



An Assessment of Quality Assurance in Higher Education at Katigondo National Seminary

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Abstract

Traditionally, it was a preserve of higher institutions of learning to provide quality education. The nitty-gritty of how the quality of education was controlled, managed, audited and assured was not so much of public talk. As rightly observed by [1] before concern rose; there would be general trust in higher education institutions and academics (Professors) that would know what to do and how to do it. Today the question of quality is in public domain, giving rise to the question of quality assurance. [2] recognizes that in the western world the increased attention to quality in higher education dates back from mid 1980s on. At the heart of every academic institution is the pursuit of quality. Teaching and learning in higher educational institutions therefore have as their cardinal focus the quality of the products. Quality education guarantees public confidence in higher education and resolves the dilemma of “half-baked”, therefore, irrelevant graduates to the needs of society. It is ideal then to ensure that an overseer committee for quality assurance is established in every institution of higher learning. However, it is most probable that the success of quality control measures will largely depend on budgetary allocation and the goodwill of the implementers. The question still remains, “why is the public enthusiastic today, more than ever, on quality in higher education?” This paper seeks to assess the public enthusiasm of today on quality assurance in higher education and the challenges faced in guaranteeing quality education in institutions of higher learning with reference to Katigondo National Major Seminary.

Subject Areas

Library, Intelligence and Philology

Keywords

Assessment, Quality, Quality Assurance, Quality Control, Quality Education, Quality Audit, Academic Standards, Higher Education

1. Introduction

It is an old tradition that every Institution of higher education must engage in generation of knowledge through teaching and research, develop and enhance skills for the satisfaction of the ever increasing and changing demands of the individual and society at large. To achieve this broad objective, institutions of higher education are supposed to impart relentless quality in education. Excellent education guarantees public confidence and trust in the providers. Excellent education means also quality education, *i.e.*, education for purpose [3]. Makerere University, for example, was revered for its quality graduates, widely acclaimed in Sub Saharan Africa until mid-70s to 80s. Most of the highly distinguished political figures such as Julius Nyerere, Milton Apollo Obote, Mwai Kibaki, Yusuf Lule, Benjamin Mkapa, N Robert Mao and renowned writers like Ngugi wa Thiong'o, John Samuel Mbiti are some of the glaring examples of quality alumni of Makerere University and many others as recorded in the 100 notable Alumni, noted EduRank [4].

Consequently, what students learn and how they learn has become a central debate in higher education [5]. The challenge of graduate employability is real in Uganda thus raising the question of quality and relevance of University education in Uganda and East African region [6] [7]. Thus, there is felt need to realign between university teaching and what is learnt by the learners, the expectations of the societies and economic needs of the people and the community at large. The realignment is aimed at preparing graduates fully for the job market.

If quality pursuit is an old tradition in higher education as alluded before, then the question is why is it in the spotlight in public domain in the modern times? Needless to say, the 21st century has witnessed increased evolution in provision of higher education in terms of expansion of institutions and enrolment of students, increased privatization of higher education thus calling for quality [8]. Additionally, globalization has led to increased growth of internationalization hence creating the need to align degrees and certificates, transferability of educational achievements and international competition of institutions and graduates. The above issues in their different proportions have compounded the issue of quality as a global concern. From the onset, in this present 21st century, there is a shift in the contextualization of the term quality. Most academics think that quality is a slippery concept. It is multidimensional, multilevel, and dynamic as remarked in [2] and [9].

For [10], the term *quality* is “a wicked problem and ill defined..., contested, multifaceted...” In modern times, quality has also come to be associated more with tangible output. This makes it even more complex for a precise definition of the term ‘quality’. [11] argues that it is “a poorly defined and loose concept”. However, for our purpose in this research, we shall loosely understand it as “fitness for purpose” ([12]). On the other hand, we shall understand quality assurance as “mechanisms put in place to guarantee that the education is fit for purpose” ([13]).

The swing in the contemporary meaning of quality has mounted pressure on providers of higher education in terms of quality assurance. The dictates of the

market were normal for industries and factories. But that is now a thing of the past. Today it is the market forces that dictate even on the products a university should engage in producing. This has forced tertiary institutions to think outside the box to redress this hitch. In the job market today, it is performance at work that warrants stability and assurance of the job. The academic papers are but not automatic guarantees for jobs. Once the performance is not commensurate to the certificate or diploma, the job is terminated. The situation has been aggravated by fake academic papers that have found their way to the public domain. It is not uncommon to find one with papers that indicate first class with honors degree in Uganda today, yet in performance such a person is below standards.

Katigondo National Seminary as a unique institution of higher learning is not an island in the new phenomenon of the notion of quality and quality assurance. The uniqueness of Katigondo is seen in its vision of forming holy, convinced, committed, well-equipped and pastoral-oriented catholic priests [14]. The formation in the seminary aims at holistic training of a candidate in four aspects namely: human, spiritual, intellectual, and pastoral. This research is mainly based on the intellectual aspect, although the four aspects are inter-related. Intellectual formation adheres to the principles and policies, values and practices of internationally agreed norms and standards of academic excellence.

Established in 1911, Katigondo has currently educated over 4818 persons, according to the available records [15]. The alumni comprise not only Ugandans but also Tanzanians, Rwandese and Sudanese [16]. A good number became priests, some bishops and cardinals [15]. Their enormous contribution and impact to the Catholic Church and the state at large is what Prof. Alberto Trevisiol, the *rettore magnifico* of Urbaniana University, highly acknowledged on the occasion of centenary celebrations of the institution in 2013 [17]. The precursor notes to continue the good mission, improve on quality, service and relevance and assurance of permanency of this institution (Katigondo) was already envisaged by Waliggo [16]. This work thus follows under the said docket.

Globally, the rationale for ardent engagement in research and writing on quality and quality assurance cannot be over emphasized. A scholar, Tight as quoted by [2], underscores this need when he claims that “now that quality systems are established and accepted part of higher education, the level of interest in practice and theory may have peaked, but the volume of research and writing in this area remains high”. Without quality service which guarantees quality assurance, an institution offering higher education is on its way to extinction. This calls for quality control measures, quality audit, quality assessment and academic standards in any institution of higher learning including institutions of higher ecclesiastical studies.

2. Method

The research was initially carried out in St. Thomas Aquinas National Seminary—Katigondo, an institution of higher ecclesiastical studies belonging to Uganda Episcopal Conference (UEC), affiliated to the Pontifical University of Urbaniana-

Rome, accredited to National Council of Higher Education (NCHE) and located in Masaka diocese, Kalungu district, 11 kilometers from Masaka Nnyendo-Ssembabule road—Uganda. Katigondo provides higher ecclesiastical learning in philosophy at bachelor's level. The Seminary also offers diploma in Social and Philosophical Studies. Other seminaries such as Alokolum, Ggaba and Kinyamasika were factored in for comparative advantage. The seminaries run by UEC have the same vision fairly uniform formation program aimed at producing priests for the needs of the local church in Uganda with similar opportunities, strength and challenges

The study used mainly qualitative methods of research where data was collected through observation, library consultations and transcribed oral interviews with lecturers, students and support staff. The target population is composed of the administrators, lecturers and students. Katigondo Seminary comprises 16 teaching staff, 268 students, four administrators and around 30 other support staff who mainly work on the farm, kitchen etc. To this study, a consideration was made of the academic staff, students and the administrators. Hence a sample selection of 16 lecturers, 4 administrators and 142 students, making a total of 162 were made for interviews. The sample size was informed by Krejcie and Morgan table [18]. Purposive sampling method was used to identify the key participants. This was done after seeking their consent with an affirmative answer. The key areas of research, observation and interview included:

- 1) Why quality assurance has become a catch phrase;
- 2) Mechanisms put in place for quality assurance;
- 3) The successes or failures of the mechanisms;
- 4) The budgetary allocation for teaching and research and;
- 5) Challenges faced in enforcing quality assurance.

Other relevant libraries and internet literature were used in the process of data collection. The data was collected within the months of December 2024, January, February and March, 2025.

3. Findings, Discussions and Conclusions

3.1. Findings

When asked about the understanding of the terms *quality*, *quality control* and *quality assurance*, nearly all the respondents acknowledged the fact that the terms are difficult to define precisely. Many of them explained the terms by means of examples. Sixty-three respondents said they took the terms to be so obvious that whenever they are used they understand what is meant but not what the terms precisely are. This suggests that the terms *quality*, *quality control* and *quality assurance* are often used without much reflection on their actual and precise meaning in terms of education by a number of people.

The majority of the respondents (90%, n = 162) submitted that there has been progressive discontent about the quality of university graduates in terms of their output in the various fields of qualification by the public. This discontent seems

to be a result of mistrust in public institutions in general and higher education in particular, at least for the case of Uganda. Various reasons were advanced for public mistrust. Ninety seven percent of the respondents suggested corruption and political interference as the topmost reason for the mistrust in public offices. Only 3% did not think that corruption and political interference topped the list although they agreed that their contribution to mistrust is significant. Other reasons advanced for the mistrust included favoritism, segregation, tribalism, religion, dishonesty, incompetence, lack of confidence, creativity, commitment, poor time management, poor representation, mediocrity, sexual advances in recruitment and in the course of work, especially by the superiors, failure to meet expectations of beneficiaries, founder syndrome, poor leadership qualities, commercialization of public facilities, gap between theory and praxis.

However, on the question of quality of education in National Seminaries, 85% of the respondents agreed with the view that the quality of education provided in the seminary is still far better in comparison to that of public universities. This could possibly be because of the holistic nature of formation carried out in the seminary setting which emphasizes human, intellectual, spiritual and social formation in the three years of study. In the introduction of this work, we already noted that the vision and objective of the seminary is to form or train holy, convinced, committed, well-equipped and pastoral-oriented catholic priests—this vision guides formation in the four national seminaries of UEC. It is likely that an indelible mark is left on those who pass through seminary education system in terms of the values emphasized as in the vision and objective of seminary education. Fifteen percent still held that there is an outright missing link in seminary education today with the major reason that scandals in the church caused by some priests and scandals in public offices caused by some alumni of the seminaries are common these days than before. Hence need for quality assurance not only in tertiary institutions of higher learning but also in the seminaries. This is envisaged to train candidates to priesthood to be really fit for the purpose, fit as pastors not wolves in sheep skin.

The former Dean of Studies of Katigondo [19] noted that in general, intellectual aptitude informs pastoral work. He observed that academic standards have consistently dropped in the last fourteen years he was in office. Students with good grades from high school tend not to measure up with those good grades. Most of them were not intellectually curious. Instead, those with average grades performed better. This view was shared by the majority of the teaching staff in Katigondo and corroborated by teachers in the sister seminaries. However, in comparison with other universities, the academic formation in the seminary is still far better, majority of the respondents concluded. Most of those who made this remark have either taught or are still teaching in other universities or have paid students in other universities other than in the seminaries. This was also corroborated by Makerere staff that supervised school practice of students of Katigondo who did the program—Bachelor of Arts in Social and Philosophical Studies with Education—BA. (SP. ED) 2005-2008 as contained in their general report to the Dean of Studies' office,

Katigondo. Additionally, since Katigondo was re-affiliated to Pontifical University Urbaniana—Rome (2015) after cancellation of Makerere Program in 2006, the performance has been above average, with 11% getting pass degree from Urbaniana University.

On the question of mechanisms for quality assurance, the majority of lecturers of Katigondo (94%, n = 16) suggested that there are no clear-cut mechanisms for quality assurance in place. The seminary relies on the internal academic committee headed by the academic dean to handle matters of quality control and quality assurance. A number of challenges ensue with this type of arrangement. It was observed that there is a need to add quality assurance experts or experts to the said committee for guidance and consultation. The committee handles a number of academic concerns including development of academic prospectus, timetables, general academic calendar, examinations, results, settles academic related matters and disputes among the lecturers and students whenever they arise, but not recruitment of lecturers which is an indispensable ingredient for quality assurance. Recruitment is done by the Board of Trustees of the Seminaries.

The committee is not concerned with curriculum development and design since this is done by Pontifical University Urbaniana to which the seminary is affiliated. A finished product curriculum of Urbaniana is simply implemented by the committee without an iota of change. The curriculum is further evaluated by the hosting University—Urbaniana. Although the curriculum meets European standards set by Bologna Process which officially began with the Bologna declaration signed on June 19, 1999 by 29 European countries aimed at harmonizing higher education in Europe, the academic interests of Africans were not initially the core of this process. Hence, the academic committee of Katigondo or of the other sister seminaries can only influence the curriculum indirectly.

Eighty-one percent of the lecturers, however, agreed that quality assurance in the seminary depends on the goodwill of the lectures. Nine percent think that it depends on the pseudo mechanisms like evaluation of course units, students, lectures and the lecturers; competent staff, library, examinations, course works, research, technology and external examiners. While 10% believe it depends on the Commission for Major Seminaries established by Uganda Episcopal Conference, working in collaboration with the office of the dean of studies and the rector as an overseer.

It was majority consensus of the respondents interviewed that the successes or failures of any mechanism for quality assurance depended largely on the budgetary allocation for that purpose. The figures from the Finance Committee of the seminary do not indicate any vote dedicated particularly to quality assurance. There is only a block vote for academics in the master budget of the scholastic year. What is financed under academics includes office nitty-gritty, library, research, public lectures, academic book purchase facilitation, publications, internet, staff publications, staff development and wages.

Research also indicated that the official internal board specifically for quality assurance is still in the offing. Issues of quality control and quality assurance are

still remotely being handled by the Commission for Seminaries and on-going formation of Priests. The general observation was that the process of establishing the official internal board solely for quality assurance be fast-tracked so that the collaboration between the internal board and the external board (Commission for Seminaries) efficiently and effectively achieves the goals of quality assurance - namely quality products fit for the purpose and vision of the institution, ultimately to train future priests.

One other measure that needs special mention for quality control that culminates in quality assurance in any institution of higher learning is the library, the informants generally observed. St. Thomas Aquinas Library is the official name given to Katigondo Seminary Library. Available records indicate that there are over 25,000 books in use in this library. In the process of this research, more books were being catalogued. The majority of the respondents recommended that the library be updated from time to time and linked to other world libraries to enhance the information already available for continued quality maintenance and improvement in education. Online library access was still being worked on. The computer network within the library was still in the offing. This would facilitate easy access to information with e-library provision.

It was generally observed that the amorphous responsibility of the Academic Committee in the seminary and the Commission for Seminaries at UEC level and the challenge of limited resources complicate the distinctive monitoring of quality assurance in Katigondo. This statement meant that there is no established independent board to attend to matters of quality control and quality assurance yet. It was still in process. Hence, the roles of quality control and quality assurance board were being assumed at that moment by the academic committee as already hinted. Hence, there is a need for separation of these roles so that checks and balances for quality control and quality assurance can be created and streamlined. It is also necessary to have external examiners, particularly for research papers, since the final examination scripts are normally sent to Urbaniana University for external marking before the results are confirmed by the same university and awarded a degree. Internally, semester examinations could also be subjected to a second examiner to get rid of biases, if there are and for purposes of quality control.

On assessment tools, through simple and direct statistics, 60% (n = 142) of the students interviewed preferred continuous assessment to other forms of assessment. While 19% (n = 142) were in for course work and 10% (n = 142) wanted mid-semester exams. Those who think tests and final exams were better options for assessment stood at 5% and 6% (n = 142) respectively. Students generally appreciated lecture and lecturer evaluation forms they fill out at the end of every semester. This gave them an entry point to dialogue with the system and to point out the strengths and weaknesses of the lecturers for better performance and quality prospects.

The necessity of quality assurance in seminaries was underscored by respondents who were orally interviewed. The commonest reasons advanced for quality

assurance included: credibility and recognition of the institution; production of all-round candidates for priesthood; production of candidates who can perform locally and internationally; fostering societal values of honesty, accountability, integrity, justice and prudence; improved academic performance and quality educational research; inculcation of competences and skills thus equipping candidates for better diagnosis of societal challenges for appropriate solutions.

Enforcing quality assurance procedures factors in challenges. From research and observation, a number of hiccups were identified. Among the prominent hiccups were lack of a robust resource envelope; bureaucracies in church circles and the seminary system; resistance to change by some students and academic staff; limited library resources and untimely updates of information in the library; e-learning challenges that come with electricity outages and internet unreliability; lack of established Information and Communication Technology department; monitoring and evaluation gaps; gaps in implementation of agreed upon policies; biases and shortage of competent/skilled personnel in matters of quality assurance.

3.2. Discussions

From the research findings, the first challenge that arose was the understanding of the term *quality* and the phrases *Quality Assurance* and *quality control*. These are emerging phrases that are acquiring new connotations in higher learning institutions today. Library research showed that the term *quality* is a generic term that can be understood differently in various contexts. The difficulty of defining the term is acknowledged by various academic publications [2]. The National Council for Higher Education (NCHE) in Uganda suggests that there is no precise definition of quality. Instead, there are some common terms used to describe quality. These include quality assurance, quality control, quality audit, quality assessment and academic standards [13]. The Inter-University Council for East Africa [20] also acknowledges the complexity of the word *quality* which is often used without saying what it is and adds that *quality* in higher education is an even more difficult concept since it is not always clear what the product of a university is and who the client is. A university has a multiple-product system and a multiple-client system.

In its attempt to define *quality* in education, NCHE suggests that quality is “fitness for purpose” and quality assurance refers to “the mechanisms put in place to guarantee that the education is “fit for purpose”, *i.e.*, it is good. The council thus recommends that “every higher education institution must have appropriate and effective internal structures and mechanisms for monitoring its institution quality control procedures to ensure quality” [13].

Accordingly, the council (NCHE) [13] defines *quality control* as “the process of ensuring compliance with standards and procedures set to maintain and enhance quality”. In the same vein, the council talks of *quality audit* in reference to quality in higher education as “a process of checking or examining what goes on in an

institution to ensure that there is institutional compliance with quality assurance procedures, integrity, standards and outcomes”. On the other hand, quality assessment involves “scrutiny of institutional documentation to ensure that there is institutional compliance and student work by direct observation, interview, as well as the reference to performance indicators”. And by *academic standards*, the council refers to the “explicit levels of academic attainments used to describe and measure academic requirements and achievements of individual students or group of students”.

The above definitions we have borrowed from [13] in the context of quality in higher education factors in various aspects of maintaining and promoting quality. This responsibility primarily lies in the hands of individual institutions. NCHE is only a regulatory component of quality assurance in higher education. This means that the internal mechanisms of quality assurance play a pertinent role in achieving the objective of quality assurance and management. Accordingly, the IUCEA [20] links the term quality to the aims and goals of educational institutions. The council understands quality as the achievement of goals and aims in an efficient and effective way, with the assumption that the goals and aims reflect the requirements of all the stakeholders in an adequate way. This also calls for various units of quality control and assurance at the various departments and faculties. The NCHE and IUCEA are bodies that have been factored in to regulate quality in universities as a response to the recent public concern on matters of quality assurance. Therefore, in this research quality in education refers to a robust system of education that caters to integral development of the student to fully realise their potential for better service. In church cycles, the candidate for priesthood is trained to be an all-round figure who can pastorally fulfill the needs of his flock through pastoral insertion in the assigned society.

The research findings further suggested that there is general public discontent in the public institutions, including universities. The noted discontent or mistrust is based on the output of the graduates in practical lifeline. Poor performance is traced back to the institution that nurtured the graduate. A good quality graduate is a reflection of qualitative, therefore, competent staff. The reverse is often true. In the seminary setting, complaints have been launched about the output of her graduates as well. The discontent is more on general formation of which academics are part. For those who make it to priesthood, the public evaluates their performance in matters of administration, preaching, financial management and how they handle pastoral-related challenges among their flock. More often than not, scandals surrounding the clergy are linked to their formation system. Although it may not be automatic that a scandalous priest is a reflection of his trainers. The environment of pastoral work may also contribute to such scandals.

Owing to the global call on quality assurance in higher education, Pope Benedict VI in 2007 erected an independent regulatory commission to oversee the quality of education provided in Pontifical Universities to which the seminaries are affiliated. This was done in accordance with Apostolic Constitution of “Pastor

Bonus” art. 186 & 190 - 191 [21]. The Commission was charged with the cardinal objective of promoting and developing internal culture of quality in academic institutions under the Holy See and to ensure valid criteria of quality assurance that matches international levels. The establishment of this commission is comparatively recent, suggesting that the public concern over quality assurance is a novelty hitherto a reserve of universities and not primarily the public.

In Katigondo Seminary, the research observed that there are no clearly spelled mechanisms for quality assurance that are systematically documented and followed. However, a number of tools for quality control and quality assurance are in use. What remains is to organize them under an independent body of quality control and assurance. Such tools include accreditation, benchmarking, student satisfaction, evaluation Forms for lecturers and course units (often conducted individually), seminars, group discussions, public lectures, internal examiners, course, mid-semester and final examinations.

To achieve the above-enumerated tools and others for quality control and quality assurance, the budgetary allocation for their implementation need not be over-emphasized. As already observed, in the findings of this work, there is a block vote for general expenditure on academics. A separate allocation could be devoted to quality control and quality assurance. The budget could be revisited for continued maintenance and enhancement of education quality. Research and publications are indispensable tools for quality teaching and learning and that is a costly venture. More funds could be committed to this venture, being the cord of quality guarantee.

However, it is important to root quality matters in the hearts and minds of the people rather than solely rely on enforcing it. It is most probable that a lot of funds may be committed to addressing quality in education, but without the goodwill of the implementers, such an effort may remain a dream. The Board of Trustees must therefore, endeavor to factor in deliberate activities that would motivate the academic staff and their collaborators to maintain and promote quality in higher education.

For successful teaching and learning that climaxes in quality assurance, a double-edged motivation of the academic staff and students is paramount. Wren Brian mentions motivation as one of the important goals of higher education aimed at continuing learning, extending to an entire lifespan [22]. Commins [23] defines motivation as “activities of other people intentionally or not, or to the features of surrounding situations that tend to evoke in the individual a personal setting for appropriate behavior or response”. Hence, a well-motivated staff exudes a personal setting for a better implementation of the mechanisms put in place for quality assurance. A poorly motivated staff is likely to do the minimum. The majority of Katigondo staff observed that there is some staff motivation in terms of book allowances, good accommodation and feeding which could be improved for better results. The promotion process as motivational tool is apparently stagnant in Katigondo. The position one holds means nothing to remuneration received. This is said to be so due to the nature of the institution which is church-based. It is as-

sumed that priests lecturing in this institution do so as part of their pastoral charity and service to God's people by training future ministers of the gospel.

A big gap was observed in the area of funding research and publication. A motivated staff would take an extra step to motivate students in the teaching and learning process, and encourage them to develop a positive attitude towards education that eventually equips them to live a life of honesty, trustworthiness and not of scandal and corruption. Research is pivotal to higher institutions of learning as a generator of new knowledge, new ways of doing things and akin to adoption of new educational technologies. Absence of research or lack of promotion could create a huge lacuna in quality assurance in higher education.

It is undeniable fact that church scandals ranging from corruption, financial mismanagement, sexual abuse of minors etc., have rocked the world in recent times [24]. Consequently, the reigning pope during the study, Pope Francis, has already pronounced the position of the church as that of zero tolerance for such behaviors. Some of the culprits have already been apprehended and prosecuted. In Uganda a few cases have also been registered. For example, Fr. Anthony Musala was allegedly accused of having same sex relationships [25]. Fr. Jacinto Kibuuka was suspended over brawls with his Archbishop Cyprian Lwanga [26].

The question that hangs in the balance is whether such scandals constitute objective bases for public mistrust in terms of quality education provided in the seminaries or not. Much as intelligent people can successfully live a life of integrity and austerity, it may not be the case in every circumstance. For example, US President Bill Clinton is rated as one of the world's best intellectuals. He was involved in a scandal scam with his secretary Monica Lewinsky between 1995-1996 which came into light in 1998 [27]. They were all graduates. Silvio Berlusconi, a lawyer by profession, who was a long-serving Italian premier was also accused of inappropriate sexual engagement with an underaged young girl, thus costing him his job [28]. It may not therefore be that accurate to immediately link scandals such as above to quality of education in higher institutions although quality education should ideally produce graduates of integrity hence with virtuous personalities. Personality differences also count greatly in such cases.

The study therefore recommends as an action point rigorous student and staff evaluation of courses in terms of their relevance to the present and future pastoral ministry and academics. This process will keep in check redundant themes that have no significance in real life. The seminary should be part of the academic curriculum development for higher ecclesiastical studies. This will safeguard the interests of the local church in the evangelization process. Additionally, ongoing academic formation for the academic staff in terms of refresher courses, regular seminars and symposia, research and publication and a general academic atmosphere should dominate the formation calendar, if desired quality is to be achieved and maintained. Updated modern library is a significant ingredient to quality assurance in higher studies. Seminaries therefore must invest in modern libraries and employ qualified personnel to manage such libraries. Lastly, recruitment of

external examiners be part and partial of the seminaries' recruitment budget for guaranteed quality assurance.

3.3. Conclusions

The research thus concludes that the growing public enthusiasm on issues of quality and quality assurance in education is a reality that affects not only public and private or licensed universities but also National Seminaries that offer higher ecclesiastical studies as well. It is also an acknowledged fact that the quality of education in Uganda has generally been compromised with the introduction of Universal Primary Education (UPE) in 1997 and Universal Secondary Education (USE) in 2007. This education policy increased enrolment but not quality [29]. These two programs were supposed to offer opportunities for more enrolment of pupils and students to fight ignorance. However the challenge of their implementation through automatic promotion to the next class has largely borne negative implications on academic standards, now creeping into higher education as well. In order to have good output (graduates), the input (students admitted) must be good.

The public demand for quality assurance in higher education has mainly been motivated by the market forces brought about by the ever-changing needs of society. [2] In a competitive economy, market forces dictate the quality of products and therefore their producers must match the demands. This extrapolates the employment of well-groomed experts. Much as the market forces dictate quality in education, essential values such as moral values should not be overlooked in higher education. A society without morals is a ruined one. Quality assurance should be looked at comprehensively, underscoring moral values as priority. For Katigondo seminary, quality assurance objective should not be compromised for the sake of satisfying merely public concern. The biblical admonition of St. Paul that "do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what the will of God is, what is good and acceptable and perfect" (Romans 12:2) should come to mind in formation houses. A critical analysis of such concerns and values must precede action. Therefore, in establishing a distinct quality assurance unit to oversee quality in the seminary, comprehensive parameters of quality assurance should be considered for academics as well as human and pastoral formation.

Conflicts of Interest

The author declares no conflicts of interest.

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