

Relationship Between Strategic Planning 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 examined the relationship between strategic planning and staff recruitment in selected public secondary schools in Katabi Sub-County, Wakiso District. A sample of 187 respondents comprising head teachers, deputy head teachers, and senior teachers participated in the study. The research employed a correlational survey design with quantitative approaches. Results revealed a strong positive correlation ($r=0.724$, $p<0.01$) between strategic planning and staff recruitment practices. The findings indicated that 68.4% of schools implemented formal strategic plans, while 52.9% demonstrated effective recruitment procedures. The study concluded that strategic planning significantly influenced staff recruitment effectiveness in public secondary schools. It was recommended that the Ministry of Education and Sports should mandate all public secondary schools to develop comprehensive strategic plans, provide training for school administrators on strategic planning implementation, and establish monitoring frameworks to ensure alignment between strategic objectives and recruitment practices. Regular capacity-building programs for school management committees were also recommended to enhance their roles in strategic planning processes.

Keywords: Strategic planning, staff recruitment, public secondary schools, Katabi Sub-County, Wakiso District, educational management

Background of the Study

Strategic planning had emerged as a critical management tool in educational institutions worldwide, serving as a roadmap for achieving organizational goals and objectives (Alex & Kazaara, 2023). In the context of public secondary schools in Uganda, strategic planning played an instrumental role in guiding administrative decisions, resource allocation, and human resource management practices (Frank et al., 2023). The relationship between strategic planning and staff recruitment was particularly significant because quality education depended largely on the competence and availability of qualified teaching and non-teaching staff (Julius & Audrey, 2025).

Public secondary schools in Wakiso District faced numerous challenges related to staff recruitment, including inadequate planning frameworks, limited financial resources, and unclear recruitment criteria (Ntirandekura & Christopher, 2022). These challenges were compounded by the rapid expansion of secondary education following the introduction of Universal Secondary Education (USE) in 2007, which increased enrollment without proportionate increases in staffing levels (Mark et al., 2023). The Ministry of Education and Sports had emphasized the importance of strategic planning in schools, yet many institutions lacked comprehensive plans that integrated human resource needs with broader institutional objectives (Shahab et al., 2019).

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In Katabi Sub-County, public secondary schools operated within a context characterized by urban-rural dynamics, diverse student populations, and varying levels of resource availability (Sarah et al., 2024). School administrators were expected to balance immediate staffing needs with long-term institutional development goals. However, the extent to which strategic planning influenced staff recruitment practices remained unclear (Ntirandekura et al., 2022). Previous studies had examined strategic planning in educational settings and staff recruitment separately, but few had explored the specific relationship between these two variables in the Ugandan context (Isaac et al., 2023). The gap in empirical evidence regarding how strategic planning affected staff recruitment in public secondary schools necessitated this investigation (Qadir et al., 2024). Understanding this relationship was essential for improving educational quality, ensuring optimal staffing levels, and enhancing the overall effectiveness of public secondary education in Katabi Sub-County and beyond (Nelson, 2024). This study therefore sought to establish the nature and strength of the relationship between strategic planning and staff recruitment practices in selected public secondary schools.

Problem Statement

Despite the Ministry of Education and Sports' emphasis on strategic planning in public secondary schools, many institutions in Katabi Sub-County continued to experience challenges in staff recruitment (Christopher, Moses, Muhindo, et al., 2022). These challenges manifested in high teacher turnover rates, prolonged vacancies in critical subject areas, and misalignment between staffing patterns and institutional goals (Christopher, Moses, Enosh Muhindo, et al., 2022). The absence of systematic strategic planning processes resulted in reactive rather than proactive recruitment practices, leaving schools understaffed and unable to meet curriculum delivery requirements (Anthony et al., 2023).

School administrators often made recruitment decisions based on immediate needs rather than long-term strategic objectives, leading to inefficiencies in resource utilization and compromised educational quality (Derrick et al., 2023). Furthermore, the lack of integration between strategic plans and human resource management practices created inconsistencies in recruitment criteria, selection procedures, and staff development programs (Christopher, 2024). While some schools had developed strategic plans, the extent to which these plans informed staff recruitment decisions remained unclear (Anthony et al., 2023). This study therefore investigated the relationship between strategic planning and staff recruitment in selected public secondary schools in Katabi Sub-County to provide empirical evidence that could inform policy and practice improvements.

Specific Objective

To establish the relationship between strategic planning and staff recruitment practices.

Methodology

This study employed a correlational survey research design to examine the relationship between strategic planning and staff recruitment in selected public secondary schools in Katabi Sub-County, Wakiso District. The design was

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deemed appropriate because it allowed for the investigation of relationships between variables without manipulation. The study adopted a quantitative approach, utilizing numerical data to establish patterns and correlations between the variables under investigation (Julius & Kaazara, 2025b).

The target population consisted of head teachers, deputy head teachers, and senior teachers from ten public secondary schools in Katabi Sub-County. These categories of respondents were selected because they possessed relevant knowledge about strategic planning processes and staff recruitment practices in their respective institutions (Julius & Kaazara, 2025a). Using Krejcie and Morgan's (1970) table for determining sample size, a sample of 187 respondents was drawn from a total population of 245 administrative and senior teaching staff. Stratified random sampling was employed to ensure proportionate representation across different schools and administrative levels.

Data were collected using a structured questionnaire that comprised three sections: demographic information, strategic planning practices, and staff recruitment procedures (Julius & Desire, 2025). The instrument utilized a five-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5) to measure respondents' perceptions. The questionnaire was validated by three experts in educational management and research methodology, achieving a Content Validity Index (CVI) of 0.84. Reliability was established through a pilot test conducted with 20 respondents from schools outside the study area, yielding a Cronbach's Alpha coefficient of 0.87 for strategic planning and 0.82 for staff recruitment scales (Nafiu et al., 2012).

Data collection took place over a four-week period, with researchers visiting each school to administer questionnaires to consenting participants (Julius & Kazaara, 2025). The response rate was 94.7%, with 177 out of 187 questionnaires returned and found suitable for analysis. Quantitative data were analyzed using Statistical Package for Social Sciences (SPSS) version 25 (Nelson et al., 2022). Descriptive statistics including frequencies, percentages, means, and standard deviations were computed to summarize demographic characteristics and variable distributions. Pearson's correlation coefficient was calculated to determine the nature and strength of the relationship between strategic planning and staff recruitment, with statistical significance tested at $p < 0.05$ level.

Results

The study investigated the relationship between strategic planning and staff recruitment in selected public secondary schools in Katabi Sub-County. Data were analyzed using descriptive and inferential statistics, and the results are presented in the following tables.

Table 1: Respondents' Perceptions on Strategic Planning Practices

Strategic Planning Indicators	SD	D	N	A	SA	Mean	Std. Dev
The school has a written strategic plan	12.4%	8.5%	10.7%	42.9%	25.4%	3.61	1.23
Strategic objectives guide decision-making	9.6%	11.3%	15.8%	44.6%	18.6%	3.51	1.18

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Staff participate in strategic planning	15.3%	18.6%	12.4%	38.4%	15.3%	3.20	1.32
Strategic plans are regularly reviewed	18.6%	21.5%	14.1%	32.2%	13.6%	3.01	1.35
Resources are allocated based on strategic priorities	14.7%	19.2%	16.4%	35.6%	14.1%	3.15	1.28
Overall Mean						3.30	1.27

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

Source: Primary Data, 2026

The results presented in Table 1 revealed important findings regarding strategic planning practices in public secondary schools in Katabi Sub-County. The overall mean score of 3.30 indicated that respondents generally agreed that their schools engaged in strategic planning activities, though the level of implementation varied across different indicators. The highest-rated indicator was the existence of written strategic plans (Mean=3.61, SD=1.23), with 68.3% of respondents agreeing or strongly agreeing that their schools possessed documented strategic plans. This suggested that a majority of the selected schools had taken the initial step of formalizing their planning processes. However, the relatively high standard deviation of 1.23 indicated considerable variation in responses, suggesting that not all schools were equally committed to documenting their strategic intentions.

The finding that strategic objectives guided decision-making processes (Mean=3.51, SD=1.18) was encouraging, with 63.2% of respondents affirming this practice. This indicated that where strategic plans existed, they were being utilized to inform administrative decisions rather than serving merely as symbolic documents (Alex & Moses, 2024). Nevertheless, the mean score also suggested that approximately one-third of respondents either disagreed or remained neutral about this assertion, pointing to implementation gaps in some institutions. Staff participation in strategic planning received a moderate rating (Mean=3.20, SD=1.32), with only 53.7% of respondents agreeing that teachers and other staff members were involved in the planning process. This finding was significant because participatory planning processes were known to enhance ownership and commitment to organizational goals (Winny et al., 2023). The relatively lower score and higher standard deviation indicated that some schools maintained top-down planning approaches that excluded broader staff input.

The most concerning finding emerged regarding the regular review of strategic plans (Mean=3.01, SD=1.35), which received the lowest rating among all strategic planning indicators. Only 45.8% of respondents agreed that their schools conducted regular reviews of strategic plans, while 40.1% disagreed with this statement. This suggested that many schools developed strategic plans without establishing mechanisms for monitoring, evaluation, and revision. Such static planning approaches limited the responsiveness of schools to changing circumstances and undermined the relevance of strategic objectives over time. Similarly, resource allocation based on strategic priorities scored relatively low (Mean=3.15, SD=1.28), with only 49.7% agreement (Faith et al., 2023). This indicated a disconnect between

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strategic intentions and budgetary decisions in many schools, potentially compromising the implementation of planned activities including staff recruitment initiatives (Akankwasa et al., 2022).

Table 2: Respondents' Perceptions on Staff Recruitment Practices

Staff Recruitment Indicators	SD	D	N	A	SA	Mean	Std. Dev
Recruitment is based on identified needs	11.9%	13.6%	9.6%	46.3%	18.6%	3.46	1.26
Clear criteria exist for staff selection	13.6%	16.9%	11.9%	41.2%	16.4%	3.30	1.30
Recruitment aligns with school goals	16.4%	19.8%	13.6%	36.7%	13.6%	3.11	1.33
Vacancy announcements are timely	19.2%	22.6%	15.8%	30.5%	11.9%	2.93	1.34
Selection process is transparent	17.5%	20.9%	14.1%	33.9%	13.6%	3.05	1.32
Overall Mean						3.17	1.31

Source: Primary Data, 2026

Table 2 presented findings on staff recruitment practices, yielding an overall mean of 3.17, which indicated moderate agreement with effective recruitment procedures. The highest-rated indicator was needs-based recruitment (Mean=3.46, SD=1.26), with 64.9% of respondents confirming that staff recruitment was conducted based on identified institutional needs. This positive finding suggested that schools were making efforts to assess their human resource requirements before initiating recruitment processes. However, the standard deviation of 1.26 indicated variability in this practice across different schools. The existence of clear criteria for staff selection (Mean=3.30, SD=1.30) was affirmed by 57.6% of respondents, suggesting that a majority of schools had established some standards for evaluating candidates. Nevertheless, the moderate mean score indicated that these criteria might not have been consistently applied or clearly communicated across all institutions.

The alignment between recruitment and school goals received a mean score of 3.11 (SD=1.33), with only 50.3% agreement, indicating that approximately half of the schools successfully connected their recruitment activities to broader institutional objectives. This moderate score was concerning because it suggested that recruitment decisions in many schools were made in isolation from strategic planning processes, potentially resulting in staffing patterns that did not support the achievement of organizational goals. The transparency of selection processes (Mean=3.05, SD=1.32) and timeliness of vacancy announcements (Mean=2.93, SD=1.34) received the lowest ratings among recruitment indicators. Only 47.5% of respondents agreed that selection processes were transparent, while a mere 42.4% confirmed that vacancy announcements were made in a timely manner. These findings pointed to procedural weaknesses in recruitment practices that could compromise the quality of hired staff and create perceptions of unfairness in the recruitment process.

Table 3: Correlation Between Strategic Planning and Staff Recruitment

Variables	Strategic Planning	Staff Recruitment
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Strategic Planning	1	0.724**
Staff Recruitment	0.724**	1

Note: ** Correlation is significant at the 0.01 level (2-tailed); N=177

Source: Primary Data, 2026

Table 3 presented the correlation analysis between strategic planning and staff recruitment, revealing a strong positive relationship ($r=0.724$, $p<0.01$). This correlation coefficient indicated that as the level of strategic planning increased, staff recruitment practices also improved significantly. The relationship was statistically significant at the 0.01 level, providing strong evidence that strategic planning and staff recruitment were interconnected in public secondary schools in Katabi Sub-County (Julius et al., 2024). The coefficient of determination ($r^2=0.524$) suggested that approximately 52.4% of the variance in staff recruitment practices could be explained by strategic planning activities (Nelson et al., 2023). This substantial shared variance underscored the importance of strategic planning as a predictor of effective recruitment outcomes. Schools that engaged in comprehensive strategic planning, involved staff in the process, regularly reviewed their plans, and aligned resource allocation with strategic priorities were significantly more likely to implement effective recruitment practices that were needs-based, criteria-driven, goal-aligned, transparent, and timely.

Conclusions

The study established that a strong positive relationship existed between strategic planning and staff recruitment in public secondary schools in Katabi Sub-County. Schools with well-developed strategic plans demonstrated more effective recruitment practices characterized by needs assessment, clear selection criteria, and alignment with institutional goals. However, implementation gaps were evident in areas such as participatory planning, regular plan reviews, and transparent recruitment procedures. The significant correlation between the two variables confirmed that strategic planning served as a critical foundation for effective human resource management in educational institutions.

Recommendations

Ministry of Education and Sports should develop and enforce policy guidelines requiring all public secondary schools to prepare comprehensive strategic plans that specifically address human resource planning and staff recruitment frameworks. These policies should include minimum standards for strategic plan content, implementation timelines, and regular review cycles.

District Education Officers should organize mandatory capacity-building workshops and training programs for head teachers, deputy head teachers, and school management committees on strategic planning processes, with particular emphasis on linking strategic objectives to recruitment decisions and resource allocation.

School Management Committees should establish monitoring and evaluation frameworks to track the implementation of strategic plans, ensuring that recruitment activities align with documented strategic priorities. Regular quarterly reviews should be instituted to assess progress and make necessary adjustments.

Head Teachers should adopt participatory approaches to strategic planning by involving teaching and non-teaching staff in the development, implementation, and review of school strategic plans. This would enhance ownership and ensure that staff recruitment practices reflect collective institutional priorities.

Public Service Commission should provide technical support to public secondary schools in developing transparent and merit-based recruitment procedures that are embedded within broader strategic planning frameworks, including standardized tools for needs assessment and candidate evaluation.

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