The Impact of Western Education on Social Economic Development of Communities in Uganda - A Case Study of Wakiso Town Council Wakiso District

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Abstract: The qualitative investigation had three goals: figuring out the connection between schooling and economic expansion, determining the difficulties associated with the dissemination of western education, and coming up with solutions to those difficulties. It examined the effects of western education on the economic and social growth of neighborhoods. The study found a correlation connecting the two factors that was positive and put out remedies for some of the problems found. According to the study, 109 (87.2%) of the people who participated firmly believed that disparities in wealth provide a threat to the structure of society, whereas 13 (10.4%) of them agreed and 3 (2.4%) disapproved. The majority of respondents—93 (74.4%) and 32 (25.6%)—strongly agreed that unscrupulous managers pose a threat to educational institutions in the west. The poll went on to find that more than half of participants, 67 (53.6%), completely agreed believed the continuing rise in school departures poses an obstacle to modern education; another 28 (22.4%) definitely accepted; 22 (17.6%) strongly disapproved; and 8 (6.4%) disapproved. Based on the results of the investigation and the findings of the investigator, the study advises town council school heads to intensify their efforts to raise teachers' conditions of living in western colleges and universities so that they can give what is expected of them.

Keywords: education and social economic development

Background

In any civilization, education is essential to the lives of its citizens. People who receive an official schooling gain understanding as well as skills they did not previously have. Education is a conscious effort to acquire and communicate valuable cumulative abilities, mindsets, understanding, and comprehension, as defined by (Mbiti D, 1981). Western or formal schooling, defined by Oluoch G. (1990), is the method of obtaining and cultivating desirable skills, attitudes, and knowledge.

One of the fundamental forces driving progress in any civilization is a formal schooling. Western education works as a modernizing agent by preserving the cultural history that can be experienced throughout the arts, music, and poetry. As a redevelopment tool, it equips a person to be watchful in spotting advantageous circumstances and changes that may be impending in the near future and serve as the cornerstone of society's continued existence and continuation (Sifuna D, 1999).

The necessity to impart to the student diverse abilities connected to modern challenges is caused by the changes that are required in the curricula of schools and colleges on a global scale. This will enable students to participate actively both within and outside of their own societies. Western education is therefore charged with imparting to future generations the understanding, abilities, beliefs, and principles necessary for society to thrive.
By enhancing the lives of individuals on all fronts—physically, emotionally, culturally, financially, socially, and even politically—Western education is employed as a very potent tool for the promotion of human welfare or for human awakening, which leads to growth in society (Maina Eunice, 2016).

Chojnicki (2010) defines socioeconomic growth as an accumulation of measurable, measurable, and structural alterations that affect living situations in the context of the economy and social practices.

Problem statement
The term socioeconomic indices including joblessness and medical treatment, and schooling expenditures, as well as concerns about the environment, have an impact on the quality of existence and economic expansion of civilizations and their areas. A growing global concern with the need for improvements in the present educational environment compared to the electricity general standards has been sparked by increasing skill necessities in labor markets, an increase in joblessness in recent years, and the higher economic expectations of people and communities. Small academic circles cannot meet the need for highly trained labor in contemporary economies; instead, excellence throughout all educational institutions is required. The school system should be strongly motivated to solve the inadequacies in the social performance given the current delayed economic development procedures.

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 head of the school educators, assistant head teachers, coordinators of studies, instructors, schooling management at Wakiso municipal council, and members of the wider community in the Wakiso area made up the study's target group.

Sample Size and the Method of Sampling
The appropriate size of the sample, in accordance with Kerlinger (2004), should range from 10% to 30%. based on the data that needs to be collected and analyzed. Using this, the investigator sampled 50 local masses using simple random sampling, 20 head educators and their 20 representatives, six town boards of schooling officers, 40 teachers, 20 managers of studies, and 18 school board executives. Census the sampling process, which involved an exhaustive counting of all items in the community and had a high degree of accuracy, was also used.
Sampling Method

Table 1 showing sample size and sampling technique

Respondent	**Size**	**Sampling technique**
Head teachers	20	Purposive random sampling
Deputy head teachers	20	Purposive
Director of studies	20	Purposive
Teachers	40	Simple random sampling
Local masses	50	Simple random sampling
Town council education officers	6	Purposive sampling

School board of directors	18	Cluster sampling
Total	164	

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.

Using SPSS, the altered data was analyzed both quantitatively and qualitatively. For easier comprehension, data that was quantitative was aggregated and statistical explanations, such as tables showing percentages and frequency distributions were employed. Nevertheless, the analysis of the qualitative data allowed for the identification of the answers provided by the

participants that are pertinent to the subject of the study issue. This type of data was analyzed primarily by describing the information gathered from the area where the investigator was able to quote comments from participants.

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		
Male		76	60.8
Female		49	39.2
Age group	125		
25-29		6	4.8
30-34		9	7.2
35-40		17	13.6
41-45		32	25.6
49-55		21	16.8
56-60		15	12
61 and above		25	20
Highest level of education	125		
A Level certificate		3	2.4
Tertiary certificate		1	0.8
Diploma		29	23.2
Degree		81	64.8
Masters and above		11	8.8
Marital status	125		
Married		113	90.4
Single		11	8.8
Divorced		1	0.8
Working experience	125		
One year		6	4.8
Two – five years		14	11.2
Six – ten years		71	56.8
Elven – fifteen years		17	13.6
Sixteen –twenty years		9	7.2
Twenty-one and above years		8	6.4

Source: primary source 2022

According to table 2, 79 (60.8%) of the replies were from men, while 49 (39.2%) were from women. According to this answer rate, men participate more in social and economic activities than do men in general.

Additionally, table 2 above demonstrates that the bulk of the participants are older than 30 and the minority are older than 56. According to the report, 35.6% of the participants are among the ages of 35 and 40. 21.8% are between the ages of 49 and 55. It may be inferred that the bulk of those in authority in the Wakiso Town the Council, including neighborhood politicians, bureaucrats, and leaders of the local populace and the local educational system

From table 2 above, it can be seen that, for the apparatus-construct of educational background information, 3 (2.4%) of the people who responded possessed graduate degrees, 1 (0.8%) had a tertiary certificate, 29 (23.2%) had a diploma, 81 (64.8%) had bachelor's degrees, and 11 (8.8%) had master's degrees or higher.

Regarding the participant's information regarding their marital status, it is evident that 113 (90.4%) of them were married, followed by 11 (8.8%) singles, and that 1 (0.8%) were separated.

The survey showed that among those who responded, 6 (4.8%) had worked at their current position for one year, 14 (11.2%) had worked there for two to five years, and the majority of them, 71 (56.8%), had worked there for at least five years. **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 teachers 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.

According to the study, 109 (87.2%) of the people who participated strongly agreed that disparities in income provide a threat to the system, whereas 13 (10.4%) of them agreed and 3 (2.4%) disagreed. The majority of respondents—93 (74.4%) and 32 (25.6%)—strongly agreed that dishonest executives pose a threat to educational institutions in the west. The poll went on to find that the majority of participants, 67 (53.6%), completely agreed that the continuing rise in school dropouts poses an obstacles to western schooling; another 28 (22.4%) completely agreed; 22 (17.6%) completely disapproved; and 8 (6.4%) disapproved.

Regarding the difficulty of inattention among instructors and pupils, 43 (34.4%) were 100% in agreement with it, 72 (57.6%) mostly agreed, 3 (2.4%) were unsure, and 7 (5.6%) disapproved. Regarding the difficulty of not having enough facilities, 39 (31.2%) of the people polled highly agreed, 41 (32.8%) also agreed, 9 (7.2%) were unsure, while 12 (9.6%) disapproved and 24 (19.2%) definitely disapproved.

The study also looked into the issue of the commercialization of education, and the findings revealed that 36 (28.8%) of the participants highly agreed, 41 (32.8%) of those surveyed also agreed upon 6 (4.8%) were unsure about the issue, while 26 (20.8%) wasn't pleased and 16 (12.8%) severely objected to the problem.

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 drinking water at school	110	88	9	7.2	1	0.8	2	1.6	3	2.4
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	114	91.2	11	8.8						

	priority		
8	Raise standards for teachers	125	100

Source: primary source 2022

Everyone who participated in the Wakiso town council Wakiso district contributed to the results in table 4 above. The findings show that 125 (100%) respondents completely agreed that building clean, hygienic restrooms, increasing educational events and play areas, developing extracurricular pursuits, and raising teachers' standard of living could all help to lessen the difficulties the western educational system faces in Wakiso Town Council.

Further responses showed that 114 (91.2%) of the people surveyed thought it was important to fund western educational institutions, and 11 (8.8%) agreed with the plan. Of the 125 participants, 110 (88%) completely concurred that increasing access to secure water for drinking at schools can increase the quality of western educational institutions. Nine (7.2%) others agreed, while one (0.8%) did not.

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 impeders, 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.

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