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Analyzing the Impact of Re-Organizing the Higher Education System Based on Religion and Spirituality in Uganda

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ARTICLE INFO	ABSTRACT
	SUBJECT & OBJECTIVES: The enhancement and progress of Uganda's higher education system necessitate a foundational integration of religion and spirituality, the vital components that uphold the interests and dignity of Ugandan citizens. This research aims to scrutinize the profound effects of a religious and spiritual-based higher education system on both individuals and the broader societal framework. **METHOD & FINDING**: Employing a descriptive-analytical approach, this study conducts a comprehensive investigation into Uganda's higher education system through case studies and document analysis. Additionally, it explores the multifaceted dimensions of religion and spirituality within this context. The findings indicate a positive correlation between implementing a holistic religious and spiritual lifestyle and its constructive impact on the personal and communal aspects of Ugandan citizens' lives within the higher education sphere. **CONCLUSION**: Uganda's higher education system faces challenges that significantly impact individual and societal prosperity, leading to widespread criticisms and skepticism. Consequently, it has garnered low scores both locally and internationally. The cultivation of a lifestyle guided by religious and spiritual principles such as freedom, dignity, equality, and justice demonstrates a beneficial influence on the lives of Ugandans. Therefore, integrating religion and spirituality within higher education is a potential avenue to positively transform individual trajectories and societal paradigms, fostering the emergence of independent, esteemed, and morally grounded Ugandan citizens.
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Introduction

The higher education system of Uganda, being primarily based on the British system, experiences challenges that make it incapable of meeting the current needs of its citizens; Including the disorientation of the current system from reality by focusing on insignificant foreign cultural concepts and artifacts, promotion of theoretical learning as opposed to practical learning, the inability of graduates' capacity to solve prevailing challenges, and teaching an irreverent curriculum. *(Naiga, 2010)*

Likewise, a substantial number of science students have encountered limited encouragement to engage in comprehensive research within our diverse natural milieu, unlike their counterparts in other nations, consequently leading to their progression and the advancement of their respective countries.

Furthermore, the prevailing educational framework persists in delivering instruction in foreign languages, neglecting indigenous linguistic contexts. This sentiment is succinctly encapsulated in *Nuwagaba's* assertion: Students in higher institutions are bombarded with material, most of which is not useful at all, at least in terms of helping an individual to harness his/her environment for one's benefit or the benefit of society. *(Nuwagaba, 2005)*

In addition, some of the higher education institutes (HEIs) in Uganda are profit-oriented while students are examination-oriented. *(Mugagga 2016)*

There are also ethical issues resulting in challenges such as corruption, bribes, discrimination, and so on, leading to protests at various universities.

Therefore, the mentioned and other unmentioned challenges create a burning need to re-organize the system to curb those anomalies. When the higher education system operates based on religion and spirituality, its impacts are felt by individuals and society at large since the higher educational institutions produce the workforce and indeed generate knowledge and new information that sustains and develops the community. *(Nakimuli, 2015)*

Additionally, one can take notice of the education system in Iran and discover a growing repository of empirical studies that shed light on how the Iranian education system has excelled by primarily being based on religion and spirituality. However, due to the growing influence of Western culture and secularism in Uganda, there is a serious need to show the impact of establishing our higher education system on a religious and spiritual foundation.

Therefore, the main research question is what are the individual and social impacts based on religion and spirituality in Uganda's higher education system?

Theoretical Foundations and Research Background

Religion refers to a series of beliefs, practical rules, and moral instructions that are

divinely brought from God to guide humankind. *(Javadi Amoli, 2007)*

According to the *Uganda Bureau of Statistics (2016)*, 9% of Ugandans are Roman Catholic, 32% Anglican, 11% Pentecostal Christian, and 14% Muslim; While other religious groups and those without religious affiliation constitute 5% of the population. Agnostics and atheists combined are only 0.2%. Conversely, spirituality entails an internalized engagement with religion, focusing on self-purification and the practice of virtuous actions. (*Elhaminia, 2008*)

This underscores the significant influence of religion on the lives of Ugandans, advocating for its crucial role within the higher education framework. The integration of both secular and religious knowledge underscores their complementary nature and thus emphasizes the importance of incorporating religion within the higher education system. *(Rabbani Golpayegani, 2018)*

Various researchers have proposed many ways to improve the education system in Uganda, to curb down challenges faced by it, such as streamlining policies to entrench skill development rather than academic work and examination. *(Nuwagaba, 2005)*

However, it is important to note that academic work and examination should be considered as a means for skill development. This is because, in religion and spirituality, someone has to be tested.

The Holy Qur'an says:

"Do the people suppose that they will be let off because they say, 'We have faith,' and they will not be tested?" (Qur'an, 29: 2)

In conjunction with the above, the system of higher education founded on religion fosters individual growth such as the increase and expansion of talents, courage, a sense of responsibility, and so forth. It also benefits society, for instance, it promotes social determination and independence, etc,.

This can be achieved through religion which encompasses all spheres of life including both material and spiritual requirements for the perfection of all human beings.

The holy Qur'an mentions the following about the comprehensiveness of religion:

"So set your heart as a person of pure faith on this religion, the original nature endowed by Allah according to which He originated mankind. There is no altering Allah's creation; that is the upright religion, but most people do not know". (Qur'an, 30: 30)

This implies that an advanced higher education system needs proper religion to awaken HEIs to make advancements in individual traits and flourish in our country.

After all, religion encourages systematic Ijtihad and independent mental reasoning in understanding and responding to needs. As a result, the system of education

will be able to adapt to dynamism in any given period leading to its thriving. *(Motahhari, 2011)*

Consequently, the credibility of the proposed system relates to the tremendous success achieved by religiously oriented top-ranking HEIs such as Uganda Christian University (UCU) and Islamic University in Uganda.

Based on multiple research endeavors conducted in Uganda, including *Okiror (2017)*, religion, predominantly facilitated by its associated organizations, has demonstrated a significant role in delivering spiritual sustenance and contributing considerably to the social welfare of its adherents.

Furthermore, findings from various studies indicate that religious institutions assume a multifaceted role, extending beyond spiritual guidance. These organizations actively engage in civic education, undertaking the responsibility of educating their followers comprehensively across political, socioeconomic, and cultural spheres to foster developmental initiatives.

Additionally, they advocate for the safeguarding of fundamental Human Rights, provide support to marginalized or vulnerable groups, and promote values such as political and religious tolerance within the community, among other influential endeavors.

Religious tenets constitute a pivotal influence within the framework of higher education. For instance, in his conceptual framework addressing educational deficiencies in Uganda, *Harrison (2017)*

underscores the finite nature of self-control, asserting that its utilization becomes imperative in decision-making.

This underscores the profound role of religion within the educational sphere, offering a pathway toward the cultivation of capable and self-assured graduates.

Davoudi & Karamadpishe (2021) expound upon the extensive historical underpinnings of an education system rooted in religious principles. Primarily, religious scriptures harbor educational precepts, encapsulating numerous verses and narratives delineating the value of knowledge, its inherent virtues, the imperative nature of learning, and the guiding principles for both knowledge acquisition and scholarly pursuits.

Also, according to *Abedi & Mousavinasab (2023),* these textual foundations serve as cornerstones for religious scholars, shaping their perspectives and philosophies regarding education. Hence, this serves to underscore the pertinence and significance of our research endeavor.

Thus, the above background motivates us to analyze the impact of re-organizing Uganda's higher education system based on religion and spirituality.

Foundations of the Religious and Spiritual Higher Education System

The following are the philosophical foundations of the higher education system based on religion and spirituality.

Firstly, the higher education system should be based on a

religious worldview as opposed to being only secular, as the education system is currently based. The worldview helps in formulating the philosophy of education for a higher education system. *(Davoudi & Karamadpishe, 2021)*

The following verses can help in deriving religious a worldview:

"Whoever is on the earth will perish, and the only thing that remains is your Lord's majestic and magnificent presence". *(Qur'an, 55: 26-27)*

For by him, all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions or rulers or authorities things were created through him and for him. *(Bible, Colossians. 1: 16)*

From the above two verses, we deduce the following: God, as the sovereign entity, holds dominion over the entirety of the universe, governing its laws and principles; While vast and expansive, the universe possesses inherent limitations and boundaries, defining its scope and extent.

The natural world, despite its grandeur and complexity, remains subject to the inevitable course of annihilation, implying an ultimate end or cessation.

Within the fabric of existence, there exists a dichotomy between the perceivable, tangible world and the unseen, metaphysical realm, shaping a comprehensive reality.

God embodies absolute perfection in every conceivable

aspect and stands as the ultimate source and epitome of all forms of perfection that manifest in the universe.

Secondly, following a religious worldview, the foundational principles guiding the structuring of the higher education system encompass a range of fundamental values:
- Intellect ('Aql), Revelation, and Experience: Acknowledging these as primary sources that enable the identification and validation of authentic values within educational settings.

- Reality and Rationality: Fostering an environment that values empirical evidence and logical reasoning as pillars for understanding and interpreting knowledge.

- Freedom: Upholding the freedom to explore ideas, express opinions, and engage in critical thinking within academic discourse.

- Justice: Ensuring fairness, equity, and impartiality in the distribution of educational resources and opportunities.

- Pure Life, Ideal Human Existence: Aspiring toward the cultivation of a life deeply rooted in purity, integrity, and spiritual fulfillment as an ultimate goal of human existence.

- Merit of Righteous Deeds: Placing significance on ethical conduct and moral virtues as essential components of the educational ethos.

- Coherence: Striving for a harmonious integration of diverse sources of knowledge and perspectives within the educational framework.

- Priority and Flexibility: Prioritizing adaptability and openness to new ideas, allowing for an evolving and dynamic educational system.

- Emphasis on Science and Knowledge: Promoting the pursuit and appreciation of scientific inquiry and scholarly endeavors.

- Art and Beauty: Recognizing the aesthetic and creative dimensions as integral facets of holistic education.

- Respect for the Natural Environment: Instilling a sense of responsibility and reverence for the natural world within educational practices.

These delineated values underscore the foundation of a religiously and spiritually informed higher education system, encompassing a holistic approach that integrates diverse facets of knowledge and ethical conduct. *(Davoudi & Karamadpishe, 2021)*

Thirdly, the anthropological basis for the higher education system based on religion and spirituality includes the following: Duality of human life (material and spiritual life), end of human life, the existence of human free will, human primordial nature, the human being as God's representative on earth, human dignity and respect, equality of human beings, gradual formation of human identity, multi-dimensional human identity, human being encountering challenges and threats, human dependency on God, and his dependence on experienced people.

The aforementioned highlights anthropological foundations for a religious and spiritual

higher education system. *(Group of Authors, 2017)*

The following elucidates the epistemological underpinnings for the higher education system. These foundational aspects encompass the accessibility of knowledge, its alignment with reality and truth, the categorization of knowledge into certainties and conjectures, and the diverse sources of knowledge including intellect, soul, the five senses, and revelation.

Additionally, it acknowledges the finite capacity of human intellect while also recognizing its potential for innovation and exploration of new dimensions of reality. These tenets derive from a religious worldview, shaping the framework of understanding within higher education. *(Ibid)*

According to *Davoudi & Karamadpishe (2021),* to launch our higher education system on religion and spirituality, we have to critically take into consideration the above-mentioned foundations.

Consequently, these foundations act as pillars for other elements of higher education such as goals, principles, content, methodologies, and so forth.

Principles of the Religious and Spiritual Higher Education System

The principles of higher education based on religion and spirituality are explained in the form of general and specific principles of education.

The following outlines these principles:

General principles cast a shadow on the entire process

of higher education. The general principles include; the principle aspect of the centrality of God, primordial nature, hereafter, conformity with religion, comprehensiveness, suitability and coherency, priority, flexibility, and moderation. *(Abedi & Mousavinasab, 2023)*

The programs' goals and content for each faculty must be adjusted to be compatible with the general goal of education. Therefore, an education system that bases its plans, actions, and activities on the aforementioned principles is suitable for needs. On the other hand, education, which is against the above principles is against primordial nature and divine religion. *(Delshad Tehrani, 2013)*

Specific immediate principles are those which tackle more precise issues in the education process compared to the general ones. These principles include gradual continuity, observing individual differences, the authenticity of educators, observing and promoting the freedom of educators, observing justice among students, leniency, wisdom, responsibility, and reform.

These principles are important, for example, based on the principle of continuity, for higher education to progress correctly, it should be constantly reviewed and new plans should be implemented. *(Maleki, 2011)*

The Goals of the Religious and Spiritual Higher Education System

By critically analyzing the foundations, higher education

goals are classified into ultimate, intermediate, and immediate specific goals. The ultimate goal is the last and highest goal of higher education, beyond which there is no other goal. Intermediate goals are less comprehensive than the ultimate goal and more comprehensive than immediate goals, and their achievement is necessary to reach the ultimate goal.

For any system of higher education to be fruitful, it needs an ultimate goal. Based on the religious worldview, the general ultimate goal of higher education is consciousness and voluntary closeness to God. The higher education system should have the above-mentioned ultimate aim; Because God dominates the entire universe and He is

the ultimate end as mentioned in the above verses. *(Baqiri, 2008)*

The delineation of intermediate objectives within higher education originates from the fundamental tenets espoused by a religiously grounded educational system.

These foundational principles encompass various aspects, notably the comprehensive capacity of religion to address universal human requisites transcending temporal and spatial boundaries, the divine primacy inherent within, and the distinct characterization of human existence, among others. Concomitantly, the specific intermediate goals within higher education are delineated, encompassing the cultivation of individuals' primordial disposition, the establishment of an identity

characterized by devout servitude to the divine, and the attainment of a life marked by virtue and fulfillment.

Hence, it becomes imperative within this educational framework to foster and cultivate a primordial disposition conducive to the establishment of an identity rooted in devout servitude to the divine, ultimately culminating in the realization of a life imbued with virtue and fulfillment. *(Davoudi & Karamadpishe, 2021)*

Finally, the specific immediate objectives within higher education, akin to other overarching goals, ought to align with the prescribed foundational principles. These objectives encapsulate specialized aims tailored for distinct faculties and diverse academic departments. For instance, within the purview of the Faculty of Science and Technology, one such objective entails acquainting educators with religious viewpoints concerning the domain of science and technology.

This entails equipping educators with a comprehensive understanding of the significance of science and knowledge, the underlying purpose of scientific pursuits, the ethical utilization of scientific advancements in daily life, and the ethical conduct expected of scholarly practitioners within the scientific realm, among other pertinent considerations. *(Group of Authors, 2017)*

Individual Impacts Based on Religion and Spirituality in Uganda's Higher Education System

1. Dignity and Respect

Religion and spirituality promote and advocate individual respect as mentioned in the Qur'an:

> *"Indeed, we have dignified the children of Adam…". (Qur'an, 17: 70)*

This means that no one has a right to violate others' rights. Each one enjoys equal rights. That's why respect and dignity are among the principles of a religiously based higher education system.

Thus, by establishing this system upon religion, individual rights and dignity will be preserved and promoted. As a result, vices like discrimination based on gender, tribe, and so on will be eliminated.

2. Modesty

Religion and spirituality foster a sense of modesty that aligns with the cultural ethos in Uganda, encompassing aspects such as appropriate attire, deference to elders, and humility.

Gilani (2008), contends that modesty engenders a comprehension of the divine splendor and serves as the foundational element for other virtues such as reverence, piety, and a sense of accountability before the divine. This sentiment is echoed in the Qur'an, which expounds:

> *"The servants of the All-beneficent are those who walk humbly on the earth, and when the ignorant address them, say, 'Peace'". (Qur'an, 25: 63)*

Higher education Institutes in Uganda face the problem of lack of modesty. This stems from copying disgusting foreign cultures, for example, students dress inappropriately at university campuses leading to an increase in sexual harassment, and so forth. Hence, establishing our system upon religion and spirituality will have a great impact on individual modesty leading to the preservation of our culture.

3. Courage

Religion and spirituality give courage to individuals. Graduates from various higher education institutes, as previously mentioned, cannot respond to critical situations due to a lack of courage. Courageous individuals often use this quality to act in seemingly difficult situations and are never afraid of the number and power of their enemies. This is because they believe that:

"Indeed, those who have said, Our Lord is Allah, and then remained on a right course there will be no fear concerning them, nor will they grieve". (Qur'an, 46: 13)

Therefore, basing our education system on religion and spirituality will produce courageous graduates who are ready to face any challenging situation. This in return will lead to the development of independent individuals willing to serve their country and who are strong enough to fight any power that degrades their motherland.

4. Knowledge and Insight

Having accurate, necessary knowledge and insight is one of the profound objectives aimed at higher education. Religion provides insight to its followers; Aas the *Qur'an* says:

> *"Say this is my way. I summon to Allah with insight and he who follows me...". (Qur'an, 12: 108)*

Based on the mentioned verse, the following religion provides the ability and power to discover hidden inner truths by paying attention to the apparentness of affairs. Insight provides us with divine light that helps to see the realities.

Consequently, an individual endowed with such insight is disinclined to engage with or impart superfluous courses and content. A higher education framework rooted in religion is poised to furnish students and educators alike with this insightful perspective, thereby diminishing the inclusion of extraneous elements within our curriculum.

5. Strengthening the Spirit of Performing One's Duties

Religion and spirituality result in strengthening the spirit of performing one's duties. In this respect, Imam Khomeini said:

> *We are responsible for acting upon our duty irrespective of achieving results or not. (Imam Khomeini, 1999)*

Fostered by this ethos, our educational system is poised to cultivate and yield conscientious citizens who conscientiously execute a national strategic development

agenda. Such an approach serves to mitigate issues stemming from neglect or irresponsible governance, thereby curbing challenges associated with inadequate administration.

Consequently, this substantiates the pivotal role of religion and spirituality as the underpinning cornerstone of Uganda's higher education framework.

6. Creativity and Actualization of Talents

Religion and spirituality result in creativity and the actualization of talents. This can be evidenced in the Qur'an when God instructs His prophet, *David*:

*"... Certainly, We gave David our grace: 'O mountains and birds, chime in with him!' And We made the iron soft for him, * saying, 'Make easy coats of*

mail, and keep the measure in arranging [the links], and act righteously. Indeed, I watch what you do". (Qur'an, 34: 10-11)

This verse illustrates religion's advocacy for practical education, evident in the directive to "Make easy coats of mail".

This signifies that adherence to religious teachings may enable students of science to engage in innovative practices, leveraging natural resources for the creation of various tools. Such an approach fosters the development of practical and vocational proficiencies, potentially positioning our nation on a global scale akin to countries like Iran.

Social Impacts Based on Religion and Spirituality in Uganda's Higher Education System

1. Strengthening Patriotism, Determination and Trust

Inculcating religious and spiritual principles within the framework of higher education engenders spiritual equilibrium and tranquility, fostering attributes like resolve, determination, and self-assurance.

Individuals fortified with self-assurance actively engage in pivotal decision-making processes and proffer innovative propositions. Their confidence shields them from apprehensions regarding critiques, enabling them to embrace diverse perspectives and benefit from constructive feedback, thereby adeptly fulfilling their responsibilities.

Spirituality serves as the wellspring of human self-assurance and determination. As elucidated in the *Qur'an (8: 65)* religious principles profoundly shape the mindset, impel motivation, and fortify self-assurance by cultivating self-awareness, understanding of purpose, comprehension of surroundings, and connection with the divine.

Consequently, motivation stemming from faith endures with greater steadfastness and constancy compared to motivations grounded solely in materialistic or worldly aspirations.

Additionally, spirituality stimulates patriotism. Spiritual nutrition strengthens national confidence and self-sufficiency and leads to the continuity and development of desired political structures. *(Ref: Ghadr Welayat Cultural Institution, 2007)*

Thus, a higher education system installed with spirituality will produce graduates who are motivated and self-sufficient for the development and achievement of national goals and plans.

2. Unity, Social Solidarity, and Integration

Basing the higher education system on religion and spirituality will lead to social solidarity and integration.

Creating unity and maintaining social integrity is one of the other functions of spirituality in society. This is due to the concept of religious brotherhood, which originates from the elixir of spirituality. (*Misbah Yazdi, 2013, Vol. 3: 94*)

Also, the prophet Muhammad said:

"Believers are like organs of the same body so that if one organ suffers from pain, the other organs will lose their peace". (Hurr Amili, 2008)

Today, we have many enemies in our country trying to destroy national solidarity. Thus, we need a system of higher education that will instill the spirit of national unity. This system is none other than the religious and spiritual system. To emphasize that, Imam Khomeini said:

"Pay attention to spirituality, divine duty and remembrance of God, maintain unity and establish brotherhood". (Imam Khomeini, 1999)

3. Development and Prosperity

The primary goal of Uganda's educational framework centers on fostering development and prosperity, with substantial governmental investment directed

toward research endeavors aimed at alleviating poverty. A strategic alignment of the higher education system with religious and spiritual underpinnings holds promise in advancing this overarching objective.

Spirituality and materialism are recognized as twin facets of progress and advancement; While material resources contribute significantly to development, spiritual dimensions often provide complementary avenues for advancement, particularly in scenarios where material resources may prove inadequate.

The comprehensive and holistic nature of spiritual approaches affords unique advantages, fostering a robust work ethic within individuals. This cultivation of conscientiousness, dedication, and societal responsibility

catalyzes progress and prosperity, even amid constraints of limited or fragile material resources. *(Imam Khomeini, 1999)*

Spirituality is acknowledged as a catalyst for guidance and rectification *(Qur'an 36: 11)* underscores the notion that spirituality opens pathways to correction and happiness. As highlighted by *Imam Khomeini (1999)*, this aspect enables human advancement through admonition, guidance, and collective endeavors toward societal objectives.

When spirituality transitions into a collective mindset, it holds the capacity to address societal challenges, consequently fostering both social and scientific advancement. This, as asserted by *Motahhari (2011)*, augments human capabilities across various domains.

Reconfiguring Uganda's higher education system to center on religious and spiritual principles is posited as a means to foster development and prosperity. It is argued that only those steeped in spirituality possess the potential to contribute to the salvation and advancement of their nation and society.

4. Innovation and Entrepreneurship

Innovation and entrepreneurship are the main objectives of all higher education institutes in Uganda. This is why all institutions and organizations regard innovation as an important aspect of their development.

Religion presents the best spiritual plan and regards innovation and entrepreneurship as the basis of daily life so that a faithful and spiritual person can be innovative, and up-to-date.

The prophet Muhammad said: *"He whose two days are equal is a sure loser". (Majlisi, 2011)*

"Anyone who pursues business becomes independent from people". (Majlisi, 2011)

From the above narration, we understand that not only retreat but also stagnation and not doing something are contrary to faith and spirituality. Therefore, establishing higher education on religion and spirituality will boost innovation and entrepreneurship.

5. Promoting Hygiene and Health

Health and hygiene are still a problem in Uganda that must be solved by re-organizing the Ugandan higher education system based on religion and

spirituality; This is because observing personal hygiene and social etiquettes like brushing the teeth, cleanliness from impurities, hygiene of public places, and so on is a requirement for performing many religious duties, which increase spirituality.

The holy Qur'an orders believers:

> *"O Children of Adam! Put on your adornment on every occasion of prayer, and eat and drink, but do not waste; indeed, He does not like the wasteful". (Qur'an, 7: 31)*

This suggests that individuals with a spiritual inclination tend to exhibit a demeanor characterized by tidy attire and a conscientious effort to preserve the environment and utilize resources judiciously.

Furthermore, the inference drawn from this context supports the notion that framing the education system around religious and spiritual principles can potentially bolster advancements in health sciences.

Consequently, such a paradigm shift could lead to a heightened focus on addressing health concerns prevalent in Uganda.

6. Protecting the Environment

Organizing the framework of Uganda's higher education system around religious and spiritual principles holds the potential to mitigate the escalating environmental degradation.

Despite substantial financial investments and numerous pledges aimed at preserving the planet, the outcomes have remained elusive. However, religious and spiritual

perspectives regard natural resources- such as water, land, forests, and minerals- as divine endowments bestowed upon humanity, emphasizing their judicious utilization and responsible bequeathal to future generations. *(Bsoul et al, 2022)*

Adherents to faith often possess a heightened sense of duty in safeguarding these divine trusts compared to others, stemming from their deep-rooted faith and spirituality. Certain religions, such as Islam, advocate fervently for practices like afforestation, land preservation, resource conservation during conflicts, and prohibition of weapons capable of mass destruction.

Thus, the Qur'an explicitly prohibits corruption and encourages rational moderation in the consumption of natural resources. This can be evidenced in the following verse:

"And they strive throughout the land [causing] corruption and Allah does not like corrupters". (Qur'an, 5: 64)

Emphasizing religious and spiritual tenets within Uganda's higher education system is envisioned to serve as a protective measure for the ecosystem, aligning with these principles of environmental preservation and responsible resource stewardship.

In the table below, the general results of the research are stated:

Table 1. Impacts of Higher Education Based on Religion and Spirituality

Bases of Education	Principles of the Higher Education System	Impacts of the Religious and Spiritual Higher Education System
World view; God the Creator Anthropology; Man has a soul and body Values; Belief and righteous action Epistemology; Emphasis on knowledge	General: The principle of centrality of God, Primordial nature, Hereafter, Conformity with religion, Comprehensiveness, Suitability and coherency, Priority, Dynamism, Moderation	Impact on Individuals: Piety, Glory and honor, Modesty, Affection, Contentment, Courage, Knowledge and insight, The spirit of performing one's duty, Creativity and actualization of talents
Goals of Higher Education	Specific Principles	Impact on Society
The ultimate goal; Closeness to God. Specific intermediate goals Specific immediate goals	Gradual continuity, Observing individual differences, Having authentic educators, Observing and promoting freedom of educators, Observing justice between students, Leniency, Wisdom, Responsibility, Reform	Strengthening patriotism and unity, Increasing social status, Promoting social stability and peace, Development, and prosperity, Promoting hygiene and health, Protecting the environment, Increasing dignity

Conclusion

The higher education landscape in Uganda grapples with multifaceted challenges that significantly impede both individual and societal advancement. The most serious of them is that the system is fundamentally British paying less attention to the indigenous needs of Ugandan citizens.
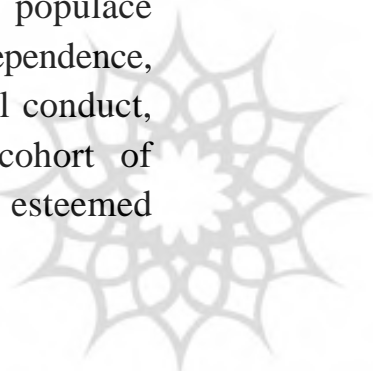
These challenges have invited widespread criticism and skepticism, reflecting in the education system's underperformance on local and global academic indices. Embracing a lifestyle guided by religious and spiritual principles and embodied by values such as freedom, dignity, equality, and justice, has demonstrated a constructive impact on the lives of Ugandans.

A Religious and Spiritual Education System endeavors to achieve closeness to God as the ultimate objective as seen in this article. This can be obtained by making sure that this final objective is reflected in the entire parts of this system. For instance, principles such as justice, which is a governing part of this system should be observed to achieve nearness to God. By doing so, we will be able to establish the higher of higher education system on religion and spirituality.

Thus, integrating religious and spiritual principles within higher education stands poised to exert a positive influence on both individual and societal domains; As mentioned such as knowledge and insight, the spirit of performing one's duty,

creativity and actualization of talents, strengthening patriotism and unity, increasing social status, promoting social stability and peace, and so forth.

This integration is envisioned to foster the emergence of a populace characterized by independence, integrity, and ethical conduct, contributing to a cohort of morally upright and esteemed Ugandan citizens.

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Author Contributions

The corresponding author collected primary and secondary data about higher education in Uganda. The second author has also analyzed the religious point of view on religion and spirituality using commentary methodology. Therefore, both authors discussed the impact of religion and spirituality on the Ugandan higher education system.

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