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Evaluating the Role of School Management Committee SMC in Strengthening the Relationship Between School and Community



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ABSTRACT

This study examined the role of School Management Committees (SMCs) in strengthening relationships between public schools and local communities in Tehsil Pasrur, District Sialkot, Pakistan. It focused on the contribution of SMCs to school governance, community participation, communication between schools and parents, and resource mobilization for school development. A quantitative approach was adopted, using a descriptive survey design. The population consisted of 2,310 SMC members from 231 public schools. A sample of 270 SMC members, representing approximately 12% of the population, was selected through purposive sampling. Data were collected through a researcher-adapted questionnaire comprising 25 close-ended items on a five-point Likert scale. The instrument was validated through expert review and pilot testing, and its reliability was confirmed using Cronbach's alpha. The data were analyzed using descriptive statistics, including frequencies, percentages, mean score, and standard deviation through SPSS. The findings indicated that SMCs contribute positively to strengthening school-community relationships. Their role was particularly evident in promoting community participation, improving communication between schools and parents, and supporting school development activities. The study concludes that effective SMCs can serve as an important mechanism for promoting participatory school governance and stronger community engagement. It recommends regular capacity-building and training for SMC members, improved communication mechanisms, and greater opportunities for meaningful community participation. Strengthening these areas may enhance the effectiveness of SMCs and contribute to improved school management and sustainable community development.

Introduction

School Management Committees to be an active institution to regulate and manage a village school, they must have understanding of its importance, know their responsibilities and must perform efficiently. The school committee serves as a bridge between parents, the community, and the school to jointly improve the quality of education, this strategy seeks to assess

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the effectiveness of various oversight techniques and school committee involvement strategies in promoting accountability and improving school performance. School Management Council (SMC) is important in ensuring parental involvement and community participation in making decisions in schools. The School Management Committee is used to strengthen partnership between the school and the surrounding community thus, improving the school governance (Kumar, 2016). Education is widely regarded as the cornerstone of community development, serving as a key driver for social, economic, and cultural transformation. Educational attainment is a source of knowledge and skills to the individuals and also empowers communities to be proactive in societal development. With the help of formal education, people obtain better jobs, become more health conscious, and more socially responsible; all of this results in improvement of communities. Educated population leads to innovation, enhances social cohesion and facilitates sustainable growth of the economy. Also, education fosters critical thinking and problem-solving skills that cannot be ignored in the process of dealing with local issues and ameliorating the living standards within a society (Ilvento, 2019).

Schools are key institutions in the community level, which facilitates the development and togetherness of the community. They are not only academic learning institutions but are also social amenities where people can interact socially, exchange cultures and participate in community activities. Effective and inclusive management of education strengthens the relationship between the school and the community around it and results in a mutual cooperative environment with common responsibility. The school participation by the parents, teachers, and the local stakeholders will have the aspect of guaranteeing that the education goals are in line with the developmental needs and hopes of the community (McClenaghan, 2000). SMCs were officially introduced in Pakistan as a part of the Education Sector Reforms to improve school administration and increase the quality of education with the involvement of the community. SMCs were institutionalized in provincial education departments in the public schools to bring the parents, teachers, and local leaders in tackling the problems that affected the school (Osei-Owusu & Kwame Sam, 2012).

Collaboration between schools and the local community is a fundamental element of a successful and sustainable education system. Schools are not standalone entities but they are central elements of the community and require the support, trust, and involvement of parents, local leaders and other stakeholders. Such collaboration makes sure that the interests, values and hopes of the community are represented at the school policies, pedagogical practices and student development programmes. Community involvement makes schools more accepting, responsive and accountable to the community in which they operate (Giampietro & Romiti, 2025).

The roles of SMCs usually involve coming up with school improvement plans, mobilizing of community resources, oversight in the use of funds, and communication among parents, teachers, and education authorities. In this way, they assist in determining the local needs and searching the real solutions to the problem in schools. SMCs are also accountability tools because they help to make sure that resources are utilized in transparent and education-related ways. All in all, SMCs represent the concepts of participatory management and are critical in enhancing the inter-school-community relationship (Abreh, 2017).

In the Pakistani scenario, schools and communities need to work together to overcome the challenges presented by the situation like scarce resources, poor literacy levels and low institutional capacity. School Management committees (SMCs) are also structures that are crucial in enhancing these partnerships by making community members become a part of decision making and school improvement activities (Provinzano et al., 2018).

Statement of the Problem

A strong relationship between schools and local communities is important for improving education and supporting students' development. However, when this relationship is weak, it can lead to poor communication, distrust, and limited cooperation. School Management Committees (SMCs) can help connect schools with their local communities, but their effectiveness may be affected by limited training, inadequate resources, and communication barriers. Therefore, this study examines the contribution of SMCs to strengthening school-community relationships and understanding the factors that influence this connection.

Research Objectives

The following were the objectives of the study

1. To analyze the effectiveness of School Management Committee in performing their core functions.

2. To assess the level of community engagement in school activities facilitated by School Management Committee.
3. To analyze the effectiveness of School Management Committee in mobilizing community resources for school development.

Research Questions

The following were the research questions of the study

1. What extent do School Management Committee facilitate community engagement in school activities?
2. How School Management Committee impact on improving communication between schools and community?
3. What is the effectiveness of School Management Committee in mobilizing the community resources for school development?

Literature Review

School is a key institution of any society where the structural learning is performed, socialization occurs and where future citizens are equipped in a manner that they will be able to engage meaningfully in the community life. The role of the school is not merely to give academic training but also a center of moral, social and cultural growth. In the new system of education, the school has been stressed to develop, as opposed to memorizing, such issues like problem solving in critical thinking or civic duties in a growing-up world. Schools play a vital role in ensuring equality and availing education to the marginalized groups. (UNICEF, 2021). School Management committees refer to participatory forms of governance that are formed to bring the communities closer to the schools and make them more involved to enhance accountability and other forms of strengthening partnership between schools and their stakeholders. This is because it includes parents, teachers, local leaders and occasionally students. They all collaborate to enhance the quality of education and mobilization of resources and also to check the performance of schools. The concept of SM Connection It is well known that School Management Committee is a mechanism which helps to lessen the gap between schools and communities through transparency, inclusivity and shared responsibility in the design and implementation processes (Galindo et al., 2024).

Equally, the government introduced School Management Committees in 1990 in Pakistan and provided reforms. It is their duty to make schools accountable. A little more recently, when we consider the attention given by the world to the Sustainable Development Goals provided, the fourth goal is to provide inclusive and equitable education, so, by that definition, something is being done about it. And as such sustainable goal is brought into the limelight, the school management committee is more recognized in the world. Reform in the contemporary world does not view the School Management Committee as a mere governance body, but as a platform that does not only develop trust between the school and the community, but actually strives to develop it. Simultaneously, it makes things more transparent and contributes significantly to the empowerment of marginalized groups. It demonstrates that consistency, which has transitioned into an institution instigated by the state to community-driven institutions, is very playing an important role in maintaining school-community partnerships (Rafiq, 2020).

The structure of School Management Committees (SMCs) is structured in such a way that it has inclusive representation of the stakeholders representing diverse sections of the school community. Although the specific composition of SMCs differs in different countries and provincial education policies, the majority of frameworks involve parents, teachers, local leaders, youth, and communities (Khan et al., 2022). Parents make up the biggest population in an SMC since they are the major stakeholders in the education of their children (Afridi and Khattak, 2020). The teachers are the professional representatives of SMCs offering knowledge about the curriculum, pedagogy and welfare of students. Their involvement makes certain that the decisions made are sound pedagogically and in accordance with the learning objectives (Shah and Bibi, 2025). General members can be respected community leaders or a local council representative or religious leaders. This also makes them more closely connected to the community at large, as they offer cultural, social, and administrative knowledge (UNESCO, 2020). The special members have special views that can be used to overcome the barriers to access and participation in education (World Bank, 2022). The representatives of youth, usually consisting of older learners or young leaders of the communities, give feedback on the issues and hopes of the learners. Their involvement makes the youths more empowered, they develop leadership abilities, and their voices as

students are listened to during the decision-making process (Galindo et al., 2024). The co-opted members are the people who are asked due to their knowledge in particular fields like health, child protection or the local government. The combination of parents, teachers, youth, and community members in a balanced mix allows SMCs to work in a multidimensional approach to improving the school (Khan et al., 2022).

To conclude, the roles of SMCs can be further diversified to include the social and developmental objectives, as well as administrative ones. These functions can consolidate school-community partnerships, which will result in better educational results and sustainable school development when properly organized. The SMCs are supervisory organizations that oversee schools on their daily operations. This involves having teachers show up on time, classrooms are controlled and the teaching learning processes conform to the required standard. SMCs enhance accountability and enhance governance of the public school through oversight (Shah & Bibi, 2025). Among the fundamental requirements of SMCs is to assist in the provision of quality education by observing the instructional activities, learning resources and student achievement. SMCs promote new styles of learning, motivation among teachers, and inclusive practices as well (UNESCO, 2020). SMCs are involved in the process of making and approving the annual school budget (Khan et al., 2022). SMCs are presently engaged in mobilization of the communities in order to get more students to enrol and minimize the number of dropouts (Afridi & Khattak, 2020). SMCs work with the staff in schools to come up with School Improvement Plans (SIPs), which define the vision, goals, and strategies of improving the performance of the schools (UNICEF, 2021). They also raise resources at the community and donor levels to facilitate infrastructural enhancement (World Bank, 2022). SMCs play one of the leading roles of overseeing school performance, such as the attendance of teachers, enrolment of students, learning outcomes, and quality of education (Khan et al., 2022). In these processes, SMCs increase accountability and minimize mismanagement because parents and community leaders are part of such processes (Shah & Bibi, 2025). The mobilization of resources and the community support is another critical role (Galindo et al., 2024). They promote the welfare of students, such as girls education, health, nutrition and counselling services, particularly in the underprivileged regions (Afridi and Khattak, 2020). The SMCs are characterized by collaboration because they are meant to promote the development of partnerships among the teachers, parents, local leaders, and the education authorities (Khan et al., 2022). SMCs are also associated with the sustainability of the educational development by mobilizing resources in the community, stimulating the investments in school infrastructure in the long term, and fostering the inclusive policies (Shah and Bibi, 2025). Accountability and transparency are the key values that form the basis of SMCs work (Afridi & Khattak, 2020). The SMCs face a broad scope of duties that are supposed to ensure the enhanced connection between schools and communities. Their main functions are to monitor the use of school funds, to enhance accountability in financial management and to pull more resources out of the community or the local government. They also undertake the role of checking on the attendance of teachers, the enrolment of students, and their performance in schools hence serving as accountability measures in school governance (Rafiq, 2020).

Moreover, the SMCs are mandated to foster community involvement in school activities, facilitate school development agenda, and motivate parental roles in student education. In the time of crisis, including the COVID-19 pandemic, SMCs were essential in maintaining the connection between schools and families and in maintaining education continuity due to community support mechanisms. Taken together, all these functions indicate that SMCs are not only financial or administrative organizations but they play the pivotal role in the comprehensive enhancement of the quality of education and trust of the community in the schools (Widiatsih&Prystiananta, 2022).

In the framework of school, family, community partnerships used by Epstein (2018), to develop effective engagement, schools should develop partnerships that create a sense of trust, communication, and shared objectives. The framework is becoming more applicable in different contexts as the research points out that the assistance of the larger community improves both the academic achievements and the social-emotional growth of students (Sanders and Sheldon, 2020). Parents play a significant role in the holistic development of students. In addition to attending school meetings and school activities, parents take part in policy debates, take part in school governance, and volunteer in extra-curricular programs (Fan and Chen, 2020). The school principals (heads) are leaders and facilitators of the community involvement. They are supposed to establish the vision, policies, and an inclusive underpinning where the parents, teachers, and the community members can work together (Leithwood et al., 2020). Teachers are the main connection between the students, parents, and the community at large. They do not just instruct but also involve families in the learning process, acknowledge other cultures and develop inclusive practices. Educators who engage parents in classroom learning and frequently communicate with them create better learning conditions (Hornby and Lafaele, 2019). The connection between school and community also came to be established as one of the pillars of success in education and student achievement. Schools do not exist in a vacuum, but exist within a wider social context, in which mutuality and shared

responsibility is a key element in promoting student learning and communal health (Zuckerman, 2020). School Management Committees (SMCs) are also important in increasing the involvement of the community in the process of education decision-making because of decentralization of power and the initiation of platforms where parents, teachers, and local stakeholders can interact. The fundamental ideology of SMCs is that open decision-making enhances transparency, accountability, and school ownership locally (UNICEF, 2021). Close in connection with the problem of capacity is the necessity of regular and systematic training of SMC members. Training programs constitute the basis of developing managerial skills, leadership, and accountability systems that allow the members of the community to play a significant role in improving schools (Leithwood et al., 2020).As it can be observed in the review of related literature, School Management Committees (SMCs) are very important in closing the existing gap between schools and communities through participation, accountability, and shared responsibility in education. It is a constant point of international and regional research that in cases when SMCs are efficient with enough capacity, training, and autonomy, they can facilitate communication, school governance, and community ownership of educational projects (Arif et al., 2024).

Research Methodology

This study employed a quantitative research method using a descriptive survey research design to examine the roles, responsibilities, and effectiveness of School Management Committees (SMCs) in strengthening the relationship between school and community. Data were collected through a structured questionnaire to measure members’ perceptions, practices, and participation. The collected data were analyzed statistically to identify patterns related to SMC functions, transparency, accountability, and community engagement in Tehsil Pasrur. This design provided measurable evidence about the contribution of SMCs to stronger school-community relationships. For conducting this research, the population comprised all members of the School Management Committees (SMCs) in Tehsil Pasrur, District Sialkot. According to the official records of the schools, there are a total of 231 public schools in Tehsil Pasrur, with 10 SMC members in each school. Therefore, the total population of SMC members in the study area was 2,310. This population was appropriate for the study because SMC members are directly involved in school governance, resource mobilization, and community engagement, making them relevant respondents for evaluating school-community relationships.

In this study, purposive sampling was used, whereby participants were selected based on their relevant knowledge, experience, and connection with the research objectives. Using the 12% sampling criterion, the total sample size was 270 respondents. The major research instrument used for data collection was a researcher-designed questionnaire comprising both close-ended and open-ended questions. The close-ended questions, based on Likert-scale formats, facilitated the measurement of SMC members’ perceptions, roles, and effectiveness in strengthening relationships between schools and communities. The responses were statistically analyzed to identify the patterns and trends in the data.

Data Analysis and Interpretation

Descriptive Statistics

Table 1 SMC

Sr.No.	Statement	Scale	Freq	Per%	Mean	SD
1	SMC ensures the effectiveness of school policies	SDA	51	18.9	3.04	1.293
		DA	37	13.7		
		UD	60	22.2		
		A	93	34.4		
		SA	29	10.7		

		Total	270	100.0		
2	SMC plays a vital role in decision-making regarding school matters	SDA	13	4.8	3.42	1.090
		DA	42	15.6		
		UD	79	29.3		
		A	90	33.3		
		SA	46	17.0		
		Total	270	100.0		
3	Members of SMC are aware of their assigned duties	SDA	40	14.8	3.28	1.247
		DA	23	8.5		
		UD	67	24.8		
		A	101	37.4		
		SA	39	14.4		
		Total	270	100.0		
4	SMC regularly monitors the academic progress of students	SDA	25	9.3	3.42	1.219
		DA	34	12.6		
		UD	72	26.7		
		A	81	30.0		
		SA	58	21.5		
		Total	270	100.0		
5	SMC ensures proper utilization of school funds	SDA	26	9.6	3.46	1.239
		DA	34	12.6		
		UD	60	22.2		
		A	89	33.0		
		SA	61	22.6		
		Total	270	100.0		

6	SMC is responsible for maintaining school discipline	SDA	30	11.1	3.43	1.253
		DA	30	11.1		
		UD	63	23.3		
		A	89	33.0		
		SA	58	21.5		
		Total	270	100.0		
7	SMC actively participates in improving school infrastructure	SDA	27	10.0	3.49	1.228
		DA	26	9.6		
		UD	68	25.2		
		A	87	32.2		
		SA	62	23.0		
		Total	270	100.0		
8	SMC helps to create a child-friendly learning environment	SDA	28	10.4	3.43	1.204
		DA	29	10.7		
		UD	62	23.0		
		A	102	37.8		
		SA	49	18.1		
		Total	270	100.0		
9	SMC ensures transparency in school financial matters	SDA	32	11.9	3.34	1.289
		DA	38	14.1		
		UD	63	23.3		
		A	80	29.6		
		SA	57	21.1		
		Total	270	100.0		

The results show that SMCs were generally viewed positively in improving school infrastructure (M = 3.49), utilizing school funds properly (M = 3.46), and maintaining school discipline (M = 3.43).

SMC involvement in decision-making and monitoring students' academic progress also received positive responses, with both statements having a mean of 3.42.

However, ensuring the effectiveness of school policies received the lowest mean score (M = 3.04), indicating comparatively less positive responses on this aspect.

Table 2 SMC

Sr.No.	Statement	SDA Freq	SDA %	DA Freq	DA %	UD Freq	UD %	A Freq	A %	SA Freq	SA %	Mean	SD
10	The responsibilities of SMC are clearly defined and communicated	24	8.9	25	9.3	59	21.9	95	35.2	67	24.8	3.58	1.210
11	The SMC represents all segments of the local community	38	14.1	46	17.0	58	21.5	72	26.7	56	20.7	3.23	1.335
12	Parents are adequately represented in SMC meetings	25	9.3	54	20.0	58	21.5	84	31.1	49	18.1	3.29	1.237
13	Teachers' voices are considered in SMC decision-making	24	8.9	46	17.0	60	22.2	86	31.9	54	20.0	3.37	1.230
14	The community participates in SMC-organized activities	25	9.3	33	12.2	67	24.8	99	36.7	46	17.0	3.40	1.177
15	SMC promotes gender equality in representation	34	12.6	42	15.6	53	19.6	101	37.4	40	14.8	3.26	1.250
16	Local leaders are involved in school development initiatives	31	11.5	35	13.0	56	20.7	106	39.3	42	15.6	3.34	1.221

17	SMC ensures equal representation of different social groups	38	14.1	38	14.1	64	23.7	77	28.5	53	19.6	3.26	1.310
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Scale: SDA = Strongly Disagree, DA = Disagree, UD = Undecided, A = Agree, SA = Strongly Agree.

The results show that respondents generally agreed that SMC responsibilities are clearly defined and communicated (M = 3.58) and that the community participates in SMC-organized activities (M = 3.40).

Teachers' voices in decision-making (M = 3.37) and involvement of local leaders (M = 3.34) also received relatively positive responses.

However, representation of local community segments (M = 3.23), gender equality (M = 3.26), and equal representation of social groups (M = 3.26) showed comparatively lower mean scores.

Table 3 SMC

Sr.No.	Statement	Scale	Freq	Per%	Mean	SD
19	SMC invites suggestions from the local community	SDA	30	11.1	3.44	1.192
		DA	23	8.5		
		UD	61	22.6		
		A	111	41.1		
		SA	45	16.7		
		Total	270	100.0		
20	The level of community participation in SMC meetings is satisfactory	SDA	20	7.4	3.49	1.169
		DA	36	13.3		
		UD	61	22.6		
		A	99	36.7		
		SA	54	20.0		
		Total	270	100.0		
21	SMC holds regular meetings with community members	SDA	27	10.0	3.44	1.229
		DA	32	11.9		

		UD	64	23.7		
		A	90	33.3		
		SA	57	21.1		
		Total	270	100.0		
22	SMC shares school progress reports with the community	SDA	37	13.7	3.28	1.285
		DA	33	12.2		
		UD	69	25.6		
		A	80	29.6		
		SA	51	18.9		
		Total	270	100.0		
23	There is effective communication between SMC and parents	SDA	26	9.6	3.29	1.174
		DA	39	14.4		
		UD	78	28.9		
		A	86	31.9		
		SA	41	15.2		
		Total	270	100.0		
24	Community feedback is discussed in SMC meetings	SDA	31	11.5	3.21	1.210
		DA	46	17.0		
		UD	62	23.0		
		A	96	35.6		
		SA	35	13.0		
		Total	270	100.0		
25	SMC uses different channels to communicate with the community	SDA	22	8.1	3.36	1.125
		DA	37	13.7		
		UD	69	25.6		

A	106	39.3
SA	36	13.3
Total	270	100.0

The results indicate that community participation in SMC meetings was viewed positively ($M = 3.49$), while inviting suggestions from the local community and holding regular meetings also received positive responses ($M = 3.44$ each).

Community members showed a moderate level of satisfaction with their representation ($M = 3.36$), and SMC's use of different communication channels was also viewed positively ($M = 3.36$).

However, discussing community feedback in SMC meetings received the lowest mean score ($M = 3.21$), while sharing school progress reports ($M = 3.28$) and communication between SMC and parents ($M = 3.29$) showed comparatively lower results.

Findings

The findings indicated that School Management Committees (SMCs) play an important role in strengthening school-community relationships by improving communication, encouraging parental and community participation, and supporting school development activities. The study was conducted with 270 SMC members from public primary schools in Tehsil Pasrur, District Sialkot, using a researcher-designed questionnaire. The findings also highlight challenges such as limited financial resources, lack of awareness and training, weak community participation, communication gaps, and administrative coordination issues, suggesting that strengthening SMC effectiveness requires adequate resources, training, communication, and active participation.

1. All in respondents (100%) was female indicating that sample of School Management Committee (SMC) were all female participants.
2. The majority of the respondents (54.4%) were urban areas and 45.6% of the respondents were from the rural areas, showing that there are slightly more urban respondents.
3. The highest percentage of the group who may be considered respondents consisted of parents and general members with 30% each, while chairpersons, vice chairpersons, senior teachers and youth members were 10% each.
4. A good percentage of the respondents 45.1% agreed that School Management Committee provides ease in policy making of the school.
5. The majority of them (50.3%) also agreed that School Management Committee play an important role in making decision on school matters.
6. Majority of the respondents (51.8%) agreed the members of the School Management Committee are aware of the duties assigned to them.
7. More than half of the pool of responses (51.5%) had agreed that the School Management Committee is frequently monitoring the academic progress of students.
8. Most of the respondents (55.3%) agreed on the statement that the School Management Committee is responsible for ensuring proper utilization of school funds.
9. Most of the respondents (54.5%) had the opinion that School Management Committee is responsible for ensuring discipline in schools.

10. The majority of the respondents (55.2%) agreed that School Management Committee are actively involved with the improvement of the school infrastructure.
11. Most of the respondents (55.9%) believed that the School Management Committee helps in creating child-friendly learning environment.
12. A majority of the respondents (50.7%) agreed with this statement of the School Management Committee ensuring transparency in the financial matters of the school.
13. Most respondents (60.0%) thought that the responsibilities of the School Management Committee are all well defined and communicated.
14. A rather large number of respondents (47.4%) agreed with the opinion that the School Management Committee represents all the segments of the local community.
15. Almost half (49.2%) of the respondents agreed that parents are well represented in meeting of School Management Committees.
16. Majority (51.9%) respondents agreed that teacher's voice is considered in the decision making process of School Management Committee.
17. Most of the respondents (53.7%) perceived the fact that the community gets involved in the activities organised by the School Management Committee.
18. More than 50 per cent of the respondents (51.2 per cent) agreed that the School Management Committee would work to promote the equality of sexes, in terms of representation.
19. The majority (54.9%) of the respondents made belated about the engagement of the local leaders in the school development initiatives.
20. A large number of the respondents (48.1%) agreed that for the equal representation of different social groups, the School Management Committee takes care.
21. Most of the respondents (53.4%) believed that community members are satisfied about their representation in the School management Committee.
22. The majority (57.8%) respondents answered that the School Management Committee listens to suggestions from the local community.
23. The following were the results obtained from this study:
24. Most of the respondents (56.7%) agreed that the extent of people participation in meeting of SMC is satisfactory.
25. The majority of the respondents (54.4%) liked the concept/statement that School Management Committee performs routine meeting with the members of the community.
26. A good number of the respondents (48.5%) agreed with the statement that School Management Committee distributes School progress reports to the community.

Recommendations

According to the results of the conducted study, it is suggested to recommend the following recommendations to improve the efficiency of School Management Committee (SMC) and improve school and community cooperation:

1. Regular training and orientation programs of members of SMC should be organized by the government and the educational authorities and this is to make them more aware of roles and responsibilities and management practices in schools.
2. Regular SMC meetings where schools can communicate issues regarding the school development, track the progress, and engage the community members in decision-making process should be ensured.
3. Educational authorities ought to give sufficient monetary help and endorsement to SMC in order to implement school improvement endeavors and development projects easily.
4. Schools must provide effective and open line of communication between the SMC, parents, and teachers together with general population to develop trust and facilitate cooperation.
5. To enhance school-community partnerships, the community members and parents are to be actively invited to join school activities, meetings, and development programs.
6. The SMC ought to inspire transparency and accountability in financial issues by making the community aware of budgets, expenditures, and development plans.

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