

# Examining the Role of Education Support Provided By the Anglican Church in Enhancing Education Levels in Bweranyanyi Deanery, West Ankole Diocese Uganda

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## ABSTRACT

This study examined the role of education support provided by the Anglican Church in enhancing education levels in Bweranyanyi Deanery, West Ankole Diocese, Uganda. Employing a cross-sectional research design, data were collected from 232 respondents using questionnaires and interviews with church leaders. Quantitative data were analyzed through descriptive statistics while qualitative data underwent thematic analysis. The findings revealed that the Church's educational initiatives increased school enrollment, improved education quality, and enhanced access for marginalized groups. The study concluded that the Anglican Church plays a pivotal role in fostering education development and recommended expanding educational interventions and strengthen partnerships with government and other stakeholders to sustain education socio-economic progress.

**Key words:** education support and education levels.

## INTRODUCTION

In the West Ankole Diocese, particularly in Bweranyanyi Deanery, the Anglican Church serves not only as a spiritual institution but also as a center of socio-economic activity. (Byaruhanga, 2024). The Deanery runs various community programs including savings and credit associations, youth training initiatives, health sensitization campaigns, and support for vulnerable households. (Bamusime, J. (2019). Despite these efforts, the community continues to experience slow progress in socio-economic development, characterized by high levels of youth unemployment, school dropouts. (Caritas Uganda, 2019; Byaruhanga, 2024).

## THEORETICAL REVIEW

The study was guided by Social Capital Theory as developed by Pierre Bourdieu (1986), who defined social capital as "the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition." Bourdieu argued that social capital, together with economic, cultural, and symbolic capital, played a significant role in influencing an individual's or institution's access to resources, power, and opportunities. He emphasized that social capital was created and sustained through networks of trust, shared norms, and membership in structured groups, such as religious communities. These networks could be strategically used to influence socio-economic outcomes in society. Baneke, J. (2022).

## Review of Related Literature

### The role of education support provided by the Anglican Church in enhancing education levels

Mugisha (2017) conducted a study titled "Faith-Based Organizations and Education Development: The Role of the Anglican Church in Promoting Basic Education in Uganda" using a qualitative case study design. The research, which focused on Anglican-founded primary schools in Uganda's Central region, collected data through interviews with Church leaders, teachers, and parents. The findings revealed that the Anglican Church

significantly contributed to educational development by providing infrastructure, teacher training, scholarships, and moral instruction. These interventions improved school enrolment, retention, and academic performance. Mugisha concluded that the Anglican Church is a vital partner in rural education and recommended that the government collaborate more closely with the Church to strengthen these efforts.

Ngugi and Kamau (2018), in their study titled “The Role of the Anglican Church in Enhancing Quality Education in Kenya: A Case of Nairobi Archdiocese”, adopted a mixed-methods approach involving surveys and interviews in 10 Anglican-sponsored schools. Their findings showed that the Church contributed to education by offering bursaries, school feeding programs, moral instruction, and building essential facilities like libraries. These supports were linked to improved academic outcomes and reduced dropout rates. The study concluded that the Anglican Church plays a critical role in delivering quality, inclusive education. It recommended further capacity building and policy support for Anglican-run schools. Baneke, J. (2022).

Akologo and Yeboah (2019) evaluated the Anglican Church's contribution to education in Northern Ghana in a study titled “Faith and Development: Evaluating the Contribution of the Anglican Church to Basic Education in Northern Ghana”. Using a descriptive survey of 250 participants, the study found that the Church helped bridge education gaps by building schools in remote areas, providing school materials, and supporting teacher welfare. These interventions increased access to education and improved performance in rural schools. The researchers concluded that Church initiatives were effective in reducing educational disparities and recommended closer coordination with district education offices.

Tumwine (2021), in a longitudinal study titled “Religious Institutions and Educational Advancement: The Anglican Church in South Western Uganda”, analyzed academic performance in 12 Anglican-founded secondary schools over a five-year period. The study found that these schools consistently outperformed others in national examinations. The Church's strong governance, emphasis on discipline, and value-based education were identified as key drivers. Tumwine concluded that the Anglican Church is a reliable partner in sustainable education delivery and recommended increased recognition of its role in national education strategy.

Atim and Oyet (2023) conducted a quasi-experimental study titled “Faith-Based Education Interventions and Literacy Development in Northern Uganda: A Anglican Church Perspective”. By comparing Church-supported schools with non-Church schools, they found significantly higher literacy and reading comprehension levels among pupils in Church-supported schools. Contributing factors included early-grade reading programs, teacher mentorship, and child protection efforts. The study concluded that Anglican Church support improves foundational learning and recommended the expansion of such interventions in post-conflict and disadvantaged regions

## METHODOLOGY

A cross-sectional research design was employed to examine the relationship between the evolving role of the Church and household incomes among Christians in Bweranyangi Deanery, West Ankole Diocese. This design was considered appropriate because it allowed for the collection of data at a single point in time from a representative sample, thus providing a snapshot of the prevailing socioeconomic conditions and community perceptions (Kothari, 2004). The design enabled the researcher to identify patterns and associations between church interventions and household income levels without manipulating any variables. The study adopted a mixed-methods approach, integrating both quantitative and qualitative techniques to provide a more holistic understanding of the research problem (Creswell & Plano Clark, 2011). Quantitative methods generated measurable data on the economic impact of church programs, while qualitative methods offered nuanced insights into individual experiences and community narratives concerning the Church's evolving role. This triangulation of methods enhanced the validity and depth of the findings (Bryman, 2008).

### Sample size determination and sampling method.

A sample of 232 was selected using solvens fomula:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

- $n$  = sample size
- $N$  = population size (550 in this case)
- $e$  = margin of error (usually 0.05 or 5% for 95% confidence level)

$$n = \frac{550}{1 + 550(0.05)^2}$$

$$n = \frac{550}{1 + 550(0.0025)}$$

$$n = \frac{550}{1 + 1.375}$$

$$n = \frac{550}{2.375}$$

$$n = 231.58$$

Therefore, the sample size was 232 respondents.

### Sampling Techniques

Both simple random sampling and purposive sampling techniques were employed to select respondents for this study. Simple random sampling was applied to community members to give each individual an equal chance of selection, which enhances the representativeness and generalizability of the study findings (Kothari, 2018).

Simple random sampling was applied to community members to give each individual an equal chance of selection. This method was chosen to enhance the representativeness and generalizability of the study findings (Kothari, 2018). By using simple random sampling, the study minimized sampling bias and ensured that the data collected reflected the views of the broader community in Bweranyanyi Deanery.

Purposive sampling was used to select church leaders, including Deanery priests, lay readers, and church council members. This technique was justified because these individuals possess specific knowledge and experience related to the church programs that impact household incomes (Patton, 2015). Targeting participants with relevant expertise allowed the study to gain in-depth and meaningful insights into the role of the church in socio-economic transformation.

The combination of simple random and purposive sampling methods provided a balanced sample for the study. While simple random sampling ensured representativeness of the general community, purposive sampling offered focused information from knowledgeable respondents. This dual approach strengthened the validity and reliability of the data collected, supporting comprehensive analysis (Etikan, Musa, & Alkassim, 2016).

### Data Analysis

Quantitative data collected through questionnaires were analyzed using descriptive statistics, including frequencies and percentages. This approach provided a clear summary of the socio-economic characteristics of respondents as well as their perceptions of the economic impact of church programs, facilitating an objective overview of the data (Creswell, 2014).

Qualitative data obtained from interviews were analyzed using thematic analysis. Key themes were identified by categorizing patterns and insights shared by church leaders. Relevant quotes were used to illustrate and support the findings. This method enabled a deeper understanding of the perspectives regarding the church's evolving role and its influence on socio-economic transformation within the community (Braun & Clarke, 2006).

## RESULTS AND DISCUSSION

### Education Support Provided By The Anglican Church

This section presents respondents' awareness and experience regarding the Church's contribution to education.

#### Awareness of Educational Support by the Church

Response	Frequency	Percentage (%)
Yes	204	87.9
No	28	12.1
<b>Total</b>	<b>232</b>	<b>100.0</b>

Table 4.6 presents the level of awareness regarding educational support provided by the Anglican Church. The majority, 204 (87.9%), indicated that they are aware of the Church's involvement in offering educational assistance. This high percentage suggests that the Church's efforts in supporting education are well-recognized and visible within the community.

On the other hand, 28 (12.1%) were not aware of such educational support, indicating a need for improved communication or outreach to ensure that all community members are informed about the available educational services. The findings suggest a strong awareness of the Church's role in enhancing education, which is essential for socio-economic transformation.

#### Types of Education Support Experienced

Type of Support	Frequency	Percentage (%)
Scholarships/Bursaries	138	59.5
School Infrastructure Support	111	47.8
Learning Materials Provision	102	44.0
Teacher Capacity Building	67	28.9
Adult/Vocational Training	89	38.4

\*

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean	Std. Dev.
Education support has increased school enrollment	92 (39.7%)	85 (36.6%)	27 (11.6%)	19 (8.2%)	9 (3.9%)	3.82	1.06
Education quality has improved due to Church initiatives	89 (38.4%)	88 (37.9%)	32 (13.8%)	17 (7.3%)	6 (2.6%)	3.86	1.01
Poor families can now access education through Church	106	75	28	14	9 (3.9%)	3.94	1.04

support	(45.7%)	(32.3%)	(12.1%)	(6.0%)			
The Church promotes lifelong learning and skills training	78 (33.6%)	81 (34.9%)	40 (17.2%)	21 (9.1%)	12 (5.2%)	3.67	

Presents respondents' views on the Anglican Church's educational support initiatives in Bweranyangi Deanery.

Regarding the statement that education support has increased school enrollment, 92 respondents (39.7%) strongly agreed, 85 (36.6%) agreed, 27 (11.6%) were neutral, 19 (8.2%) disagreed, and 9 (3.9%) strongly disagreed. The item recorded a mean score of 3.82 and a standard deviation of 1.06, suggesting general agreement among respondents.

On whether education quality has improved due to Church initiatives, 89 respondents (38.4%) strongly agreed, 88 (37.9%) agreed, 32 (13.8%) were neutral, 17 (7.3%) disagreed, and 6 (2.6%) strongly disagreed. The mean of 3.86 and standard deviation of 1.01 indicate positive perception and relatively low variability.

For the statement that poor families can now access education through Church support, 106 respondents (45.7%) strongly agreed, 75 (32.3%) agreed, 28 (12.1%) were neutral, 14 (6.0%) disagreed, and 9 (3.9%) strongly disagreed. This item had the highest mean score of 3.94, showing strong affirmation of the Church's inclusive educational interventions.

Lastly, regarding whether the Church promotes lifelong learning and skills training, 78 respondents (33.6%) strongly agreed, 81 (34.9%) agreed, 40 (17.2%) were neutral, 21 (9.1%) disagreed, and 12 (5.2%) strongly disagreed. The mean score of 3.67 reflects moderate agreement, with a slightly wider distribution of responses.

Overall, the findings reveal that the Church's educational initiatives are well recognized and appreciated by the community, especially in increasing access, improving quality, and supporting marginalized groups.

During interviews, Participants consistently highlighted several educational programs initiated by the Anglican Church in Bweranyangi Deanery. These included provision of scholarships and bursaries for needy students, support for school infrastructure such as classroom construction and renovation, distribution of learning materials, and organizing adult literacy and vocational skills training. One key informant noted, "The Church has been very active in helping children from poor families get school fees and learning materials, which has opened doors for many who would otherwise drop out."

Respondents emphasized that the Church's efforts have significantly improved access to education, particularly for marginalized groups. "Many families who could not afford school fees now send their children to school because of the Church's support," remarked a community leader. Interviewees also observed positive changes in literacy levels and academic performance, attributing this to both material support and teacher capacity-building initiatives facilitated by the Church. A teacher shared, "Since the Church started training teachers and providing books, I have seen a big improvement in students' performance."

The beneficiaries of these educational initiatives span children, youth, and adults. However, many respondents noted that children and youth, especially from poor households, benefit the most. Adult learners also gain from the Church's vocational and literacy programs, which are aimed at improving livelihood skills. Challenges identified include limited funding, sustainability concerns, and occasional logistical difficulties in reaching remote learners. One participant remarked, "Sometimes the resources are not enough, and maintaining these programs needs more community involvement and external support."

## CONCLUSION

The study drew the conclusion basing on the findings and discussions that Anglican Church's educational support initiatives in Bweranyangi Deanery are widely recognized and appreciated by the community. Respondents generally agreed that the Church's efforts have increased school enrollment, improved the quality of education, and made education more accessible to poor families.



## RECOMMENDATION

Basing on the conclusion made from the findings and discussions of this study, it was recommended that education support programs by the Anglican Church should be continued and expanded, with particular emphasis on reaching marginalized and vulnerable groups. This focus will help ensure equitable access to quality education and further enhance the positive impact on socio-economic development within Bweranyangi Deanery.

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