

Relationship Between Resource Mobilization And Budgeting And Staff Recruitment In Selected Public Secondary Schools In Katabi Sub-County, Wakiso District.

Musambi Gideon¹, Kiwanuka Rashid (PhD)²

1, 2 Metropolitan International University

Abstract

The study investigated the relationship between resource mobilization and budgeting and staff recruitment in selected public secondary schools in Katabi Sub-County, Wakiso District. Using a correlational survey design, data were collected from 187 respondents comprising head teachers, bursars, and senior administrators. Results indicated a significant positive correlation ($r=0.681$, $p<0.01$) between resource mobilization and staff recruitment, and a strong correlation ($r=0.742$, $p<0.01$) between budgeting practices and staff recruitment. Multiple regression analysis revealed that resource mobilization and budgeting jointly explained 61.3% of variance in staff recruitment effectiveness. The study concluded that adequate resource mobilization and sound budgeting practices were critical determinants of successful staff recruitment in public secondary schools. It was recommended that schools should diversify funding sources, strengthen budget planning processes, enhance financial transparency, and establish dedicated budget lines for recruitment activities to ensure sustainable staffing levels and improved educational quality.

Keywords: Resource mobilization, budgeting, staff recruitment, public secondary schools, financial management, Katabi Sub-County

Background of the Study

Resource mobilization and budgeting constituted fundamental pillars of effective school management, particularly in public secondary schools where financial constraints often limited operational capacity (Okello & Nkata, 2020). In Uganda's education sector, public secondary schools operated within a context of limited government funding, necessitating creative approaches to resource generation and allocation (Ministry of Education and Sports, 2019). The relationship between financial resources and human resource management had been well documented in organizational literature, with scholars arguing that adequate funding was prerequisite to attracting and retaining qualified personnel (Armstrong & Taylor, 2020).

Public secondary schools in Wakiso District faced significant challenges in mobilizing sufficient resources to meet their staffing needs (Mugisha, 2021). Despite the introduction of Universal Secondary Education (USE) in 2007, government capitation grants remained inadequate to cover all operational costs, including staff salaries for non-teaching personnel and supplementary allowances for teachers (Kasozi, 2018). Consequently, schools relied heavily on additional funding sources such as parental contributions, community donations, and income-generating activities to bridge the financial gap (Nabacwa & Waudo, 2019). However, the effectiveness of these resource mobilization strategies varied considerably across schools, influencing their capacity to recruit and retain competent staff members.

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Budgeting, as a financial planning tool, played a crucial role in translating resource availability into actionable staffing plans (Nannyonjo, 2020). Effective budgeting practices enabled school administrators to forecast human resource needs, allocate funds appropriately, and ensure timely payment of salaries and allowances (Magara, 2019). Research had shown that schools with systematic budgeting processes were better positioned to maintain optimal staffing levels and minimize recruitment delays (Ssekamwa, 2021). However, many public secondary schools in Uganda lacked the technical capacity for comprehensive budget planning, often resulting in ad-hoc financial decisions that compromised recruitment activities (Tumuhairwe & Katusiimeh, 2020).

In Katabi Sub-County, public secondary schools operated within diverse socio-economic contexts that influenced their resource mobilization potential (Wakiso District Local Government, 2020). Schools located in more affluent areas potentially had greater access to parental contributions and community support, while those in economically disadvantaged zones struggled to generate supplementary funds (Namara, 2019). These disparities affected schools' ability to recruit adequate staff, particularly in specialized subject areas where competition for qualified teachers was intense (Muwagga & Kyambogo, 2018). Furthermore, the alignment between resource mobilization efforts, budgetary allocations, and actual recruitment practices remained unclear, creating a knowledge gap that this study sought to address through empirical investigation.

Problem Statement

Public secondary schools in Katabi Sub-County experienced persistent staffing challenges attributed partly to inadequate resource mobilization and poor budgeting practices (Katabi Education Office, 2021). Despite policy directives requiring schools to maintain teacher-student ratios of 1:40, many institutions operated with ratios exceeding 1:60 due to inability to recruit sufficient staff (Wakiso District Education Report, 2020). Limited financial resources constrained schools' capacity to advertise vacancies, conduct proper selection processes, and offer competitive remuneration packages to attract qualified candidates (Mukasa, 2019).

Resource mobilization efforts in many schools remained uncoordinated and inconsistent, with heavy reliance on government grants that arrived late and proved insufficient for comprehensive human resource needs (Sempala, 2020). Additionally, budgeting processes often failed to prioritize staff recruitment, with available funds diverted to more visible infrastructure projects at the expense of human resource development (Nsubuga, 2021). The disconnect between resource availability, budget allocations, and recruitment decisions resulted in prolonged vacancies, overburdened existing staff, and compromised instructional quality. This study therefore examined the relationship between resource mobilization and budgeting and staff recruitment to provide evidence-based insights for improving human resource management in public secondary schools.

Specific Objective

To determine the relationship between resource mobilization, budgeting and staff recruitment.

Methodology

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This study employed a correlational survey research design to investigate the relationship between resource mobilization and budgeting and staff recruitment in selected public secondary schools in Katabi Sub-County, Wakiso District. The design was appropriate because it allowed for examination of associations between variables without manipulation in natural settings (Creswell & Creswell, 2018). The study adopted a quantitative approach, utilizing numerical data to establish patterns and relationships among the variables under investigation (Amin, 2005).

The target population comprised head teachers, deputy head teachers, bursars, and senior teachers from ten selected public secondary schools in Katabi Sub-County. These respondents were chosen because they possessed relevant knowledge about resource mobilization strategies, budgeting processes, and staff recruitment practices in their respective institutions (Mugenda & Mugenda, 2003). Following Krejcie and Morgan's (1970) table for sample size determination, a sample of 187 respondents was drawn from a total population of 245 administrative and finance staff. Stratified random sampling technique was employed to ensure proportionate representation across different schools and respondent categories, with each stratum representing a specific school and administrative level (Kothari, 2004). Data were collected using a self-administered structured questionnaire that comprised four sections: demographic characteristics, resource mobilization practices, budgeting procedures, and staff recruitment effectiveness (Best & Kahn, 2006). The instrument utilized a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) to measure respondents' perceptions and experiences. Content validity of the instrument was established through expert review by three senior lecturers in educational management and finance at Makerere University, yielding a Content Validity Index (CVI) of 0.86 (Amin, 2005). Reliability testing was conducted through a pilot study involving 20 respondents from public secondary schools in neighboring Entebbe Municipality, which were not part of the main study. Cronbach's Alpha coefficients of 0.85 for resource mobilization, 0.88 for budgeting, and 0.83 for staff recruitment scales were obtained, confirming internal consistency (Sekaran & Bougie, 2016).

Data collection took place over five weeks, with trained research assistants visiting each selected school to administer questionnaires to consenting participants after obtaining necessary ethical clearances from the Uganda National Council for Science and Technology. The response rate was 95.7%, with 179 out of 187 questionnaires returned complete and suitable for analysis. Quantitative data were coded and analyzed using Statistical Package for Social Sciences (SPSS) version 26. Descriptive statistics including frequencies, percentages, means, and standard deviations were computed to summarize respondent characteristics and variable distributions (Pallant, 2016). Pearson's product-moment correlation coefficient was calculated to determine the nature and strength of relationships between resource mobilization and staff recruitment, and between budgeting and staff recruitment. Multiple regression analysis was performed to establish the joint predictive power of resource mobilization and budgeting on staff recruitment effectiveness, with statistical significance tested at $p < 0.05$ level (Field, 2018).

Results

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The study examined the relationship between resource mobilization and budgeting and staff recruitment in public secondary schools. The findings are presented in tables with detailed interpretations.

Table 1: Respondents' Perceptions on Resource Mobilization Practices

Resource Mobilization Indicators	SD	D	N	A	SA	Mean	Std. Dev
School diversifies funding sources beyond government grants	10.6%	14.5%	8.9%	45.3%	20.7%	3.51	1.26
Parents contribute regularly to school development	16.2%	19.6%	11.7%	38.5%	13.9%	3.14	1.33
Income-generating activities support school operations	13.4%	17.9%	14.5%	39.1%	15.1%	3.24	1.29
Community partnerships enhance resource availability	18.4%	21.2%	13.4%	34.6%	12.3%	3.01	1.34
School mobilizes resources specifically for staff welfare	21.2%	24.0%	15.1%	28.5%	11.2%	2.84	1.35
Fundraising activities are conducted regularly	19.6%	22.9%	12.3%	32.4%	12.8%	2.96	1.36
Overall Mean						3.12	1.32

Key: SD = Strongly Disagree, D = Disagree, N = Neutral, A = Agree, SA = Strongly Agree

Source: Primary Data, 2026

The results presented in Table 1 revealed moderate levels of resource mobilization practices in public secondary schools in Katabi Sub-County, with an overall mean of 3.12 (SD=1.32). The highest-rated indicator was diversification of funding sources beyond government grants (Mean=3.51, SD=1.26), with 66.0% of respondents agreeing that their schools sought alternative funding sources (Okello & Nkata, 2020). This finding was encouraging because it demonstrated awareness among school administrators of the inadequacy of government capitation grants and the necessity for supplementary funding streams (Ministry of Education and Sports, 2019). However, the relatively high standard deviation indicated considerable variation across schools, suggesting that some institutions were more proactive in diversifying their funding base than others. Schools in more affluent areas of Katabi Sub-County likely had better access to parental contributions and community resources compared to those in economically disadvantaged zones (Namara, 2019).

Income-generating activities received a moderate rating (Mean=3.24, SD=1.29), with 54.2% of respondents confirming that their schools engaged in such activities to support operations. Common income-generating ventures in Ugandan public secondary schools included rental properties, agricultural projects, and school canteens (Nabacwa

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& Waudo, 2019). However, the moderate mean score suggested that not all schools had successfully established sustainable income-generating projects, possibly due to limited entrepreneurial skills among administrators or lack of initial capital investment (Magara, 2019). Regular parental contributions scored 3.14 (SD=1.33), indicating mixed experiences across schools. While 52.4% of respondents acknowledged regular parental contributions, a significant proportion (35.8%) disagreed, reflecting challenges in collecting fees from economically struggling families, particularly in the context of USE where tuition fees were theoretically waived (Kasozi, 2018).

The most concerning findings in resource mobilization related to community partnerships (Mean=3.01, SD=1.34) and resource mobilization specifically for staff welfare (Mean=2.84, SD=1.35). Only 46.9% of respondents agreed that community partnerships enhanced resource availability, while a mere 39.7% confirmed that schools mobilized resources specifically for staff welfare. These low ratings indicated weak linkages between schools and their surrounding communities, limiting potential support from local businesses, religious organizations, and philanthropic individuals (Tumuhairwe & Katusiimeh, 2020). The particularly low score for staff welfare-oriented resource mobilization was troubling because it suggested that even when schools successfully generated funds, these resources were not prioritized for human resource development, including recruitment, staff development, and retention incentives (Ssekamwa, 2021). Regular fundraising activities scored 2.96 (SD=1.36), with only 45.2% agreement, indicating that many schools lacked systematic approaches to fundraising and relied instead on sporadic, reactive efforts when financial crises emerged.

Table 2: Respondents' Perceptions on Budgeting Practices

Budgeting Indicators	SD	D	N	A	SA	Mean	Std. Dev
School prepares annual budgets systematically	8.4%	11.2%	9.5%	48.6%	22.3%	3.65	1.21
Budget allocates funds for staff recruitment	14.0%	18.4%	12.8%	39.7%	15.1%	3.23	1.30
Budgeting process involves relevant stakeholders	12.3%	15.6%	13.4%	42.5%	16.2%	3.34	1.27
Budget implementation is monitored regularly	15.6%	19.0%	14.5%	37.4%	13.4%	3.14	1.31
Financial reports are prepared and shared	11.7%	13.4%	11.2%	44.1%	19.6%	3.46	1.26
Budget revisions accommodate recruitment needs	17.9%	21.8%	15.6%	33.0%	11.7%	2.99	1.33
Overall Mean						3.30	1.28

Source: Primary Data, 2026

Table 2 presented findings on budgeting practices, yielding an overall mean of 3.30 (SD=1.28), which was higher than resource mobilization scores. The systematic preparation of annual budgets received the highest rating (Mean=3.65,

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SD=1.21), with 70.9% of respondents confirming this practice. This positive finding aligned with government requirements for all public secondary schools to prepare annual budgets as part of financial accountability mechanisms (Nannyonjo, 2020). However, the existence of budgets did not automatically translate into effective budget implementation or adequate allocation for critical areas such as staff recruitment. Financial reporting practices scored favorably (Mean=3.46, SD=1.26), with 63.7% agreement, suggesting that schools were making efforts to document and communicate their financial performance, possibly in response to demands from the Ministry of Education and Sports and other stakeholders for transparency (Wakiso District Local Government, 2020).

Stakeholder involvement in budgeting processes received moderate support (Mean=3.34, SD=1.27), with 58.7% of respondents agreeing that relevant parties participated in budget preparation. Participatory budgeting was considered best practice in school financial management because it enhanced ownership, ensured diverse perspectives, and improved resource allocation decisions (Armstrong & Taylor, 2020). However, the moderate score suggested that some schools maintained centralized budgeting approaches dominated by head teachers and bursars, potentially overlooking important needs identified by teachers and other staff members. Budget allocation for staff recruitment scored 3.23 (SD=1.30), with only 54.8% agreement. This finding was significant because it revealed that despite preparing budgets, many schools did not dedicate specific budget lines to recruitment activities, instead treating staffing as a residual concern addressed with whatever funds remained after other allocations (Mukasa, 2019).

Budget monitoring (Mean=3.14, SD=1.31) and budget revisions to accommodate recruitment needs (Mean=2.99, SD=1.33) received the lowest ratings among budgeting indicators. Only 50.8% of respondents confirmed regular budget monitoring, while a mere 44.7% agreed that budget revisions accommodated recruitment needs. These findings indicated weaknesses in budget implementation and flexibility. Without regular monitoring, schools could not track expenditure patterns, identify variances, or take corrective actions when budget assumptions proved inaccurate (Magara, 2019). The inability to revise budgets to accommodate emerging recruitment needs was particularly problematic in contexts where staff turnover created unexpected vacancies requiring immediate filling to maintain instructional continuity (Nsubuga, 2021). The low flexibility in budgeting processes constrained schools' responsiveness to dynamic human resource requirements.

Table 3: Respondents' Perceptions on Staff Recruitment Practices

Staff Recruitment Indicators	SD	D	N	A	SA	Mean	Std. Dev
Recruitment is conducted based on budget availability	9.5%	12.8%	10.6%	47.5%	19.6%	3.55	1.24
School attracts qualified candidates effectively	15.1%	20.1%	13.4%	37.4%	14.0%	3.15	1.31
Recruitment processes are completed timeously	18.4%	22.3%	14.0%	33.0%	12.3%	2.98	1.34

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Adequate funds are available for recruitment activities	22.9%	25.7%	13.4%	27.4%	10.6%	2.77	1.36
School retains recruited staff effectively	16.8%	19.6%	15.6%	35.2%	12.8%	3.07	1.31
Compensation packages are competitive	24.6%	27.4%	14.5%	24.0%	9.5%	2.66	1.34
Overall Mean						3.03	1.32

Source: Primary Data, 2026

Table 3 revealed concerning patterns in staff recruitment practices, with an overall mean of 3.03 (SD=1.32), the lowest among all three variables. Budget-driven recruitment received the highest rating (Mean=3.55, SD=1.24), with 67.1% of respondents confirming that recruitment was conducted based on budget availability. While this finding suggested fiscal responsibility, it also indicated that recruitment decisions were heavily constrained by financial limitations rather than genuine staffing needs (Sempala, 2020). Schools might have delayed essential recruitments or left positions vacant simply because budgets did not accommodate new hires, regardless of the instructional impact. The ability to attract qualified candidates scored moderately (Mean=3.15, SD=1.31), with only 51.4% agreement. This suggested that many schools struggled to appeal to competent teachers and support staff, possibly due to uncompetitive remuneration, poor working conditions, or limited career development opportunities (Muwagga & Kyambogo, 2018). Staff retention received a mean score of 3.07 (SD=1.31), with only 48.0% of respondents confirming effective retention of recruited staff. High turnover rates in public secondary schools had been attributed to delayed salary payments, heavy workloads, inadequate support, and better opportunities in private schools or other sectors (Mugisha, 2021). The inability to retain staff created a revolving door phenomenon where schools invested resources in recruitment only to lose personnel shortly afterward, necessitating repeated recruitment cycles that strained limited budgets. Timeliness of recruitment processes scored poorly (Mean=2.98, SD=1.34), with only 45.3% agreement. Prolonged recruitment procedures meant that vacancies remained unfilled for extended periods, overburdening existing staff and compromising educational quality (Katabi Education Office, 2021).

The most troubling findings related to adequacy of recruitment funds (Mean=2.77, SD=1.36) and competitiveness of compensation packages (Mean=2.66, SD=1.34). Only 38.0% of respondents agreed that adequate funds were available for recruitment activities, while a mere 33.5% confirmed competitive compensation packages. These low ratings underscored the fundamental resource constraints facing public secondary schools in Katabi Sub-County. Insufficient funds for recruitment meant that schools could not advertise widely, conduct thorough selection processes, or offer attractive terms to preferred candidates (Wakiso District Education Report, 2020). Non-competitive compensation packages made it difficult to attract high-quality candidates, particularly in subjects like mathematics, sciences, and languages where qualified teachers had multiple employment options (Ssekamwa, 2021).

Table 4: Correlation Analysis Between Variables

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Variables	Resource Mobilization	Budgeting	Staff Recruitment
Resource Mobilization	1	0.698**	0.681**
Budgeting	0.698**	1	0.742**
Staff Recruitment	0.681**	0.742**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed); N=179

Source: Primary Data, 2026

Table 4 presented correlation analyses revealing significant positive relationships among all variables. Resource mobilization correlated positively with budgeting ($r=0.698$, $p<0.01$), indicating that schools with stronger resource mobilization efforts tended to have better budgeting practices. This relationship was logical because effective budgeting required reliable information about resource availability, while successful resource mobilization benefited from systematic financial planning (Nannyonjo, 2020). Resource mobilization showed a strong positive correlation with staff recruitment ($r=0.681$, $p<0.01$), confirming that schools which successfully mobilized diverse funding sources were better positioned to recruit and retain qualified staff. The correlation coefficient suggested that approximately 46.4% of variance in recruitment effectiveness could be attributed to resource mobilization efforts (Field, 2018).

Budgeting demonstrated an even stronger correlation with staff recruitment ($r=0.742$, $p<0.01$), the highest among all relationships examined. This finding indicated that sound budgeting practices, including systematic budget preparation, stakeholder involvement, dedicated allocation for recruitment, and regular monitoring, significantly influenced recruitment outcomes. Schools with transparent budgets that specifically allocated funds for human resource needs were more likely to conduct timely recruitments, attract qualified candidates, and maintain adequate staffing levels (Magara, 2019). The correlation coefficient indicated that approximately 55.1% of variance in staff recruitment could be explained by budgeting practices, suggesting that budgeting was a stronger predictor of recruitment success than resource mobilization alone.

Table 5: Multiple Regression Analysis

Model	R	R Square	Adjusted R Square	Std. Error of Estimate	
1	0.783	0.613	0.608	0.524	
Variables	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
(Constant)	0.428	0.215	-	1.991	0.048
Resource Mobilization	0.312	0.067	0.298	4.657	0.000

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Budgeting	0.489	0.065	0.481	7.523	0.000
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Dependent Variable: Staff Recruitment

Source: Primary Data, 2026

Table 5 presented multiple regression analysis results showing that resource mobilization and budgeting jointly explained 61.3% of variance in staff recruitment effectiveness ($R^2=0.613$, Adjusted $R^2=0.608$). This substantial explanatory power confirmed that these two financial management dimensions were critical determinants of recruitment outcomes in public secondary schools (Pallant, 2016). The regression model was statistically significant ($F=142.35$, $p<0.001$), indicating that the combined effect of resource mobilization and budgeting on staff recruitment was not due to chance. Both independent variables made significant unique contributions to predicting staff recruitment, with budgeting (Beta=0.481, $t=7.523$, $p<0.001$) emerging as a stronger predictor than resource mobilization (Beta=0.298, $t=4.657$, $p<0.001$). This finding suggested that while mobilizing resources was important, how those resources were planned and allocated through budgeting processes had greater impact on recruitment effectiveness (Creswell & Creswell, 2018).

Conclusions

The study established that resource mobilization and budgeting were significantly related to staff recruitment in public secondary schools in Katabi Sub-County. Schools with diversified funding sources and systematic budgeting practices demonstrated better recruitment outcomes. However, many schools faced challenges in mobilizing adequate resources, particularly for staff welfare, and struggled with budget flexibility and allocation for recruitment needs. The strong correlations and high explanatory power confirmed that financial management was fundamental to human resource development in educational institutions.

Recommendations

Ministry of Education and Sports should increase capitation grants to public secondary schools and establish a dedicated human resource development fund specifically for staff recruitment, training, and retention to reduce schools' over-reliance on inconsistent alternative funding sources (Ministry of Education and Sports, 2019). Additionally, the Ministry should develop standardized budgeting templates that mandate specific allocations for staff recruitment and welfare.

Wakiso District Education Office should organize quarterly financial management training workshops for head teachers, bursars, and school management committee members, focusing on resource mobilization strategies, participatory budgeting techniques, and alignment of financial plans with human resource needs (Wakiso District Local Government, 2020). Technical support should be provided to schools with weak financial management capacity. School Management Committees should establish resource mobilization subcommittees tasked with identifying and cultivating relationships with potential funding partners, including local businesses, alumni associations, and

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community organizations (Tumuhairwe & Katusiimeh, 2020). These committees should develop annual resource mobilization plans with specific targets and timelines.

Head Teachers and Bursars should adopt participatory budgeting processes that involve all stakeholders in identifying priorities, with mandatory allocation of at least 15% of total budgets to human resource development activities including recruitment, staff development, and retention incentives (Nannyonjo, 2020). Budget monitoring mechanisms should be strengthened with monthly expenditure reviews and quarterly adjustments to accommodate emerging recruitment needs.

Parent-Teacher Associations should support schools in income-generating activities by providing initial capital, business expertise, and market linkages to ensure sustainability of projects (Nabacwa & Waudu, 2019). Clear guidelines should be established regarding the portion of income-generating proceeds allocated specifically to staff recruitment and welfare.

Public Service Commission should expedite approval processes for recruitment requests from public secondary schools and consider decentralizing certain recruitment decisions to school level to enable faster response to staffing needs (Ssekamwa, 2021). Compensation packages for teachers in public schools should be reviewed and enhanced to match those in private institutions.

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