparency, accountability, and democracy in school governance by conducting regular meetings, consultations, and social audits. SMCs foster a sense of ownership and commitment among the school stakeholders [22, 23].

Coordination and collaboration among stakeholders, such as local governments, NGOs, donors, and other schools, to mobilize resources and support for school improvement: SMCs coordinate and collaborate with different stakeholders to mobilize resources and support for school improvement. SMCs identify the needs and gaps of the school and seek assistance from various sources, such as local governments, NGOs, donors, and other schools. SMCs also share their experiences, best practices, and challenges with other schools to learn from each other and improve their performance. SMCs also participate in networks and forums to advocate for their rights and interests [22].

The participation of the community in the decision-making process is of the utmost importance to ensure transparency, accountability, and the delivery of quality education [24]. School Management Committees (SMCs) are the entities that make this participation possible. The significance of the significant role that strong community involvement plays in the formation of an educational environment that prioritizes these

fundamental components is of the utmost importance, and it is emphasized and emphasized that this is of the utmost importance. As a reflection of a commitment to overcoming obstacles and fostering effective collaboration between educational institutions and the community, the identification and resolution of challenges faced by smaller and medium-sized communities (SMCs) is a reflection of this commitment [25]. One way this commitment is demonstrated is by identifying and resolving challenges.

Even though they have some shortcomings when it comes to monitoring attendance, the fact that School Management Committees (SMCs) are effective in encouraging community participation is a significant positive aspect that should be considered [26]. It is still possible for SMCs to be effective in encouraging community participation despite the shortcomings described above. The argument acknowledges the significance of increasing the amount of effort put forth to improve the quality of education provided to students enrolled in elementary school [27]. SMCs are multifaceted, meaning their strengths in one aspect require continuous improvement in another to achieve overall effectiveness. This dual perspective sheds light on the multidimensional nature of SMCs. This dual perspective brings to light the many facets that are inherent to SMCs, which is an important point to keep in mind.

With the intention of drawing attention to the various experiences that committee members have, one of the shared goals is to encourage collaboration between educators and administrators [28]. This is an objective that we all share. The strategy that is currently being put into action emphasizes the significance of inclusiveness [29]. This is in recognition of the fact that the process of collaboration is enhanced when there is a presence of a variety of perspectives. The commitment of the educational community to making decisions based on evidence and analysis obtained from annual conferences is further highlighted by the fact that the basis of evidence and analysis drawn from these conferences further emphasizes the commitment of the educational community when it comes to making decisions.

Because it is situated within the context of Indian education, the argument acknowledges the significant role that community-based organizations, particularly SMCs and PRIs (Panchayati Raj Institutions), play in the governance of local schools [30]. This analysis is being conducted to shed light on the one-of-a-kind dynamics and challenges that educational institutions face within the Indian framework. Within the scope of this analysis, the complexities of school governance at the local level are investigated.

This argument emphasizes the significance of community participation, mainly through SMCs, when it comes to achieving genuine decentralization and quality education simultaneously because it highlights the importance of community involvement [25]. This assertion sheds light on the significance of community participation's role in the overall picture. In the context of the Right to Education (RTE) Act, the primary focus is on fulfilling expected roles, particularly emphasizing the legal framework that directs and empowers SMCs in the decision-making processes they engage in [31]. This is because the RTE Act was enacted to ensure all students have access to education. This is because the RTE Act was passed to guarantee that all students can access educational opportunities.

Several significant issues, including enrollment, the utilization of funds, and the development of physical infrastructure, are discussed in this argument. It is because it recognizes the significant role that School Management Committees (SMCs) play in improving the quality of elementary education in rural areas. This is the reason why this is the case. This discussion will primarily center on school management corporations (SMCs) ' roles in reviving the national school system and improving educational opportunities in rural areas to the greatest extent possible.

The purpose of this article is to present an argument highlighting the autonomy granted to schools through School-Based Management as a means to improve the quality of education and the efficiency of the educational system. Not only does it acknowledge the challenges that need to be overcome, but it also provides a summary of the necessary components to achieve success. The significance of school autonomy in formulating effective educational practices has been emphasized throughout the conversation.

Increasing the involvement and participation of school management councils (SMCs) in school-based management practices in Ghana is the primary focus of this argument. SMCs are composed of school administrators and school administrators [28]. In recognition of the fact that there is a critical improvement requirement, this action has been taken. It addresses concerns regarding coordination, collaboration, and disparities in resource allocation, with a particular focus on the significant role that SMCs play in the country's educational landscape. To be more specific, it addresses these concerns.

The effectiveness of school-based management is emphasized in this argument because of the positive and significant influence that principal managerial skills and the role of school committees have on the efficacy of school-based management [32]. This argument emphasizes the efficacy of school-based management so that it can be emphasized properly. The importance of cohesive efforts between principals and school committees is highlighted by the fact that collaboration is emphasized as a critical factor in improving the quality of education. This highlights the significance of school committees and principals working together to foster cohesiveness in their efforts.

This argument aims to draw attention to the significant influence that the leadership of school principals and school committee administrators has on educational institutions' efficiency [33]. That is the objective of this argument. This line of reasoning acknowledges leadership's significant impact on the administration of academic institutions such as schools and other educational establishments. One of the most

important factors contributing to achievement is providing flexibility, autonomy, and support for participatory decision-making mechanisms [34]. This is one of the most important factors that contribute to success.

This argument is presented for your consideration, and it outlines the significant contribution that school committees make to enhancing the quality of educational services [35]. This article aims to investigate the various strategies that school committees can implement in their day-to-day operations and provide a comprehensive analysis of those strategies. Among these strategies are the provision of financial support, the provision of advisory roles, and the provision of financial support. In addition, these strategies include acting as mediators between parents and the community.

Although it acknowledges the widespread use of school-based management, this argument takes a critical look at the challenges associated with implementing school-based management. Specifically, it examines the challenges that are difficult to overcome. Even though policy directives have been issued, the uniform model imposed by regulations is highlighted as having the potential to be unsuitable for various educational institutions. This is the case even though the model must be uniform. As a direct result of this, behaviors previously considered inappropriate are now permitted to continue.

## 3.2. School Management Committee Performance

School Management Committees (SMCs) are the key actors in Nepal's operation, supervision, and management of community and institutional schools. According to the Education Act 2001 (amendment), SMCs are representatives from parents, teachers, local governments, intellectuals, educationists, founders, and donors. SMCs have various roles and responsibilities to ensure the quality, equity, and accountability of education in their schools. Some of these roles are overseeing the planning, implementation, monitoring, and evaluation of school activities and ensuring the participation of parents, teachers, students, and community members in school governance. SMCs have a key role in improving education quality, equity, and accountability in Nepal, especially in rural and marginalized areas. SMCs are also responsible for coordinating and collaborating among stakeholders, such as local governments, NGOs, donors, and other schools, to mobilize resources and support for school improvement.

However, the performance of SMCs in Nepal is not satisfactory due to various challenges and constraints. Some of these challenges are:

1. Lack of awareness, capacity, and motivation among SMC members: Many SMC members are unaware of their roles and responsibilities or lack the skills and knowledge to perform them effectively. Some SMC members are also not motivated or committed to their duties due to political interference, personal interests, or social pressure.

2. Lack of participation, representation, and empowerment of stakeholders: Many stakeholders, especially parents, teachers, students, and community members, are not actively involved or represented in SMCs or school governance. Some stakeholders also face barriers to participation due to socio-economic factors, such as poverty, illiteracy, gender, or caste discrimination. Moreover, some stakeholders do not have enough voice or power to influence SMC decisions or hold them accountable.

3. Lack of resources, support, and coordination: Many schools face resource constraints that limit their ability to implement their plans and activities. Some schools also lack adequate support and guidance from external agencies or authorities. Furthermore, some schools do not have effective coordination mechanisms with other schools or stakeholders to share information or resources or collaborate on common issues.

Therefore, there is a need to improve the performance of SMCs in Nepal by addressing these challenges and enhancing their capacity, participation, representation, empowerment, resources, support, and coordination.

In Kenyan secondary schools, where there are notable differences in the composition and practices of Boards of Management, the performance of School Management Committees is a critical determinant of students' achievement [36]. This is especially true in Kenyan secondary schools. The secondary schools in Kenya are a particularly good example of this. A further factor contributing to the severity of this issue is that the training of SMC members is not given the priority that it should be. The importance of focusing on fundamental functions and potential methods for improving educational effectiveness is brought to light by an exhaustive analysis of educational institutions that have been successful [36]. On the other hand, there is a note of caution regarding the potential consequences of giving the governance bodies that much more power. This context acknowledges the role of the governance bodies in promoting quality education; however, there is a note of caution that should be considered [37].

The effectiveness of instructional institutions is intricately connected to the capacity of educational institutions to carry out their fundamental responsibilities in various domains. This holds across the board. Many people believe that School-Based Management, distinguished by its autonomy and flexibility, can assist educational institutions in accomplishing their objectives and achieving the highest possible level of overall effectiveness [38, 39]. This belief serves as the basis for advocacy for school-based management. As a result of the fact that it encompasses decision-making, communication, staff development, problem-solving, and the evaluation of school activities, it is evident that the principal's leadership is an essential component. When it comes to the successful implementation of efficient school management, the principal's role is considered a necessary component of the process.

Generally speaking, the democratization of schools is con-

sidered an absolute necessity to improve education on a global scale. This proposition is supported by examining the functioning of educational institutions in developing nations and considering the influence that economic crises have on the administration of educational institutions. Despite this, it is generally acknowledged that citizen committees in nations with low incomes may face significant challenges in effectively supervising schools due to a lack of resources, experience, and literacy [40]. This is because of the challenges they face in effectively supervising schools. Consistent advocacy for School-Based Management as a beneficial approach to improving education quality through increased participation, autonomy, and accountability has been going on for quite some time [38]. Despite the difficulties brought to light, this advocacy is being implemented. A strong emphasis is placed throughout the discourse on the significance of involving those individuals who are most directly impacted by decisions. This exemplifies the efficacy of educational change when it is driven by individuals who feel a sense of ownership and responsibility for the educational system. In terms of the significance of thoughtful and strategic school management practices for fostering positive educational outcomes, the arguments, when taken as a whole, agree with one another.

## 3.3. Result and Outcomes of the School Management Committee

Based on the literature review, this section presents the result and outcome of SMCs in the context of Nepal:

### 3.3.1. Overseeing the Planning, Implementation, Monitoring, and Evaluation of School Activities

According to Khanal (2016), one of the main responsibilities of SMCs is to prepare and implement the School Improvement Plan (SIP). This comprehensive document outlines the goals, strategies, activities, budget, and indicators of school improvement. The SIP is supposed to be developed through a participatory process involving all stakeholders and reflecting their needs and aspirations. The SMCs are also expected to monitor and evaluate the progress and impact of SIP implementation regularly and report to the concerned authorities. However, Khanal (2016) found that most SMCs lacked the capacity and skills to prepare and implement effective SIPs. They also faced challenges such as inadequate funding, lack of technical support, political interference, and weak accountability mechanisms. As a result, many SIPs were not implemented or had little impact on school performance.

### 3.3.2. Ensuring the Participation of Parents, Teachers, Students, and Community Members in School Governance

Another important role of SMCs is ensuring all stakeholders have a voice and a stake in school governance. According

to Bhatta (2011), SMCs should promote democratic values and practices in school management by encouraging participation, transparency, accountability, and responsiveness. SMCs should also foster a sense of ownership and belonging among stakeholders by involving them in decision-making, problem-solving, and resource mobilization. However, Bhatta (2011) found that many SMCs failed to ensure meaningful participation of stakeholders due to various factors such as power imbalance, elite capture, social exclusion, lack of awareness, motivation and trust, and poor communication.

### 3.3.3. Improving the Quality, Equity, and Accountability of Education

One of the expected outcomes of SMCs is to improve the quality, equity, and accountability of education in public schools. According to Adhikari (2018), SMCs should enhance the quality of education by improving the teaching-learning environment, curriculum delivery, student assessment, teacher development, and supervision. SMCs should also ensure equity in education by addressing students' diverse needs and interests from different backgrounds, genders, abilities, and locations. Moreover, SMCs are supposed to improve accountability in education by establishing clear roles and responsibilities, setting standards and expectations, monitoring performance and outcomes, providing feedback, and taking corrective actions. However, Adhikari (2018) found that many SMCs faced difficulties in improving education quality, equity, and accountability due to factors such as low capacity, high turnover, political influence, resource constraints, and weak coordination.

### 3.3.4. Coordination and Collaboration Among Different Stakeholders

Another key role of SMCs is coordinating and collaborating with stakeholders for school improvement. According to Afard (2009), SMCs should establish linkages with local governments, NGOs, donors, and other schools to mobilize resources and support for school improvement. SMCs should also share information, experiences, and best practices with other schools to promote mutual learning and innovation. Moreover, SMCs are supposed to advocate for their rights and interests with higher authorities for policy reform and implementation. However, Afard (2009) found that many SMCs lacked effective coordination and collaboration with stakeholders due to a lack of awareness, communication skills, networking platforms, and incentives.

When it comes to the results of the School Management Committee (SMC), one of the primary focuses is on developing a school-based management mechanism that consistently works toward the improvement and effectiveness of the school. This is one of the primary focuses. This approach incorporates recent research and thinking on school effectiveness and school-based management. This is the foundation upon which this approach is situated. When it comes to

the decision-making processes within schools, the parent component within the School Governing Body is subjected to critical evaluation [41]. This evaluation is carried out to ensure effectiveness. The significance of effective participation in promoting quality education in public schools is brought to light by this evaluation by highlighting its importance [42].

Even though they have some shortcomings, particularly in monitoring attendance and assisting teachers in improving teaching and learning, the School Management Committees (SMCs) are considered effective in promoting community participation and resolving school-community relations [43]. This is the case even though they have some shortcomings. It is emphasized in this statement how important it is for primary and secondary schools to make greater efforts to enhance the quality of elementary and secondary education. According to the findings of the investigation into efficient school governance practices, school committees are accountable for making significant contributions and employing a variety of strategies. The implementation of monitoring strategies, the reforming of facilities and infrastructure, the maximization of financial support, and the role of mediators between parents and the community are all included in these strategies. In addition, these strategies include the implementation of monitoring strategies.

The significance of effective leadership on the part of school administrators is emphasized due to the challenges encountered in the management of schools [34]. The reason for this is that effective leadership has the potential to positively impact students' learning outcomes, and this is why this is done [36]. Within the scope of this research project, an investigation into the connection between school management, governance, and overall school development is carried out. In this particular instance, this is done about the implementation and impact of school-based management as a strategy for reform. To advocate for the provision of expertise in school management to teachers, to enhance effectiveness, unlock potential, and fostering success in educational institutions, the purpose of the statement is to advocate for the provision of such expertise. They are examples of such structures. A strong emphasis is placed on shared decision-making, the recognition of rights, representation, participation, and equality within these structures. The recommendation to provide training to all members of the SMC is an additional way in which the commitment to advancing democratic principles in the educational landscape is brought to light. This recommendation addresses challenges such as financial mismanagement by utilizing an all-encompassing approach that includes determining stakeholders' perceptions and developing guidelines for efficient financial management. Specifically, it addresses the issue of mismanagement of financial resources.

## 4. Conclusion

The Education Act of Nepal (2028) is the main law describing how school management committees (SMCs) are formed and their jobs in the education system. These committees play a big role in public and private schools, especially those that get help from the government or teach students with special needs. The Act clarifies that the government wants openness and community involvement in school governance. It also stresses how important SMCs are to the decision-making process. The Ministry of Education and Sports says certain conditions must be met for forming SMCs. These include getting government help, building land, or being involved in special education.

A thorough look at many articles' stresses how important SMCs are for encouraging community involvement, openness, and teamwork in school-related issues. Even though the articles talk about some problems, like how hard it can be to keep track of attendance, they always talk about how SMCs are good for getting people involved in their communities. It becomes clear that SMCs are complex, with strengths in some areas that need constant improvement in others. The articles stress how important it is for educational institutions and local communities to stay committed to working together to solve problems and improve things.

The articles also detail the unique problems and issues that Indian educational institutions face. They stress how important it is for the community to be involved, especially through SMCs, to achieve real decentralization and ensure good education. The articles in this context talk about the different kinds of experiences that committee members have, which stresses how important it is for teachers and administrators to work together. The current strategy puts a lot of emphasis on being open to everyone because different points of view make working together better.

From a bigger picture international point of view, the articles push for schools to become more democratic and for decision-making to be spread out. They say citizen committees, such as SMCs, are very important for monitoring schools and improving education. Even though committees in low-income countries have problems, there is a strong case for School-Based Management to improve the quality of education by letting more people participate and giving them more freedom and responsibility. All the articles make the case that educational change can work if it is led by people who feel they own and are responsible for the system.

Finally, the Education Act of Nepal makes it legal for SMCs to be set up and run, highlighting their importance for encouraging community involvement and openness. The articles helped us understand all the different parts of SMCs. They discuss their pros and cons and ask that they keep playing an important part in improving education by getting schools and communities to work together.

## Abbreviations

MMAT: Mixed Methods Appraisal Tool
NGO: Non-Government Organization
PRISMA: preferred Reporting Items for Systematic Review

RTE: Right to Education
SBM: School-Based Management
SMC: School Management Committee

## Author Contributions

**Peshal Kumar Puri:** Conceptualization, analysis, literature review, and writing and review
**Dil Chhetri:** Literature review, writing, and review

## Conflicts of Interest

The authors declare no conflicts of interest.

## References

[1] B. Sumintono, N. Mislan, and H. Said, "School committee: an implementation of school-based management policy at school level in Indonesia," 2012.

[2] M. Yanto, "The Role of The School Committee on Infrastructure Management at Public Elementary School," Nidhomul Haq: Jurnal Manajemen Pendidikan Islam, vol. 6, no. 3, pp. 672–682, Dec. 2021, https://doi.org/10.31538/ndh.v6i3.1784

[3] M. Dey and M. Bandyopadhyay, "Effective school management committees," 2011.

[4] M. Roy and M. Sehrawat, "A Study of School Management Committee: Challenges and Solutions," International Journal of Advance Research and Innovative Ideas in Education, 2020.

[5] S. Santi, "The Role of the School's Committee in the Independent Learning Era," PPSDP International Journal of Education, vol. 2, no. 2, pp. 244–251, May 2023, https://doi.org/10.59175/pijed.v2i2.90

[6] A. Amarin, S. Sunandar, and N. Miyono, "Peran Komite Sekolah Dalam Manajemen Berbasis Sekolah Di Sd Islam Terpadu Buah Hati Kabupaten Pemalang," Jurnal Manajemen Pendidikan (JMP), vol. 5, no. 1, Dec. 2017, https://doi.org/10.26877/jmp.v5i1.1924

[7] S. Carney and M. B. Bista, "Community Schooling in Nepal: A Genealogy of Education Reform since 1990," Comp Educ Rev, vol. 53, no. 2, pp. 189–211, May 2009, https://doi.org/10.1086/597394

[8] D. B. Sijapati, "Gender Status in the Community School of Nepal," Patan Pragya, vol. 5, no. 1, pp. 209–218, Sep. 2019, https://doi.org/10.3126/pragya.v5i1.30476

[9] Md. N. Islam and A. M. Helal, "Primary School Governance in Bangladesh: A Practical Overview of National Education Policy- 2010," International Journal for Cross-Disciplinary Subjects in Education, vol. 9, no. 4, pp. 3917–3921, Dec. 2018, https://doi.org/10.20533/ijcdse.2042.6364.2018.0475

[10] S. Kharel, "Consequences of Educational Decentralization in Nepal," Tribhuvan University Journal, vol. 31, no. 1–2, pp. 89–106, Dec. 2017, https://doi.org/10.3126/tuj.v31i1-2.25334

[11] B. Osei-Owusu and F. Sam, "Assessing the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong municipal basic schools," Journal of Emerging Trends in Educational Research and Policy Studies, 2012.

[12] M. Sehrawat and M. M. Roy, "Expected Roles and Functions of the School Management Committee: An Investigation for Effective Functioning," South Asian Journal of Social Sciences and Humanities, vol. 02, no. 01, pp. 79–92, 2021, https://doi.org/10.48165/sajssh.2021.2107

[13] C. Xuemei, N. B. Hashim, and S. B. Kamarudin, "Preferred Reporting Items for A Systematic Review and Meta-Analysis (Prisma): The Relationship between Social Media Use and Political Participation Behavior," International Journal of Academic Research in Business and Social Sciences, vol. 13, no. 4, Apr. 2023, https://doi.org/10.6007/IJARBSS/v13-i4/16646

[14] A. B. Seidenberg, R. P. Moser, and B. T. West, "Preferred Reporting Items for Complex Sample Survey Analysis (PRICSSA)," J Surv Stat Methodol, vol. 11, no. 4, pp. 743–757, Sep. 2023, https://doi.org/10.1093/jssam/smac040

[15] "Comprehensive Literature Reviews - Engineering Library - University of Iowa Libraries." Accessed: Jan. 01, 2024. Available: https://www.lib.uiowa.edu/eng/comprehensive-literature-reviews/

[16] J. Werst, "Research Guides: Comprehensive Literature Review: Home", Accessed: Jan. 01, 2024. [Online]. Available: https://libguides.wvu.edu/LitReview/Home

[17] M. Henderson, "Research by Subject: Steps in a Comprehensive Literature Review: Home", Accessed: Jan. 01, 2024. [Online]. Available: https://libguides.sdsu.edu/c.php?g=794598&p=5681822

[18] C. Xuemei, N. B. Hashim, and S. B. Kamarudin, "Preferred Reporting Items for A Systematic Review and Meta-Analysis (Prisma): The Relationship between Social Media Use and Political Participation Behavior," International Journal of Academic Research in Business and Social Sciences, vol. 13, no. 4, Apr. 2023, https://doi.org/10.6007/IJARBSS/v13-i4/16646

[19] E. D. Dominic, M. Mahamed, Z. Abdullah, and N. B. Hashim, "Preferred Reporting Items for A Systematic Review and Meta-Analysis (Prisma): The Impact of Covid-19 on University Reputation and Comparative Evaluation," International Journal of Academic Research in Accounting, Finance and Management Sciences, vol. 12, no. 3, Aug. 2022, https://doi.org/10.6007/IJARAFMS/v12-i3/14694

[20] Theophilus Andoh-Robertson, Samuel Effah, Thomas Bright Eshun, and Miss Angelina Kwasi, "Assessment of the Performance of School Management Committees (SMCs) Towards the Attainment of Quality Basic Education in the Tarkwa-Nsuaem Municipality of Ghana," Research on Humanities and Social Sciences, Aug. 2020, https://doi.org/10.7176/rhss/10-16-03

[21] M. K. Abreh, "Involvement Of School Management Committees In School-Based Management: Experiences From Two Districts Of Ghana."

[22] D. Khanal, "Children from the Dalit community in rural Nepal: a challenge to inclusive education," International Journal of Inclusive Education, vol. 19, no. 7, pp. 710–720, Jul. 2015, https://doi.org/10.1080/13603116.2014.964568

[23] Ministry of Education Republic of Maldives, "INCLUSIVE EDUCATION POLICY," 2021.

[24] M. Roy and M. Sehrawat, "A Study Of School Management Committee: Challenges And Solutions" International Journal of Advance Research and Innovative Ideas in Education, 2020.

[25] S. Suyitno, "Pengaruh Keterampilan Manajerial Kepala Sekolah Dan Peran Komite Terhadap Efektivitas Manajemen Berbasis Sekolah," Jurnal Basicedu, vol. 5, no. 3, pp. 1564–1576, May 2021, https://doi.org/10.31004/basicedu.v5i3.970

[26] N. J. Ogunode and O. E. Chijindu, "Implementation of School-Based Management Committee of Public Secondary Schools in Nigeria: Contribution, Challenges and Way Forward," 2022.

[27] J. Jumirin, N. A. N. Murniati, and E. Wuryandini, "The Influence of the Role of the School Committee on the Implementation of School-Based Management," Edumaspul: Jurnal Pendidikan, vol. 6, no. 2, pp. 2234–2241, Oct. 2022, https://doi.org/10.33487/edumaspul.v6i2.4602

[28] M. Abreh, "Involvement of School Management Committees in School-Based Management: Experiences from Two Districts of Ghana.," Educational Planning, 2017

[29] V. Andrikopoulos, "Deciphering Management by Objectives and Results in School Organizations," Journal of Education and Training, vol. 9, no. 2, p. 100, May 2022, https://doi.org/10.5296/jet.v9i2.19469

[30] M. Dey and M. Bandyopadhyay, "Effective school management committees," 2011.

[31] M. Sehrawat and M. M. Roy, "Expected Roles and Functions of the School Management Committee: An Investigation for Effective Functioning," South Asian Journal of Social Sciences and Humanities, vol. 02, no. 01, pp. 79–92, 2021, https://doi.org/10.48165/sajssh.2021.2107

[32] D. R. S. Hidayat, "The Role of School-Based Management as a Determinant of the Effectiveness of the Implementation of Education in Schools," INFLUENCE: International Journal of Science Review, vol. 3, no. 1, pp. 47–55, Aug. 2021, https://doi.org/10.54783/influence.v3i1.124

[33] J. M. P. Alvarez, R. C. Mempin, R. J. G. Morales, and A. A. Ocampo, "School Management System and Governance of Elementary School Heads as Perceived by the School Community," International Journal of English Literature and Social Sciences, vol. 8, no. 3, pp. 112–120, 2023, https://doi.org/10.22161/ijels.83.18

[34] R. Aryanti and D. Suhardan, "Principal Leadership and School Committee Administrators Against School-Based Management Effectiveness," in Proceedings of the 3rd International Conference on Research of Educational Administration and Management (ICREAM 2019), Paris, France: Atlantis Press, 2020. https://doi.org/10.2991/assehr.k.200130.159

[35] M. Sehrawat and M. M. Roy, "Expected Roles and Functions of the School Management Committee: An Investigation for Effective Functioning," South Asian Journal of Social Sciences and Humanities, vol. 02, no. 01, pp. 79–92, 2021, https://doi.org/10.48165/sajssh.2021.2107

[36] Ms. M. Mbii, C. M. Magoma, and S. N. Waweru, "Composition and Practices of Secondary School Boards of Management: Lessons from Kenya," American Journal of Educational Research, Vol. 8, 2020, Pages 299-303, vol. 8, no. 5, pp. 299–303, May 2020, https://doi.org/10.12691/Education-8-5-12

[37] J. Heystek, "Governing body's responsibility and power for quality education," 2011.

[38] J. Jumirin, N. A. N. Murniati, and E. Wuryandini, "The Influence of the Role of the School Committee on the Implementation of School-Based Management," Edumaspul: Jurnal Pendidikan, vol. 6, no. 2, pp. 2234–2241, Oct. 2022, https://doi.org/10.33487/edumaspul.v6i2.4602

[39] D. Chen, School-Based Management, School Decision-Making and Education Outcomes in Indonesian Primary Schools. The World Bank, 2011. https://doi.org/10.1596/1813-9450-5809

[40] H. Abadzi, "School-based management committees in low-income countries: Can they improve service delivery?," Prospects (Paris), vol. 43, no. 2, pp. 115–132, Jun. 2013, https://doi.org/10.1007/s11125-013-9267-9

[41] D. J. Brewer and L. O. Picus, "School-based management," Community Participation with Schools in Developing Countries, Mar. 2020, https://doi.org/10.4135/9781483346595.N246

[42] D. R. S. Hidayat, "The Role of School-Based Management as a Determinant of the Effectiveness of the Implementation of Education in Schools," Influence: International Journal of Science Review, vol. 3, no. 1, pp. 47–55, Aug. 2021, https://doi.org/10.54783/influence.v3i1.124

[43] B. Osei-Owusu and F. Sam, "Assessing the role of School Management Committees (SMCs) in improving quality teaching and learning in Ashanti Mampong municipal basic schools," Journal of Emerging Trends in Educational Research and Policy Studies, 2012.

# Biography

**Mr. Peshal Kumar Puri** is a master's in philosophy in Development Studies scholar at Kathmandu University, Nepal. He has a master's in management and a graduate degree in law from Tribhuvan University. He has over seven years of experience in the National and International Development Organization and UN for Data Management, Monitoring Evaluation, and Research. He conducted more than 20 evaluations and research on different projects in Nepal, Sri Lanka, Afghanistan, Myanmar, and the Philippines.

**Dil Chhetri** brings over fifteen years of experience to Nepal's education sector, specializing in policy development, research, curriculum development, teacher professional development, and school management. Through engagements with national and international NGOs, he champions inclusive and quality learning environments. Currently pursuing an MPhil in Education Studies at Nepal Open University, Dil seamlessly integrates academic research with real-world applications. His unwavering dedication reflects a persistent commitment to advancing educational excellence and advocating for transformative change.