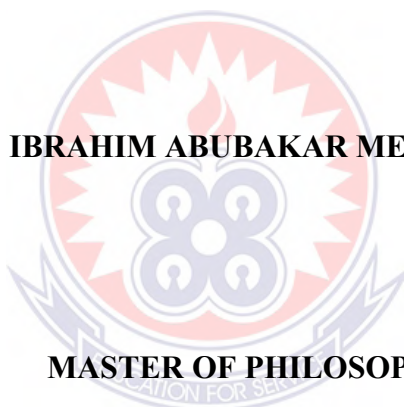


UNIVERSITY OF EDUCATION, WINNEBA



**EFFECTIVENESS OF SCHOOL MANAGEMENT COMMITTEES
(SMCs) IN IMPROVING GOVERNANCE OF BASIC PUBLIC
SCHOOLS IN EKUMFI DISTRICT**



IBRAHIM ABUBAKAR MENSAH

MASTER OF PHILOSOPHY

2025

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DISTRICT**

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**A thesis submitted to the School of Graduate Studies in partial fulfillment
of the requirements for the award of the degree of
Master of Philosophy
(Educational Administration and Management)**

**DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND MANAGEMENT,
SCHOOL OF EDUCATION AND LIFE-LONG LEARNING
UNIVERSITY OF EDUCATION, WINNEBA**

MAY, 2025

DECLARATION

Student's Declaration

I, **IBRAHIM ABUBAKAR MENSAH**, declare that this thesis, with the exception of quotations and references contained in published works which have all been identified and duly acknowledged, is entirely my own original work, and it has not been submitted, either in part or whole, for another degree elsewhere.

Signature:

Date:



Supervisor's Declaration

I hereby declare that the preparation and presentation of this work was supervised in accordance with the guidelines for supervision of thesis as laid down by the University of Education, Winneba.

Name of Supervisor: DR. SETH DADE ANSAH

Signature:

Date:

DEDICATION

To my industrious wife and my children for their understanding and support throughout this journey.



ACKNOWLEDGEMENTS

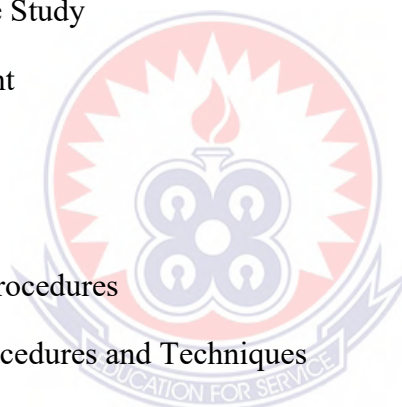
I wish to express my heartfelt gratitude to my supervisor, Dr. Seth Dade Ansah, for his patience, understanding, reminders, and insightful suggestions that enabled me to do the work with due diligence. Dr, you treated me as if you knew of my weaknesses before. I also thank the other lecturers in the Department of Educational Administration and Management, UEW, for their invaluable recommendations. I am equally grateful to the leadership of the Ekumfi District Education Directorate for their valuable inputs and the teachers for their understanding and support throughout the duration I embarked on the programme. I am very grateful to my colleagues for their assistance. I cannot forget the valuable support from my family and friends. You have always been with me.



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GLOSSARY

GES	: Ghana Education Service
SMC	: School Management Committee
GSS	: Ghana Statistical Service
JHS	: Junior High School



ABSTRACT

This study evaluated the effectiveness of School Management Committees (SMCs) in enhancing governance of basic public schools in the Ekumfi District of Ghana. The research aimed at assessing SMCs' roles in resource mobilization, infrastructure maintenance, and community participation, as well as their impact on teacher job satisfaction. Utilizing a quantitative research approach with a positivist view of research paradigm, descriptive survey design was used. Data were collected from 140 respondents across 20 public basic schools through structured questionnaires. The findings indicated that SMCs are moderately effective in mobilizing resources, particularly through community engagement and partnerships with NGOs. However, challenges persisted in securing technological resources and ensuring transparency in financial reporting. The study also revealed that SMCs significantly contributed to the maintenance of school facilities, with monitoring and prioritization of maintenance tasks being key strengths. There was a strong positive correlation relationship between community participation and teacher job satisfaction, highlighting the importance of inclusive governance in fostering a supportive work environment for teachers. The study concluded that while SMCs play a vital role in school governance, their effectiveness was hindered by systemic limitations, necessitating targeted interventions for capacity building and resource allocation. Recommendations included establishing continuous training programmes for SMC members by the district education directorate and enhancing community involvement in school management to improve educational outcomes.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Complexity is a constant force in the complex terrain of modern civilization, influencing and modifying many spheres of human endeavour, most notably education. The more complicated things get, the more important it is for educational institutions to have flexible organizational structures in order to guarantee that the goals of education are met. The community is a source of inspiration, innovation, motivation, and a source of funds for the implementation of education in Ghana. The community is a stakeholder in local education and community support is needed in the educational management. Community plays vital role in improving the quality of education services including planning, monitoring, and evaluating educational programmes through community educational management committees (Santoso & Zulaikha, 2017).

Examining education history, Niranjana Radhya (2014) emphasizes the importance of community-driven educational endeavours ahead of the rise of centralized state controlled education systems. A narrative that Yamada (2013) echoed in the African setting. Ghana's educational system is a living example of this history, since many basic schools were founded and maintained by local communities who demonstrated their commitment by acquiring land property, building infrastructure, hiring teachers, and providing necessary supplies (GES, 2012). The accomplishment of educational goals depends on the combined efforts of a wide range of stakeholders and the SMCs play critical role in coordinating strategies for efficient school management and administration (Abbreh, 2017).

In this complex web of educational governance, the role of SMCs becomes a beacon of hope for communities trying to figure out how to manage the public education system for learners in kindergarten, primary school (grades one to six), Junior High School (JHS), and preschool against the challenges. The SMCs are a transformative force that can influence school governance and provide children with a high-quality education they need. They are not just a structural instrument but based on the concepts of decentralization, community participation, community empowerment and community ownership of public schools (GES, 2012). In the midst of the calls for quality education and democratic governance, there are still unanswered questions: to what extent do SMCs contribute to substantive change? What information can be extracted from the body of current research to shed light on their influence on public basic education environments? Given that rural communities are at a turning point in their pursuit of fair access and high-quality education, it is necessary to critically assess SMC's success in promoting these goals. This study sets out to investigate, analyze, and finally interpret the effectiveness of SMCs in promoting governance and educational progress in Ghana's rural public basic education environments.

Ineffective SMCs in school management affect the performance of the schools. Ampratwum and Armah-Attah (2010) have shown a correlation between the overall performance of public basic schools and the effectiveness of SMCs. In light of this, SMCs' position educational reform journey becomes more than just a bureaucratic formality; rather, it becomes a catalyst for radical change at the community level, ushering in a new era of community-driven educational governance in Ghana. The Ministry of Education (MOE) and the Ghana Education Service (GES) supported the creation of SMC in the Ghanaian public basic education system because they

understood the symbiotic relationship between the local community leadership and educational outcomes. SMCs are an essential channel for promoting grassroots involvement in educational governance and amplifying community views. They were formally formed in 1995 under the purview of the GES Act (Act 506) (GES, 2012).

In order to support community organizations, SMCs, and Parent Associations (PAs) were introduced to play a significant part in the revitalization of basic schools. The MOE and GES hold the view that communities have a significant responsibility to play in upholding standards, building and maintaining school infrastructure, and fostering collaboration between educators, learners, and district authorities in order to implement the necessary adjustments and reforms (GES, 2012).

In this study, the effectiveness of SMCs is explored with a particular emphasis on their roles and performance in improving governance at the public basic schools within the rural communities of Ekumfi District in the Central Region. It sheds light on strategies for improving the management of schools for academic greatness. Research has shown that consistent community involvement enhances school operations, accountability, and transparency (Adangabe, 2020). However, there are many obstacles in SMCs' path, from systemic inefficiencies to resource limitations. Despite these challenges, there is still room for revolutionary change as long as SMCs use data-driven insights to guide its decisions and streamline operations.

The challenges confronting SMCs in rural Ghana stem from a dearth of human resources and educational expertise compounded by the rural-urban development gap. As experienced educators gravitate towards urban centers, rural communities find themselves grappling with a scarcity of skilled personnel to navigate the intricacies of

teaching and learning, thereby impeding effective school governance and leadership (Bennell & Akyeampong, 2016). This imbalance in educational resources perpetuates inequalities, exacerbating the plight of learners, teachers and undermining the quality of education in these rural areas. Moreover, the efficacy of SMCs in these communities is further undermined by community disengagement and dissatisfaction, posing further challenges to the educational governance in these areas. While SMCs in urban areas may leverage financial capital to bolster school infrastructure and resources, their rural counterparts languish in the throes of resource scarcity, perpetuating a cycle of educational underdevelopment (Bennell & Akyeampong, 2016). Scholars such as Govinda and Diwan (2013) and Ramachandran (2011) have powerfully expressed the potential of the SMCs to strengthen educational governance and stimulate quality improvement in the rural community-schools recommending further studies in these areas.

The effectiveness of SMCs depends not only on when they are established, but also on how actively they interact and how deeply they affect society. There are stories which highlight the necessity of adjusting stakeholder relations in order to promote a cooperative culture in which SMCs, teachers, and parents all work together to promote academic excellence. Ghana News Agency (GNA, 2015) reported parents having propensity to place the blame for their ward's academic deficiencies on teachers and school officials. Meanwhile, the accomplishment of educational goals depends on the combined efforts of a wide range of stakeholders and the SMCs play critical role in coordinating strategies for efficient school management and administration (Abbreh, 2017). The efficacy of the SMCs' function in improving educational governance

emphasizes the importance of the need for many of these studies in underserved rural basic public schools where learner and teachers face many challenges.

This research project is to help disentangle the complex mechanisms influencing SMC functions in rural areas, illuminating the obstacles to efficient educational governance and outlining a course for the advancement of inclusive and equitable education. The study intends to generate concrete methods conducive to developing resilient and empowered SMCs capable of guiding Ghana's rural educational environment toward a brighter future through rigorous investigation to come up with data-driven insights. It is found that ineffectiveness of the SMCs in school management affects schools' performance. Ampratwum and Armah-Attoh (2010) have shown a correlation between the overall performance of public basic schools and the effectiveness of SMCs. In light of this, SMCs' position in Ghana's educational reform journey becomes more than just a bureaucratic formality; rather, it becomes a catalyst for radical change at the community level, ushering in a new era of community-driven educational governance.

The SMCs, whose members are selected from the community as well as the school, represent the cooperative spirit that is the foundation of efficient educational government. Within the fabric of Ghana's education system, SMCs emerge as pivotal stakeholders entrusted with the governance and management of public basic schools (Aryeh-Adjei, 2021). Charged with the overarching mandate of ensuring holistic school improvement, SMCs wield significant authority in overseeing school operations and resource utilization. However, the effectiveness of SMCs hinges not only on their legal mandate but also on their capacity to comprehend their roles, assume responsibilities, and execute duties efficiently (Dwivedi & Naithani, 2015; Sele, 2020).

Indeed, the core mission of SMCs transcends mere regulatory oversight; their ultimate aspiration lies in nurturing schools that excel across all facets of educational endeavour. As such, the onus falls not only on administrators and teachers but also on the broader spectrum of stakeholders, including SMCs, to collectively steward the journey toward educational excellence. Positioned as school-community-based institutions, SMCs serve as conduits for fostering community participation and mobilization in educational delivery, operating in concert with District Education Oversight Committees (DEOCs) and local education authorities (GES, 2012).

Comprising of eleven members drawn from both the school and the community, SMCs epitomize the collaborative ethos underpinning effective educational governance. Their primary function revolves around supporting the headteacher in organizing and managing school activities to optimize efficiency and efficacy of the school (GES, 2012). They are responsible for forming partnerships with important parties, especially Parent Associations (PAs), in order to improve the standard of education in their local areas. In addition to helping to enhance the way that education is delivered, parents and communities can also be used as key sources of material and financial support for education delivery (Kwashabawa & Oduwaiye, 2016). For instance, in Madagascar, parents and communities provide money, labor, and materials where government spending at the primary level was incredibly low (World Bank, 1995). In the event that government funding is not provided, parents and the community are responsible for providing the school's supplies, equipment, and infrastructure. Thus, the community and parents play a crucial role in maintaining the schools (Uemura, 1999). In Ghana, educators, community and other stakeholders work together to find efficient ways to

use the few resources available to them as well as to identify and address issues facing the education system (Abubakari & Al-hassan, 2016).

School management, as defined by Hosein et al. (2016), is the intersection of institutional goals and pedagogical imperatives. It includes all processes essential to a school's operation, from administration and supervision to creating a positive learning environment. Education without active participation of the community is considered a one-sided activity and it becomes an activity of supply model not that of the demand model (Kumar, 2016). Education, through a social activity has significant economic implications and that the economic growth of a country, to a large extent, depends on the growth of its educational system which in turn depends on the degree of participation of the community. Community participation thus assumes critical importance in delivering relevant education. Management of education implies the management of educational goals, programmes and projects. The most significant component of management is the pillar paradigm of educational governance. Managing education includes managing work, motivation and commitment, creativity and innovativeness, competence and confidence (Kumar, 2016). These four components according to Kumar form the major pillars of good personnel management. Community participation in educational management no doubt leads to stakeholders' participation in decision-making and management of schooling activities at the school level. It makes educational management much more democratic and contextual, besides tapping local knowledge and resources for good governance. Without community involvement it would be difficult to improve equity, equality and quality of education.

However, as central government officials gained more authority over school administration, there was a slow shift in the formation of educational governance, which

marginalized community involvement in educational matters. Repercussions of low community involvement in school management are felt all over Ghana's educational system, hindering community engagement and high-quality instruction. Strong community-school partnerships are necessary for more than just providing access to education; they also help address gender inequality and lower dropout rates, especially for vulnerable populations like girls (Adangabe, 2020).

In the face of obstacles and challenges, global institutions such as the World Bank and UNICEF emphasize the critical role that community involvement plays in Ghana's educational system and push for improved community involvement through programs like SMCs. The SMC is an institution formed by the Education unit as a partner to synergize with schools in providing education. Some research explains that the school committee has a significant contribution to the implementation of the education program in schools with a high enough role (Misbah, 2009), (Mas, 2011), (Mulyono & Pardjono, 2014), (Hanafi & Ma'sum, 2015), (Noor, 2015), (Hamdi & Wahyono, 2018), (Basith & Rahmawati, 2020).

The school committee is an independent body that accommodates community participation to improve the quality, equity, and efficiency of education management in basic educational system, both in pre-school education and junior high school education (Hanafi & Ma'sum, 2015). As an independent body, the SMC needs to pay attention to the division of roles according to the existing position and guidelines and remain as partners to work together in line with the concept of school-based management (MBS) (Wiratno, 2016).

The mandated duties of SMCs cover a wide range of duties, from ensuring the quality of instruction to supervising finances, establishing cordial relationship between the community and the school, mobilizing resources and maintaining infrastructure and school facilities (GES, 2012). SMCs have a range of authority over both academic and non-academic domains of the school. These powers are granted by the Ministry of Education (MoE) through the Ghana Education Service (GES). With such a broad mandate, SMC effectiveness rests on how well they can use these abilities to improve school administration and enhance educational outcomes in the communities. These initiatives help people understand the value and advantages of community involvement in education and will be acknowledged as a tactic to enhance educational performance, management of school's infrastructure and facilities, monitoring and supervision activities, effective governance and administration, community satisfaction and accessibility to education by all (Akyeampong, Rolleston, Ampiah, & Lewin, 2012).

The delivery of education can benefit from community involvement in a number of ways. These include, but not limited to, enhancing high level of community satisfaction, promoting enrollment, enhancing staff motivation, fund raising for infrastructural development. Others include giving skill training and information about local culture, supporting and lobbying for girls' education, helping with volunteer and labor support, and regularly attending school meetings to find out about the conduct of the learners and their academic success (Abreh, 2017).

It is noteworthy that there have been cases where community members have directly contributed to the creation of educational materials and voluntary teaching (CaselyHayford, et al., 2014). For instance, communities in many Ghanaian towns and districts have engaged in a range of activities to encourage parents, such as cultural

programs, parent counselling, and community celebrations. In his research conducted in Akatsi and Upper Manya Krobo districts, Abreh (2017) confirmed that communities and stakeholders actively participated in school level management yielding a positive outcome.

Centralization and decentralization of educational management systems has exercised the minds of researchers the world over (Abu-Duhou, 1999). For centralization, researchers like Coleman and Abu-Duhou (1999) have identified the following disadvantages. First, there were social injustices by central governments which included inequitable allocation of resources. Second, the education was divorced from the learner home background. Decentralization on the other hand is a structural reform aiming to transfer significant management authority and decision-making autonomy from central government to particular schools and their communities. Decentralization of education considers the community as the most determining party in the implementation and delivery of education. Decentralization is one transformative technique that has drawn attention in response for a better educational management. In it, Beck & Murphy (1995) found the following advantages that included empowerment of stakeholders and promotion of ownership through this empowerment. Empowerment of school committees is primarily to support the maximum implementation and implementation of excellent school programs (Sakdiah & Zamzami, 2018). In empowerment, humans are placed as empowered subjects in the context of their workspace. It has the meaning of making people more empowered and gives rise to delegation in decision making and responsibilities. This makes the school and all its components more productive in their performance. It is aimed at improving and enhancing school performance, so as to optimize its effectiveness and work efficiency (Fauziah et al., 2014). According to Beck

and Murphy (1995), two variables, that is empowerment and ownership increased effectiveness of the organization. According to Abu-Duhou (1999) decentralization of education brought greater job satisfaction, greater flexibility, speed of decision-making, less bureaucracy and more involvement of parents and school boards. To make decentralization a reality, a variety of models have appeared in the global educational scene. Of these methods, the creation of SMCs has been a popular strategy, especially popular in developing nations such as Ghana. As a form educational decentralization model, Caldwell explains that "School-based management is the systematic decentralization to the school level of authority and responsibility to make decisions on significant matters related to school operations within a centrally determined framework of goals, policies, curriculum, standards, and accountability" (Caldwell, 2010). It can be understood that the implementation of SMC is a form of education decentralization. In this regard, SMCs have taken on a crucial role in Ghanaian public basic schools needing attention and support from all the stakeholders in education including the school community, parent associations, non-governmental organizations and policymakers.

1.2 Statement of the Problem

Despite substantial recognition of the importance of School Management Committees (SMCs) in school governance and educational quality in Ghana (Abreh, 2017; Ismail, 2020; Santoso & Zulaikha, 2017), existing studies largely emphasize general roles, policy intentions, and observed weaknesses of SMCs rather than providing district-level empirical assessments of their effectiveness. While scholars such as Bennell and Akyeampong (2016) and Acheampong (2015) highlight variations in SMC effectiveness

across communities, particularly between urban and rural areas, there was not enough empirical evidence focusing specifically on how effective SMCs are in mobilizing resources in underserved rural districts like Ekumfi. Much of the literature treats resource mobilization as a peripheral function of SMCs, without systematically examining its effectiveness or contextual constraints in rural settings. This study therefore seeks to fill this gap by empirically examining the effectiveness of SMCs in mobilizing resources for public basic schools within a clearly defined rural and underserved district.

Furthermore, although inadequate maintenance of school facilities has been widely reported as a major challenge in public basic schools (Anamuah-Mensah, 2018; Osei, 2020; Atuahene et al., 2019), the literature does not sufficiently establish the specific role of SMCs in facility maintenance nor the mechanisms through which SMC performance influences infrastructural outcomes. Existing studies often attribute poor infrastructure to broader systemic and governmental deficiencies (GES, 2012; Ekumfi District Assembly, 2025), with limited focus on the institutional contribution of SMCs to maintenance practices at the school level. Moreover, there is a notable absence of empirical studies that link SMC resource mobilization effectiveness directly to facility maintenance outcomes, leaving an important relational gap in understanding how governance practices translate into tangible school improvements. This study addresses this gap by assessing both the maintenance role of SMCs and the relationship between resource mobilization effectiveness and school facility maintenance.

In addition, while teacher job dissatisfaction in underserved areas has been extensively discussed in relation to poor infrastructure, limited incentives, and weak support systems (Bennell & Akyeampong, 2007; UNESCO, 2021; GES, 2020), the connection between

SMC effectiveness, particularly community participation, and teacher job satisfaction remains underexplored. Studies by Tetey (2006), Nyagorme (2019), and Acheampong et al. (2021) emphasize the importance of community support and social integration in shaping teacher morale, yet they stop short of empirically examining the role of SMCs as the institutional bridge between schools and communities. Consequently, there is limited evidence on how ineffective SMC-community engagement contributes to teacher dissatisfaction, attrition, and reluctance to accept rural postings. This study seeks to fill this gap by empirically measuring the relationship between SMCs' community participation effectiveness and teacher job satisfaction in Ekumfi District, thereby contributing context-specific knowledge to inform policy review and localized school governance strategies.

1.3 Purpose of the Study

The purpose of the study is to assess the effectiveness of SMCs in improving the governance of basic public schools in the communities within the Ekumfi District of Ghana. It is to evaluate the efficacy of SMCs in enhancing the administration of public basic schools within the district.

1.4 Research Objectives

1. To examine the SMCs' effectiveness in mobilizing resources for public basic schools in Ekumfi district.
2. To assess the roles of the SMCs in the maintenance of public basic school facilities in Ekumfi district.
3. To ascertain the relationship between the effectiveness of the SMCs' resource mobilization and the contribution to the maintenance of the public basic school facilities in Ekumfi district.

4. To measure the relationship between the SMC's community participation effectiveness and the level of teacher job satisfaction in Ekumfi district.

1.5 Research Questions

1. To what extent are the SMCs effective in mobilizing resources for the public basic school in Ekumfi district?
2. To what extent do the SMCs contribute to the maintenance of the public basic school facilities?
3. What is the relationship between the SMCs' resource mobilization and the maintenance of school facilities in Ekumfi district?
4. What is the relationship between the SMC's community participation effectiveness and the level of teacher job satisfaction in Ekumfi district?

1.6 Significance of the Study

The research was significant in offering empirically-driven findings that benefited educational policy makers, opinion leaders, donor agencies and nongovernmental organizations to make informed decisions about educational policies. The research was important in revealing the dynamics of SMCs' operations in rural and urban communities. It explored the relationship between the SMCs' functions and the impact on the teacher job satisfactions. The study findings established the correlation between the rural community participation and the level of basic public school management. The researcher offered recommendation and suggestions based on the research findings. The results contributed to understanding of the contributions of the SMCs as a guide to educational stakeholders, optimizing the effectiveness of SMCs for school governance improvement. It enhanced educational outcomes in the communities within Ekumfi District of Ghana.

1.7 Thesis of the Research Study

An effective SMC improves school governance in public basic schools

1.8 Scope and Delimitation of Study

The study was delimited to assessing the effectiveness of School Management Committees (SMCs) in improving the governance of public basic schools in the rural communities of Ekumfi District. A quantitative research approach was adopted. The research is conducted within the communities of Ekumfi District. Due to time constraint and lack of accessibility, the study was confined to Head teachers, Assembly members, SMC Chairpersons, PA chair persons, two senior teachers, and a member of the SMCs in each of the 46 public basic schools in the communities of Ekumfi district.

1.9 Organisation of the Study

The dissertation covers five chapters. Chapter One is the introduction and background to the study, statement of the problem, purpose of the study, research questions, significant of the study, delimitation, limitations, definition of operational terms and the organization of the study. Chapter Two, deals with review of the literature. Chapter Three shows the methodology used for the research which includes such aspects as the research design, the population, sample and sampling technique used, the instruments for collecting data, and the data collection. Chapter Four, deals with the presentation of the results of the data analysis and the discussion. Chapter Five covers the summary of findings, conclusions drawn from the study, recommendations for policy and practice and suggestions for further research.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter provided a critical examination of existing scholarly works related to this study. It served as the foundation upon which the current research was built by exploring relevant theories, concept, and empirical findings, advanced by previous researchers. Through a systematic review of the literature, this chapter established what was already known about the research problem, identified gaps in knowledge, and justified the need for the present study.

The review drawn on books, peer-reviewed journal articles, theses, conference papers, and other credible academic sources to provide a comprehensive understanding of the topic. Attention was given to both classical and contemporary studies to ensure a balanced perspective. Furthermore, the chapter examined theoretical frameworks and models that underpin the study, highlighted their relevance to the research problem. Empirical studies were also analysed to compare findings, methodologies, and conclusions, thereby revealing consistencies, contradictions, and research gaps. These gaps form the basis for the current study and help refine the research questions and objectives.

2.1 Introduction

Around the world, more than one billion children go to school every day. Pre-primary, primary, and secondary enrolment of children and adolescents has increased more than it has ever done (Heigrujam & Philomina, 2021). Still, a lot of children do not learn anything from attending school. For many learners, learning is challenging due to lack of qualified teachers, absence of teaching resources, inadequate school infrastructure and poor sanitary facilities. Others arrive at school too famished, ill, worn out from work or housework to absorb the curriculum. Some arrive at school too fatigued, unwell from work, housework, too hungry or sick to grasp the lessons. The repercussions are severe: Despite the fact that two thirds of children and adolescents worldwide attend school, an estimated 617 million are not able to meet the basic competency levels in reading and mathematics (Heigrujam & Philomina, 2021).

In this complex web of educational governance, the role of School Management Committees (SMCs) becomes a beacon of hope for communities trying to figure out how to manage the public education system for learners in kindergarten, primary school

(grades one to six), Junior High School (JHS), and preschool against the challenges. SMCs are a transformative force that can influence school governance and provide children with a high-quality education they need. They are not just a structural instrument. The main ideas and factors underlying the establishment of SMCs in Ghana's public basic educational system are decentralization, community participation, empowerment and ownership of public basic schools (GES, 2012). In the midst of the calls for quality education and democratic governance, there are still unanswered questions: To what extent do SMCs contribute to substantive change? What information can be extracted from the body of current research to shed light on their influence on public basic education environments? Given that rural communities are at a turning point in their pursuit of fair access and high-quality education, it is necessary to critically assess SMC's success in promoting these goals. This study of the literature sets out to investigate, analyze, and finally interpret the effectiveness of SMCs in promoting governance and educational progress in Ghana's rural public basic education environments.

2.2 Theoretical Framework

The following theories underpin this study have been selected, reviewed as closely conform to the concepts of the research. These are; 1. Stakeholder Theory 2. Contingency Theory 3. Herzberg Two Factor Theory and These theories were reviewed because they were linked to the objectives of the study and help in understanding the existing knowledge on the subject matter which provide foundation for this study.

2.2.1 Stakeholder Theory

A management paradigm known as "stakeholder theory" highlights how crucial it is to take into account the interests of all parties who may be impacted by the choices and

actions of an organization. It makes the argument that institutions should emphasize the needs and concerns of all stakeholders, including communities, workers, suppliers, and customers, in addition to the interests of shareholders.

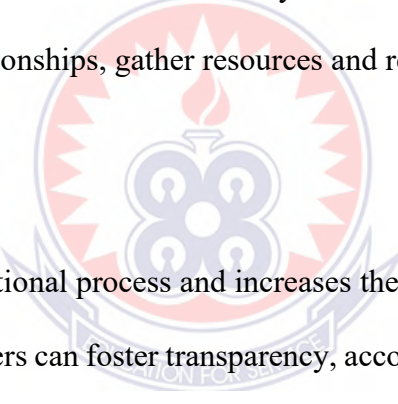
The ethical basis of stakeholder theory is one of its main justifications was that stakeholders are impacted by an organization's actions. Proponents contend that organizations have a moral duty to take their interests into account. Organizations can enhance their reputation and build trust among stakeholders by implementing a stakeholder-oriented approach that demonstrates their commitment to Corporate Social Responsibility (CSR) and ethical business practices (Freeman, 2010).

According to stakeholder theory, stakeholders differ in their significance and level of influence over the company. Due to their financial involvement, shareholders are frequently seen as the main stakeholders; nevertheless, other stakeholders, including customers, employees, and communities, are equally important to the success of the organization. Since educational institutions are complex organizations with several stakeholders, including students, parents, teachers, administrators, staff members, community members, and policymakers, stakeholder theory can be extremely relevant to school management and administration.

Educational leaders can promote a more inclusive and cooperative approach to governance, decision-making and general school improvement by implementing stakeholder theory to school management. The understanding of the various demands and interests of stakeholders within the educational community is a fundamental component of stakeholder theory in school management. For example, students are the

main stakeholders, and all decision-making procedures should be centered on their educational experiences and outcomes.

Another important stakeholder group is parents, who should be actively involved in school governance and decision-making because they have a stake in their children's education. In addition to being crucial players in providing high-quality education, teachers and staff are important stakeholders whose opinions and experience should be respected and taken into account when making choices about how to run schools. People from the neighborhood, the community and other organizations are also significant stakeholders in school management since they frequently have a stake in the prosperity and welfare of the school and its learners. By interacting with the larger community, schools can create relationships, gather resources and receive support for their efforts.



This enriches the educational process and increases the school's influence outside of its walls. Educational leaders can foster transparency, accountability and responsiveness to the varied demands and interests of stakeholders by implementing a stakeholder-oriented approach to school management. In order to provide stakeholder input and feedback on school policies, programs, and projects, it may be necessary to set up mechanisms for stakeholder engagement such as advisory committees, town hall meetings, parent associations, and SMCs.

In school management, stakeholder theory highlights the significance of shared governance and decision-making procedures that involve all relevant stakeholders. Decisions are made collaboratively, with input from learners, parents, teachers, and other stakeholders who are directly touched by those decisions, as opposed to being

decided in a hierarchical manner by school administrators or legislators. By encouraging a sense of ownership and buy-in among stakeholders, this participatory method not only guarantees that decisions are influenced by a variety of perspectives, but it also increases commitment and support for school activities. According to Bryson et al. (2014), meaningful involvement promotes accountability, trust, and collaboration, which results in more responsive and successful governance that satisfies the goals and needs of all stakeholders.

Strong community links and cooperative projects that improve educational opportunities, increase access to resources and advance fairness and inclusion in education are the arguments they use to support their claims (Bryson et al., 2014). According to Noddings (2005), fostering supportive learning environments where all learners can flourish and realize their full potential requires addressing learners' social, emotional, and physical well-being. According to Bryk et al. (2010), by utilizing the combined knowledge and experience of various stakeholders, collaborative decision-making increases SMCs' effectiveness, cultivates commitment, and creates trust among all the stakeholders.

2.2.2 Contingency Theory

Contingency Theory is a management perspective that posits that there is no single best way to manage organizations; rather, effective management practices depend on the specific context within which an organization operates. The central assumption of the theory is that organizational effectiveness is contingent upon the alignment between internal management structures and external environmental conditions. The foundations of contingency theory can be traced to the mid-twentieth century, with seminal contributions from scholars such as Woodward (1965), Fiedler (1967), and

Lawrence and Lorsch (1967). Woodward's work demonstrated that organizational structures vary according to the type of technology employed, while Fiedler's leadership contingency model emphasized the importance of situational favourableness in determining leadership effectiveness. Lawrence and Lorsch (1967) further argued that organizational performance depends on how well structures and processes are adapted to environmental complexity and uncertainty.

The relevance of Contingency Theory to this study lies in its explanatory power for understanding variations in the effectiveness of School Management Committees (SMCs) across different community and school contexts in Ghana. Existing studies highlight that SMC effectiveness is not uniform and varies significantly between urban and rural or underserved communities (Acheampong, 2015; Bennell & Akyeampong, 2016). Contingency theory provides a theoretical justification for these disparities by emphasizing that governance structures and management practices must be adapted to local socioeconomic conditions, levels of community participation, and availability of resources. In districts such as Ekumfi, where communities are predominantly rural and underserved, the contextual constraints faced by SMCs differ markedly from those in urban settings. These differences necessitate distinct approaches to resource mobilization, facility maintenance, and stakeholder engagement.

Within the framework of this study, contingency theory underpins the examination of how SMCs respond to contextual realities in mobilizing resources and maintaining school facilities. The theory suggests that SMCs can only be effective to the extent that they align their strategies with community capacities, leadership dynamics, and institutional support structures. For instance, SMCs operating in low-resource environments may need to rely more heavily on social capital, communal labour, and

non-monetary contributions, rather than formal financial mobilization mechanisms common in urban areas (Bennell & Akyeampong, 2016). The theory therefore supports the study's focus on assessing SMC effectiveness within a specific district context, rather than assuming a uniform model of school governance.

Contingency theory also highlights the role of leadership and decision-making processes within SMCs. Effective leadership is viewed as context-dependent, with leaders required to adapt their styles and strategies to prevailing circumstances (Fiedler, 1967; Yukl, 2013). In the context of SMCs, leadership effectiveness influences the committee's ability to mobilize community support, coordinate collective action, and address school-specific challenges. This is particularly relevant in Ekumfi District, where limited government intervention and weak infrastructural development place greater responsibility on local governance structures. The theory thus provides a basis for examining how leadership practices within SMCs shape their performance outcomes under varying contextual conditions.

Despite its strengths, the application of contingency theory to school governance in Ghana has been critiqued. Scholars argue that the theory may oversimplify organizational complexity and underplay broader systemic constraints, such as centralized bureaucratic control, entrenched power relations, and policy rigidity (Morgan, 1986; Hatch, 1997). In the Ghanaian educational system, where governance structures often retain hierarchical and top-down characteristics, the flexibility assumed by contingency theory may be constrained. Weick (1979) further notes that educational organizations operate in environments characterized by ambiguity and unpredictability, which may not be fully captured by contingency-based models.

These critiques are particularly pertinent to this study, as they point to a gap in the literature regarding how contextual adaptation by SMCs is constrained or enabled within rural and underserved districts. While prior studies acknowledge variability in SMC effectiveness, few have empirically examined how local contextual factors interact with governance practices to influence resource mobilization, facility maintenance, and teacher job satisfaction within a single district. By grounding the analysis in contingency theory, this study addresses this gap by systematically examining how the specific conditions of Ekumfi District shape the functioning of SMCs and, consequently, the governance and performance of public basic schools.

2.2.3 Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, also known as the Motivation–Hygiene Theory, was developed by the American psychologist Frederick Herzberg in the 1950s to explain the factors that influence job satisfaction and dissatisfaction in the workplace (Herzberg et al., 1959). The theory distinguishes between two categories of factors: motivators and hygiene factors. Motivators are intrinsic to the job itself and include achievement, recognition, responsibility, and opportunities for personal growth. When present, these factors enhance intrinsic motivation and lead to higher levels of job satisfaction and performance. Hygiene factors, by contrast, are extrinsic elements related to the work environment, such as salary, working conditions, organizational policies, supervision, and interpersonal relationships. While hygiene factors do not necessarily motivate employees when adequate, their absence or inadequacy can lead to dissatisfaction and demotivation (Herzberg et al., 1959).

The relevance of Herzberg's Two-Factor Theory to this study lies in its direct applicability to understanding teacher job satisfaction within the governance framework of public basic schools. In Ghanaian basic schools, particularly in rural and underserved districts such as Ekumfi, teachers' work environments are strongly influenced by the effectiveness of School Management Committees (SMCs). Through their roles in mobilizing resources, maintaining school facilities, and fostering positive school–community relations, SMCs directly shape key hygiene factors, including physical working conditions, availability of teaching and learning materials, and the quality of interpersonal relationships between teachers and the community. Weak performance of SMCs in these areas can therefore exacerbate teacher dissatisfaction, even where intrinsic motivation for teaching exists.

At the same time, SMCs have the potential to influence motivator factors identified by Herzberg's theory. Active community engagement, recognition of teachers' efforts, inclusion of teachers in decision-making processes, and visible community support can enhance teachers' sense of achievement, responsibility, and professional worth. Empirical studies support this linkage, with Klassen and Chiu (2010) emphasizing the importance of recognition, accountability, and achievement in promoting teacher engagement and satisfaction, while Gagné and Deci (2005) highlight autonomy and opportunities for personal development as critical drivers of teacher motivation. These motivator elements are particularly salient in rural contexts, where non-monetary forms of recognition and support may compensate, to some extent, for material constraints.

Herzberg's theory is therefore central to this study's examination of the relationship between community participation and teacher job satisfaction. By conceptualizing teacher satisfaction as a function of both hygiene and motivator factors, the theory

provides a structured framework for assessing how SMC effectiveness in resource mobilization and facility maintenance contributes to teachers' lived experiences in schools. Where SMCs are inactive or ineffective, poor infrastructure, inadequate facilities, and weak community support may undermine hygiene factors, leading to dissatisfaction and reduced morale. Conversely, effective SMC engagement can create a supportive work environment that enhances both satisfaction and retention of teachers in underserved areas.

Nevertheless, the application of Herzberg's theory to the Ghanaian educational context requires critical reflection. Scholars such as Muijs and Reynolds (2011) argue that the theory may oversimplify the complex and context-specific nature of teacher motivation, particularly by underestimating the role of extrinsic factors such as remuneration and working conditions. Akyeampong et al. (2007) further question the universal applicability of the theory in rural schools in developing countries, where severe resource constraints and socio-cultural dynamics may intensify the importance of hygiene factors. These critiques are especially relevant to Ekumfi District, where limited infrastructure, inadequate teaching resources, and weak community support are persistent challenges.

Despite these limitations, Herzberg's Two-Factor Theory remains valuable to this study because it highlights the dual pathways through which SMC effectiveness can influence teacher job satisfaction. By integrating insights from complementary theories such as Self-Determination Theory (Deci & Ryan, 2000), Goal-Setting Theory (Locke & Latham, 1990), and contextual critiques by Ghanaian scholars, the study adopts a nuanced application of Herzberg's framework. In doing so, it situates teacher job satisfaction within the broader governance and community participation dynamics of

public basic schools, thereby strengthening the theoretical foundation for examining how SMC performance affects both school functioning and teacher welfare in the Ekumfi District.

2.3 Conceptual Review

In assessing the SMCs' effectiveness in improving school's governance in the rural communities a number of authoritative definitions underlying the study have been reviewed. These include; Effectiveness of SMCs in mobilizing resources for schools, the role of SMCs in maintenance of school facilities, relationship between SMCs resource mobilization and contribution to school facility maintenance and the relationship between community participation and teacher-job satisfaction.

2.3.1 Effectiveness of SMCs in Mobilizing Resources for Schools

Resource mobilization constitutes one of the most critical functions of School Management Committees (SMCs) within Ghana's decentralized basic education system, particularly in contexts where government funding is inadequate to meet schools' operational and infrastructural needs (Ababio, 2012; Essuman & Akyeampong, 2011). Conceptually, resource mobilization encompasses not only the generation of financial resources but also the mobilization of material inputs, communal labour, local expertise, and social networks to support teaching and learning activities (Mensah, 2016; Kusi & Duah, 2024). Within this framework, SMCs are expected to act as intermediaries between schools and their communities, leveraging local capacities to complement state provision and enhance educational delivery. This expectation aligns closely with the principles of decentralization and school-based management, which emphasize shared responsibility and local ownership of educational outcomes (Adu-Gyamfi, 2014; Biraimah, 2016).

Stakeholder Theory provides a strong theoretical lens for understanding SMCs' role in resource mobilization. The theory posits that organizational effectiveness depends on the meaningful engagement of all stakeholders whose interests are affected by institutional outcomes (Epstein, 2001; Shaeffer, 1992). In the school context, these stakeholders include parents, traditional authorities, local opinion leaders, civil society organizations, and district education officials. Empirical studies in Ghana demonstrate that where SMCs successfully engage these actors, schools are better positioned to access financial contributions, infrastructural support, and social capital (Mensah, 2016; Aryeh-Adjei, 2021). However, stakeholder engagement is neither automatic nor evenly distributed across communities. In underserved rural settings, weak economic bases, low literacy levels, and limited institutional trust constrain stakeholder participation, thereby undermining the resource mobilization capacity of SMCs (Essuman & Akyeampong, 2011; Bennell & Akyeampong, 2016).

The uneven effectiveness of SMCs across communities is further illuminated by Contingency Theory, which argues that organizational structures and practices must be aligned with contextual conditions to achieve effectiveness (Bush, 2020; Somantri, 2018). Applied to SMCs, this theory suggests that a uniform policy expectation that all committees will mobilize resources effectively fails to account for contextual disparities between urban and rural communities. Studies by Acheampong (2015) and Bennell and Akyeampong (2016) show that SMCs in urban areas tend to be more effective in mobilizing resources due to higher household incomes, stronger social networks, and greater access to external funding opportunities. In contrast, rural SMCs operate within constrained environments characterized by poverty, weak infrastructure, and limited government intervention, which significantly restrict their capacity to mobilize

resources. Despite these insights, much of the literature remains largely descriptive and does not empirically assess how contextual limitations interact with SMC practices to shape resource mobilization outcomes at the district level.

A further conceptual issue emerging from the literature is the gap between the formally defined roles of SMCs and their actual operational practices. Policy documents and empirical studies consistently outline resource mobilization as a key responsibility of SMCs (Ababio, 2012; Nyarko, 2010; Ghana Education Service, 2010). However, evidence from rural districts indicates that many SMCs are inactive, lack initiative, or depend heavily on head teachers to drive resource mobilization efforts (Abreh, 2017; Alhassan, 2020). This discrepancy can be explained through the lens of Espoused Theory and Theory-in-Use, which highlights the divergence between officially stated roles and actual behaviors within organizations. While SMCs may espouse commitment to school development and resource mobilization, their actions often reflect limited capacity, low motivation, or unclear role understanding, particularly in underserved communities. Existing studies acknowledge this disconnect but do not rigorously examine its implications for resource mobilization effectiveness.

Importantly, the literature has not sufficiently linked SMCs' resource mobilization effectiveness to broader educational outcomes in rural public basic schools. While scholars recognize that inadequate resources contribute to poor infrastructure, low enrolment, and declining school quality (Ampratwum & Armah-Attoh, 2010; Bonsu, 2016), there is limited empirical evidence directly attributing these challenges to variations in SMC performance. Moreover, few studies provide district-specific analyses that capture local dynamics and allow for generalizable conclusions within

similar rural contexts. This creates a significant knowledge gap regarding how SMCs function as resource mobilization agents in underserved districts such as Ekumfi.

In response to these gaps, the present study empirically examines the effectiveness of SMCs in mobilizing resources for public basic schools in Ekumfi District. By grounding the analysis in Stakeholder Theory, Contingency Theory, and Espoused Theory and Theory-in-Use, the study moves beyond normative role descriptions to assess actual practices within a clearly defined rural context. In doing so, it contributes context-sensitive evidence to the literature on decentralized school governance and provides a stronger empirical basis for policy review and targeted capacity-building interventions for SMCs in underserved communities.

2.3.2 The Role of SMCs in Maintenance of School Facilities

The maintenance of school facilities is a critical dimension of effective school management and a key determinant of teaching and learning quality in public basic schools. Within Ghana's decentralized education system, School Management Committees (SMCs) are mandated to support the upkeep of school infrastructure by mobilizing community resources, supervising maintenance activities, and collaborating with head teachers and district authorities to ensure safe and conducive learning environments (Ababio, 2012; Ghana Education Service, 2010). Conceptually, school facility maintenance includes routine repairs, sanitation, furniture upkeep, security, and the preservation of physical infrastructure to prevent deterioration (World Bank, 2004; Ankomah et al., 2005). These responsibilities position SMCs as central actors in translating community participation into tangible improvements in school conditions.

Stakeholder Theory provides a useful framework for understanding SMCs' involvement in facility maintenance, as it emphasizes shared responsibility among stakeholders for organizational outcomes (Shaeffer, 1992; Epstein, 2001). In the context of school infrastructure, effective maintenance depends on the coordinated efforts of parents, community members, traditional authorities, and local government actors, facilitated through SMC structures. Studies in Ghana indicate that where SMCs actively engage stakeholders, schools benefit from communal labour, local material support, and improved oversight of facilities (Mensah, 2016; Agyemang-Fordjour & Ayarkwa, 2018). However, stakeholder participation in maintenance activities is often uneven, particularly in rural and underserved communities where economic constraints and weak social cohesion limit collective action (Essuman & Akyeampong, 2011; Bennell & Akyeampong, 2016). This uneven participation undermines the capacity of SMCs to fulfill their maintenance responsibilities effectively.

The variability in SMC performance regarding facility maintenance is further illuminated by Contingency Theory, which posits that organizational effectiveness is contingent on contextual factors such as resource availability, socio-economic conditions, and institutional capacity (Bush, 2020; Somantri, 2018). Empirical evidence suggests that urban and peri-urban SMCs are more successful in maintaining school facilities due to greater access to financial resources and external support, while rural SMCs struggle with dilapidated infrastructure, delayed repairs, and reliance on overstretched government interventions (Acheampong, 2015; Bennell & Akyeampong, 2016). Although several studies document the prevalence of poor school infrastructure in rural Ghana (Anamuah-Mensah, 2018; Osei, 2020), few explicitly examine how SMCs' maintenance roles are shaped by contextual constraints at the district level,

leaving a gap in understanding the practical limitations of decentralized school management in underserved areas.

A further conceptual issue concerns the divergence between the formal expectations placed on SMCs and their actual involvement in facility maintenance. Policy frameworks and empirical studies consistently assign SMCs responsibility for supervising maintenance and ensuring the safety of school environments (Ababio, 2012; Ghana Education Service, 2010; Nyarko, 2010). However, evidence from rural districts suggests that many SMCs exhibit limited engagement, weak oversight, and dependence on head teachers to initiate maintenance actions (Abreh, 2017; Alhassan, 2020). This discrepancy aligns with Espoused Theory and Theory-in-Use, which explains the gap between officially stated roles and actual practices. While SMCs may espouse commitment to maintaining school facilities, their actions often reflect capacity deficits, unclear role understanding, or low motivation, particularly in underserved contexts.

The consequences of weak SMC involvement in facility maintenance are well documented in the literature, including unsafe learning environments, overcrowded classrooms, poor sanitation, and the proliferation of schools under trees (World Bank, 2004; Ankomah et al., 2005). These conditions negatively affect learner attendance, retention, and teacher morale, particularly in rural public basic schools (Ampratwum & Armah-Attoh, 2010; Bonsu, 2016). Despite this recognition, existing studies rarely establish a direct empirical link between SMC maintenance practices and infrastructural outcomes at the local level. Moreover, there is limited evidence connecting SMCs' resource mobilization capacity to their effectiveness in maintaining school facilities, creating a conceptual gap between governance processes and infrastructural conditions.

In response to these gaps, the second objective of this study examines the role of SMCs in the maintenance of public basic school facilities in Ekumfi District. Anchored in Stakeholder Theory, Contingency Theory, and Espoused Theory and Theory-in-Use, the study provides a context-specific analysis of how SMCs translate formal responsibilities into maintenance practices within a rural and underserved setting. By empirically assessing SMC involvement in facility maintenance and its relationship with resource mobilization effectiveness, the study contributes to a deeper understanding of decentralized school governance and informs policy and practice aimed at improving infrastructural sustainability in Ghana's public basic schools.

2.3.3 Relationship Between SMCs' Resource Mobilization and Contribution to School Facility Maintenance

The relationship between School Management Committees' (SMCs) resource mobilization effectiveness and their contribution to the maintenance of school facilities represents a critical yet underexplored dimension of decentralized school governance in Ghana. Conceptually, the ability of SMCs to maintain school infrastructure is inherently dependent on their capacity to mobilize financial, material, and human resources from within and beyond the community (Ababio, 2012; Mensah, 2016). Facility maintenance, encompassing routine repairs, sanitation, furniture upkeep, and infrastructural safety, requires sustained inputs that often exceed the limited funds provided by the state (World Bank, 2004; Ankomah et al., 2005). Within this context, effective resource mobilization serves as the enabling mechanism through which SMCs can translate community participation into improved physical learning environments.

Stakeholder Theory provides a foundational explanation for this relationship by emphasizing that organizational outcomes are shaped by the collective contributions of

relevant stakeholders (Shaeffer, 1992; Epstein, 2001). In school settings, SMCs are expected to coordinate parents, community members, traditional leaders, and local authorities to mobilize resources that directly support facility maintenance (Mensah, 2016; Agyemang-Fordjour & Ayarkwa, 2018). Empirical studies suggest that where SMCs successfully engage stakeholders, schools experience improved maintenance outcomes through communal labour, locally sourced materials, and enhanced accountability mechanisms (Essuman & Akyeampong, 2011). However, the literature often treats resource mobilization and facility maintenance as separate governance functions, with limited empirical interrogation of how effectiveness in one domain conditions performance in the other.

Contingency Theory further explains the variability in the relationship between resource mobilization and facility maintenance across different contexts. The theory posits that organizational effectiveness depends on alignment between strategies and environmental conditions (Bush, 2020; Somantri, 2018). In urban and peri-urban communities, SMCs tend to mobilize resources more effectively due to higher household incomes, stronger institutional networks, and access to external support, resulting in better-maintained school facilities (Acheampong, 2015; Bennell & Akyeampong, 2016). Conversely, rural and underserved communities face structural constraints, such as poverty, limited social capital, and inadequate government intervention, that weaken SMCs' resource mobilization capacity and, by extension, their contribution to facility maintenance (Essuman & Akyeampong, 2011; Bennell & Akyeampong, 2016). While these disparities are acknowledged in the literature, few studies empirically examine how contextual factors moderate the relationship between resource mobilization and maintenance outcomes at the district level.

A further conceptual gap emerges from the divergence between the formally assigned responsibilities of SMCs and their actual practices in linking resource mobilization to facility maintenance. Policy frameworks and empirical studies clearly articulate SMCs' dual responsibility for mobilizing resources and ensuring the maintenance of school facilities (Ababio, 2012; Ghana Education Service, 2010; Nyarko, 2010). However, evidence from rural districts suggests that many SMCs mobilize limited resources and fail to systematically channel them into sustained maintenance activities, resulting in deteriorating infrastructure (Abreh, 2017; Alhassan, 2020). This inconsistency is well captured by Espoused Theory and Theory-in-Use, which highlights the gap between stated commitments and actual behaviors. While SMCs may espouse responsibility for both functions, their actions often reflect fragmented implementation, weak oversight, and reliance on head teachers to initiate maintenance efforts.

Despite widespread acknowledgment that inadequate school facilities negatively affect enrolment, attendance, learner retention, and teacher morale (Ampratwum & Armah-Attoh, 2010; Bonsu, 2016; Osei, 2006), existing studies rarely establish a direct empirical linkage between SMCs' resource mobilization effectiveness and facility maintenance outcomes. Most studies either focus on infrastructure deficits or on governance structures in isolation, leaving a significant knowledge gap regarding the functional relationship between these two governance domains. This gap is particularly pronounced in underserved rural districts, where contextual constraints intensify the consequences of weak SMC performance.

In response, the third objective of this study empirically examines the relationship between SMCs' effectiveness in mobilizing resources and their contribution to the maintenance of public basic school facilities in Ekumfi District. Anchored in

Stakeholder Theory, Contingency Theory, and Espoused Theory and Theory-in-Use, the study integrates governance processes and infrastructural outcomes within a single analytical framework. By doing so, it contributes to the literature by providing context-specific evidence on how resource mobilization capacity shapes facility maintenance in rural public basic schools and offers insights to inform policy refinement and targeted capacity-building for SMCs in underserved communities.

2.3.4 The Relationship Between Community Participation and Teacher-Job

Satisfaction

Community participation in school governance has been widely recognized as a critical factor influencing both school effectiveness and teacher-related outcomes, particularly in decentralized education systems. In the context of public basic schools, community participation, often facilitated through School Management Committees (SMCs), includes parental involvement, communal support for school activities, monitoring of school affairs, and collaboration with teachers and school leadership (Shaeffer, 1992; Epstein, 2001). Conceptually, such participation creates a supportive institutional environment that shapes teachers' perceptions of their work conditions, professional value, and overall job satisfaction (Bennell & Akyeampong, 2016; Essuman & Akyeampong, 2011).

Herzberg's Two-Factor Theory provides a useful explanatory framework for understanding how community participation relates to teacher job satisfaction. According to the theory, job satisfaction is influenced by both hygiene factors (such as working conditions, supervision, and interpersonal relations) and motivator factors (including recognition, achievement, and professional growth) (Herzberg et al., 1959).

Active community participation contributes to improved hygiene factors by supporting better school facilities, ensuring a safer and more conducive teaching environment, and fostering positive relationships between teachers and the community (Ampratwum & Armah-Attah, 2010; Osei, 2006). At the same time, recognition and respect from parents and community leaders can serve as powerful motivators, enhancing teachers' sense of achievement and professional worth, particularly in resource-constrained rural settings.

From the perspective of Stakeholder Theory, teachers are key stakeholders whose satisfaction and commitment are essential to achieving educational goals (Epstein, 2001). Community participation signals stakeholder engagement and shared responsibility, which can strengthen trust, accountability, and collaboration between teachers and the community. Studies indicate that when communities actively support schools, teachers are more likely to feel valued, supported, and motivated to remain in their postings, especially in rural and underserved areas (Bennell & Akyeampong, 2016; Essuman & Akyeampong, 2011). Conversely, weak community involvement is often associated with teacher isolation, limited support for instructional activities, and heightened dissatisfaction.

Contingency Theory further suggests that the effect of community participation on teacher job satisfaction is context-dependent. In communities with higher social cohesion and resource availability, participation tends to translate into tangible support for teachers, such as assistance with accommodation, security, and teaching materials (Acheampong, 2015; Bennell & Akyeampong, 2016). In poorer rural contexts, however, community participation may be limited to symbolic engagement, with minimal material support, thereby weakening its influence on job satisfaction. Existing

studies acknowledge these contextual differences but rarely examine how variations in community participation interact with local conditions to shape teacher satisfaction outcomes at the district level.

A notable conceptual gap in the literature lies in the inconsistency between the expected role of communities in supporting teachers and the actual experiences of teachers in public basic schools. While policy frameworks and governance models emphasize strong community–teacher partnerships (Ghana Education Service, 2010; Nyarko, 2010), empirical evidence suggests that in many rural districts, community participation is uneven and sometimes characterized by conflict, unrealistic expectations, or limited appreciation of teachers’ professional roles (Abreh, 2017; Alhassan, 2020). This disconnect aligns with Espoused Theory and Theory-in-Use, where communities and SMCs espouse support for teachers, yet their practices do not consistently foster conditions that enhance teacher job satisfaction.

Moreover, much of the existing literature examines teacher job satisfaction primarily through individual or institutional factors such as remuneration, workload, and leadership style, with limited attention to the role of community participation as a relational and governance-based determinant. This gap is particularly evident in rural Ghanaian contexts, where community–school interactions are more pronounced and potentially more influential on teachers’ lived experiences. Few studies empirically model community participation as a key explanatory variable influencing teacher job satisfaction within decentralized school management structures.

Against this backdrop, the present study addresses this gap by empirically examining the relationship between community participation and teacher job satisfaction in public

basic schools in Ekumfi District. Grounded in Stakeholder Theory, Contingency Theory, and Herzberg's Two-Factor Theory, the study integrates governance dynamics and teacher welfare within a unified analytical framework. By situating teacher job satisfaction within the broader context of community engagement, the study contributes context-specific evidence to the literature and informs policy and practice aimed at improving teacher retention, motivation, and overall school effectiveness in underserved rural districts.

2.4 Empirical Review

The empirical review presents a synthesis of previous studies that have investigated the role of SMCs in promoting sustainable school governance and educational development. This section adopts a thematic approach to analyze relevant literature, focusing on key areas such as the effectiveness of SMC functions, community participation, stakeholder engagement, and the challenges faced in implementing decentralized school management.

2.4.1 The SMCs Effectiveness

Donkoh et al (2023) assessed the effect of quality education management functions on the academic performance of pupils in government basic schools in Ghana. A questionnaire was used to obtain data from headteachers, teachers, pupils, and the Parents' and Teachers Association, totaling 240 respondents from 15 schools in Accra, Ghana. The findings indicated that teachers' effort has the highest impact on pupils' academic performance among all the managerial function variables in the research. The research recommends that the Ghana government and educational stakeholders emulate Singapore's system of teacher development, which has enabled them to achieve educational excellence acknowledged across the globe.

Jacob et al (2022) study was on the topic: School-Based Management Committee (SBMC) of Basic schools in the Federal Capital Territory (FCT) implementation problems and way forward. It was conducted in Abuja, the capital city of Nigeria. This study used a qualitative research approach to collect primary data for the research without recourse to secondary sources. They identified funding problems, low parents attendance in SBMC meeting, inability of parents to provide counterpart support, extortion by supervisory bodies supervising SBMC projects, uncompleted projects, poor monitoring and evaluation, poor capacity building for SBMC members and insecurity problems as the problem hindering effective implementation of SBMC of Basic schools in FCT, Abuja. They recommended that the government should release a grant to the SBMC as at when due to the SBMC for the implementation of the identification of projects, and the government should encourage SBMC (parents) to contribute their counterpart funds.

Nandwani and Jain, (2022) study obtained secondary data for fixed effect quantitative methodology for a large panel construction comprising more than 6 million observations to examine the extent to which female representation in school management is associated with improvement in school quality. Their findings show that increased female representation in school management committees is associated with improvement in school quality, measured in terms of some teachers hired, the qualification of teachers, academic resources, and student enrollment. They recommended the need to increase female representation in the SMCs, especially within the rural communities of India.

Andoh-Robertson et al (2020) study sought to assess the performance of SMCs towards the attainment of Quality Basic Education in the Tarkwa-Nsuaem Municipality (TNM).

The study used a quantitative research approach to collect data from a sample of 230 respondents and analyzed the data using descriptive statistics. The findings indicated that SMCs had good performance on almost all performance indicators; however, they were not doing enough to ensure financial accountability in schools. They found that there was weak statistical correlation between SMCs' performance and academic performance in the Municipality.

Effendi et al, (2020) determined whether there is any influence and how much influence the role of the school committee and school operational assistance programs on the quality of education. This research was conducted in SMP Negeri Rambang, Muara Enim. It is a quantitative research using the partial correlation method. Data was collected using a questionnaire from a sample of 45 respondents. The results showed that there is an influence of the role of the school committee on the quality of education. Also there is a significant joint effect between the role of the school committee and the school operational assistance program on the quality of education.

Mumtaz and Awan, (2019) the paper explored the role of school council in developing Elementary Schools in Punjab province of Pakistan. This research is descriptive in nature and survey method was used for data collection. Data were collected through a structured questionnaire distributed among 238 respondents. The data were analysed by using Statistical Package for Social Sciences (SPSS). It was concluded that school council members were actively participated in meetings and majority of them were dissatisfied with the dealings of Head teachers. They were also dissatisfied over fund allocation in schools. During survey, the School council members recognized that they failed to play an effective role in school development.

Catherine et al, (2019) study sought to assess the effectiveness of Board of Management (BOM) in managing financial and human resources in public primary schools within Nyeri County of Kenya. They used quantitative research approach and adopted descriptive survey research design to collect data from 196 respondents. Their finding was that BOMs were effective in human resource management in the sampled primary schools. The research also used quantitative research with a sample size of 300 respondents of SMC members and teachers from 20 basic public schools within the rural communities of the district.

Jenifer, (2018) established the relationship between SMC roles and performance of primary schools in Lamwo district in Uganda. It employed descriptive correlation design. The study used a population of 1482 and a sample size of 315. Questionnaires were used for reaching respondents randomly selected for data collection. The findings revealed the following: there is a positive relationship between supervisory role and performance of primary schools in Lamwo district Uganda, suggesting that the more improvement in supervisory role, the more the increase in Performance of primary schools in Lamwo district Uganda, and vice versa. This study revealed that there is a significant relationship between planning & organizing role and performance of primary schools in Lamwo district Uganda, the findings of this study proved a positive significant relationship between administrative role and performance of primary schools. The researcher concluded that; effective supervisory role and improvement in planning and organizing increase performance of the schools. The researcher concluded that; the Management committee members should check on time performance for everyone in the school, this will help to improve on the supervisory role, the schools' Management

should monitor pupils' attendance regularly, this can be done carrying out of role-calling of students' names every day.

Abreh, (2017) in his study on the SMCs in the two districts he conducted the research in Ghana, he used qualitative research approach for data collection to examined the involvement and participation of the SMCs in school management he arrived at the findings that showed that the state of stakeholder involvement and participation in school-based management within selected communities in these two districts were not well coordinated.

He also found that school governance structures were not fully operational and here was limited collaboration between the entire SMC membership and the schools they serve. In addition to his findings was that committee planning and implementation issues were significant concerns. He recommended that SMCs be revitalized and their roles and responsibilities are unpacked for better targeting. The study also suggested changing the management activities to transform the face of activities of SMCs to improve educational provision and administration in the localities they operate

Acheampong, (2015) study has a goal to understand how SMCs of two communitybased schools operate in an urban and a rural context of Ghana. The study investigated five areas of functions of the SMCs and evaluated some of their practices based on stipulated directives of the GES. It used a multiple-embedded case study design in a qualitative approach to address how the SMCs function and how the parents and communities participate in these two schools through the SMCs. A semistructured interview was used to gather data from members of the two SMCs. Using an inductive analytical approach, a conceptual model was developed to discuss and interpret the findings. The study

shows how contextual differences of two schools can influence the functions of their SMCs. It indicates that the SMCs have four categories of roles that classify their roles as support in the management of the Schools. But, they are not effective in all the four category of roles. Second, it highlights the importance of involving parents in decision making to raise funds but the outcome of this practice is different to the two SMCs.

Third, it reveals that school-community relationship can be positive or poor depending on how parents are involved in schools and the kind of communication with community leadership. Also, the flow of information between the Education Authority and the SMCs suggests that there are some barriers but these barriers are differently perceived and generates different reactions from each of the two SMCs and their respective community leaderships. Further, the two SMCs have challenges that affect their functions. The common and major ones to both SMCs are insufficient finance, inadequate capacity, lack of rewards for the work of SMC and worrisome combination of personal work to that of the SMC.

Moreover, the nature of participation points that parents more than communities participate in the schools. But the extents of parents' participation vary between the two schools. In conclusion, the study indicates there are significant differences in how the two SMCs operate their schools given their different backgrounds. The study recommends empowerments for both SMCs to enable them mobilize well their communities and resources to help the school. It suggests further studies about the effects of financial contributions on parents' participation and access to education in these two schools

Kanyiri et al (2015) study sought to assess the capacity of SMCs in implementation of education funds in public primary schools in Eldoret East District. The study conducted a survey design. Both probability and non-probability sampling methods were employed to select 200 respondents. From the study findings majority of the respondents cited the inability of the SMCs to implement devolved education funds while at the same time lacking accounting skills and lack of personal continuous development and training.

Parvaiz and Yousuf, (2015) research highlighted the impact of SMCs on school management at elementary level within district Jhang in Pakistan. They used quantitative research approach for their data collection and developed one data sheet in excel work sheet tabulated, analyzed and interpreted using the statistical formula. In the light of their findings it was concluded that SMCs were working to solve the problems. They also found out that SMCs' decisions were not being implemented accordingly.

In his study, Owino, (2012) examined factors influencing effectiveness of school management committees on management in public primary schools in Karemo Division, Siaya County, Kenya. The study used quantitative research approach to collect a sample size of 412 respondents. SPSS was used in the data analysis and concluded that only a few of the SMC members were competent. The study concluded that though most of the SMC members had attended managerial courses only a few of them were competent. A small proportion of SMC members understand their roles and responsibilities and that most of the treasurers were weak in budget development. It recommended that capacity building initiative was to organize for the members.

2.4.2 School Governance outcome and school improvement

Dickens, (2022) the study focused on the role of SMCs and headteacher effectiveness in government-aided primary schools in Luweero district, Uganda. The study employed a cross-sectional study design using both quantitative and qualitative approaches to data collection and analysis. A sample of 160 respondents comprising of head teachers and SMC members was selected using purposive and cluster sampling techniques. Data was collected using structured questionnaires and Focus

Group Discussion (FGD) guides. The findings under the first objective revealed that SMC members did not effectively monitor head teachers' management of academic programmes. The study recommended that the district local government needed to organize workshops and seminars to equip SMC members with the requisite skills and knowledge in school monitoring and sensitizing them about their roles and responsibilities. It was also recommended that a minimum level of education and one's integrity and contribution to community welfare be tagged to selection of SMC members.

Asamoah and Tobias, (2021) investigate the impact of school leadership on students' performance in BECE in Northern Ghana. The study employed a cross-sectional design involving 384 participants to gather both qualitative and quantitative data using questionnaires and interview guides. The analysis revealed that leadership styles affects students' academic performance and that head teachers employed various leadership styles such as transformational, transactional, servant-leadership styles as well as autocratic and dictatorial leadership styles. It was recommended that the MoE makes leadership training a part of the training colleges' curriculum and that the GES

organizes regular leadership training seminars and workshops for its teachers so as to keep them abreast with various leadership styles.

Atuahene et al (2019) the findings of the study gave evidence that there were disparities in the academic performance of pupils in public and private basic schools in the Berekum Municipality. The study was conducted using quantitative approach methodology. From the study it was established that both internal and external factors in the classroom and outside the classroom were responsible for the disparities of academic performance in schools. These factors included the fact that public schools did not have the needed teaching and learning resources in order to operate fully in the teaching and learning process.

In this study, Bosu, (2016) establish the reasons why private basic schools were doing considerably better than public schools in Ghana. Questionnaire was used to collect data from 70 respondents. Results of the study revealed that private schools were better resourced, had parents of pupils whose socioeconomic status was higher and were more involved in their children's education. Public schools had more professionally qualified teachers than the private schools. It was recommended that teachers should improvise the teaching and learning resources which were not available in the schools to enhance the quality of education in both private and public basic schools in the country.

Abdul-Hamid et al. (2015) conducted a comprehensive study examining the effectiveness of School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) in enhancing accountability and learning outcomes in Ghana's basic education sector. Utilizing a mixed-methods approach, the research combined quantitative surveys with qualitative interviews and focus group discussions across

various districts to assess the extent of community participation in school management and its impact on educational quality. The study revealed that while the establishment of SMCs and PTAs was widespread, their functionality varied significantly across regions. In many instances, these bodies existed in form but lacked the capacity or authority to influence school governance meaningfully. Factors contributing to this included limited training for committee members, unclear delineation of roles and responsibilities, and inadequate support from educational authorities. Consequently, the potential of SMCs and PTAs to serve as conduits for community engagement and accountability was often unrealized. They highlighted that effective community participation was closely linked to improved student learning outcomes. Schools with active and empowered SMCs and PTAs tended to exhibit better management practices, resource mobilization, and responsiveness to local educational needs. However, systemic challenges such as bureaucratic inertia, resource constraints, and socio-cultural barriers impeded the scalability of these successes.

2.4.3 Community Participation in School Management

Kusumawati, (2022) the study aims to describe the participation of school committees in improving the quality of schools. Qualitative research approach was used to collect data through interviews, observations and documentation studies. The results of the study found that the role of school committee is effective in improving the quality of education. The role of the school committee has contributed to the fields of student affairs, curriculum, public relations of school facilities and infrastructure as well as strengthening school management.

Achmad et al, (2021) study aimed to investigate the influence of committee participation on the quality of education. Quantitative research approach was used to collect data from

the respondents through questionnaires. They were analyzed by using multiple regression analysis through t-test, F test, and determination coefficient test. The population consisted of 294 teachers and probability sampling technique was used in arriving at a sample size of 75 respondents. The results of the study showed that participation of school committee individually influences the quality of education at Elementary Schools of Babat Supat District.

Aryeh-Adjei, (2021) paper was a literature review on community participation in the management of Ghanaian schools. The paper's scope identifies the importance of community participation in school management, the context of school management in Ghana and the challenges of community participation. It was recommended that Ghanaian parents and other stakeholders be encouraged to participate fully in schools' management to promote development in the education sector (at all levels) and in the entire community.

Takyi et al (2014) study was undertaken to assess the challenges affecting the local Planning (DESP) process towards quality basic education delivery in Salaga Town Council. Primary data was collected through in-depth interview and analysed qualitatively using deductions and inferences approach. From the study, it was found that inadequate funds/resource, difficult terrain and lukewarm attitude on the part of the community level stakeholders were major challenges adversely affecting community stakeholders' participation in the DESP process. It was also found that poor communication between the district and local community stakeholders was a challenge. The study recommended that the MoE provides adequate funding and ensure effective two-way communication between the two groups of stakeholders to foster collaboration in the quest to improving the quality of basic education in Salaga area.

Johnston, (2010) the study was conducted to explore the state of community involvement in the provision of basic education in the Mfantseman Municipality of the Central Region. The research design used for the study was a descriptive survey. A total sample of 260 respondents were selected for the study. These respondents were drawn from 50 Basic Schools which were randomly selected from the total number of 98 schools in the municipality. The simple random sampling using the lottery method was used to select the respondents. The descriptive statistics was used to analyse data where frequency counts, percentages and tables were employed. The analysis revealed that community participation was greatly felt in terms of the provision of land for school projects and communal labour to help put up school projects.

However, it was realized that community involvement in terms of financial assistance was relatively low. Again, members of the community did not show keen interest in the teachers' use of instructional hours as well as in the welfare of teachers. The research thus recommends that collaboration between the school and the community be strengthened to ensure that the community's participation in education delivery becomes stronger and that there should be effective strategies such as frequent visits by circuit supervisors to monitor the use of contact hours.

Akyeampong (2011) provides a critical empirical investigation into the effectiveness of decentralization and community participation in basic education delivery in Ghana, particularly focusing on how policy intentions compare with actual practices at the local level. The study employs qualitative methodologies, including interviews and observations from rural communities, to understand how School Management Committees (SMCs) and other local stakeholders engage with school governance under the decentralized education framework. One of the central findings from the study is

that while the policy framework supporting decentralization promotes community participation and local ownership of education, the actual implementation often falls short of these ideals. In practice, community participation is often weak and dominated by a small group of local elites who tend to make decisions without broad consultation. Akyeampong (2011) argues that this undermines the inclusiveness and effectiveness of decentralized school governance structures, including SMCs.

The research found that community members, particularly those with limited education or influence, were often sidelined in decision-making processes. The study reveals a disconnect between the expectations of SMCs and their actual capacity. Many committee members lacked the necessary training and resources to fulfill their roles effectively. This situation led to a minimal impact of SMCs on school management, resource mobilization, and oversight. Teachers, meanwhile, were often more responsive to district education officials than to community members or SMCs, suggesting a weak accountability link between schools and their immediate communities.

Iddrisu, (2010) the researcher sought to find out the extent to which the Muslim Community of the Techiman Municipality participates in the development of basic education. The sample for the study was 175 respondents. Purposive and random sampling techniques were used for the selection. The findings of the study showed that the Muslim communities in the Techiman municipality participated in basic school development by sending their children to school. They attend communal labour to help provide school infrastructure, take part in decision-making through the PTA and raise funds to support community school projects. Based on the findings of the study, it was recommended, among others, that GES need to constantly organize massive education

campaign and seminars to the community members on the need to participate in the development of basic education.

Mohammed et al (2010) study was to observe the functions and performance of SMCs in promoting education in Pakistan. The government schools of Punjab Province were considered to be the target population. The study sample consisted of 68 respondents from 8 government higher secondary schools in Punjab. A survey-type study questionnaire was used to gather the data which were collected and interpreted by using simple statistical techniques of percentage, mean, standard deviation, and t-test. Tentative conclusions are drawn with regard to observations of head teachers and members of SMCs. It was recommended that community participation in planning and managing for increased educational opportunity is necessary.

2.4.4 Resources Mobilization for School Improvement

Ahasu et al (2023) study explored the involvement of community resources in education planning and delivery in Ghana. It focused on how the involvement of community resources has had an impact on educational planning and development in the Ada East District of the Greater Accra Region of Ghana. A qualitative method was used and data collected through structured interview from 15 participants who selected using purposive sampling technique. The findings indicated that communities contribute to the development of effective educational policies by providing insights and perspectives through various channels, such as community forums, advisory committees, and public hearings. Also, communities celebrate and embrace cultural diversity, fostering inclusivity within educational settings. The study recommended the need for maximize community involvement in education as essential to establish

collaborative partnerships with key stakeholders to benefit schools, students and improving the quality of education.

Gwaro and Ngacha, (2023) study aimed at examining the influence of headteachers' involvement of stakeholders on establishment of infrastructure projects in schools in Kisii South Sub- County. Using the mixed methodology and concurrent triangulation research design, the study involved 198 teachers who filled questionnaires and 10 head teachers as key informant interviewees. Data was analyzed using descriptive statistic and correlation analysis. The findings showed that some head teachers were keen on engaging the alternative income generating activities for infrastructure projects. The correlation analysis showed that the influence of headteachers' resource mobilization skills on implementation of infrastructure projects in public primary schools in Kisii South SubCounty was weak positive. However, the influence was insignificant. The study recommended that the MoE evaluates and strengthens the processes of implementation of projects in primary schools.

Sarah et al, (2022) the purpose of the study was to establish the relationship between resource mobilization and academic performance. The study adopted descriptive survey design. The study was conducted in 360 public secondary schools in Bungoma County. The target population comprised of 360 Principals, 360 Board of management chairpersons (BOM) and 360 Directors of Studies (DOS). The sample size of the study comprised of 72 Principals, 72 Board of Management chairpersons and 72 Director of Studies. Simple random sampling was used to select 72 schools which represented 20% of 360 target schools. Purposive sampling was used to select the respondents. Primary data was collected using closed ended questionnaires and checklists. The study established that there is a positive and significant relationship between resource

mobilization and academic performance of public secondary schools in Bungoma County. It was recommended that a unit improvement in resource mobilization is likely to result to an improvement in academic performance

Ampomah, (2021) study was to find out the support offered by the school community in addressing challenges faced by rural basic schools in the Assin South District of Ghana. The sample for the study consisted of 160 respondents. The mixed method design was adopted. Respondents were selected using the purposive and convenience sampling procedures. The study showed that the community support in education was significantly related to pupils' access and enrolment in basic education. It also revealed that community support in the Assin South district related to school management. Recommendations were that District Education Oversight Committee (DEOC) endeavours to educate stakeholders on their roles and responsibilities in educational management in the district during school durbars and the MoE and the GES make it a policy the need for communities to support schools in their jurisdiction in areas such as building, maintaining and managing the schools.

Abuya, (2020) purpose was to establish the relationship between stakeholder collaboration and resources mobilization for science activities in early years' education (EYE) programme in Kisumu West Sub-County, Kenya. The target population for the study was 1227 respondents. Simple stratified random sampling was adopted using Krecjie and Morgan table to arrive at a sample size of 297 for the study. Descriptive and inferential data were analysed using SPSS computer package version 21. There was significant positive association between stakeholder collaboration and resources mobilization for science activities in early years' education programme. The study recommends that the governments strengthen stakeholder collaboration strategies in

their EYE programmes to ensure sustainable resources for early years' science activities in Kenya.

Ihejirika and Evans (2018) study investigated the Influence of Traditional Rulers in Resource Mobilization towards Community Development Projects in Rivers State of Nigeria. A descriptive survey research design was used in the study with a sample of 133 respondents were purposively drawn from the three senatorial district to respond to questionnaire. The study was based on the theories of collective action, social development and structural functionalism. The following findings were made among others: that traditional rulers embarked on community development projects in Rivers State, mobilize resources through fund raising programmes, negotiate for portions of land for community development projects to be cited and organize community participation/human resources for community development activities.

Recommendations were that there is much to gain from traditional ruler's community development intervention in Rivers State, if the constraint factors affecting them from achieving results are eliminated and that if more financial support are given to the traditional rulers, they will embark on sustainable community development projects in their communities. The following recommendations were made that: Traditional rulers should be given proper constitutional recognition in the community development process as they are the custodians of the land upon which the projects will be established.

Geofre, (2015) study's purpose was to evaluate the efficacy of the school committees in the management of primary school resources and projects including specifically to examine the extent to which school committees play their roles in mobilizing School resources in Rufiji district. A descriptive survey design was used for data collection and

analysis. A sample size of 47 respondents was involved in the study where by focused group discussion, documentary review and interview methods were used for collecting data. Content and thematic analysis was used for data analysis. The study revealed that the roles that school committees played in mobilizing school resources were minimal. It was recommended that for the local community to choose relevant and capable individuals as their representatives in school committees who are ready to serve their interests and to take responsibility to mobilize resources for school projects and be aware of the negative impact of dependence.

Mojela, (2013) focuses on the dilapidated state of public schools infrastructure in the Gauteng Province of South Africa. A set of multiple questionnaires were designed to collect data from 34 public schools in Gauteng Province of South Africa. The study found that the primary factors that lead to the dilapidation of public schools infrastructure include that maintenance works are undertaken in a disjointed manner with no clear strategy, inadequate government intervention, no sense of ownership for the schools by learners, teachers, parents and community members, inadequate funds allocated to schools, vandalism, lack of maintenance, funds not allocated based on individual school needs, neglect, deferred maintenance and overcrowding. The study proposes a multi stakeholder framework for the proper maintenance of public schools infrastructure. The study provides an understanding of the various factors so as to enhance maintenance of existing public schools infrastructure and the capability of the government to build new schools or extend the existing schools to meet the demand.

Kagoda A. M, (2011) purpose of the study was to assess the achievements, constraints and future prospects of women's continued support for their children's education among the urban and rural poor in Mbale district of Uganda. Focus group discussions for

parents, face to face interviews for pupils, teachers, district education officers and political leaders' were also conducted. This research established the mechanisms such as participating in formal and informal markets, casual work, borrowing from microfinance banks and many others are used by parents to mobilize resources. The study recommends provision of adult education to all illiterate women in the poor communities of Mbale district. School administrators and teachers should organize meetings regularly with parents to share with them goals of the school. School administrators should listen to their pupils to understand them and their needs.

2.4.5 The SMCs' Functions and Teacher Job Satisfaction

Mary et al, (2021) study investigated the school culture, management functions, and job satisfaction of teachers in ASEAN elementary schools particularly in the Philippines, Indonesia and Thailand. The study utilized the cross sectional design. There were 321 teacher respondents from selected elementary schools in selected ASEAN countries. Three validated instruments were developed to measure school culture, management functions, and job satisfaction. Research findings showed that the school culture in terms of collaboration, collegiality, and efficacy is strong among ASEAN elementary schools. The management functions in terms of planning and controlling is highly practiced. Further, teachers have high levels of job satisfaction in all dimensions. This study revealed that school culture and management functions are positively correlated to job satisfaction. School culture in terms of efficacy and controlling management functions are significant predictors of job satisfaction. From these results, the school management in selected ASEAN elementary schools should give attention on how to improve teacher efficacy and their management functions so teacher satisfaction can be achieved.

Ansah, (2016) the purpose of this study was to examine job satisfaction among teachers in the Techiman Municipality. 306 respondents were randomly sampled from a total 1461 population in the Municipality. The instrument used for the data collection was the questionnaire. The findings of the study were that many teachers in the Techiman Municipality perceived teaching as their ideal profession but most teachers will prefer to change their profession as a result of dissatisfaction. Also teachers felt their conditions of service were not good enough and most teachers in the Municipality felt dissatisfied with security in the profession.

Kofi et al, (2012) study aimed at examining the relationship between teacher motivation and delivery of quality education in public basic schools in Tamale metropolis. Stratified random sampling method was used to select 20 public basic schools from the urban and peri-urban areas and 216 respondents were selected from the schools through simple random sampling method. Questionnaires and simple observation were the methods employed for data collection. Relevant data obtained were analyzed using quantitative methods. Results from a chisquare test showed a significant relationship between teacher motivation and quality education delivery and there was no significant difference in terms of motivation between urban and periurban teachers in the metropolis. Majority of the teachers joined the service because of the interest they had in teaching. But the level of motivation was too low. It was recommended that the living and working conditions of teachers should be improved and the opportunity for career advancement should be simplified for teachers to upgrade their professional knowledge and skills.

2.5 Conceptual Framework

The conceptual framework for assessing the effectiveness of SMCs in improving the governance of the basic public schools in the rural communities deals with two main variables, the independent variable been the SMCs effectiveness and the dependent variable been the improvement in school governance.

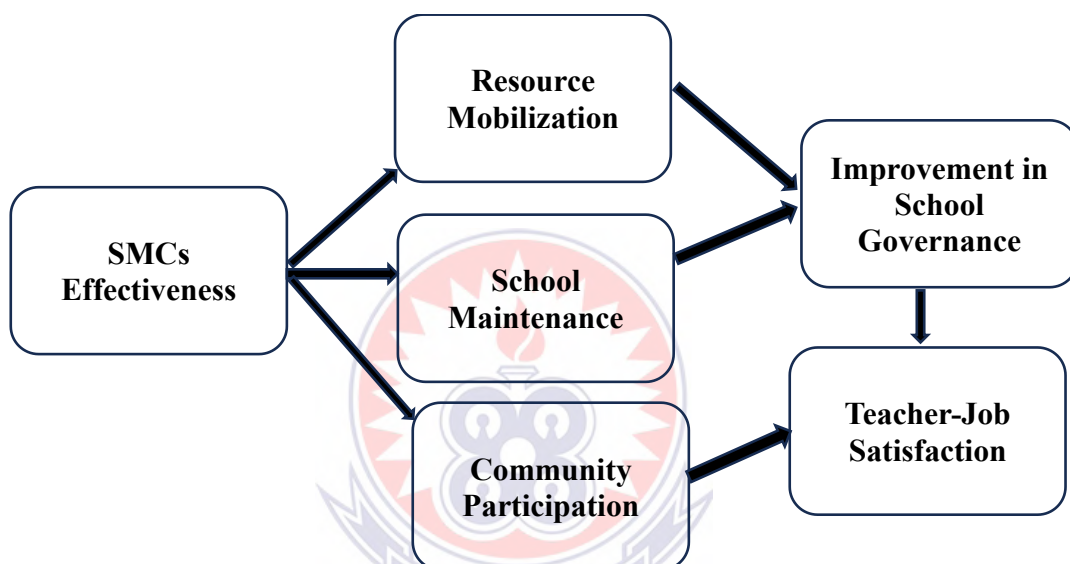


Figure 2.1: Conceptual Framework

The conceptual framework is designed to align directly with the specific objectives of the study and to address identifiable gaps in the literature on School Management Committees (SMCs) and school governance in rural public basic schools. While previous studies have examined aspects of SMC operations, they often fail to link empirical relationships clearly to stated objectives, resulting in weak explanatory power. This framework therefore specifies distinct causal pathways between SMC effectiveness and governance outcomes, with each pathway corresponding to a defined research objective. In doing so, it provides a structured basis for empirical testing and advances understanding of how SMCs contribute to improved school governance in practice.

The first pathway in the framework links SMC effectiveness to resource mobilisation for schools, directly addressing the objective that seeks to assess the effectiveness of SMCs in mobilising resources for public basic schools. Although stakeholder participation in school financing has been widely discussed in the literature, most studies focus on the presence of community contributions rather than the effectiveness of SMCs as coordinating bodies. By positioning resource mobilisation as a direct outcome of SMC effectiveness, the framework addresses the gap in understanding how leadership capacity, stakeholder engagement, and accountability mechanisms within SMCs translate into tangible financial and material support for schools, particularly in rural communities where state resources are often inadequate.

The second pathway connects SMC effectiveness to the maintenance of school facilities, addressing the objective that examines the role of SMCs in the maintenance of school infrastructure. Existing literature frequently treats facility maintenance as a technical or administrative responsibility, with limited attention to the governance structures that sustain it. This framework fills that gap by conceptualising facility maintenance as a governance outcome influenced by SMC effectiveness. Grounded in Contingency Theory, the framework recognises that effective maintenance depends on how SMCs adapt their strategies to local conditions, mobilise community labour, and prioritise infrastructure needs in resource-constrained rural settings.

The third pathway establishes a direct relationship between SMCs' resource mobilisation and their contribution to school facility maintenance, corresponding to the objective that examines the relationship between resource mobilisation and facility maintenance. While prior studies acknowledge that resources are necessary for infrastructure development, few empirically test the linkage between SMC-driven

resource mobilisation and sustained facility maintenance. By explicitly modelling this relationship, the framework addresses a methodological gap in the literature and enables the study to examine whether improved resource mobilisation by SMCs translates into better-maintained school facilities, rather than short-term or ad hoc infrastructural improvements.

The fourth pathway links community participation, as facilitated by SMCs, to teacher job satisfaction, thereby addressing the objective that investigates the relationship between community participation and teacher job satisfaction. Much of the existing literature treats community participation as an end in itself or focuses on its effects on enrolment and accountability, with limited attention to teachers' professional experiences. Drawing on Stakeholder Theory and Herzberg's Two-Factor Theory, the framework conceptualises community participation as a social and motivational mechanism that influences teachers' sense of support, recognition, and working conditions. This pathway fills a critical gap by extending governance analysis beyond structural outcomes to include human-centred outcomes that are essential for instructional effectiveness and teacher retention in rural schools.

The final pathway in the framework links teacher job satisfaction to improved school governance, reinforcing the overarching objective of assessing how SMC effectiveness contributes to better governance outcomes. While governance studies often focus on compliance, infrastructure, or policy implementation, they rarely integrate teacher motivation into governance models. By positioning teacher job satisfaction as an outcome influenced by SMC actions and a contributor to effective governance, the framework addresses a theoretical gap between governance structures and day-to-day school functioning. This approach is consistent with Espoused Theory and Theory-in-

Use, allowing the study to examine whether the participatory and supportive roles assigned to SMCs in policy are reflected in teachers' lived experiences.

Overall, the conceptual framework aligns each analytical pathway with a specific research objective while addressing key gaps in the literature related to causality, integration, and context. By linking SMC effectiveness to resource mobilisation, facility maintenance, community participation, and teacher job satisfaction within a single explanatory model, the framework advances existing research beyond fragmented analyses. It provides a coherent basis for examining how decentralised school governance operates in rural Ghanaian public basic schools and how SMCs, when effective, contribute meaningfully to improved governance outcomes.

2.6 Summary of the Literature Review

This chapter reviewed relevant theoretical, conceptual, and empirical literature relating to the effectiveness of School Management Committees (SMCs) and their role in improving school governance in public basic schools. Effectiveness of SMCs, as established in the literature, refers to the extent to which committee members are able to utilise existing decision-making structures, leadership arrangements, and community resources to achieve intended school governance outcomes in a timely and responsive manner. An effective SMC is therefore one that facilitates prompt decision-making, addresses emerging school challenges efficiently, and ensures that governance practices translate into tangible improvements in school operations.

The empirical literature reviewed indicates that several factors influence the effectiveness of SMCs, including members' educational background, leadership capacity, gender composition, clarity of roles, and challenges associated with

implementation of decentralised school governance policies. While these factors have been explored in different educational contexts, existing studies tend to examine them in isolation and often focus on urban or peri-urban settings. Consequently, limited attention has been given to how these factors interact to shape SMC effectiveness in rural public basic schools, particularly within the Ghanaian context.

The conceptual review further revealed that SMC effectiveness is closely linked to key governance outcomes such as resource mobilisation, maintenance of school facilities, community participation, and teacher job satisfaction. However, much of the existing literature treats these outcomes as independent phenomena, with little empirical effort to examine their interrelationships within a single governance framework. This fragmentation has resulted in an incomplete understanding of how SMCs function as governance institutions capable of influencing both structural and human resource dimensions of school management.

The theoretical perspectives underpinning this study, Stakeholder Theory, Contingency Theory, Herzberg's Two-Factor Theory, provided a robust analytical lens for interpreting the roles and effectiveness of SMCs. These theories collectively emphasise participation, contextual adaptability, motivation, and the alignment between policy intentions and actual practices. Despite their relevance, the literature shows limited application of these theories in an integrated manner to explain SMC operations and governance outcomes in rural basic schools.

In summary, the literature review highlights a clear research gap in relation to the effectiveness of SMCs in rural public basic schools, particularly regarding how managerial awareness, role clarity, accountability practices, and school–community

relationships influence governance outcomes. This study therefore seeks to bridge this gap by examining the factors influencing SMC effectiveness and analysing how these factors contribute to improved school governance in basic public schools within the rural communities of the Ekumfi District of Ghana.



CHAPTEER THREE

METHODOLOGY

3.1 Introduction

In this section of the study, the elements of the research design and the investigation's methodologies are provided. It includes the research paradigm, research approach, research design, study area, population, sample size, the sampling technique, instruments, validity, reliability, data collection procedures, data analysis plan, and ethical considerations. In the conclusion, ethical issues are raised. The methodology, sample size, data types, and data processing methods used in descriptive research design.

3.2 Research Paradigm

Research paradigm is a belief and feelings about the world and how it should be studied (Creswell, 2015). These beliefs do influence the way and manner that people research, although some rules and regulations guide the researcher's view or perspective of research. Positivist research paradigm guided the study. Blaike (cited in Dampson, 2015) shares the view that the philosophical assumption guiding the positivist research includes an objective view of reality which the research seeks to measure and explain. Consistent with its assumption, positivist researcher seeks the creation of knowledge that is generalizable across different people, times, situations and is, thus, time and content free.

The reason for using positivist philosophy included the fact that the study involved the collection of quantitative data using highly structured questionnaires involving a large sample and the study items can be quantified.

3.3 Research Approach

Creswell (2015) explained research approach as plans and procedures for research that span decisions from broad assumptions to detailed data collection methods and data analysis plan. The study was purely quantitative in nature. Quantitative research is an approach for testing objective theories by examining the relationship between and among variables (Creswell, 2015). Quantitative research makes use of surveys and experiments to gather data that is revised and tabulated in numbers, which allows the data to be characterised by the use of statistical analysis (Hittleman & Simon, 1997). The quantitative approach was deemed appropriate for the study because, it enables the researcher to measure variables on a sample of subjects and express the relationship between variables using effective statistics such as correlations or differences between means as well as frequencies and percentages (Creswell, 2015).

3.4 Research Design

Research design is the framework of research methods and techniques chosen by a researcher to conduct a study. Research design holds together all elements used to structure the research and stipulates the procedure for collecting data, organizing and analyzing it (Kombo & Tromp, 2006). Bryman and Bell (2011) describe research design as the overall plan for gathering data to answer specific questions. From the research paradigm and approach adopted for the study, descriptive survey design was adopted to guide the conduct of the study.

Descriptive survey seeks to provide measurement and report characteristics of a population or phenomena under study (Babbie, 2009). Descriptive survey is also appropriate when the aim of the study is to get an exact description of current status of a phenomenon (Seyoum & Ayaley, 1989) and has the advantage of fact finding with

adequate and accurate interpretation of findings as it describes with emphasis on what actually exists such as current trends, conditions, practices, situations or phenomena and helps the researcher to describe the state of affairs as it exist and had the strength of dealing with structures and trends that are evident (Kombo & Tromp, 2006). This design was also adopted because it helped in achieving the objectives and addressing the relationship between the variables as stated in the objective 3 and 4 of the study.

3.5 Site and Sample Characteristics

Creswell (2015) refers to study site as an immersive environment which can have various settings for a researcher to use. The study was carried out in Basic Public Schools in the Ekumfi District of central region of Ghana.

Ekumfi District is the study area that the research is conducted. The District forms part of the thirty- three (33) Municipalities and Districts in the central Region of Ghana. It lies between latitude 6.05S and 6.30N and longitude 0.0E and 0.20W with the administrative capital of the District been Essarkyir. The District covers an area of 316 km, constituting about 8.1% of the total land area within the Region (18,310 km). The District shares boundaries with Ajumako Enyan Essiam District to the north, to the south with Gulf of Guinea, to the west with Mfantseman Municipality and to the east with Gomoa West District respectively. The population of the district, according to 2021 population and housing census stands at 121,478 comprising 56,662 males and 64,816 females. For this study, the target population was basic school teachers and SMCs executives in the Ekumfi district because they are the stakeholders who steer the affairs of the SMCs in the schools.

3.6 Population of the Study

Population is a group of elements whether individuals, objects or events that conform to specific criteria and to which researchers intend to generalize results (McMillan & Schumacher, 2001). The population of the study consisted of teachers and SMCs members of basic public schools in the Ekumfi District of the central region. A target population is a set of individuals that a researcher intends to study (Majid, 2018).

The target population is predetermined, conceptually as constrained set of prospective volunteers who most closely mirror the traits of the community of interest and to whom the researcher may have access (Casteel & Bridier, 2021). The target population for the study is made up of all Public Basic School Teachers and SMCs members in the Ekumfi District. There were 46 Basic Public Schools Ekumfi District. Out of these, each school has an SMC membership of nine people. Therefore, the overall population for the study was 414 SMC members which include teachers.

3.7 Sampling Procedure/Techniques

Sampling procedure refers to a method of selecting individual members or elements from a population to be used for a study so that statistical inference and estimation of characteristics could be made from the whole population (Creswell, 2015). This study employed cluster and simple random sampling technique.

The Basic Schools in the District were clustered using cluster sampling technique. Cluster sampling technique is a sampling technique in which the researcher divides a population into smaller groups known as clusters, he then randomly selects schools from the clusters to form a sample (Achayer, 2013). In this technique, the researcher divided the schools in to four zones; north zone, south zone, East zone and west zone,

with 11 schools in each cluster. Twenty schools were randomly selected (five from each cluster) based on convenience and accessibility for the study. To further select the respondents from the various schools, two clusters (north and South) were selected based on simple random sampling. This sampling technique allows each member to have an equal opportunity of being selected to be part of a study. The technique was used to select the SMC members as respondents to the study. This method was adopted to give equal opportunity to all the teachers.

3.8 Sample Size for the Study

Singh and Masuku (2014), opined that a sample is a small proportion of a population selected for observation and analysis. In place of the target population, a sample allows the researcher to analyse a relatively small number of units and gain a representation of the entire target population. As a result of the difficulty in studying the entire population of the schools, a representative number of 140 SMC members were selected out of the population as a sample for the study on which basis generalization could be made for the entire population. This sample size represented almost 34% of the population which, according to (Creswell, 2015, Kuranchie, 2022), was enough justification to be used.

Taro Yamane's formula was used to determine the size of the sample with 95% level of confidence and 5% margin of error. This method was considered convenient and simple for the study.

Yamane's formula is given as $n = \frac{N}{1+N(e)^2}$

Where, $n = \text{sample size}$, N

$e = \text{error margin}$

$= \text{population}$

The population (N) for the study was 414 SMC members and margin of error (e) estimated at 95%- degree level of confidence was 5%, thus $e = 0.05$

Therefore, the sample size (n) for the study was arrived at by substituting the values into the formula as, Sample size (n) = 140

3.9 Research Instrument

Data collection instruments are tools used by a researcher to collect data from the respondents (Kothari, 2004). In this study, the researcher employed questionnaires for data gathering. A questionnaire is an instrument with open-ended or closed-ended questions or statements to which a respondent must react (White, 2005). The study employed questionnaires that were administered to the respondents to gather data on their observation of their SMCs' skills in their respective schools in the District. This tool was adopted as it has the advantage of collecting large amount of data within a short time and also relatively cheaper to administer (Best & Khan, 2006). The questionnaires were adopted from Anderson (2002) and Hoy (2008) with adjustments to suit the setting and stage of the study.

The questionnaire consisted of four sets of items, addressing the four variables in the study's objectives. It included closed-ended questions with rating scales of 1 to 5 for SMC's effectiveness and for improvement in the school's governance. These items were quick for respondents to answer, making them suitable for this study. The questionnaires were short, clear, and precisely constructed in English, the language of communication, so that respondents could understand the questions easily and provide timely, focused answers on the subject matter of the study.

The questionnaires were divided into the following:

The questionnaire was made up of 63 items for SMC's effectiveness and 13 items for improvement in the school's governance. These items were categorised into four sections. Section A, Section B, Section C and Section D. The items were to collect data on SMC's effectiveness and improvement in school's governance variables in the school setting.

Part I: section A, the first part of the questionnaire was on the demographic information of the respondents including gender, age, teaching experience and number of years stayed as SMC member.

Part II: Section B, the survey has nine variables, each with seven questions consisting of sixty-three questions. SMC members in their respective schools rated each variable on a scale of 1 to 5, indicating how often they observed the practice in question. The numbers 1 to 5 corresponded to 'Seldom', 'Seldom', 'Sometimes', 'Frequently', and 'Almost Always' respectively.

Part III: Section C, the survey has one variable, with thirteen questions. Respondents rated their level of agreement on a scale of 1 to 7. The numbers 1 to 7 corresponded to 'Strongly Disagree', 'Disagree', 'Slightly Disagree', 'Undecided', 'Slightly Agree', 'Agree', and 'Strongly Agree' respectively.

3.10 Validity

Validity of an instrument is the degree of accuracy at which an instrument measures a predetermined objective (Creswell, 2015). Validity is the accuracy of credibility of a description, conclusion, explanation and interpretation of data collection process, Cohen et al (2017; Cohen and Manion, 2008). The researcher ensured face and content validity of the instrument.

Face Validity

Face Validity is seen as a fundamental and minimal indicator of content validity, but it is established after the test is created, Surip et al (2019; Allen and Yen, 1979). Face validity pertains to how much a test seems to assess what it purports to assess, Elvis and Agyepong (2021; Leedy & Ormrod, 2004). It ensures that the assessment seems to be evaluating the intended concept under examination. In this study, my research supervisor has affirmed the instrument's validity and its ability to measure the intended concept.

Also, to establish a strong face validity of the instrument, colleague teachers were given the instrument for thorough review. The comments on the questionnaire were favourable and did not require any major changes in the instrument. To further ensure the validity of the instrument, it was also given to colleague Master's students in educational administration and management to scrutinise it.

Content Validity

Content validity refers to the extent to which the questions on a particular survey or questionnaire accurately represent all possible questions that could be asked about a particular topic or skill. This ensures that the questions in the questionnaire are sufficient to tap into the concept being measured. The greater the representation of the domain of the concept being measured by the scale items, the higher the content validity. The content validity of the instruments was assessed by the supervisor and other lecturers at the Department of Educational Administration and Management. The lecturers assessed the relevance of each item in relation to the objectives and research questions of the study. This ensured that all inconsistencies and ambiguities were corrected before final production and administration of the instrument. The face and

content validity of the instrument was validated by effecting the necessary corrections after examining the contents and ascertaining clarification of ideas as well as appropriateness of the items to be measured.

3.11 Reliability

Reliability refers to the degree to which a research instrument consistently and dependably measures the variables it is intended to assess. It reflects the stability, consistency, and reproducibility of measurement results when the instrument is applied under similar conditions over time. A reliable instrument minimizes measurement error and ensures that the data generated are consistent, accurate, and dependable for meaningful analysis and interpretation.

According to Chidi and Chukwudi (2022) and Chidi (2018), reliability is concerned with the consistency of an instrument in eliciting relevant and appropriate responses that allow research objectives to be achieved in a valid and interpretable manner. In quantitative research, reliability is particularly critical because it enhances confidence in the findings by ensuring that observed variations in responses are attributable to true differences among respondents rather than inconsistencies in the measurement tool.

To establish the reliability of the questionnaire used in this study, a pilot test was conducted involving 30 respondents drawn from four Junior High Schools within the district, but outside the main study sample. The internal consistency of the instrument was assessed using Cronbach's alpha coefficient, which is widely accepted for evaluating the reliability of Likert-scale instruments. The pilot data were analysed using the internal consistency method, yielding a Cronbach's alpha value of **0.82**. According to Bujang et al. (2018), a Cronbach's alpha value of 0.70 or higher is considered

acceptable for social science research. Therefore, the obtained coefficient indicates that the instrument demonstrated a high level of internal consistency and was deemed reliable for the main data collection.

3.12 Data Collection Procedures

An introductory letter obtained from the Head, Department of Educational Administration and Management, was used to obtain permission from the District Director, Ghana Education Service. The researcher paid a familiarization visit to the schools to establish a friendly relationship with respondents and school authorities.

The researcher personally administered the questionnaire to the respondents in their workplaces after obtaining permission from the Deputy Director in charge of supervision of the District. The respondents were given the purpose of the study and the fact that their identity would be kept confidential and the information provided would be used for the purpose of the study. Respondents were given enough time to complete the questionnaires.

3.13 Data Analysis Procedures and Techniques

Data analysis is a critical phase of the research process, as it provides the foundation upon which interpretations and conclusions are made. In this study, after the primary data were collected through structured questionnaires from selected respondents across 20 basic public schools in the Ekumfi District, the raw data underwent a meticulous process of cleaning, validation, and coding. Coding involved the assignment of numerical values to categorical responses to facilitate quantitative analysis. Data cleaning was essential to detect and correct any inconsistencies or errors, such as

missing values and out-of-range responses. These preliminary steps ensured that the dataset was accurate and reliable for analysis.

Following the preparation of the data, the Statistical Package for the Social Sciences (SPSS) Version 20.0 was used. It served as the primary analytical tool for this research. Descriptive statistical techniques were applied to summarize and present the basic features of the data. This included the use of frequencies and percentages to show distribution patterns across variables such as respondents' demographic characteristics, and Likert-scale responses to questions on the effectiveness of SMCs. Additionally, measures of central tendency, such as means and measures of dispersion like standard deviations, were used to identify general trends, variations, and the level of consensus among respondents regarding key variables such as resource mobilization, maintenance of school facilities, and teacher satisfaction.

Beyond descriptive statistics, the study employed inferential statistical techniques to address the third and fourth research objectives, which focused on examining the relationships among key study variables. Specifically, Pearson's Product–Moment Correlation Coefficient was used to determine the strength and direction of the linear relationships between selected continuous variables. The choice of Pearson correlation was justified by the nature of the data and the objectives of the study, which sought to establish whether statistically significant associations existed rather than to predict outcomes or infer causality.

Pearson correlation analysis was considered appropriate because the composite scores for the study variables, derived from Likert-scale items and treated as continuous measures, allowed for meaningful assessment of linear associations. The technique

enabled the study to quantify the degree to which variations in one variable were systematically related to variations in another, thereby providing empirical evidence relevant to the study's relational objectives. In addition, Pearson correlation is widely used in educational and social science research for examining associations among governance, participation, and job satisfaction constructs, further supporting its suitability for this study.

The application of Pearson correlation in this study was guided by several underlying statistical assumptions. First, the variables involved were assumed to be measured at an interval or ratio level, a condition met through the use of aggregated scale scores. Second, a linear relationship between the variables was assumed, as Pearson correlation is designed to capture linear associations only. Third, the data were assumed to be approximately normally distributed, particularly for the composite variables, which is reasonable given the sample size and the use of summated scales. Fourth, the analysis assumed the absence of significant outliers that could distort the correlation coefficients. Lastly, the assumption of homoscedasticity was considered, implying that the variability in one variable was relatively constant across levels of the other variable.

By satisfying these assumptions, Pearson's Product-Moment Correlation Coefficient provided a robust and statistically appropriate method for examining the relationships specified in the third and fourth research objectives. The results of the correlation analysis, therefore, offered meaningful insights into how key aspects of SMC effectiveness, community participation, and teacher-related outcomes are interrelated within the context of basic public schools in the Ekumfi District.

3.14 Ethical Considerations

Ethical considerations in research are closely linked to moral principles that govern what is considered right or wrong in the conduct of scientific inquiry involving human participants (Babbie, 2005). Adherence to ethical standards is essential to protect the rights, dignity, and welfare of participants, as well as to ensure the credibility and integrity of the research process. Key ethical issues in social science research include informed consent, voluntary participation, the right to withdraw, confidentiality, and anonymity of respondents.

In the conduct of this study, ethical principles were observed at all stages of the research process. Before data collection, permission was sought from the appropriate school authorities and respondents to participate in the study. Participants were adequately informed about the purpose of the study, the nature of their involvement, the procedures involved, and the potential benefits of the research. This ensured that participation was based on informed and voluntary consent, without any form of coercion.

Respondents were also informed of their right to decline participation or withdraw from the study at any point without any negative consequences. To safeguard confidentiality and anonymity, the study did not request respondents' names or any identifying information that could be used to trace responses back to individual participants or schools. The questionnaires were designed in a manner that ensured respondents could not be identified, and all information provided was treated with strict confidentiality.

Furthermore, the data collected were used solely for academic purposes and were securely handled to prevent unauthorized access. The ethical measures adopted in this

study were therefore intended to uphold respect for participants, protect their privacy, and ensure that the research was conducted in a responsible and ethically sound manner.



CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of data collected and discusses the findings of the study. The purpose of the study was to assess the effectiveness of School Management Committees (SMCs) in improving the governance of public basic schools in rural communities within the Ekumfi District of the Central Region of Ghana. The analysis is structured in line with the research objectives and the types of data collected.

The study adopted a survey design, with the questionnaire serving as the main instrument for data collection. The target population comprised 414 SMC members, including teachers, from 46 public basic schools in the Ekumfi District. Descriptive statistics were used to analyze the background characteristics of respondents, including years of service, teaching experience, school level taught, and gender. In addition, mean scores and standard deviations were employed to assess the effectiveness of SMCs in mobilizing resources for schools and their contributions to the maintenance of school facilities. To address the relational objectives of the study, Pearson's Product–Moment Correlation Coefficient was used to examine the relationship between SMCs' effectiveness in resource mobilization and their contribution to the maintenance of school facilities, as well as the relationship between community participation and teachers' job satisfaction.

The study recorded a 100 percent response rate, as all 140 questionnaires administered were duly completed and returned. This high response rate was achieved because the researcher personally administered the questionnaires to the respondents and provided sufficient time for completion. The direct administration of the instrument also allowed

the researcher to clarify items where necessary and to ensure that respondents understood the purpose of the study. The complete retrieval of the questionnaires enhanced the credibility of the data and minimized the potential for non-response bias, thereby strengthening the reliability of the study's findings.

4.2 Demographic Information of Respondents

The background information of the respondents included the years the respondent worked as an SMC member, years of experience, the school level the respondent attended, the gender of the respondent, and the status of the respondent in SMC. The responses are presented in tables 4.1, 4.2, 4.3, 4.4, and 4.5.

4.2.1 Respondents' years as an SMC member in the schools.

This demographic data was collected to assist in understanding how long the respondents have served as SMC members in the schools.

Table 4.1: Respondents' Years as SMC Member in school

Range	Frequency	Percentage (%)
0-1	30	21.4
2-4	37	26.4
5-9	31	22.1
10-15	25	17.9
more than 15	17	12.2
Total	140	100.0

Source: Author (2025)

Table 4.1 presents data on the number of years respondents have served as members of the SMCs in basic public schools within the Ekumfi District. This background information is crucial because the duration of serving in SMC has an impact on a member's level of experience, exposure to governance processes, and the depth of engagement with educational management issues. It also serves as a useful indicator of

institutional memory within the school governance structure and the sustainability of policy implementation efforts.

The data obtained from the survey found that 30 respondents (21.4%) had worked as SMC members for at most one year. This group of individuals, who are relatively new to the committee, is still undergoing orientation and adaptation to the roles and responsibilities assigned to them as SMCs. Their limited experience highly constrains their effectiveness in influencing governance outcomes, as they may not yet have developed the skills, confidence, or institutional knowledge needed to participate actively and assertively in school decision-making processes.

The largest group of respondents, representing 26.4% (37 individuals), had served for between 2 and 4 years. This shows a moderate level of experience, and members in this category have likely had sufficient time to become familiar with their roles, engage in capacity-building activities, and understand the governance and administrative dynamics of the schools. This group represents the most productive segment of the SMCs, as they combine experience with active engagement, making them valuable contributors to school governance initiatives.

Respondents who had served between 5 and 9 years constituted 22.1% of the sample (31 individuals). Members in this group have deeper knowledge of the education system and more practical experience with policy oversight, resource management, and stakeholder engagement. Their presence on the committees could indicate a level of commitment and dedication to improving educational outcomes. However, there may also be challenges related to complacency or resistance to change among members who

have served for many years, particularly if there is a lack of continuous training or motivation.

The data from the survey also found that 17.9% (25 respondents) reported serving on the SMCs between 10 to 15 years. These individuals represent a highly experienced group and may have played significant roles in shaping the governance culture of their schools. Their long-term involvement suggests strong institutional ties and possibly a high level of trust placed in them by the community. However, Agbi, Nudzor, and Agbevanu (2024) stated that long tenure without regular membership rotation could hinder the introduction of new ideas or innovation in school governance.

Interestingly, 17 respondents (12.2%) had been SMC members for more than 15 years. This long service period may reflect the existence of entrenched leadership or the absence of mechanisms for regular review and renewal of committee membership. While their extensive experience is an asset, it also raises questions about the inclusivity and dynamism of SMC structures in the district. The presence of long-serving members could either enhance institutional continuity or stifle participatory governance if such members dominate decision-making without broad consultation.

Overall, the distribution of years of service indicates that a significant proportion of respondents (66.4%) had served between two and 15 years. This suggests a generally experienced body of SMC members in the Ekumfi District, which is a promising indicator for the potential effectiveness of the committees in performing their governance roles. However, the data also underscore the need for continuous training, mentoring of new members, and possibly the introduction of term limits or succession planning to maintain a balance between experience and innovation in SMC governance.

4.2.2 Years of work experience of the respondents.

Given the significance of experience in shaping perspectives on governance, it was essential to ascertain the number of years respondents had served as members of the School Management Committees (SMCs). Their length of service was considered a potential factor influencing the depth and reliability of their responses to the questionnaire items.

Table 4.2: Respondents' Years of Experience

Years	Frequency	Percentage (%)
0-1	17	12.1
2-3	19	13.6
4-6	23	16.4
7-9	13	9.3
More than 15	68	48.6
Total	140	100

Source: Author (2025)

Table 4.2 presents data on the years of service of School Management Committee (SMC) members in the Ekumfi District. A total of 140 respondents were surveyed to determine their length of participation in SMC activities. Understanding how long members have served provides insight into their familiarity with school governance structures, decision-making processes, and institutional practices. Longevity in service may be advantageous; however, without regular training and renewal, it might also limit innovation and inclusivity.

The data show that 17 SMC members (12.1%) had between 0–1 years of work experience. This group of relatively new members may still be undergoing orientation and learning the scope of their responsibilities. Their short tenure could limit their

ability to make meaningful contributions to governance processes, especially in areas such as school improvement planning or community mobilization. As observed by Akyeampong et al. (2011), new SMC members in Ghana often lack adequate training and confidence to participate actively in governance activities during their early years.

SMC members with 2–3 years of experience numbered 19 (13.6%). These members are likely to have gained some level of engagement with the school system and begun to understand key areas of oversight, such as monitoring budgets and evaluating performance. Their contributions are important because they represent a group transitioning from orientation to active governance roles. However, as Gertler et al. (2007) noted, without ongoing capacity-building, even moderately experienced members may struggle to translate participation into effective accountability.

A larger number, 23 members (16.4%), had served between 4 and 6 years. This suggests a stable group with sustained engagement. At this level, SMC members are expected to have built enough experience to understand their role in decision-making, school-community relations, and resource allocation. Their long-term presence may contribute to policy continuity and help ensure institutional memory within the committee. According to Banerjee et al. (2010), SMCs with moderately tenured members tend to be more responsive to school needs, particularly when members have received regular training and support.

Only 13 respondents (9.3%) had served between 7 and 9 years. Although a smaller group, these members may be among the most reliable in terms of historical perspective and institutional knowledge. Their contribution could be critical in evaluating the impact of long-term decisions and policies on school performance. However, a limited

number in this category may also suggest a lack of sustained participation or challenges in retaining experienced members within the governance structure.

The most striking figure is the 68 respondents (48.6%) who had served more than 15 years on the SMC. This represents nearly half of the sample and points to a pattern of long-term service among committee members. While this can be beneficial in providing leadership continuity and deep institutional knowledge, it may also raise concerns about governance stagnation. As UNESCO IIEP (2021) cautions, prolonged tenure without rotation can hinder the inclusion of new ideas and limit innovation in school governance processes.

The data therefore indicate a governance structure in the Ekumfi District that is heavily reliant on long-serving individuals. While this group can bring stability, their effectiveness depends on whether their experience is complemented by ongoing training and openness to community input. Iranloye (2024) stresses that effective governance requires not only experience but also regular mentoring, capacitybuilding, and planned succession to prevent leadership fatigue and power concentration.

4.2.3 Level of school Teaching

The respondents in this study were all education workers, and it was important to determine the level at which they rendered their services, either at the Primary or JHS. This information provides valuable insight into the professional context of the participants and helps the researcher to better interpret their perspectives and contributions to the study. Understanding the school level of teaching also aids in

assessing how roles and responsibilities might influence the respondents' engagement with SMCs and their views on school governance practices.

Table 4.3: School-Level Teaching

Class Level	Frequency	Percentage (%)
Primary	58	41.4
JHS	82	58.6
Total	140	100

Source: Author (2025)

Table 4.3 provides an overview of the teaching levels of respondents who participated in the study. The table categorizes the respondents into two broad groups: those teaching at the Primary school level and those at the Junior High School (JHS) level. Understanding the distribution of teaching levels is essential because it may influence how educators interact with School Management Committees (SMCs), participate in governance processes, and communicate their needs for educational improvement.

Out of the 140 respondents, 58 (41.4%) were teachers from the Primary school level, while 82 (58.6%) taught at the JHS level. This indicates that a greater proportion of the respondents work in Junior High Schools. The higher representation from JHS teachers is attributed to the larger administrative responsibilities and complex governance structures often associated with higher levels of basic education, where SMC engagement tends to be more visible and pressing.

The relatively smaller proportion of Primary school teachers in the sample (41.4%) depicts several dynamics. Primary schools in some rural districts like Ekumfi tend to be more dispersed, and their governance challenges may differ from those of JHSs. Additionally, the involvement of Primary school teachers in SMC activities may be

more limited, either due to structural issues or because community participation at this level is perceived as less critical than in JHS, where students are preparing for external examinations and transition into secondary education.

The dominance of JHS teachers among respondents could also reflect a tendency for SMCs to prioritize Junior High education due to its direct implications for student progression and academic performance in the Basic Education Certificate Examination (BECE). As highlighted by Oduro et al. (2008), school governance bodies such as SMCs often focus more on JHSs, where performance metrics are more rigorously tracked, thereby influencing resource allocation and governance attention.

Another implication of the distribution is the variation in teacher experiences and expectations regarding SMC involvement. JHS teachers may be more vocal or proactive in school governance due to their exposure to more complex curriculum issues, adolescent behavioral management, and higher parental expectations. According to Nyamubi (2017), teachers at higher levels of basic education are more likely to engage in governance discussions and collaborate with school management structures, particularly in areas related to student performance, discipline, and infrastructure development.

Furthermore, this distribution may have affected the perspectives gathered in the study regarding the effectiveness of SMCs. Since more JHS teachers participated, the findings may be more reflective of the governance realities in JHS settings, which are often more administratively demanding. However, SMCS need to balance attention across all levels of basic education, ensuring that governance interventions also address the foundational needs of Primary schools, where early learning outcomes are shaped.

In conclusion, the data in Table 4.3 highlights an important pattern in teacher representation across school levels in the Ekumfi District. The dominance of JHS teachers underscores their critical role in school governance and suggests that SMCs must adopt inclusive governance strategies that cater to the needs of both Primary and Junior High Schools. Equity in representation and engagement will be essential for improving educational governance outcomes across all levels of basic education in the district.

4.2.4 Gender of the Respondents

To get to know the background of the respondents, data on their gender were collected. This was crucial in helping the researcher establish the role of gender in the decision-making of SMCs. Since inclusive governance is among the principles of good school administration, analysis of gender representation provides insight into the extent to which men and women participate in and influence decisions concerning basic public schools in the Ekumfi District.

Table 4.4: Gender of Respondent

Gender of Respondent	Frequency	Percentage (%)
Male	88	62.9
Female	52	37.1
Total	140	100

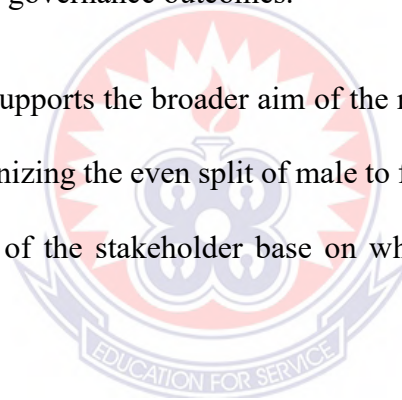
Source: Author (2025).

Table 4.4 presents the gender of respondents who participated in the study. Among the total sample of 140 respondents, there were 88 (62.9%) males and 52 (37.1%) females. This presentation provides an insight into the gender structure of the Ekumfi District

SMCs. It also facilitates our understanding of the demographic context of the participants involved in the governance of the Ekumfi District basic public schools.

The dominance of male members is indicative of the general representation of the community members in school governance activities. Since members of SMCs are often chosen from a sample of the community, the data helps situate the study within the context of local leadership and school management participation within the district. The gender balance in the study brings diverse experience and information to the decision-making and school development activities. It also enables the establishment of representation, which helps with the overall analysis of how SMCs function and how composition influences governance outcomes.

This information also supports the broader aim of the research by creating a picture of the participants. Recognizing the even split of male to female participants helps build a better-rounded picture of the stakeholder base on which the research is drawing its findings.



4.2.5 Status of the Respondents

The respondents to this study occupy varying positions in the schools under the umbrella of the Ghana Education Service (GES). Knowing their respective roles is significant since it pertains to placing them in the context of their attitudes towards school management. Since what roles and level of participation in decision-making available vary according to position, headteachers, teachers, members of the PTA, or community representatives. The variation in represented positions makes it possible to have a proper and comprehensive assessment of SMCs' effectiveness in the Ekumfi District.

Table 4.5: Status on the SMC

Status on SMC	Frequency	Percentage (%)
District Education Directorate/REP	3	2.1
Head-Teacher	15	10.7
JHS Teacher	40	28.6
Primary Teacher	32	22.9
District Assembly REP	4	2.9
Parent Association REP	11	7.9
Unit Committee REP	10	7.1
Past Learners REP	2	1.4
Chief/Village REP	11	7.9
Unit School REP	10	7.1
Co-opted Member	2	1.4
Total	140	100

Source: Author (2025).

Table 4.5 illustrates the distribution of respondents based on their roles within the SMCs in the Ekumfi District. Junior High School (JHS) teachers formed the largest group with 40 respondents (28.6%), followed by primary school teachers with 32 respondents (22.9%). Headteachers made up 15 (10.7%), while Parent Association and Chief/Village representatives each accounted for 11 (7.9%). Other categories included representatives from the District Education Directorate (3 respondents, 2.1%), District Assembly (4 respondents, 2.9%), Unit Committees (10 respondents, 7.1%), past learners (2 respondents, 1.4%), unit school representatives (10 respondents, 7.1%), and co-opted members (2 respondents, 1.4%).

The structure of SMCs in Ghana is designed to bring together a wide range of stakeholders in basic school governance, including school staff, community members, and local government representatives. This diverse composition is in line with the national education policy, which emphasizes participatory governance at the basic level (Ghana Education Service, 2020). The high representation of teachers, both from JHS

and primary levels, suggests that educators are central actors in the governance process, bringing insights from classroom experience to SMC deliberations.

The presence of the Parent Association and Chief/Village representatives reflects the intention to embed community voice and cultural values into school administration. Community participation has been identified as a key factor in enhancing school accountability and improving learning outcomes, especially when decision-making is decentralized (Buah & Asah, 2024). These representatives help bridge the gap between schools and the communities they serve.

Similarly, the involvement of the District Education Directorate and District Assembly representatives links SMCs to higher administrative bodies, ensuring alignment between school-level decisions and district-level policy implementation (Education Ghana, 2019). This multi-tiered representation helps facilitate the flow of information, resources, and policy directions across the education management system.

Although smaller in number, the inclusion of past learners, unit school representatives, and co-opted members contributes to a more holistic governance system. Past learners bring historical perspectives, while co-opted members may provide technical or financial support when needed. These roles enhance the flexibility and adaptability of SMCs in addressing specific school development issues (Africa Education Watch, 2024).

In summary, demographic data of the respondents reveal a diversified representation in terms of gender, levels of teaching, years of experience, and positions of the schools in the basic public schools in Ekumfi District. The majority of the respondents were male, demonstrating an imbalance in the gender composition of SMC. Most of the

respondents were from lower primary schools, showing greater participation by teachers and members at this level. Second, the majority of the respondents were members of the SMC for over six years, indicating a high level of experience and exposure to issues of school governance. This kind of tenure can lead to institutional memory and continuity in decision-making.

As to the respondents' status, a broad spectrum of positions was represented, from headteachers and teachers to PTA members and members of the community. Teachers and headteachers made up a vast proportion of SMC membership, an indication of the involvement of professionals in education in the governance of schools. The representation of PTA members and community members also affirms the participatory approach fostered in basic school governance. These findings suggest that while SMCs in the district are predominantly constituted by experienced and diversified stakeholders, gender balance and equitable representation across teaching levels and school roles need to be addressed to ensure more balanced and effective governance.

4.3 Q1: To what extent are the SMCs effective in mobilizing resources for the school in the Ekumfi district?

To answer the first research question, the researcher collected data on the effectiveness of the SMCs in the study area.

Responses to the items in Table 4.6 were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). In line with established practice in educational and social science research, mean scores were interpreted using a context-sensitive benchmark. Drawing on Kothari (2004) and Boone and Boone (2012), mean values below 2.50 were interpreted as indicating low effectiveness, mean values

between 2.50 and 3.49 as moderate effectiveness, and mean values of 3.50 and above as high effectiveness. This benchmark is appropriate for assessing community-based governance structures such as SMCs, particularly in rural and underserved contexts where structural and resource constraints may limit optimal performance.

The interpretation of the mean scores was complemented by the use of standard deviation to assess the degree of consensus among respondents within each benchmark category. While the mean indicates the overall level of effectiveness, the standard deviation provides insight into how uniformly this perception is shared across respondents. Lower standard deviation values suggest strong agreement among respondents regarding the effectiveness level indicated by the mean, thereby reinforcing the benchmark classification. In contrast, higher standard deviation values signal variability in experiences across schools and communities, indicating that although an item may fall within a particular effectiveness category (low or moderate), its implementation and impact are inconsistent. Therefore, the combined interpretation of mean and standard deviation enhances the robustness of the analysis by capturing both the level and the stability of SMC effectiveness in mobilizing resources across the Ekumfi District. The results are presented in the table below.

Table 4.6: Effectiveness of the SMCs in mobilizing resources for the school

Variable	n	Mean	SD
Community participate in the school activities	140	2.54	0.88
Parents to participate in the school activities	140	2.52	0.73
Engaging philanthropists for volunteer services	140	2.74	0.75
Utilizing the expertise of the community members	140	2.14	0.75
Obtaining teaching and learning material resources	140	2.01	0.84
Acquiring technological resources (computers)	140	1.89	0.77
Collaborating with other organizations like NGOs	140	2.61	0.74

Leveraging social media and online platforms	140	2.09	1.2
Transparency of the SMC in financial reporting	140	2.06	0.8
Contribution to teacher job satisfaction	140	2.52	0.5
Resource mobilization on school enrolment	140	2.62	0.73
Receive donations from the community	140	2.44	0.56
Resource mobilization on the school's facilities	140	2.21	0.92
Resource mobilization improves the quality of instruction in the school	140	1.69	0.98
Mobilizing resources for the school	140	2.24	0.53
Satisfaction in the SMC's efforts in mobilizing resources for the school	140	2.39	1.42

Source: Author (2025).

Table 4.6 presents respondents' perspectives on how effective SMCs have been in mobilizing various types of resources for basic public schools in the Ekumfi District. Based on responses from the 140 respondents, several patterns emerge. The data shows that engaging philanthropists for volunteer services ($M = 2.74$, $SD = 0.75$), resource mobilization for improving school enrolment ($M = 2.6$, $SD = 0.73$), and collaboration with external organizations such as NGOs ($M = 2.61$, $SD = 0.74$) were considered the most effective strategies by respondents. Community participation ($M = 2.54$, $SD = 0.88$) and parental involvement in school activities ($M = 2.51$, $SD = 0.73$) also recorded moderate levels of effectiveness.

These findings show that SMCs in the Ekumfi District are moderately effective in creating external partnerships and fostering basic community involvement. This is consistent with Abreh (2017), who observed that SMCs in Ghana are generally effective in engaging local stakeholders and philanthropic networks to support school development. However, he noted that SMCs often lack sufficient training and

institutional support, which hinders the full realization of their roles, especially in more technical areas such as financial management or accessing technology-based resources.

A significant area of weakness reported in this study relates to acquiring technological resources such as computers ($M = 1.89$, $SD = 0.77$) and obtaining teaching and learning materials ($M = 2.01$, $SD = 0.84$). This indicates that SMCs are less effective in mobilizing resources that require larger financial investments or technical knowledge. The low standard deviations indicate that the respondents are in consensus about the issue. This finding aligns with the views of Owino (2012), who emphasized that in many developing contexts, the capacity of SMCs to secure and manage sophisticated educational resources is limited by their dependence on voluntary service, lack of professional training, and inadequate funding mechanisms.

Another critical area highlighted by the data is the relatively low effectiveness of SMCs in leveraging modern tools such as social media and online platforms for advocacy and resource mobilization ($M = 2.09$, $SD = 1.20$). This reflects a technological gap in community-based school governance that may stem from generational or educational limitations among SMC members; however, the high standard deviation indicates that the thoughts of the respondents do not view the issue in the same perspective. Parvaiz and Yousuf (2015) argue that modern school governance requires SMCs to adapt to digital engagement platforms to reach broader networks, but such adaptations have been slow, particularly in rural communities.

In terms of transparency, the study found that SMCs' effectiveness in financial reporting ($M = 2.06$, $SD = 0.80$) was perceived as relatively low. This issue has also been noted in studies by Kanyiri et al. (2015) and Jenifer (2018), who found that the lack of training

in financial accountability undermines the trust of stakeholders and deters further community and donor contributions. Transparency is a critical factor in sustaining community trust, and failure in this regard can reduce SMCs' credibility.

On a more positive note, the findings show that the contributions of SMCs to teacher job satisfaction ($M = 2.52$, $SD = 0.75$) were moderately recognized. This is due to the moral and operational support SMCs offer through community engagement and resource mobilization, which may reduce the burden on teachers and improve working conditions. Mumtaz and Awan (2019) also found that SMC involvement in school affairs tends to increase teacher motivation, particularly when communities are supportive and responsive to teachers' needs.

The utilization of the expertise of community members ($M = 2.14$, $SD = 0.75$) was relatively low, pointing to underused human capital within the local environment. This aligns with findings by Nyarko (2015), who observed that although communities often have skilled individuals, their talents are not adequately tapped by school leadership structures. Furthermore, SMCs' effectiveness in mobilizing resources for the improvement of school facilities ($M = 2.21$, $SD = 0.92$) was modest, reflecting limitations in generating physical infrastructure support. Similarly, resource mobilization for improving the quality of instruction ($M = 1.69$, $SD = 0.98$) scored the lowest, highlighting a gap in the SMCs' ability to influence core teaching and learning processes, a concern also raised by Ampiah and Adu-Yeboah (2009), who emphasized that community involvement often fails to impact pedagogical quality directly due to a lack of capacity.

Respondents' satisfaction with SMCs' efforts in mobilizing resources ($M = 2.39$, $SD = 1.42$) also points to a mixed perception among stakeholders, suggesting inconsistency in the performance or visibility of SMC activities. Receiving donations from the community ($M = 2.44$, $SD = 0.56$) was perceived as moderately effective, supporting the idea that while local stakeholders are willing to contribute, the absence of structured fundraising strategies may limit impact, an issue similarly highlighted by Kanyiri et al. (2015). The overall score for resource mobilization ($M = 2.24$, $SD = 0.53$) further affirms that SMCs are moderately effective but fall short of optimal performance. These findings collectively echo the argument of Abreh (2017), who stressed that while SMCs are pivotal in linking schools to communities, their success is often undermined by inadequate training, poor coordination, and limited financial autonomy. Therefore, strategic capacity-building and targeted investment in both technical and institutional support for SMCs are recommended to enhance their resource mobilization efforts.

The data from the Ekumfi District indicates that SMCs are making commendable efforts in resource mobilization, particularly through community involvement and collaboration with external partners. However, the findings also point to key areas requiring improvement, such as digital engagement, transparency, and the capacity to secure advanced educational resources. Addressing these gaps will be vital in strengthening the role of SMCs in improving school governance and achieving sustainable educational development in the district.

4.4 RQ2: What are the contributions of SMCs to the maintenance of school

Facilities in Ekumfi district?

The second research question seeks to determine the contribution of SMCs to the maintenance of school facilities, and the results from the data are presented in the table below.

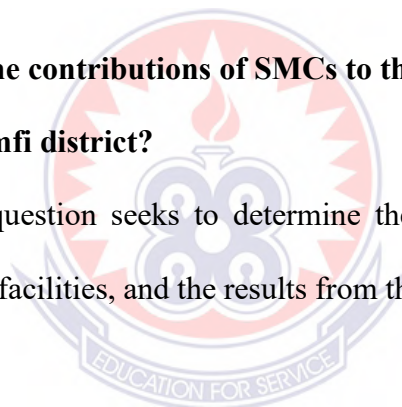


Table 4.7: Contributions of SMCs to the maintenance of school facilities.

Variable	n	Mean	SD
Routine maintenance checks on facilities	140	3.56	1.07
Priority of maintenance tasks based on urgency	140	3.71	0.99
Securing funds for the maintenance of facilities	140	3.68	1.09
School-community for maintenance activities	140	3.61	1.13
Timely address of maintenance issues	140	2.64	1.11
Partnerships with NGOs for maintenance works	140	3.26	1.12
Parents participation in Maintenance Activities	140	3.7	1.19
Utilization of expertise of community members	140	2.68	1.17
Organizing regular repairs on damage facilities	140	3.5	1.13
Communication of maintenance needs and plans	140	2.79	1.61
Budget allocation for maintenance of facilities	140	3.41	1.07

Rate of quality of maintenance work	140	2.67	1.12
Monitoring of the condition of facilities	140	3.76	1.16
Maintenance of school's buildings	140	3.44	1.3
Maintenance of school's sanitary facilities	140	2.56	1.42
Transparency of the SMC's maintenance reports to stakeholders	140	3.27	1.05
Contribution to the maintenance of school facilities	140	2.81	1.2

Source: Author (2025).

Responses to the items in Table 4.6 were measured on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). In line with established practice in educational and social science research, mean scores were interpreted using a context-sensitive benchmark. Drawing on Kothari (2004) and Boone and Boone (2012), mean values below 2.50 were interpreted as indicating low effectiveness, mean values between 2.50 and 3.49 as moderate effectiveness, and mean values of 3.50 and above as high effectiveness. This benchmark is appropriate for assessing community-based governance structures such as SMCs, particularly in rural and underserved contexts where structural and resource constraints may limit optimal performance. While the mean score reflects the overall perceived level of contribution of the SMCs to maintenance of school facilities, the accompanying standard deviation provides additional interpretive value by indicating the degree of agreement or dispersion around the mean within each benchmark category. Lower standard deviation values suggest greater consensus among respondents, thereby strengthening confidence in the benchmark classification, whereas higher standard deviations signal variability in implementation and perception across schools and communities, even when mean scores fall within the same contribution range.

The data for the study indicate that the highest-rated contribution was monitoring the condition of school facilities ($M = 3.76$, $SD = 1.16$). This finding indicates that SMCs are relatively proactive in keeping track of the physical state of school infrastructure. Regular monitoring is crucial as it allows early identification of wear and tear, helping to prevent costly repairs in the future; however, the high standard deviation indicates that there is variation based on the school environment. According to Owino (2012), one of the most important functions of SMCs is to act as the first line of oversight in terms of the condition of educational resources. Through regular inspections and reporting, they help maintain a conducive learning environment.

Prioritizing maintenance tasks based on urgency was identified as the second-highest rated indicator ($M = 3.71$, $SD = 0.99$) alongside parental participation in maintenance activities ($M = 3.70$, $SD = 1.19$). These responses reflect the capability of SMCs to coordinate and organize community responses to facility-related needs. Prioritizing tasks allows for efficient allocation of limited resources, ensuring that critical repairs are addressed promptly. Parvaiz and Yousuf (2015) support this view, arguing that well-functioning SMCs must demonstrate a capacity for strategic planning and prioritization. Furthermore, active parental involvement not only reduces maintenance costs but also fosters a sense of collective ownership and responsibility toward the school's upkeep.

Another significant contribution is securing funds for maintenance ($M = 3.68$, $SD = 1.09$). This aligns with the findings from preceding section, which indicated that SMCs in the Ekumfi District are moderately effective at mobilizing financial resources. Resource generation is a key responsibility outlined in GES guidelines, and it is encouraging to see that many SMCs are fulfilling this mandate. Similarly, the school-community collaboration for maintenance activities ($M = 3.61$, $SD = 1.13$) underscores

the strength of local stakeholder engagement. Abreh (2017) stated that, such collaborations are essential in environments where formal government support for infrastructure maintenance is limited or delayed.

The data also shows strong responses for organizing regular repairs ($M = 3.50$, $SD = 1.13$), budget allocation for maintenance ($M = 3.41$, $SD = 1.07$), and partnering with NGOs ($M = 3.26$, $SD = 1.12$). These activities indicate a relatively high level of managerial and logistical involvement by SMCs. Effective repairs and budget planning are fundamental for sustainable infrastructure management. As highlighted by Kanyiri et al. (2015), NGO partnerships can be especially helpful in supplementing public funding, introducing technical expertise, and strengthening local maintenance capacities.

Notwithstanding that, there are also areas of concern. Respondents rated timely addressing of maintenance issues ($M = 2.64$, $SD = 1.11$) and utilization of community expertise ($M = 2.68$, $SD = 1.17$) relatively low. These findings suggest possible delays in the SMCs' response to urgent needs and underutilization of local skilled labor, which otherwise reduces repair costs and boosts community involvement. This aligns with Jenifer (2018), who argues that despite the abundance of local artisans in many Ghanaian communities, SMCs often fail to engage them, either due to a lack of coordination or skepticism about their capabilities.

Another underperforming indicator was communication of maintenance needs and plans ($M = 2.79$, $SD = 1.61$). This highlights a possible disconnect between SMCs and other stakeholders such as parents, teachers, and district education authorities. Transparent and consistent communication is vital for building trust and securing long-

term support. As Abreh (2017) points out, clear communication ensures that all parties are informed, which in turn enhances cooperation and reduces misunderstandings.

Respondents also expressed moderate concern regarding the rate of quality of maintenance work ($M = 2.67$, $SD = 1.12$) and transparency of maintenance reports ($M = 2.77$, $SD = 1.15$). These findings suggest that, while SMCs may be organizing maintenance activities, the outcomes are not always satisfactory. This could stem from inadequate supervision, poor contractor selection, or mismanagement of funds. According to Kanyiri et al. (2015), quality control is one of the most overlooked functions in community-led school management structures, often due to limited technical knowledge among committee members. The same study also emphasized the importance of financial transparency in boosting community confidence and encouraging additional contributions.

The study also highlights some aspects of SMCs' contribution towards the upkeep of school buildings and sanitary facilities. Respondents rated maintaining school buildings as moderately high ($M = 3.44$, $SD = 1.30$), suggesting that SMCs are very active in maintaining classroom buildings and overall infrastructure. This aligns with Owino's (2012) work, in which he outlined the regular monitoring of school facilities as a key role of functional School Management Committees (SMCs), especially in cases where there is poor government support for infrastructure upkeep. Conversely, upkeep of sanitation facilities in schools received a very low mean score ($M = 2.56$, $SD = 1.42$), suggesting that the dimension of school facilities is not attended to. Abreh (2017) similarly observed that SMCs cannot keep up with sanitation facilities because of the continuous nature of the work, poor budgetary allocations, and failure to prioritize, even though these facilities are critical for the health and attendance of students.

The openness of the maintenance reports of SMCs to stakeholders was perceived as moderate ($M = 3.27$, $SD = 1.05$), indicating that although there is an attempt to document maintenance activities and spending, attempts may not be done in a systematic way or with sufficient detail. As noted by Jenifer (2018), although transparency generates stakeholder trust and fosters external support, most SMCs do not have the training and resources to generate transparent and comprehensive reports. Finally, the comprehensive evaluation of the role of School Management Committees (SMCs) in the upkeep of educational facilities yielded a moderate average score ($M = 2.81$, $SD = 1.20$), suggesting a reasonable degree of efficacy while simultaneously highlighting areas that necessitate enhancement. Kanyiri et al. (2015) observe that although most School Management Committees (SMCs) demonstrate commitment and initiative, their general performance is curtailed by factors such as lack of technical competence, narrow sources of funding, and ineffective systems of accountability. Improvement in these areas would go a long way in elevating the contribution of SMCs towards developing sustainable and functional educational infrastructure.

Despite the highlighted weaknesses, the overall mean scores across most variables suggest that SMCs are playing a moderately effective role in school facility maintenance. Their ability to monitor, prioritize, and secure funds reflects a commendable commitment to improving learning conditions. However, their efforts could be significantly enhanced through targeted training, particularly in financial accountability, communication strategies, and quality control measures.

The study confirms that SMCs in the Ekumfi District are actively contributing to the maintenance of school facilities, though with varying levels of effectiveness. Their strengths lie in stakeholder mobilization, fundraising, and monitoring, while their

limitations are most evident in transparency, use of local expertise, and responsiveness to urgent repairs. These findings are consistent with national and international studies on community-based school management.

4.5 RQ3 The relationship between the effectiveness of the SMCs' resource mobilization and the contribution to the maintenance of school facilities in Ekumfi District

This part of the discussion explores the statistical correlation between how effective School Management Committees (SMCs) are at mobilizing resources and their individual contributions towards the maintenance of school facilities in public basic schools in Ekumfi District. The results, presented in Table 4.8, are based on Pearson correlation coefficients (r) with respective p -values for assessing the strength and significance of these relationships. To achieve this, the items that were used to measure effectiveness were summed to form one construct called “effectiveness.” These findings are essential in understanding the influence of resource mobilization activity on school maintenance success, particularly where government resources are scarce, and community involvement is paramount.

Table 4.8: Coefficients (Effectiveness of SMCs Resources Mobilization)

Variable	n	r	P - value
Routine maintenance checks on the school's facilities	140	0.221	0.009
Priority of maintenance tasks based on urgency and importance	140	0.240	0.004
Effectiveness of the SMC in securing funds specifically for the maintenance of school facilities	140	0.241	0.004
Engagement of the school-community for SMC-led maintenance activities	140	0.131	0.124
Timely address of maintenance issues by the SMC	140	0.280	0.048
SMC's partnerships with NGOs for school maintenance works	140	0.028	0.071
Parents participation in SMC-led school maintenance activities	140	0.231	0.045
Utilization of skills/expertise of the community members in SMC-led school maintenance activities	140	0.277	0.001
Regularity of the SMC in organizing repairs for damaged school facilities	140	0.268	0.001
Communication of maintenance needs and plans to the school community by the SMC	140	0.041	0.543
Budget allocation by the SMC for the maintenance of school facilities	140	0.255	0.002
Budget allocation by the SMC for the maintenance of school facilities	140	0.146	0.085
Maintenance of school's sanitary facilities	140	0.362	0.052
Rate of quality of maintenance work overseen by the SMC	140	0.195	0.021
Monitoring of the condition of school facilities by the SMC	140	0.228	0.007
Transparency of the SMC's maintenance reports to stakeholders	140	0.217	0.010
There is satisfaction in the SMC's contribution to the maintenance of school facilities	140	0.228	0.007
Impact of the SMC's maintenance efforts to the overall condition of school facilities	140	0.461	0.000

p-value \leq 0.05

Source: Author (2025).

The results demonstrate that various contributions to maintenance tasks were significantly and positively related to the effectiveness of the SMCs in resource mobilization.

The "maintenance of school facilities" variable ($r = 0.461$, $p = 0.000$) had the highest significant positive correlation. This implies that School Management Committees (SMCs) that are better at mobilizing resources in terms of money, material, and human

resources are likely to contribute significantly to school infrastructure as a whole. This concurs with Abreh's (2017) study, which revealed that efficient mobilization of resources tends to allow SMCs to carry out more organized and better quality maintenance tasks, thus enhancing the learning environment.

Also, the "maintenance of school's sanitary facilities" variable had a moderately strong correlation ($r = 0.362$, $p = 0.052$), narrowly above the standard 0.05 threshold. This finding, nonetheless, indicates a significant trend that greater resource mobilization is associated with improved sanitation facilities. As Owino (2012) elaborates, financial resources are required for the upkeep of hygiene-related infrastructure, including toilets and water systems, particularly in marginalized and rural communities. Even though this correlation was not statistically significant at $p < 0.05$, the magnitude thereof still points to the possibilities of adequately resourced SMCs enhancing health-related infrastructure in schools.

The prompt addressing of maintenance problems ($r = 0.280$, $p = 0.048$) was strongly related to efficiency in mobilization of resources. This indicates that SMCs that have greater access to or control of resources are more capable of handling infrastructural problems as they arise in a timely manner. Kanyiri et al. (2015) believe that the major weakness of poorly funded SMCs is that they cannot deal with urgent repairs, which often leads to further degradation and higher costs in the future. Therefore, SMCs with sufficient funds can prevent infrastructural deterioration through timely intervention.

Further support for this association is given by the correlation between planning routine repair and resource mobilization ($r = 0.268$, $p = 0.001$). The observation supports the

contention that the predictability of maintenance operations relies heavily on the availability of sufficient resources. Not only do effective SMCs embark on maintenance operations, but they also ensure their sustenance in the long term, as identified by Acheampong (2015). This study identified that effective SMCs in Ghana incorporated routine maintenance timetables and budgetary plans into the overall school improvement strategies.

The findings also show that the application of local expertise in maintenance works ($r = 0.277$, $p = 0.001$) was positively and significantly related to the mobilization of resources. The finding above relates to Jenifer's (2018) statement that when SMCs use local artisans, they save on maintenance costs and enhance community involvement. Use of local expertise also creates a sense of ownership and enhances the sustainability of infrastructure projects in schools. In most rural communities, utilizing local skill provides an effective and culturally appropriate means of stretching scarce resources.

Budgeting for maintenance ($r = 0.255$, $p = 0.002$) and prioritization based on urgency ($r = 0.240$, $p = 0.004$) were also significantly correlated with resource mobilization. These findings suggest that resource-effective SMCs are more effective at planning and strategic decision-making. In line with Parvaiz and Yousuf (2015), prioritizing urgent activities enables proper allocation of limited financial resources, thus preventing the dilution of funds. This enables the SMC to focus on activities that are critical and of high-value results.

The performance of SMCs in generating funds for use in maintenance was also associated ($r = 0.241$, $p = 0.004$), which echoes the common theme of the analysis. Owino (2012) argues that fundraising is a fundamental role of SMCs. The capacity to

generate resources has a direct implication on the actualization of maintenance projects, showing the self-fulfilling correlation between fundraising efforts and the enhancement of infrastructure. The evaluation of the condition of school facilities ($r = 0.228$, $p = 0.007$) was found to have a statistically significant relationship. This suggests that efficient use of resources by School Management Committees (SMCs) regularly conducts structured assessments of buildings, thereby enabling them to identify what maintenance is needed. Catherine et al. (2019) emphasized that such information from monitoring aids concentrated resource allocation, and hence, financial resources are not wasted on unnecessary or untimely repairs. An additional noteworthy finding is the substantial correlation between parental engagement in maintenance tasks ($r = 0.231$, $p = 0.045$) and the mobilization of resources. This suggests that in contexts where School Management Committees (SMCs) effectively generate resources, there is typically a corresponding increase in parental participation, and conversely. Kanyiri et al. (2015) emphasize that proactive parental engagement is vital not only for fundraising activities but also for the provision of voluntary labor, which can markedly alleviate the financial strain on educational institutions.

The results indicated that maintenance reporting transparency ($r = 0.217$, $p = 0.010$) and satisfaction in general with the SMC's contribution to maintenance work ($r = 0.228$, $p = 0.007$) were statistically significant. The results confirm the hypothesis that trust and transparency are paramount for effective mobilization of resources. If SMCs explain their activities in clear terms, then communities may mobilize more support for such activities. Jenifer (2018) also observed that SMCs that maintained financial transparency experienced greater cooperation from the community as well as long-term support. Nevertheless, not all the variables revealed significant associations. For

example, communication of maintenance needs ($r = 0.041$, $p = 0.543$), collaboration with non-governmental organizations ($r = 0.028$, $p = 0.071$), and working with the community ($r = 0.131$, $p = 0.124$) did not reveal statistically significant relationships with resource mobilization.

This suggests that although these functions are a crucial part of good educational governance, their impact on resource allocation can be limited unless paired with more participatory and strategic, inclusive approaches. Communication alone is not enough, in the view of Mumtaz and Awan (2019), without institutional openness, accountability, and inclusivity.

Interestingly, maintenance work quality exhibited a statistically significant correlation ($r = 0.195$, $p = 0.021$), albeit relatively weaker compared to the other correlations discovered. This would mean that mobilization of resources can affect both incidence and quality of repairs. Nevertheless, quality control issues may persist because of insufficient technical skills, as suggested by Kanyiri et al. (2015), who observed that SMCs are often not able to assess the performance of artisans or contractors. Lastly, the results of the analysis offer convincing evidence that the effectiveness of SMCs in resource mobilization correlates highly with their performance in maintaining school facilities. Positive correlations were registered in key activities such as regular repairs, budgeting, community involvement, and monitoring. The results support the multifaceted function that resource mobilization plays not just in financing but in planning, implementation, and stakeholder involvement. The study identifies the necessity of capacity development in SMCs in financial management, participatory planning, and community mobilization since they are fundamental skills in sustaining school infrastructure in resource-scarce contexts like the Ekumfi District.

4.6 RQ4. The relationship between community participation and the level of teacher job satisfaction

This section explores the relationship between community participation and the level of teacher job satisfaction in public basic schools in the Ekumfi District. The guiding research question sought to determine how various forms of community involvement influence the morale, motivation, and job satisfaction of teachers. Correlational analysis was used to examine the strength and significance of relationships between selected indicators of community participation and teachers' perceived job satisfaction. To achieve this, the items that were used to measure teacher job satisfaction were merged to form one construct called "teacher job satisfaction". Table 4.9 presents the Pearson correlation coefficients (r) and associated p -values for each indicator.

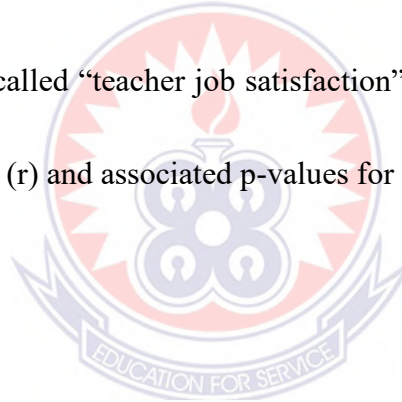


Table 4.9: Relationship between Community Participation and Level of Teacher Job Satisfaction.

Variable	n	r	P - value
Volunteering of community members for school events	140	-0.090	0.288
Community members provision of financial support to the school	140	0.20.084	0.325
Community members attendances to the Parent Association (PA) meetings	140	0.374	0.000
Community members' contribution of ideas for school's improvement	140	0.374	0.000
Feedback seeking from the community by the school management	140	0.405	0.000
School management report on the school performance to the community	140	0.249	0.003
Parents participation in SMC-led school maintenance activities	140	0.413	0.000
Effective communication between the school and the community	140	0.353	0.000
School management involvement of the community in decision-making processes	140	0.401	0.000
Effective utilization of community resources for development by the school management	140	0.323	0.000
School management respond to community concerns	140	0.017	0.845
Transparency of the school management in sharing information with the community	140	0.231	0.041
School management competency in planning and implementing school projects	140	0.189	0.026
Rate of maintenance work overseen by the SMC	140	0.348	0.000
Community members involvement in SMCs' governance	140	0.517	0.000
Influence of community participation on school's decision-making	140	0.498	0.000
Effect of increased community involvement on the quality of school facilities	140	0.234	0.001
Effect of the school management's transparency on community participation	140	0.537	0.000
Extent of community involvement in school governance to improve school management practices		0.353	0.000

p-value \leq 0.05

Source: Author (2025).

The results of the analysis show a strong positive and statistically significant correlation between many aspects of community participation and teacher job satisfaction. Specifically, sixteen out of the eighteen indicators had p-values less than or equal to 0.05, indicating significant positive relationships. These findings imply that as community participation in school affairs increases, the job satisfaction of teachers also improve and suggest that community-school collaboration plays a critical role in shaping favorable working conditions and morale for educators.

Among the strongest correlations were “Effect of the school management’s transparency on community participation” ($r = 0.537, p = 0.000$) and “Community members’ involvement in SMCs’ governance” ($r = 0.517, p = 0.000$). These results underscore the importance of inclusive and transparent leadership practices. When school managers are open about school operations and actively involve community members, particularly through structures like School Management Committees (SMCs), it builds trust and fosters a sense of shared responsibility. Teachers working in such environments are more likely to feel appreciated, secure, and engaged. These findings align with the views of Catherine et al. (2019), who emphasized that transparent and collaborative leadership enhances teacher motivation and commitment.

Similarly, variables such as “Influence of community participation on school’s decision-making” ($r = 0.498, p = 0.000$), “School management’s involvement of the community in decision-making” ($r = 0.401, p = 0.000$), and “Feedback seeking from the community by the school management” ($r = 0.405, p = 0.000$) point to the vital role of participatory decision-making. When teachers observe that school leaders seek input from the community and that decisions reflect shared goals, it nurtures a positive school climate. Nyagah and Njihia (2017) also reported that inclusive governance reduces

administrative burden and increases job satisfaction by enhancing institutional credibility and collective accountability.

Infrastructure-related indicators, such as “Parents’ participation in SMC-led school maintenance activities” ($r = 0.413$, $p = 0.000$) and “Rate of maintenance work overseen by the SMC” ($r = 0.348$, $p = 0.000$), also demonstrated significant positive relationships. These variables highlight how community involvement in maintaining and improving school facilities contributes directly to teachers’ satisfaction. A well-maintained physical environment enhances the teaching and learning experience and reinforces a sense of pride and professionalism among teachers. According to Essuman and Akyeampong (2011), conducive infrastructure and effective resource management lead to higher levels of teacher satisfaction and improved retention, especially in rural or under-resourced communities.

Additionally, “Effective communication between the school and the community” ($r = 0.353$, $p = 0.000$) and “Transparency of the school management in sharing information with the community” ($r = 0.231$, $p = 0.041$) were both significantly correlated with teacher job satisfaction. Effective communication builds relationships and creates a sense of unity and direction among staff and stakeholders. When teachers witness good communication practices, they are more likely to feel supported and included in school matters, which boosts morale. Akyeampong (2009) emphasized the importance of frequent and transparent communication in fostering school-community trust and improving workplace dynamics.

Other significant indicators included “School management report on the school performance to the community” ($r = 0.249$, $p = 0.003$) and “School management competency in planning and implementing school projects” ($r = 0.189$, $p = 0.026$). These findings suggest that leadership competence and accountability are also important contributors to teacher satisfaction. A well-organized and professionally managed school allows teachers to focus on teaching and promotes a culture of excellence, further enhancing satisfaction and professional development (Bray, 2000).

Furthermore, variables such as “Community members’ attendance at Parent Association meetings” ($r = 0.374$, $p = 0.000$), “Contribution of ideas for school improvement” ($r = 0.374$, $p = 0.000$), and “Effective utilization of community resources for development” ($r = 0.323$, $p = 0.000$) emphasize the role of continuous, constructive engagement. These forms of participation foster innovation and support systems that are essential for the success of schools and the well-being of teachers. As noted by Epstein (2001), parent and community involvement in school development promotes a shared vision and cultivates a more cohesive school culture.

Interestingly, two variables, “Volunteering of community members for school events” ($r = -0.090$, $p = 0.288$) and “Provision of financial support to the school by community members” ($r = 0.084$, $p = 0.325$), were not statistically significant. This suggests that occasional or transactional forms of participation, such as event volunteering or monetary donations, may not directly affect how satisfied teachers feel with their jobs. These forms of support, while valuable, may lack the sustained relational engagement needed to influence job satisfaction meaningfully. Mumtaz and Awan (2019) argued that passive involvement has limited impact compared to more strategic and collaborative participation.

Lastly, the study found that the “Extent of community involvement in school governance to improve school management practices” ($r = 0.353$, $p = 0.000$) had a significant positive correlation with teacher job satisfaction. This finding confirms that community participation at the governance level, particularly through formal structures like the SMC, contributes to improved school management and a more fulfilling work environment for teachers. This supports Parvaiz and Yousuf (2015), who asserted that schools practicing collaborative governance enjoy improved staff performance and community trust.

In summary, the analysis provides robust evidence that community participation positively influences teacher job satisfaction in public basic schools. Teachers feel more secure, motivated, and valued when community members are actively involved in decision-making, maintenance, governance, and communication processes. The findings emphasize the importance of strengthening SMCs, enhancing community-school partnerships, and promoting transparent and inclusive leadership as essential strategies for improving teacher morale. These results offer valuable insights for educational policymakers, school leaders, and development partners aiming to improve teacher retention and educational outcomes in decentralized education systems.

4.7 Chapter Summary

This chapter provided a critical examination of data collected from respondents to analyze the effectiveness of School Management Committees (SMCs) in resource mobilization, school facility maintenance, community involvement, and teacher job satisfaction. The chapter began with an analysis of the demographic characteristics of respondents, which revealed a relatively balanced gender distribution, though with a slightly higher representation of males. Most participants were between the ages of 30

and 45 years, indicating that responses were obtained from individuals with substantial life and work experience. Notably, the majority of respondents had been involved in school governance or community-level educational activities for more than three years, which enhances the credibility and reliability of the information provided.

With respect to the effectiveness of SMCs in mobilizing resources, the findings revealed generally positive outcomes. Key SMC functions, including mobilizing funds and materials for school development, collaborating with non-governmental organizations, and encouraging parental and community involvement, received relatively high ratings from respondents. In particular, fundraising for facility maintenance ($M = 3.68$), organizing routine repairs ($M = 3.50$), and collaboration between schools and communities in maintenance activities ($M = 3.61$) were identified as major contributions of the SMCs. Furthermore, correlation analysis revealed positive relationships between several practices and overall effectiveness in resource mobilization, including school–community participation in maintenance activities ($r = 0.309$, $p = 0.000$), prompt resolution of maintenance challenges ($r = 0.302$, $p = 0.000$), partnerships with NGOs ($r = 0.297$, $p = 0.000$), and parental involvement in maintenance work ($r = 0.285$, $p = 0.001$). These findings highlight the importance of broad stakeholder participation and strategic partnerships in enhancing school development efforts. However, some practices, such as regular monitoring of maintenance activities ($r = 0.910$, $p = 0.285$) and undertaking maintenance tasks based strictly on urgency ($r = 0.158$, $p = 0.062$), did not demonstrate statistically meaningful associations, suggesting a gap between planning and actual implementation.

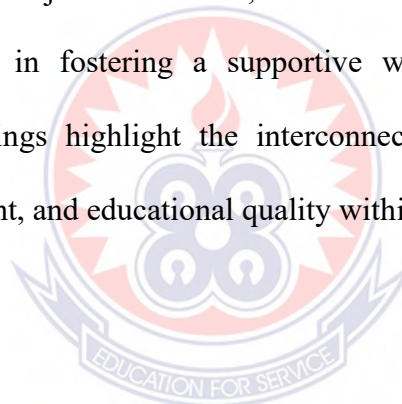
In examining the role of SMCs in maintaining school infrastructure, most items recorded mean scores above the scale midpoint, indicating general agreement that SMCs are actively involved in this area. Monitoring the condition of school buildings recorded the

highest mean score ($M = 3.76$), followed by the prioritization of maintenance needs ($M = 3.71$) and parental participation in maintenance activities ($M = 3.70$). In contrast, timely reporting of maintenance issues ($M = 2.64$), the use of community members' technical expertise ($M = 2.68$), and public reporting of maintenance activities ($M = 2.76$) recorded comparatively lower scores. These results suggest that while SMCs demonstrate strength in planning and coordination, challenges remain in implementation efficiency and transparency. This finding aligns with Ababio (2012), who observed that limited managerial capacity and weak institutional support undermine the effectiveness of SMCs. Similarly, Nyagah (2010) emphasized the need to strengthen management competencies within community-based education structures to enhance school performance.

The chapter also examined the relationship between community participation and teacher job satisfaction. The analysis revealed positive and statistically significant relationships across most indicators of community involvement and teacher satisfaction. Variables such as responsiveness of school authorities to community concerns ($r = 0.412$, $p = 0.000$), community involvement in decision-making processes ($r = 0.461$, $p = 0.000$), and effective communication between schools and communities ($r = 0.427$, $p = 0.000$) were strongly associated with higher levels of teacher job satisfaction. Additionally, community volunteering ($r = 0.395$, $p = 0.000$), financial contributions from community members ($r = 0.331$, $p = 0.000$), and attendance at Parent Association meetings ($r = 0.330$, $p = 0.000$) were found to contribute to a positive school climate that supports teacher morale and retention. These findings are consistent with Epstein's (2001) theory of overlapping spheres of influence, which emphasizes collaborative engagement among schools, families, and communities. They also support Ahmed's

(2016) assertion that community participation provides not only material support but also psychological encouragement that enhances teachers' motivation and professional commitment.

In all, the chapter demonstrates that SMCs play a critical role in mobilizing resources and maintaining school infrastructure in the study area. While their performance in planning, coordination, and community engagement is commendable, the findings reveal notable weaknesses in the timely execution of maintenance activities, transparency in communication, and effective utilization of local expertise. Moreover, the study establishes a strong and consistent association between community participation and teacher job satisfaction, underscoring the importance of inclusive governance structures in fostering a supportive work environment for teachers. Collectively, the findings highlight the interconnectedness of school governance, community involvement, and educational quality within the Ekumfi District.



CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research process and the major findings that emanated from the study. The conclusions that are made based on the findings of the study and appropriate recommendations are also found in this chapter. Suggestions for further research are included in the latter pages of this chapter.

5.2 Summary of Findings

This study investigated the effectiveness of School Management Committees (SMCs) in enhancing governance in basic public schools in the Ekumfi District of Ghana's Central Region. The overarching goal was to examine how SMCs influence key aspects of school governance, particularly in areas such as resource mobilization, infrastructure maintenance, and stakeholder engagement, and how these affect teacher job satisfaction. A total of 140 respondents drawn from 20 public basic schools participated in the study. Data collection was conducted through structured questionnaires, and analysis was done using SPSS Version 20.0. The results were interpreted using descriptive and inferential statistics, including frequencies, percentages, means, standard deviations, and correlation analysis.

The study was guided by four specific objectives. The first objective was to assess the effectiveness of SMCs in mobilizing local resources for schools. The second objective examined the contributions of SMCs to the maintenance of school infrastructure. The third objective focused on the relationship between the effectiveness of SMCs in resource mobilization and their contributions to maintenance activities. The fourth

objective investigated the relationship between community participation and the level of teacher job satisfaction.

Findings relating to the first objective showed that SMCs were fairly effective in several areas of resource mobilization. Respondents indicated that SMCs were active in engaging parents, local leaders, and community members to support schools, organizing fundraising activities, establishing links with external organizations, and encouraging in-kind contributions. Overall, the results suggest that SMCs play an important role in building partnerships, planning for school needs, and mobilizing support for school development. However, despite these positive outcomes, challenges were identified, particularly with regard to consistency in financial accountability, equitable distribution of resources, and the limited capacity of SMCs to independently mobilize substantial financial resources.

With respect to the second objective, the study found that SMCs were generally involved in the maintenance of school infrastructure. Respondents agreed that SMCs participated in routine monitoring of school facilities, prioritizing maintenance needs, and mobilizing community support for repairs and renovation works. The findings indicate that SMCs contribute positively to coordinating maintenance activities and facilitating access to funds and labor. Nevertheless, weaknesses were observed in areas such as the timeliness of maintenance work, the quality of repairs, the transparency in communicating maintenance issues, and the effective use of skilled labor from the community. These findings suggest that although SMCs are actively involved in maintenance, structural and resource constraints limit the overall effectiveness and sustainability of their efforts.

The third major finding examined the relationship between the effectiveness of SMCs in resource mobilization and their contribution to school infrastructure maintenance. The results revealed a generally positive relationship between the two. SMCs that were more effective in mobilizing financial resources, engaging the community, and forming partnerships were also more likely to perform better in maintaining school facilities. This indicates that the ability of SMCs to mobilize resources significantly influences their capacity to address infrastructure needs. However, not all aspects of maintenance showed strong relationships, suggesting that some activities are less dependent on resource mobilization and more influenced by organizational or implementation challenges.

The fourth objective focused on the relationship between community participation and teacher job satisfaction. The findings showed a strong positive relationship between these two variables. Higher levels of community involvement—such as volunteering, financial support, participation in meetings, and involvement in school decision-making—were associated with higher levels of teacher job satisfaction. Teachers reported greater motivation and morale when they felt supported by the community, included in participatory processes, and appreciated for their work. These results indicate that community engagement contributes not only to school development but also to a positive working environment for teachers.

5.3 Conclusions

This study set out to examine the effectiveness of School Management Committees (SMCs) as governance structures within basic public schools in the Ekumfi District. In evaluating the data, the study proceeded on the premise that effective school governance can be meaningfully assessed through three interrelated dimensions: the capacity of

SMCs to mobilize local resources, their ability to translate such resources into tangible infrastructure support, and the extent to which community participation through SMCs enhances teacher job satisfaction. The conclusions drawn are therefore grounded not merely in descriptive trends but in the alignment between governance inputs, implementation processes, and observable outcomes within schools.

Based on this evaluative framework, the study concludes that SMCs play a substantive and functional role in mobilizing local resources for school development. The evidence indicates that SMCs are not passive advisory bodies but active intermediaries that connect schools to their surrounding communities. Through fundraising initiatives, engagement of parents and local leaders, and outreach to external partners, SMCs expand the resource base of schools beyond formal government allocations. This finding supports the broader governance premise that decentralized participation enhances institutional responsiveness and resource availability, particularly in resource-constrained educational contexts.

The study further concludes that SMCs make meaningful contributions to the maintenance of school infrastructure, especially in preventive and routine maintenance activities. Their involvement in inspections, mobilization of communal labor, and coordination of minor repairs reflects a governance model in which local ownership translates into practical stewardship of school facilities. However, the data also reveal that effectiveness is uneven across functions. Delays in maintenance, limited reliance on skilled labor, and gaps in communication and transparency constrain the long-term sustainability of these efforts. This suggests that while community-driven governance structures possess strong mobilization potential, their impact is conditioned by technical capacity and institutional support.

A central conclusion of the study is that resource mobilization and infrastructure maintenance are not independent functions of SMCs but are structurally linked. The positive relationship observed between these two domains indicates that committees with stronger resource mobilization capacity are better positioned to plan, prioritize, and implement maintenance activities. This reinforces the governance logic that financial and social capital are foundational to effective school improvement. However, the absence of strong relationships in certain maintenance practices also points to the limits of resource availability alone, highlighting the importance of organizational competence and clear operational frameworks.

The study also concludes that community participation facilitated through SMCs has significant implications for teacher job satisfaction. Teachers working in schools with active community engagement reported more favorable perceptions of their work environment. This relationship underscores the social dimension of school governance, where recognition, support, and shared responsibility contribute to teacher motivation and professional commitment. The findings demonstrate that governance structures influence not only material conditions but also the psychosocial climate of schools, which is critical for teacher retention and instructional effectiveness.

Taken together, these conclusions establish that SMCs contribute to school governance through multiple, mutually reinforcing pathways. Their role extends beyond administrative oversight to include resource generation, infrastructure stewardship, and the cultivation of supportive school–community relationships. At the same time, the study concludes that the effectiveness of SMCs is constrained by systemic challenges, including limited authority, inadequate training, and insufficient institutional backing.

These constraints moderate the extent to which SMCs can fully realize their governance mandate.

This study contributes to the existing knowledge by providing an advanced empirical understanding of grassroots school governance by demonstrating how local participation mechanisms operate in practice within a Ghanaian district context. It contributes to the literature by empirically linking SMC effectiveness to both infrastructural outcomes and teacher job satisfaction, thereby bridging governance, school management, and teacher motivation discourses. The study also refines existing understandings by showing that community participation yields its greatest impact when supported by capacity, clarity of roles, and coordinated implementation.

5.4 Recommendations

The recommendations proposed in this section are derived directly from the empirical findings of the study and are intended to address the specific gaps and weaknesses identified in the functioning of School Management Committees (SMCs) in the Ekumfi District. The recommendations are directed at key stakeholders in Ghana's education system, namely the Ministry of Education, the Ghana Education Service (GES), teachers and SMC members, and local communities.

First, in response to the finding that SMCs contribute meaningfully to resource mobilization and infrastructure maintenance but are constrained by limited technical capacity, weak governance skills, and challenges in financial accountability, it is recommended that the Ministry of Education and the Ghana Education Service institutionalize a structured and continuous training programme for SMC members nationwide. The study revealed that while SMCs are active, their effectiveness is

uneven, particularly in areas requiring budgeting skills, monitoring of maintenance activities, transparency, and documentation. To address this gap, GES should develop a national SMC training framework covering school governance principles, financial management, participatory decision-making, community engagement, and basic monitoring and evaluation competencies. Periodic refresher training should be organized to ensure that SMC members remain aligned with evolving education policies and governance standards. This recommendation is directly linked to the study's finding that weaknesses in planning, technical execution, and transparency limited the full impact of SMC activities.

Additionally, based on the finding that resource constraints hinder the timely execution of maintenance activities and other planned interventions, the study recommends that the Ministry of Education and GES provide designated fiscal and logistical support to SMCs. Although SMCs demonstrated initiative in mobilizing local resources, the study showed that their ability to sustain maintenance efforts and implement school development plans was restricted by inadequate funding and lack of basic operational resources. Providing modest, clearly defined financial allocations and logistical support would enhance SMCs' operational efficiency and enable them to translate plans into action. Without such support, the study concludes that even highly committed SMCs are unlikely to achieve optimal governance outcomes.

Second, in response to the finding that strong community participation is positively associated with teacher job satisfaction, it is recommended that SMC members and teachers deliberately strengthen collaborative relationships built on trust, mutual respect, and shared responsibility. The study established that indicators such as volunteering, participation in decision-making, and regular interaction between schools

and communities were significantly linked to improved teacher morale. Consequently, teachers and SMC members should institutionalize regular meetings, joint planning sessions, and open communication channels to promote shared ownership of school goals. Teachers should actively involve SMCs in school-based programmes and provide feedback on school performance and needs, while SMC members should respect teachers' professional expertise and support instructional processes. This recommendation directly addresses the study's evidence that inclusive governance practices enhance teacher satisfaction and create a more supportive school environment.

Furthermore, based on the finding that community involvement enhances both governance effectiveness and teacher motivation, it is recommended that teachers and SMCs jointly take responsibility for sensitizing community members on their role in improving education delivery. The study showed that community engagement contributes not only resources but also psychological support and legitimacy to school governance. Joint outreach efforts by teachers and SMCs can therefore strengthen inclusiveness, accountability, and collective responsibility for school management.

Third, in response to the finding that community participation remains uneven despite its positive impact, the study recommends that parents, opinion leaders, and traditional authorities at the local level be more actively integrated into school governance through sustained participation in SMC activities. The evidence indicates that while some communities are supportive, others remain passive, limiting the potential benefits of decentralized school management. To address this gap, opinion leaders and community authorities should organize regular sensitization campaigns to raise awareness about the importance of community involvement in school development. Such initiatives may include community durbars, religious gatherings, and local media engagements.

Finally, drawing from the finding that limited use of local expertise and weak accountability mechanisms undermine maintenance effectiveness, it is recommended that communities establish local accountability forums and feedback mechanisms to monitor SMC activities. Parents and guardians should attend SMC and PTA meetings, contribute ideas, and oversee the implementation of school development plans. Where feasible, local artisans, youth groups, and skilled community members should be engaged in maintenance and extracurricular activities to improve cost-effectiveness and sustainability. This recommendation directly responds to the study's observation that underutilization of local skills and weak transparency reduce the overall effectiveness of SMC-led interventions.

5.5 Suggestion for further studies

Based on the findings of the study and the limitations of the study, the following topics can be proposed for further study.

1. Assessing the Effectiveness of School Management Committees (SMCs) in Improving Governance of Basic Public Schools and Its Impact on Academic Performance

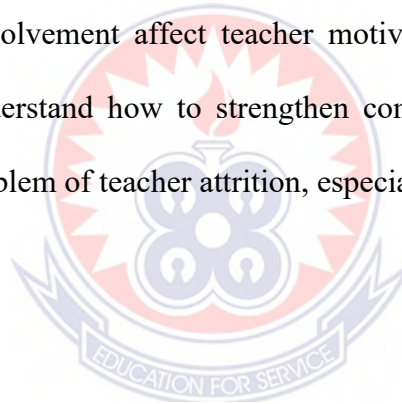
Future research could examine how the governance roles played by SMCs translate into measurable improvements in student academic outcomes. This study would assess whether schools with more effective and functional SMCs perform better academically compared to those with less active committees. It would help establish a clear linkage between governance effectiveness and learning achievement.

2. Investigating the Challenges Faced by SMCs in Resource Mobilization and Their Implications for School Development in Rural Areas

While this study highlighted that SMCs contribute to resource mobilization, it is equally important to investigate the barriers they face, particularly in resource-constrained rural settings. This future study could explore the structural, institutional, and community-based challenges that hinder effective resource mobilization and how these challenges impact the development and functioning of schools.

3. Exploring the Role of Community Participation in Enhancing Teacher

Motivation and Retention in Basic Public Schools given the finding that community participation significantly influences teacher job satisfaction, a deeper investigation could focus on how specific aspects of community involvement affect teacher motivation and retention. This study could help understand how to strengthen community-school relationships to address the problem of teacher attrition, especially in underserved areas.



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APPENDIX A:

SECTION B; Effectiveness of the SMC Resource Mobilization for the School

Read each statement carefully. Then tick [√] the number that best fits the specific practices of the SMC during the past school years. Circle the appropriate response for each statement:

S/N	STATEMENT	No, and not considered [1]	No but considered [2]	Yes [3]
1	Effectiveness of the SMC in mobilizing community members to participate in the school activities			
2	Ability of the SMC in mobilizing parents to participate in the school activities			
3	Ability of the SMC to engage philanthropists for volunteer services for the school			
4	Effectiveness of the SMC in utilizing the skills/expertise of the community members for the school			
5	Effectiveness of the SMC in obtaining teaching and learning material resources for the school			
6	Effectiveness of the SMC in acquiring technological resources (computers, projectors) for the school			
7	Effectiveness of the SMC in collaborating with other organizations including NGOs in mobilizing resources			
8	Effectiveness of the SMC in leveraging social media and online platforms for resource mobilization			
9	Frequency at which the SMC receive donations from the community			
10	Transparency of the SMC in financial reporting			
11	Ability of the SMC to mobilize sports material resources			
12	Contribution of the SMC's resource mobilization to the teacher job satisfaction			
13	Impact of the SMC in resource mobilization on the school's facilities			
14	Impact of the SMC resource mobilization on school's enrolment			
15	Extent to which the SMC's resource mobilization improve the quality of instruction in the school			

16	In all SMC is effective in mobilizing resources for the school			
17	There is satisfaction in the SMC's efforts in mobilizing resources for the school			

SECTION C;**Contribution of the SMCs to the Maintenance of School Facilities**

Poor [1] Fair [2] Good [3] Very good [4] Excellent [5]

S/N	STATEMENT	1	2	3	4	5
19	Routine maintenance checks on the school's facilities					
20	Priority of maintenance tasks based on urgency and importance					
21	Effectiveness of the SMC in securing funds specifically for the maintenance of school facilities					
22	Engagement of the school-community for SMC-led maintenance activities					
23	Timely address of maintenance issues by the SMC					
24	SMC's partnerships with NGOs for school maintenance works					
25	Parents participation in SMC-led school maintenance activities					
26	Utilization of skills/expertise of the community members in SMC-led school maintenance activities					
27	Regularity of the SMC in organizing repairs for damaged school facilities					
28	Communication of maintenance needs and plans to the school community by the SMC					
29	Budget allocation by the SMC for the maintenance of school facilities					
30	Maintenance of school's buildings					
31	Maintenance of school's sanitary facilities					
32	Rate of quality of maintenance work overseen by the SMC					
33	Monitoring of the condition of school facilities by the SMC					
34	Transparency of the SMC's maintenance reports to stakeholders					
35	There is satisfaction in the SMC's contribution to the maintenance of school facilities					

36	Impact of the SMC's maintenance efforts to the overall condition of school facilities					
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SCETION D Relationship between the Community Participation and the Level of School Management

Almost Never [1] Seldom [2] Sometimes [3] Frequently [4] Almost Always [5]

S/N	STATEMENT	1	2	3	4	5
37	Volunteering of community members for school events					
38	Community members provision of financial support to the school					
39	Community members attendances to the Parent Association (PA) meetings					
40	Community members' contribution of ideas for school's improvement					
41	Feedback seeking from the community by the school management					
62	School management report on the school performance to the community					
43	Effective communication between the school and the community					
44	School management involvement of the community in decision-making processes					
45	Effective utilization of community resources for development by the school management					
46	School management respond to community concerns					
47	Transparency of the school management in sharing information with the community					
48	School management competency in planning and implementing school projects					
49	Rate of maintenance work overseen by the SMC					
50	Community members involvement in SMCs' governance					
51	Influence of community participation on school's decision-making					
52	Effect of increased community involvement on the quality of school facilities					

53	Effect of the school management's transparency on community participation					
54	Extent of community involvement in school governance to improve school management practices					

SECTION E

Relationship between the SMCs' Functions and the Level of Teacher Job Satisfaction.

Not satisfied [1] Slight satisfied [2] Moderately satisfied [3] Very
satisfied [4] Extremely satisfied [5]

S/N	STATEMENT	1	2	3	4	5
55	The SMC involvement of teachers in decision-making processes					
56	Organization of SMC meetings with teachers to discuss school issues					
57	Management of school resources to support teaching					
58	The SMC's handling of conflicts/issues raised by teachers					
59	Communication of the SMC's decisions and plans to teachers					
60	Recognition for teachers' achievements and efforts by the SMC					
61	Transparency of the SMC in its operations and decision making					
62	Support from the SMC in providing professional development opportunities for teachers					
63	Satisfaction with the support teachers receive from the SMC					
64	Satisfaction with the resources and materials made available for teaching					
65	Satisfaction with the SMC's recognition and appreciation received for the efforts made in the school					
66	Satisfaction on the way the SMC addresses teacher professional concerns					
67	Satisfaction on the way the SMC addresses teacher accommodation issue on in the community					

68	Effect of the SMC's leadership role on maintaining peace and cordial relationship between the community members and teachers					
69	Extent to which the SMC's teacher inclusion in decisionmaking affect teacher job satisfaction					
70	Impact of the SMC's support on the overall teacher job satisfaction in the school					

