
**THE IMPACT OF WESTERN EDUCATION ON SOCIAL ECONOMIC DEVELOPMENT OF
COMMUNITIES IN UGANDA**

A CASE STUDY OF WAKISO TOWN COUNCIL WAKISO DISTRICT

1 Wanyana Suzan, 2 Dr Ariyo Gracious Kazaara, 3 Dr Arinaitwe Julius, 4 Amany Gibson

1, 2, 3, 4 Metropolitan International University

Abstract

This qualitative study aimed at examining the impact of western education on the socio-economic development of communities and it was conducted under three objectives namely; determining the relationship between education and economic growth, identifying the challenges involved in the transmission of western education and finding ways of solving such challenges. The study realized a positive relationship between the two variables and proposed solutions to the some of the identified challenges. The study found out that majority 109 (87.2%) of the respondents strongly agreed that the system is challenged with the economic inequalities, 13 (10.4%) of them agreed while 3 (2.4%) disagreed to the challenge. 93 (74.4%) of the respondents strongly agreed that western education is challenged by corrupted administrators and 32 (25.6%) also agreed. The study went further and found out that majority 67 (53.6%) of the respondents strongly agreed that western education is challenged by the persistent increase of school dropouts, 28 (22.4%) of them also agreed while

22 (17.6%) strongly disagreed and 8 (6.4%) disagreed to the challenge.

Basing on the study findings and observations made by the researcher, the study recommends school heads with in the town council to extend their efforts towards improving teachers' standards of living among western educational institutions, so as teachers provide what they are supposed to provide.

Key words: education and social economic development

Background

Education plays a crucial role in the lives of people in any given society. Formal education equips people with knowledge and skills which they did not possess earlier. According to (Mbiti D, 1981), education is a deliberate attempt to acquire and transmit worthwhile accumulated skills, attitudes, knowledge and understanding. According to (Oluoch G, 1990) western or formal education is the process of acquiring and developing desired knowledge, and skills and attitudes.

Formal education is one of the basic agents of progress for any society. Western education is an agency of modernization in the sense that it preserves the functional cultural heritage expressed through the media of art, music and literature. As an agency of reconstruction, it prepares the individual to be vigilant in recognizing useful situations and changes which may be anticipated in the near future to serve as the basis of survival and continuity of society (Sifuna D, 1990).

The necessitated changes in the syllabuses of schools and colleges take place globally and thus the need to impart to the learner's various skills related with contemporary issues. This will help learners play active role in their own societies and even elsewhere. Therefore, western education has the responsibility of inculcating the need in each generation the knowledge, skills, values and attitudes which society need in order to prosper. Western education is used as a very powerful tool for the advancement of human welfare or for human awakening through improving people's lives physically, psychologically, culturally, economic, socially and even politically which brings about socio economic development (Maina Eunice , 2016).

According to Chojnicki (2010), socio economic development is the process of quantitative, qualitative and structural changes which influence life conditions in the subject taken within social and economic practice.

Problem statement

The quality of life and economic development of economies and their regions is influenced by socio-economic indicators such as unemployment healthcare and education as well as environmental issues. The rising skill requirements of labor markets, an increase in unemployment in recent years and the higher economic expectations of individuals and societies have given rise to a growing global concern with the need for advancements in the current education system as opposed to the current general requirements. The demand for highly skilled labour in modern economies cannot be satisfied by small intellectual elite, but rather requires excellence throughout education systems. The current slow socio-economic development processes should give education system a powerful incentive to address the weaknesses in the socio performance.

Specific objectives

- 1. To determine the relationship between education and economic growth (employment) in Wakiso town council.*
- 2. To identify the challenges involved in the transmission of western education in Wakiso town council.*
- 3. To find out the solutions put in place to curb the challenges posed by western education in Wakiso town council.*

Research questions

- 1. What is the relationship between education and economic growth in Wakiso town council?*
 - 2. What are the challenges involved in the transmission of western education in Wakiso town council?*
 - 3. What are the solutions put in place to curb the challenges posed by western education*
-

in Wakiso town council?

Methodology

Research design

The study adopted a descriptive research design with both qualitative and quantitative approaches where it examined the current literature in order to make effective conclusions for the study. Kothari (2003) defined a research design as an arrangement of conditions for collection and analysis in a way that intends to combine the relevance of the research purpose with economy in procedure.

Target Population

The target population for the study consisted of School Head teachers, deputy head teachers, Directors of studies, teachers, education officers at Wakiso town council, and the general public in Wakiso town council Wakiso district.

Sample Size and sampling procedure

According to Kerlinger (2004) an ideal sample size should be between 10%-30%. Depending on the data to be gathered and analysed. Using this, the researcher sampled 20 head teachers, their 20 deputies, 6 town council education officers using purposive sampling, 40 teachers, 20 directors of studies, 18 school board of directors using purposive sampling, 50 local masses using simple random sampling, and census sampling as the complete enumeration of all items in the population, where no element of chance was left and a high accuracy was obtained from the sub county leader.

Sampling Method

Table 1 showing sample size and sampling technique

<i>Respondent</i>	<i>Size</i>	<i>Sampling technique</i>
--------------------------	--------------------	----------------------------------

<i>Head teachers</i>	<i>20</i>	<i>Purposive random sampling</i>
<i>Deputy head teachers</i>	<i>20</i>	<i>Purposive</i>
<i>Director of studies</i>	<i>20</i>	<i>Purposive</i>
<i>Teachers</i>	<i>40</i>	<i>Simple random sampling</i>
<i>Local masses</i>	<i>50</i>	<i>Simple random sampling</i>
<i>Town council education officers</i>	<i>6</i>	<i>Purposive sampling</i>
<i>School board of directors</i>	<i>18</i>	<i>Cluster sampling</i>
<i>Total</i>	<i>164</i>	

Data Collection Methods

The study incorporated the use of various methods in the process of data collection in a bid to come up with sound, concrete and credible research findings. The researcher therefore amalgamated the use of questionnaires in the process of collecting primary data.

Primary data collection method

Mugenda and Mugenda (2003), asserts that primary method of data collection involves a researcher herself by using qualitative or quantitative methods. The advantage of using this method is that the data collected is unique to the researcher and there is no altering of the data. There are many methods of primary data but the study focused questionnaires.

Questionnaires.

A Questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents.

Secondary method

Mugenda (2003), secondary data method collects data from primary sources which can be used in the current research. This method often takes considerably less time than collecting primary data. Secondary data was obtained from two different research strands:

Quantitative secondary method.

Quantitative secondary data was got from employee pay slips, allowance record books, town council journals among others.

Qualitative secondary data

Qualitative data was got from semi-structured and structured interviews, focus groups transcripts, observation records and other personal research related documents related to the study.

Self-administered questionnaire

An open and close ended questionnaires and self-administered questionnaires were administered to the respondents. Questionnaires aimed at answering questions in line with the objectives of the study.

Interview guide:

An interview guide was drafted with a set of questions that the researcher asked respondents during an interview and these were open ended in nature. The researcher personally recorded the provided responses as per study respondents during the process of carrying out an interview.

This tool was used to collect information from respondents selected from local masses, teachers and other groups.

Data analysis.

The edited data was analysed quantitatively and qualitatively using SPSS as follows;

Quantitative data was grouped and statistical description such as tables showing frequencies and percentages for better interpretation were used. However, qualitative data was analysed in a way of identifying the responses from respondents that are relevant to the research problem. Mainly such data was analysed by explaining the facts collected from the field under which the researcher was able to quote respondents' responses.

RESULTS

Back ground information

The researcher sought to get an insight into respondent's personal characteristics. These characteristics include gender, age group, marital status and education back ground, place of work and working experience.

Table 2: Presents the background information of all respondents who participated in the study

Category	Total	Frequency	Percentage
Gender	125		
<i>Male</i>		76	60.8
<i>Female</i>		49	39.2
Age group	125		
<i>25-29</i>		6	4.8
<i>30-34</i>		9	7.2
<i>35-40</i>		17	13.6
<i>41-45</i>		32	25.6
<i>49-55</i>		21	16.8
<i>56-60</i>		15	12
<i>61 and above</i>		25	20
Highest level of education	125		
<i>A Level certificate</i>		3	2.4

<i>Tertiary certificate</i>		<i>1</i>	<i>0.8</i>
<i>Diploma</i>		<i>29</i>	<i>23.2</i>
<i>Degree</i>		<i>81</i>	<i>64.8</i>
<i>Masters and above</i>		<i>11</i>	<i>8.8</i>
<i>Marital status</i>	<i>125</i>		
<i>Married</i>		<i>113</i>	<i>90.4</i>
<i>Single</i>		<i>11</i>	<i>8.8</i>
<i>Divorced</i>		<i>1</i>	<i>0.8</i>
<i>Working experience</i>	<i>125</i>		
<i>One year</i>		<i>6</i>	<i>4.8</i>
<i>Two – five years</i>		<i>14</i>	<i>11.2</i>
<i>Six – ten years</i>		<i>71</i>	<i>56.8</i>
<i>Elven – fifteen years</i>		<i>17</i>	<i>13.6</i>
<i>Sixteen –twenty years</i>		<i>9</i>	<i>7.2</i>
<i>Twenty-one and above years</i>		<i>8</i>	<i>6.4</i>

Source: primary source 2022

From table 2, male response was reported high representing 79 (60.8%) while 49 (39.2%) were female responses. This response rate shows that males are more participative in the socio-economic development activities compared to their male counter parts.

Furthermore, table 2 above shows that majority of the respondents are above 30 years of age and minority are beyond 56 years. The study finds that 32 (25.6%) of respondents are between 41-45,

21 (16.8%) between 49-55, 17 (13.6%) of them are between 35-40, 15 (12%) between 56-60, 9 (7.2%) were between 30-3 and the least group being 25-29 with 6 (4.8%). It can be deduced that in Wakiso town council majority the leaders be it politicians, administrators, local masses and local, education leaders among others groups majority of them are beyond 35 years of age. This age group gives this study an opportunity to trust the respondent's feedback.

From table 2 above, on the sub construct of education back ground, 3 (2.4%) of the

respondents had an advanced level of education, 1 (0.8%) of the respondents had tertiary certificate, 29 (23.2%) of them had diploma, 81 (64.8%) of them had bachelor's degree and 11 (8.8%) of the respondents had masters and above.

With respect to marital status of the respondent's information it is evidenced that majority of the respondents were married 113 (90.4%) followed by 11 (8.8%) singles while the number of divorced stood at 1 (0.8%) respondent.

The study revealed that among the participants 6 (4.8%) had stayed to their current job for one year, 14 (11.2%) had spent two to five years at their current job, majority 71 (56.8%) had spent six to ten years of working experience, 17 (13.6%) had spent eleven –fifteen years, 9 (7.2%) had spent sixteen to twenty years and 8 of the 125 respondents had spent more than twenty years at their current job.

Presentation of findings based on research objectives

Table 3: Showing responses on the challenges involved in the transmission of western education

No	Statement	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
		f	%	f	%	f	%	f	%	f	%
1	Economic inequalities	109	87.2	13	10.4			3	2.4		
2	Corruption among administrators	93	74.4	32	25.6						
3	Poor Governance	125									
4	Indiscipline among and students	43	34.4	72	57.6	3	2.4	7	5.6		
5	Politicization of education	36	28.8	41	32.8	6	4.8	26	20.8	16	12.8
6	Early marriages	125	100								

7	School dropouts	67	53.6	28	22.4			8	6.4	22	17.6
8	Poor Funding	125	100								
9	Lack of infrastructures	39	31.2	41	32.8	9	7.2	12	9.6	24	19.2
10	Limited space for the school accommodation	30	24	41	32.8	9	7.2	21	16.8	24	19.2

Source: primary source 2022

Table 3 above, presents findings obtained from Wakiso town council in relation to challenges obtained in the transmission of western education. Of the 125 respondents 125 (100%) of them

strongly agreed that the system is challenged by poor governance and poor funding systems and early marriages.

The study found out that majority 109 (87.2%) of the respondents strongly agreed that the system is challenged with the economic inequalities, 13 (10.4%) of them agreed while 3 (2.4%) disagreed to the challenge. 93 (74.4%) of the respondents strongly agreed that western education is challenged by corrupted administrators and 32 (25.6%) also agreed. The study went further and found out that majority 67 (53.6%) of the respondents strongly agreed that western education is challenged by the persistent increase of school dropouts, 28 (22.4%) of them also agreed while

22 (17.6%) strongly disagreed and 8 (6.4%) disagreed to the challenge.

With respect to indiscipline among teachers and students, 43 (34.4%) strongly agreed to the challenge, majority 72 (57.6%) agreed to the challenge, 3 (2.4%) were not sure while 7 (5.6%) disagreed to the challenge. With respect to lack of enough infrastructures, 39 (31.2%) of the respondents strongly agreed to the challenge, 41 (32.8%) also agreed while 9 (7.2%) of the respondents were not sure however 12 (9.6%) disagreed and 24 (19.2%) strongly disagreed to

the challenge.

The study went further and examined the challenge of politicization of education and the results shows that 36 (28.8%) of the respondents strongly agreed, 41 (32.8%) of them also agreed, 6 (4.8%) were not sure of the challenge while 26 (20.8%) disagreed and 16 (12.8%) strongly disagreed to the challenge. With the last challenge which states limited space for the school accommodation, 30 (24%) of the respondents strongly agreed, 41 (32.8) also agreed while 9 (7.2%) were not sure of the statement, however 21 (16.8%) of the respondents disagreed and 24 (19.2%) strongly disagreed of the challenge.

Solutions put in place to curb the challenges posed by western education

To provide answers to this research question, the respondents were made to answer a five-item questionnaire constructed on a five –Likert scale ranging from strongly agree, agree, not sure, disagree and strongly disagree. The analysis of their responses is presented in table 5.

Table 4: Presents solutions put in place to curb the challenges posed by western education

No	Statement	Strongly agree		Agree		Not sure		Disagree		Strongly disagree	
		f	%	f	%	f	%	f	%	f	%
1	Creation of clean and hygienic toilets	125	100								
2	Quality of teaching and teachers	96	76.8	21	16.8	5	4	3	2.4		
3	Accessible to safe	110	88	9	7.2	1	0.8	2	1.6	3	2.4

	drinking water at school							
4	Increase school activity and paly areas	125	100					
5	Creation of Extra-curricular activities	125	100					
6	Acknowledge and address overcrowding	86	68.8	32	25.6	7	5.6	
7	Make funding schools a priority	114	91.2	11	8.8			
8	Raise standards for teachers	125	100					

Source: primary source
2022

The result in table 4, above came from all respondents in Wakiso town council Wakiso district. The results show that of 125 (100%) strongly agreed that the challenges that are faced by western education system in Wakiso town council could be mitigated through creation of clean and hygienic toilets, increase school activity and paly areas, creation of Extra-curricular activities and raise teachers' standards of living.

Respondents went further and revealed that 114 (91.2%) of the respondents that through funding western education systems a priority and 11 (8.8%) also agreed to the strategy. Of the 125 respondents 110 (88%) of them strongly agreed that western education can be improved through improving the accessibility of safe drinking water at school, 9 (7.2%) also agreed while 1 (0.8%)

of them were not sure of the solution, however 2 (1.6%) of them disagreed to the solution and 3 (2.4%) also strongly disagreed about the strategy.

With respect to improving the quality of teaching and teacher's welfare, majority 96 (76.8%) strongly agreed and 21 (16.8%) also agreed while 5 (4%) were not sure, however 3 (2.4%) of them gave a negative affirmative. On the last sub construct which reads Acknowledging and address overcrowding among the schools 86 (68.8%) of them strongly agreed, 32 (25.6%) also agreed, however 7 (5.6%) disagreed to the strategy.

Conclusion

Western education system is a complex system is a difficult task that require financial and environmental inputs. In fact, empirical evidence and literature has shown that western education drives, social, economic and cultural development of any society. By continuously identifying and addressing the impeters, and monitoring the implementation processes, the chance of success of western education in Uganda.

Recommendations

- 1. Basing on the study findings and observations made by the researcher, the study recommends school heads with in the town council to extend their efforts towards improving teachers' standards of living among western educational institutions, so as teachers provide what they are supposed to provide.*
- 2. The town council should provide its employees with opportunities to continue with education so as they obtain more knowledge in their fields of service and to improve and continue providing quality services to the society.*

Bibliography

Sifuna D. (1990). An Introductory History of Education. African books.

Maina Eunice . (2016). Education as a means of socio-economic change. South eastern Kenya university.

Mbiti D. (1981). Foundations of School Administration. East Africa, Oxford University Press. .

*Oluoch G. (1990). Essentials of Curriculum Development.
Nairobi, Elimu Bookshop Limited. .*