

**THE UNIVERSITY BASED FACTORS AND QUALITY OF SERVICE DELIVERY
TO STUDENTS LIVING WITH DISABILITIES IN HIGHER EDUCATION
INSTITUTIONS: A CASE OF KYAMBOGO UNIVERSITY**

BY

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**A DISSERTATION SUBMITTED TO THE SCHOOL OF MANAGEMENT SCIENCE
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DECLARATION

I hereby declare that, to the best of my knowledge and belief, am the sole author of this dissertation. The work presented in this dissertation has never been submitted to Uganda Management Institute before for the award of a Master's degree in Higher Education Management and Administration, or to any other University / Institution for any academic award. Thus, the work is original, a result of my own research, and where other people's research was used, the authors have been dully acknowledged.

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APPROVAL

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DEDICATION

This research work is dedicated to my family most especially my mother who missed me dearly in the course of writing this book. It was a long and hectic journey.

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ABSTRACT

The study investigated the university based factors and quality of service delivery to students living with disabilities at Kyambogo University. The study was based on the following research objectives; to establish the extent to which accessibility contributes to the quality of service delivery to the disabled students at Kyambogo University, to establish the extent to which curriculum has contributed towards quality of service delivery to disabled students at Kyambogo University and to establish the extent to which staff capacity contributes towards quality of service delivery to the disabled students' at Kyambogo University. The study employed a case study design and both quantitative and qualitative approaches. In total, a sample of 125 respondents was chosen who included administrators, technical staff, non technical staff and disabled students. The data collection methods used were questionnaires and interviews. Data was analyzed using Pearson correlation coefficient and regression analysis. The study findings revealed that there is a positive significant relationship between accessibility and quality of service delivery, there is a positive significant relationship between curriculum and quality of service delivery and lastly staff capacity and quality of service delivery to students with disability in KYU is positively significantly related. It was concluded that: (i) Kyambogo University still has a problem given the fact that some buildings are not accessible to students with disabilities. Some students have not been able to access information given the delay in feedback, and also some information put on notice boards is not accessible given the fact that notice boards are crowded all the time. Some of the vital information on notice boards is removed before the PWDs can access it. Lecturers are conducted in crowded classes that make it uncomfortable to students with disabilities to access. (ii) The curriculum does not cater for people with disabilities and needs to be adjusted; some courses have contents that don't suit the PWDs in this sense. The lecturers use a style of teaching that does not favor the impaired; the absence of brailles has worsened the whole situation. (iii) Some of the KYU staff members lack the expertise in handling PWDs and therefore are not trained on how to deal with students with disabilities.. The students complained of not receiving enough guidance from lecturers. It was recommended that (i)There is need to improve on the infrastructure (roads, buildings) electronic devices (modern ones e.g internet services with jaws programmes for the blind, buildings with loop systems for the deaf. KYU should employ the visual impaired person responsible for braille Many times the students meet the costs of the services rendered to them by guides and interpreters. (ii) The curriculum should be adjusted to suit some learners with visual impairments by removing some contents in the courses taught that don't favor the visually impaired. (iii) Lecturers should get sufficient training on how to handle and deal with the PWDs in class. And lastly, there is need to train the staff on how to handle students with disabilities. Staff training on overall school inclusion plan should be high on the list of needs as well.

CHAPTER ONE

1.1 Introduction

This chapter introduces the key study concepts i.e. the background to the study, the research problem, objectives, research questions, hypotheses, conceptual frame work, and significance of the study, justification of the study, scope, and operational definitions.

1.1.2 Background to the study

This study examined the university based factors and quality of service delivery to the students living with disabilities at Kyambogo University. University based factors was treated as the independent variable of the study and these constituted accessibility to infrastructure and information, curriculum, and staff capacity. Quality of service delivery was treated as the dependent variable in the study. This constituted mobility, training, and communication services that lead to retention, participation and progress in education.

1.1.3. Historical background

Since the UN Universal Declaration on Human Rights which was released in 1948, there has been legislation on providing Education For All in the world. The Convention on the Rights of Persons with Disabilities entered into force in 2008 and was ratified by the UK in 2009. Article 24 of the Convention provides for the rights of Persons with Disabilities (PWDs) to education. Education For All is critical for realizing the full potential of PWDs.

Studies in the United States show that youth with disabilities have a higher rate of alcohol and drug abuse than their peers (Holler and Morgan, 2004, Holler, 2005 and Kesslei and Kein, 1995). Further, youth with disabilities remain under represented in higher institutions

of learning though numbers are increasing in some countries (Organization for Economic Co-operation and Development- OECD, 2003).

UNESCO (2003) estimates that 98% of children with disabilities in developing countries do not attain school and 99% of girls are illiterate. By the time they enter adolescence, many youth run a high risk of being illiterate leading to restricted opportunities for further education and employment.

Uganda is among the countries that ratified the UN convention on Human Rights. As a country, it has come up with very many good policies that protect Human rights and it has tried to implement such policies. However, the implementation of inclusive education policy has taken up fairly well at grass root levels of education but still faces challenges at higher institutions of learning (Kirsten Kristensen & Martin Omagor Loican, 2011).

Whereas government has put up such policies, there is still lack of sensitization amongst its masses; some families do not feel that PWDs should receive education. Often some people think that PWDs are incapable of learning (Groce 2004). In some of the supportive and encouraging communities, PWDs face several challenges in obtaining higher education. This is because universities in Uganda see themselves as ivory towers, they are inaccessible, lack appropriate facilities and do not provide PWDs with the necessary assistive devices. The University assessment strategies continue to discriminate against PWDs Sarah Bunoti (2010)

1.1.4 Theoretical background

This study was guided by the institutional theory advanced by Meyer and Rowan (1977). According to these theorists different components of the institutional theory can explain how the elements are created, diffused, and adapted over space and time; and how they fall into decline and disuse. Scott (1995) contends that, in order to survive, organizations must

conform to the rules and belief systems prevailing in the environment (DiMaggio and Powell, 1983; Meyer and Rowan, 1977). Therefore, the university based factors and quality of service delivery for the disabled students in higher education institution depends on the systems existing in both the external & internal environments of the institution. The theory portends that, for such a university like Kyambogo, to survive it must conform to the rules and the beliefs prevailing in the environment. In the view of the university, thus Kyambogo University, it has got, to maintain its survival in the market by conforming to the needs of its customers and i.e. by providing quality services.

1.1.5 Conceptual background

Disability can be explained in terms of any restriction that results from impairment and hinders a person from performing an activity within the range considered normal for a normal person (Heward, 2006, Hardman, Drew & Egan, 2005). According to the UN Convention on the Rights of Persons with Disabilities (2006), Article 1, persons with disabilities include those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full effective participation in the society on equal basis with others. In this regard, disability is seen as a socially created problem. This definition focuses on the elimination of barriers created by society that prevent persons with differences from enjoying their human rights on equal basis with others in relation to education (UNESCO, 2005).

The aim of inclusive education is to remove the historical exclusion within and outside of the school through the enactment and modification of legislation, policies and educational management practices in order to promote the reorganization of the educational systems and the acceptance of all students independent of their differences, (Rustemier, 2002, Rieser, 2009). Differences among students may be related to disability, gender, size, colour or

ethnicity and disability is just one of these differences and does not limit one's strengths and abilities. Inclusive education recognizes that these differences are valuable and bring creativity and through them ideas are shared and experienced. In other words, inclusion is about transforming systems to be inclusive of everyone and not about inserting persons with disabilities into existing structures (UNICEF, 2009). For purposes of this study, university based factors referred to accessibility to, curriculum and staff capacity. quality of service delivery was measured in terms of Mobility, Communication, teaching and training services that will constitute to progression, retention and participation.

1.1.6 Contextual background

Numerous efforts have been made to provide education for learners with disabilities since 1950s, when the British empire society for the blind, presently known as Sight savers was founded which led to the construction of the school for the blind in Wanyange girls secondary school in 1962. This was an earlier attempt to integrate the blind and sighted pupils in Uganda (okech, 1993). Since then a number of units have been opened in mainstream Ugandan schools and institutions of higher education, including Kyambogo University. For this particular study Kyambogo university will be a case study

Kyambogo University (KYU) is one of the government second largest public university in Uganda. KYU was established by an Act of Parliament 2003. It is a center for training, research consultancy in the field of science technology and Special Needs Education. The institution has been experiencing high student enrollment in the recent years and this study aims at investigating the university based factors and mod of service delivery in the education of the disabled students at KYU. This institution is well known for its highly specialized and competent staff both on the local and international scene as far as management of special needs education is concerned at the faculty of special needs education and rehabilitation.

However ,because of its well articulated and managerial competences KYU has over the last decade created a competitive advantage which has made the prestigious university succeed and to a large extent becoming the first university to handle special needs students in Uganda. This is evidenced by the increased demand for the university's services locally and internationally. It is observed that due to intense student enrolment over the years.KYU saw it important to widen its base from a faculty to the entire university. KYU now faces a major challenge of preventing image damage to its students as well as its competitors in the education sector over the implementation of inclusive education policy.

These challenges however, have created a need to change the university's implementation system of inclusive education to be more supportive and conducive to the, diverse customer need. While at the same time retaining the university's good reputation. KYU needs to know that the basis of its prestige and existence, are students. Therefore the institution needs to devise ways of improving on services delivered to the disabled students through putting in place provisions that cater for different disabilities among students i.e. through providing accessible housing to students living with disabilities in the institution such as: halls of residence, lecture rooms, wash rooms, library, computer laboratory, and university offices at large. KYU routine processes of providing information needs improvement. The university's current curriculum needs to be inclusive of the needs of the disabled students. Finally, the university's staff needs to be acting in the student's oriented manner and offering customized services and products to all its students at the university.

1.2 Statement of the Problem

Students living with disabilities at higher education institutions of Uganda have continued to face numerous challenges related to poor service delivery in their education. For some years now, with the introduction of UPE 1997 and USE 2007 by the Government of Uganda in

partnership with UNICEF (2000). It was aimed at education for all, moving towards inclusion for all, at all levels of education, to some extent this has been attained at the primary and secondary levels. Regrettably this has not been realized in higher education institutions as stated in the UN convention, Education for all (1991). The problem of access to higher education by PWDs is still a big issue.

Although some researches such as Kato (2000) and Kimbugwe (2002) have been conducted on Special Needs Education and Disability in Uganda, they do not adequately address the problem of accessibility, curriculum, and staff capacity to cater for all-inclusive education services for PWDs in higher institutions of learning in Uganda.

Therefore; if nothing is done in this kind of situation, there will be increased school dropout, high poverty levels and inferiority complex among the PWDs. Higher institutions of learning shall; receive low students turn up, pressure from the human rights organizations and suffer financial loss. Nationally, the country will be rated as a failure in the implementation of the human rights policies, loss of foreign assistance like grants and donations towards education, and failure in the achievement of the UN millennium development goals.

1.3 General objective

The general objective of the study was to investigate the university based factors and quality of service delivery to students living with disabilities at Kyambogo University.

1.4 Specific objectives

The specific objectives of the study were:

1. To establish the extent to which accessibility contributes to the quality of service delivery in the education of the disabled students at Kyambogo University.

2. To establish the extent to which curriculum has contributed towards quality of service delivery in the education of the disabled students at Kyambogo University.
3. To establish the extent to which staff capacity contributes towards the quality of service delivery in the education of the disabled students' at Kyambogo University.

1.5 Research Questions

The study attempted to answer the following research questions

1. To what extent has accessibility contributed towards the quality of service delivery in the education of students' with disabilities' at Kyambogo University?
2. To what extent has the curriculum contributed towards the quality of service delivery in the education of the disabled students at Kyambogo University.?
3. To what extend has staff capacity contributed towards the quality of service delivery in the education of the disabled students at Kyambogo University?

1.6 Hypotheses of the study

The study was premised on the following research hypotheses

1. Accessibility strongly contributes towards the quality of service delivery in the education of the disabled students in the higher education institutions.
2. Curriculum strongly contributes to the quality of service delivery in the education of the disabled students in the higher education institution.
3. Staff capacity has a direct impact on the quality of service delivery in the education of disabled students in the higher education institution.

1.7 Conceptual frame work

The diagram below is a conceptual framework that illustrates the relationship between the study variables which are university based factors (I.V) and the quality of service delivery (D.V)

Independent variable

Dependent variable

University Based Factors

Quality of service delivery

to the disabled students

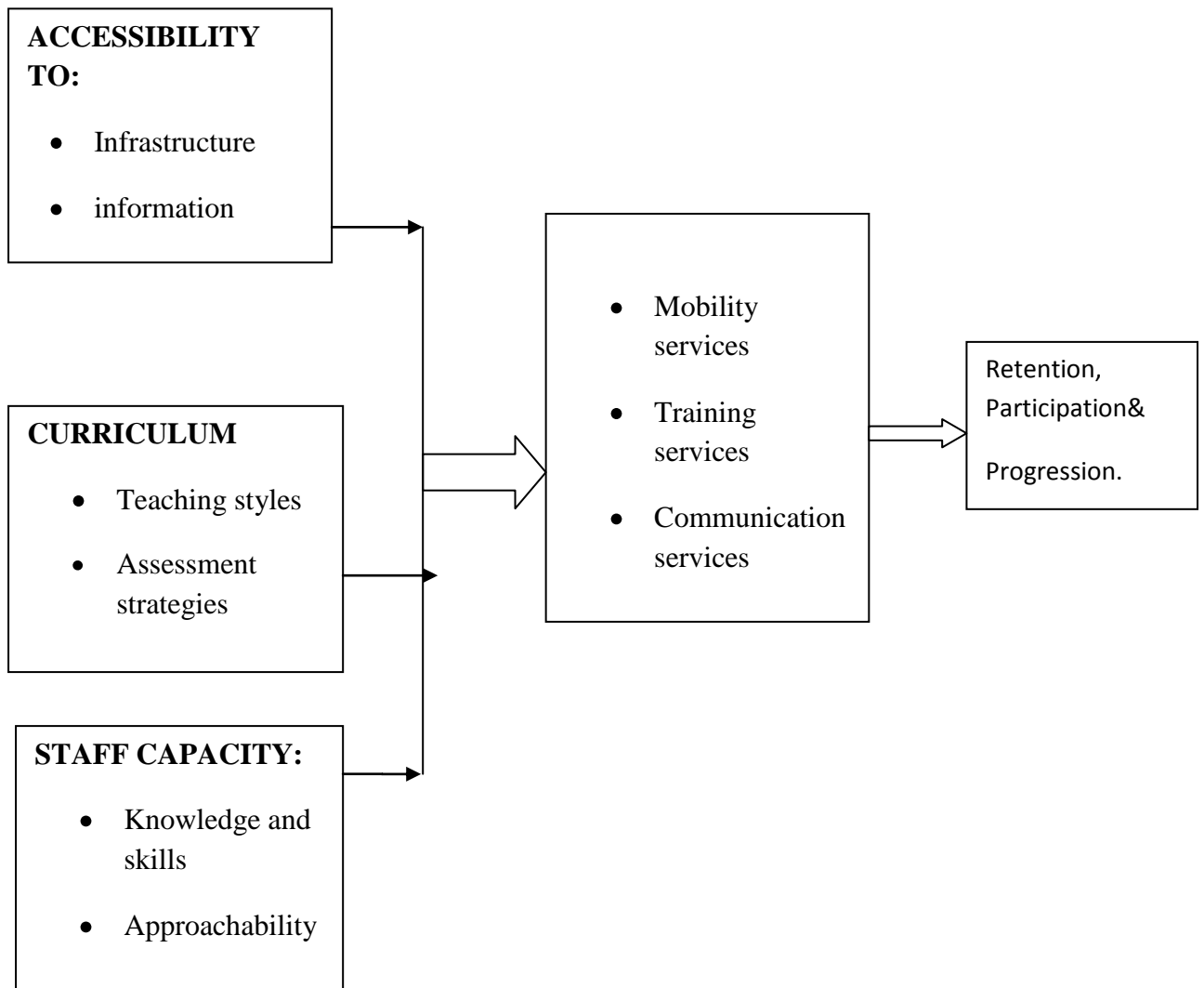


Figure 1 Conceptual frame work showing the relationship between the universities based factors and quality of service delivery to disabled students at KYU.

Source: Adopted and modified from Keaveney and Young (1997).

The conceptual frame work in figure 1 explains the relationship between the Independent variable (University based factors) described as accessibility, curriculum, and staff capacity, . The concept further stresses the influence of accessibility to infrastructure and information. The relationship stresses further by curriculum such as teaching styles and assessment strategies. The relationship is further stressed by staff capacity such as knowledge, skills, and approachability. The Dependent variable (quality of service delivery) described as mobility, training and communication services, will lead to retention, participation, and progression of the PWDs in their Education in the institution. The given University based factors dimensions explain the services which include mobility , training , and communication , delivered to meet the expectations of disabled students at Kyambogo university. If the students have a positive university experience they are more satisfied as compared to the students who have negative university experience.

1.8 Significance of the study

This study is expected to add to the existing wealth of knowledge on the challenges of accessing all inclusive education services by PWDs.

The study will contribute to a better understanding of the factors that negatively influence the effective access to all inclusive education services.

It is also expected that the study will help to raise awareness amongst all stakeholders, on matters concerning access of students with disabilities to higher education.

Furthermore, the study is expected to benefit educational leaders and managers as it will be one of the reference points to feed into their strategic plans to address the gaps in educational provisions for disabled people in the country.

1.9 Justification of the study

This study was conducted at a time when Uganda as a country is implementing its policies on inclusive education at all levels, and working towards achievement of the Millennium Development goals by 2015. The study therefore aimed at pointing out the factors that have hindered the proper implementation of inclusive education at higher institutions of learning and there after coming up with the best strategic solutions to curb the situation.

1.10 Scope of the study

1.10.1. Geographical scope

The study was carried out at Kyambogo University, which is located at Kyambogo hill. The university is located along Kampala –Jinja high way Banda, 8km from the center of Kampala city, the capital city of Uganda.

1.10.2. Content scope

This study examined the relationship between the independent variable (university based factors) described as accessibility to infrastructure and information, curriculum, and staff capacity and the Dependent variable (mod of service delivery) described as retention, participation and progress. The study involved the participants of KYU: i.e. the top managers of the administration, academic staff, and students living with disabilities.

1.10.3. Time Scope

The researcher was interested in studying the events that have taken place between the period of five years, thus from 2009 to 2013. This falls in the period in which the government policy on inclusive education is being implemented from the lower to the upper levels of education system in Uganda, geared towards the achievement of the millennium development goals. The researcher critically studied the cause and the effects of the study variables.

1.11 Definitions of terms

These are the major concepts in the study whose meanings are elaborated further;

Accessibility: This is the right or opportunity of reaching, obtaining and using a service and for purposes of this study, accessibility means to go to school, attain education and make use of existing facilities.

Disability: According to World Health Organization, disability is any restriction or lack of ability to perform in a manner or within a range considered normal for a human being (WHO, 1996).

Inclusiveness: Describes the integration of students with disability in the mainstream education system. The principle of integration is that schools should accommodate all students regardless of their physical, intellectual, social, emotional, linguistic or other needs (UNESCO, 1994).

Quality: It is the standard of something as measured against other things of a similar kind; the degree of Excellency of something.

Service delivery: According to Cambridge dictionary; it is an act of providing service to customer.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this section, the researcher reviewed a selection of the existing literature as presented in journals, text books, working papers, magazines, newspapers, articles and the internet related to University based factors and quality of service delivery to students living with disabilities in higher institutions of learning. The literature was categorized under the theoretical and actual literature review.

2.2 Theoretical Review

There are a number of theories applied in the university based factors and the mod of service delivery to students living with disabilities in higher education institutions. This study will use the institutional theory that focuses on the deeper and more resilient aspects of social structure. It considers the processes by which structures, including schemes; rules, norms, and routines, become established as authoritative guidelines for social behavior (Scott, 2004). Different components of institutional theory explain how these elements are created, diffused, adopted over space and time; and how they fall into decline and disuse.

Institutional theorists assert that the institutional environment can strongly influence the development of formal structures in an institution of higher learning, than market pressures. When the institutional environment is good, there will be innovations and inventions, and technical efficiency in the early adoption of inclusive education for PWDs. Ultimately if an institution is coerced by the market pressures to introduce Inclusive Education when it is not ready for these changes, it will reach a level of legitimization, hence failure. This is likely to make the institution 'irrational and negligent' to the needs of PWDs.

In order for the institutional environment to be conducive, DiMaggio and Powell (1983) identified three pressures as coercive pressure coming from the legal mandate, mimetic pressures arising during high uncertainty and normative pressures arising from attitudes and approaches from professional groups. They concluded that the net effect of institutional pressure is to increase the homogeneity of institutional structure in the institutional environment. In this case for any institution to have improved performance or any business to have improved services there must have been pressure exerted either from management, customers or from the workers so as to realize better results.

Some criticisms, However have been raised against the institutional theory for example Grafstein (1992) criticizes the institutional theory for being inherently static while the world of politics, which it seeks to explain, is almost inherently dynamic. The question has been if the existing types of structure make any differences in the types of decisions taken by those institutions on the other hand, the normative version on institutionalism cultivated by March and Olsen (1984) tends to focus more on the individual institution and the way in which it develops its internal, common logic of appropriateness. This version is not most fundamentally concerned with change but it does have a very clear concern with institutional development.

In summary, Despite its weakness, the institutional theory guided this study through pointing out how the responsible bodies and persons have complied with internal and external pressures to gain legitimacy through compliance of NCHE documents, policy documents on inclusive education at KYU, Uganda National Association for the Blind, Standard rules on equalization of opportunities for PWDs (1993) UNESCO(2005),Policies Set by MOES and other stakeholders, Human rights policies on the university based factors and quality of service delivery to students living with disabilities in higher education

institutions. Environment is important especially when policy is to be implemented by the university and how best it can achieve its goals.

2.3. The relationship between accessibility and quality of service delivery

2.3.1. Access to infrastructure

The concept of access often focuses on persons with disabilities or special needs such as the UN Convention on Human Rights of PWDs and their rights of access, and enabling the use of assistive technology. Accessibility as defined by the Disability Act of 2005 of Ontario is any environment which is built on a barrier free design for example on new constructions and all extensive renovations of buildings. Accessibility to infrastructure mainly focuses on how buildings can be easily reached when needed by disabled persons.

According to Kochung (2011) many African countries where human rights policies have been enacted, policies only exist on paper and majority of countries hardly translate the policies into practice. Most policies have no clear goals and defined principles which ultimately make such policies difficult to implement.

As a result of inability to implement human rights policies there is lack of interest in developing policy on higher education for persons with disabilities (Kochung 2011). Kochung continued to note that lack of policy on higher education means that institutions of Higher learning cannot invest in the elimination of barriers which is evidenced by Architectural accessibility to higher institutions buildings by disabled students.

Meanwhile, more students with disabilities are in high school and ready to pursue higher education in middle college and universities than in the past. There is need to put in place

transitional process from primary to secondary and when students are enrolled in higher education. In many of Ugandan higher education institutions there is a challenge in providing accessible housing and other services for the students with disabilities. According to UNESCO (1994), there is need for reforms in higher institutions of learning to move from ivory tower and work with communities so as to provide accessible housing for students with disabilities and other services.

In summary the study is pointing out gaps such as inaccessible housing at higher institutions of learning which is caused by lack of policy on construction of buildings ,and lack of transitional systems . This study used a different approach to come up with remedies to the gaps.

2.3.2. Accessibility to information

According to the Scottish Accessibility Information Forum (SAIF, 2013), the forum works to combat social exclusion by representing the interest of peoples living information needs across Scotland and supporting the rights of disabled people and careers in having access to timely and accurate information. To the Scottish they argue that it is important to every person to access information that will lead to togetherness and unity.

The Uganda constitution of (1995) supports the rights of disabled people and careers in having access to timely and accurate information. Somehow Ugandan mass media has tried making every one access the information but there are still challenges in institutions of higher learning. Accessibility to information encompasses many issues including, availability, accessibility and affordability of information such as multilingualism, metadata, interoperability, open source software, open content, creative commons licenses as well as addressing the special needs of people (UNESCO, 2006). The institutions of higher

learning in Uganda today have an outdated economic and technological environment raising concerns about the erosion of access to certain information and knowledge that has been freely shared.(UNESCO 2009-2014). The study therefore points out that there is a gap in the availability, accessibility and affordability to information by PWDs at higher institutions of learning hence this study made an attempt to provide solutions to bridge the gaps.

2.4. The relationship between curriculum and quality of service delivery

Hitchcock, Rose, and Jackson (2002) explain that general curriculum means the overall plan for instruction adopted by the school system. The purpose of the curriculum is to guide instructional activities and provide consistency of expectations, content, methods and outcomes.

Uganda's SN&IE Policy (2011) states that PWDs can go to any school they want. The policy emphasizes that the state must ensure education for the disabled students (especially for the blind and deaf blind) must be delivered in the most appropriate languages and communication for the individual. This is in line with the (UNCRPD's 2006, 2008) recommendations of promoting inclusive education as a strategy to disability mainstreaming. Educating a disabled person will benefit them, their parents, community and the country by empowering them with knowledge and skills to work and sustain themselves rather than depend on others.

However, whereas the government of Uganda claims to be promoting inclusive education, children with disabilities are denied access to school that their disability is severe and they cannot be managed (Shiraf, 2009).

In higher institutions of learning in Uganda there are challenges which are related to rigidity in curriculum and examination system, and lack of appropriate teaching methodology. The curriculum involves content based teaching, and examinations are weighed high to discriminate students. Elsewhere, the use of alternative assessment to measure the disabled students' learning progress is considered the best option, (Kochung, 2011)

Accordingly Joanne and Cock (1992), postulate that the first step is, involvement of a learner and progress in general curriculum. Curriculum can be viewed by giving specific details on how access is to be achieved. The curriculum ensures that the students' Individual Education Program [IEP] goals, address how the students with disabilities will be involved and their progress. It specifies the appropriate supplementary aids, services, and modification of support for the disabled students.

In view of inclusive education in Uganda, curriculum designers at higher institutions of learning still face a challenge in designing a curriculum that supports the learning of learners with learning difficulties. Related studies in Kenya's Maseno University (2003), showed how disabled students confessed that although they complete their degree programs they face various problems related to curriculum during instructions and examination process which make it difficult for them to achieve to their maximum. In summary, this study highlights the gaps such as curriculum rigidity, examinations that are rated high, and failure to use alternative assessment strategies in higher institutions of learning; it is proposed that the current study explored these gaps and how they are being addressed at KYU.

2.5. The relationship between staff capacity and quality service delivery

2.5.1. Knowledge and skill of personnel

Knowledge is defined by the Oxford English Dictionary as expertise and skills acquired by the person through experience of education; what is known in a particular field or in total; facts and information ; or absolute certain or sure about something, (Wikipedia). Knowledge as defined by Reany (1998) is the relation between two or more concepts where concepts are mental objects. But these concepts do not exist apart from to conceptualize an intelligent being. Skill represents intelligent application of knowledge, experience and tools. It is the procedural “know how”, knowledge, either overt or observable. According to Kaufman (1999) as cited by Mikko, (2002) people and knowledge are the fundamental sources of a company’s competitive advantage.

Sheraz (2002) postulates that in order to enforce quality in higher education an environment based upon mutual respect, professional norms, adequate remuneration and career growth is necessary for flourishing intellectual efforts. According to ISO 9001, (2010) each person and function within faculty plays a critical role in the quality management system. It is further explained that every employee and manager should be aware of the quality policy; the significant impacts of their work activities, key quality roles and responsibility procedures that apply to their job.

In his analysis of the importance of a customer relationship management (CRM) model, Campbell (2011) observes that there has been little guidance provided to firms to realize strategic benefits aimed at improving their competitive advantages. He also argues that a true strategic value of CRM lies in developing a customer student knowledge competence which

becomes an opportunity for value in the firm institution and an avenue for competitive advantage.

According to Chapman (2009), many organizations either seem unaware or are dismissive of the need to prioritize great customer (student) service above more than perhaps mere exciting or fashionable initiatives- typically related to sales, marketing, advertising, technology, the web, among others. It is further noted by Chapman that those high profile customer acquisitions, activities, systems, policies, procedures, and training, all play a major role in running a high quality organization, but that the glue which holds it all together for the customer and often the only thing that really matters today to the customer student is the quality of customer service that the customer feels and experiences. Davis (1999) asserts that some students seem naturally enthusiastic about learning, but many others need or expect their instructors to inspire, challenge and stimulate them. Davis further cites Ericksen, (1978), portend that “effective learning in the classroom depends on the teacher’s ability to maintain the interest that brought the students to the course in the first place. Wherefore most teachers lack such skills and ability during their interaction with the students at the university.

In conclusion this study helped in identifying gaps such as ineffective learning among disabled students caused by lack of lecturers’ knowledge and skills to stimulate and inspire disabled learners to meet their educational needs at higher institution of learning. The current proposal seeks to further investigate these gaps at KYU.

2.5.2. Staff approachability

Approachability is an attribute of being easy to meet or deal with. Looy et.al (2003) in their book “service management.” identifies six (6) levels of customer (student) orientation as a competency. The first level shows consideration of student and behavior in a friendly

manner. The second level investigates the need and a desire of students, taking time to gain an insight on to students' problems. The third level involves concrete actions to meet students' preferences to solve their problems. The fourth level involves undertaking actions; where by the specified needs of students are taken into account. The action taken reflects the problem at hand regarding the concerns of customers. The fifth level involves providing students with systematic feedback on the steps taken and the progress of a process. The sixth level involves looking for ways to improve students' services based on concrete experiences with students 'requests and problems experienced. To many students who would wish to approach lecturers in regard to their discontent of the university services, could easily follow the above levels indentified by Looy et.al (2003).

But to Bremmer, Timmon and Johnson (2005) argue that, Disclosure of certain information to others can be a significant issue for university students, especially to students living with hidden or non apparent disabilities such as chronic health, learning disabilities and mental health among others because this can result to labeling, discrimination, loss of esteem and confidence among the disabled students at the university, Bremer et.al continue to explain that many students with disabilities seek to avoid disclosing their disabilities to faculty members and to other students, even when they require special services to fit in the university programs.

However, situations surrounding students failure to disclose their status of disability among which are the universities' policies on admissions. (USA department on education, 2007b)

Fox and Johnson (2003) conclude that it is good practice of faculty members to encourage students with challenges to approach them privately, talk about their concerns and share information about the situation in the disability service office and other resources available to help the students. In summary, the study highlights that there is limited room for interaction

between the faculty staff and the disabled students; hence this study came up with suggestions that will help to narrow such a gap.

2.6. Quality of service delivery

Education is one of the components of service sector. Over the years it has been used to examine the satisfaction and dissatisfaction of the students.

Parasuraman, Zeithal & Berry (1985) postulate that quality of service delivery is when the customers' satisfaction is based on a recent experience of the product or service. While Storbacka (1994) urges that prior expectations of the service overall quality are compared to the actual performance received. Storbacka further explains that if the recent experience of the customer exceeds prior expectation, satisfaction is likely to be high. He adds that customers' satisfaction can still be high even with mediocre performance quality and low expectation, so long as the performance provides value. Storbacka concluded in his argument that quality of service delivery is determined by the level of satisfaction, with recent experience, overall perception of quality and customer commitment. However, Douglas and Mc Clelland (2008) concurred with Crawford (1991) the use of the concept of students as customers some ten years before the UK students became liable for payment of "upfront tuition fee"

Salvendy (2010) cites Parasuraman et.al (1995) to have distinguished three premises concerning service quality. The release indicates that service quality is more difficult for the customer to evaluate than goods quality. Service quality perceptions results from the comparison of customer expectations with the actual service performance. They argue that quality evaluation cannot be made solely on the outcome of the service but they also involve the process of service delivery.

Kara & Desheids (2004) discuss that though there is successful completion of students, Education is the reason for the existence of higher Education Institutions, College Administrators tend to focus more time on drawing programs that attract and admit students rather than enrolment management

Malik (2008) concur by indicating that students who are at higher academic level ie studying in Higher Education Institutions (HEIs) seek more quality education and perfection of the system at the study place because it satisfy's their esteem and develops them with the essentials and capabilities to be effective educational persons.

From the institutions' point of view, satisfied students are likely to continue their studies retention, are likely to succeed participate academically, and are likely to enhance progress in the institutions' financial position and reputation. Therefore, satisfied students make effective public relations agents. Literature also reveals that students' satisfaction has individual and social benefits. And according to Petruzzellis, D' ugyento & Rommanazz (2006) students as customers play an active role in defining the offer either by asking the courses through enrolment or showing the disapproval by living the University .

Jenssen & Grogard (2002) study of student satisfaction in relation to quality education in Higher Education established the importance of quality services for the Administrative Staff, Quality of supervision, feedback from staff, composition content and relevance of curriculum to be an overall when considering factors of student satisfaction.

Linking University based factors to quality of service delivery Wagner & Ford (2009) observed that when students express their dissatisfaction there should be a complaints policy for students to readily lodge complaints and administration and its staff should be responsive to complaints. The results of poor service delivery at the institution leads to complaints

among the stakeholders, however, research on 'complaints handling at the universities' explains that the cost of single mishandled complaint can be higher both direct to monetary terms and damage to the reputation of an individual and to the institution involved (NSW Ombudsman,2006)

2.7. Summary of the literature reviewed

Accessibility to infrastructure and information is one of the study objectives which were reviewed. In the historical perspective many gaps have been identified in the literature such as inaccessible housing, lack of policy on construction of buildings, lack of transitional systems, and inaccessibility to information which have contributed to poor service delivery in the education of the disabled students. Curriculum is one of the objectives in this study, according to review of literature, contextual gaps such as rigid curriculum, lack of alternative assessment strategies were identified as factors that have contributed to the poor service delivery in the education of disabled students at higher institutions of learning. Hence this study carried out more investigations and come up with suggestions that helped to close such gaps.

Staff capacity is another objective of this study, the reviewed literature on staff knowledge and skills, and staff approachability was done. In support of the disabled students at higher institutions of learning, it was found out that conceptual gaps such as, limited interaction between faculty and students, inadequate skills to stimulate and inspire students contributes to the poor quality service delivery at higher institutions of learning. Hence this study used different methods that enabled the research to provide good recommendations that if implemented well will bridge the gap.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the proposed techniques and methods that were used in collecting the data, how the data was processed and analyzed.

3.2 Research design

A descriptive case study design advanced by Yin (1994) and Bromely (1990) was used by the researcher because it allowed the researcher gain insight into the problem by investigating views of respondents. It involved in- depth interviews with participants and key informants, review of archival records, observation and physical artifacts. since this is relatively a new area with limited research studies, the researcher was in the same vein with Stake (1995) who explains that case study is undertaken to gain a deeper understanding of the problem, identify an extreme or unique case at hand. It further allowed systematic collection of data from those deemed knowledgeable of the problem. The researcher then analyzed the university based factors and the quality of service delivery on inclusive education at Kyambogo University. Both qualitative and quantitative methods were used to collect and analyze data.

3.3 Study Area

The study was conducted in Kyambogo University in Uganda, established by the Universities and Other Tertiary Institutions Act, of 2001. It is an institution which trains technical staff and produces various assistive devices that cater for PWDs and in the country at large.

3.4 Study Population

Information was sought from key respondents at the university, PWDs themselves =50, the technical =60, non-technical =20, and top managers =10, which gives a total population of one hundred and forty (140) respondents. This category of people was assumed to have the ability to answer questions and discuss issues about inclusiveness of education services for disabled learners.

3.5 Sample size

The study adopted generalized scientific guidelines of a table of Krejcie and Morgan (1970) cited from Amin (2005). Sekaran (2003) argues that it would be practically impossible to collect data from every element of the population in the study, and if it were possible, it would be prohibitive in terms of time, manpower, transport and financial resources. Therefore the researcher decided to take a small sample size of PWDs =44, technical staff =52, non technical staff =19, top managers =10 which gives a sample size of one hundred and twenty five (125) of the study population of one hundred and forty (140) so as to come up with the generalized results to the study.

The table below provides a summary of the categories, the population, sample size, sampling techniques involved in the study.

Table 3.1: Population, Sample size and Sampling techniques

Category	Population	Sample size	Sampling technique
Administrators	10	10	Purposive sampling
Lecturers	80	71	Purposive sampling
Disabled students	50	44	Snow ball sampling
Total	140	125	

Source: *primary data (2014)*

3.6. Sampling techniques and procedure

Since the study used both quantitative and qualitative approaches of data collection, there was a combination of sampling strategies for the different categories of respondents as explained below.

Purposive sampling was used to select key informants from top management because these are involved in identifying possible solutions to the management of inclusive education and service delivery to the students. They included the DVC Academics, DVC finance, the academic registrar, dean of students' affairs, human resource manager, senior quality assurance officer, technical staff, faculty deans and custodians of the university halls.

On the other hand, simple random sampling technique were used to obtain information from lecturers because this technique gives individuals an equal chance of being selected to participate in the study (Amin, 2005). While for students living with disabilities, both purposive sampling was used because the researcher felt in her opinion that these respondents are relevant to the study Sarantakos (1988).

Snowball sampling technique, according to Explorable.com (2009) refers it as a non probability sampling technique used by researchers to identify potential subjects to the study. The researcher selected and used this technique since it is a chain referral which allowed the respondents to direct the researcher from one to the next potential respondent, as locating the subjects was very difficult and the researcher anticipated sensitiveness of the study. This technique allowed the researcher to reach the population that was difficult to sample when using other methods.

3.7. Methods of data collection

The study used both qualitative and quantitative methods of data collection and these includes personal in-depth interviews using an interview guide, questionnaire, extracting information from documents, and finally observations (Amin 2005).

3.7.1 Document Review

This helped the researcher to extract information from documents, this information was used as a secondary data to help the researcher to process and analyze the data got from the field so as to come up with generalized information about the study objectives.

3.7.2 Interview method

The researcher used personal in- depth interview guide to collect data, a sample size of ten (10) respondents was used from the top managers of the institution. The purpose was that this helped the researcher in cases where some of the questions seemed to be unclear to the respondent; it was rephrased and sometimes prompted the respondent to provide more detailed information about the study objectives. It also helped the researcher to have face to face interaction, observe some of the body language e.g. a smile in the face, frowning of the face, shaking of the head among others. These gave meaning to some behaviors that were observed from the study.

3.7.3 Questionnaire Method

This method of data collection was chosen by the researcher to be used on respondents which include; technical (52) and non technical staff of the university (19), and total of (44) disabled students at the university. Due to inadequate time, and financial constraints on the side of the researcher questionnaire method was sought for considered answers and opinions

of the respondents. The researcher also believed that this method provided respondents with freedom to explain the phenomena in their own words. Finally it also provided the study with honest answers.

3.7.4. Observation method

This method was selected by the researcher with the fact that, there can be other factors that could be difficult to understand but while using this method it was simple for the researcher to interpret such behaviors and give meaning. The researcher also observed the infrastructures in the university ranging from the lecture rooms, washrooms, halls of residence, and computer labs among others to see whether they were disability friendly. In summary different views (triangulation) enabled a more accurate assessment of access to all-inclusive education by PWDs. This helped in making reliable conclusions that were generalized to the entire population.

3.8. Data collection instruments

This section describes the instrumentation which were used e.g. document review, interview guide, questionnaire, group discussion, observation checklist.

3.8.1 Document Review Guide

A number of literature sources were consulted basing on the objectives of the study. These allowed extraction of data on the past trends on inclusive education, type of studies and data collection methods used, and how the problem was viewed, answer some of the research questions, make necessary comparisons and handled in different cultural context. The key documents included among others, NCHE documents, National Policy Documents, Uganda National Association for the Blind (UNAB), and policy documents from KYU on inclusive

education. The international policy documents as they permitted examination of past trends on the access to all inclusive education services by PWDs Standard rules on the equalization of opportunities for PWDs (1993), and (UNESCO 2005).(Appendix 1,page32).

3.8.2 Interview Guide

Personal interviews when using interview guides were the main source of data and although the interviews are time consuming and rather expensive, they were advantageous in many aspects as they helped to minimize non-responses and rephrasing of questions. The researcher was the moderator of the discussions and probing techniques was used to stimulate discussions while rapport was taken care of (Appendix 2, page 33)

3.8.3 Questionnaire

The researcher designed two sets of questionnaires one for the lecturers/technical staff and the other for the students. The questionnaire contained both closed and open-ended questions in almost equal proportions. The closed questions were restrictive so as to facilitate the coding exercise and were administered to the students while the open ended were administered to the lecturers; they were sought for considered answers, opinions and gave freedom to the respondents to explain a phenomenon in their own words. According to Amin (2005) and Mugenda &Mugenda (2003), such a procedure helped in seeking the respondents' personal views and flexibility in response. This helped in obtaining honest answers because the respondents felt challenged to exercise their mind and participate freely in the exercise and this made them gain confidence. For the case of visually impaired students the researcher used the sighted guides to help and for the hearing impaired students the interpreters were used to help in the process as research assistants. Answers to the open

ended questions acted as a check on those closed ones to ensure that there is consistency on the part of the respondents (Appendix 3 and 4, page 34- 47).

3.8.4. Observation check list

An observation checklist was used to record what was observed during collection of data and thus defined the behaviors to be observed as stated in the NCHE (2011) Quality Assurance Frame Work, capacity indicators schedule 4 statutory instrument. This check list was contextualized to define university based factors (Accessibility, Curriculum and Staff competence) variables and quality of service delivery (retention, participation and progress) variables (Appendix 5, page 49).

3.9. Validity

According to Sekaran (2000) validity refers to the ability of the instruments to measure what the instrument intends to measure. This was measured by seeking expert opinion to whether the items represent the concepts to be studied. Before setting out to find opinion of the experts, the advice and opinion of the two research supervisors were sought. Content validity in this study was ensured through testing some questions on a small group prior to the field of research. This group had similar characteristics to the sample population but did not participate in the final study. Questions were evaluated using the five point likert scale of strongly agree, agree, undecided, disagree and strongly disagree. The content validity index (CVI) was obtained by dividing the number of items declared relevant by total number of items and its value ranges between 0 and 1. According to Amin (2005), if the value of CVI is greater than 0.7, then the instrument is considered valid for the study.

3.10. Reliability

It is the measure of the degree to which a research instrument yields consistent results after repeated trials. The data collection instrument on this study were pretested from a small number from each category of the population who did not participate in the final study to ensure accuracy and clarity of the objectives to the study. Thereafter, a reliability analysis on the data of individuals was conducted. The researcher conducted a statistical test using SPSS in order to obtain the cronbach's alpha coefficient since the questionnaire contains items that have more than two fixed responses. According to Amin (2005), if the coefficient is greater than 0.5, the instrument was reliable and the closer to one, the better.

3.11. Data Collection Procedure

The researcher obtained a letter of introduction from UMI giving her permission to go for data collection. The researcher presented the letter to the University administration of KYU so as to be allowed to carry out research. The researcher introduced herself to the respondents and developed rapport with them. The researcher thereafter carried out observations, interviews and administered questionnaires to those responsible and after collected them. For the case of the blind students the researcher used the help of sighted guides and for the deaf students, the researcher used interpreters.

3.12. Data Processing and Analysis

Both secondary and primary data was analyzed, processed with a plan developed prior to field visits. Data analysis gives meaning to data collected during research (Burns and Grove, 2006). According to Varkevisser (1991), it is important to design a processing and analysis plan which should include issues such as sorting of data, performing a quality control check, data processing and data analysis. The SPSS computer program was used to analyze the data

in which descriptive statistics that include frequencies and tables were used while qualitative data was analyzed through quoting descriptive statements given by the respondents. The researcher used triangulation in an attempt to get factual data.

3.13. Measurement of research variable

Sekaran (2003) portends that it is important to make sure that the instrument developed to measure a particular concept is indeed accurately measuring the variables and that in fact the researcher is actually measuring the concept that it was set out to measure. At the end of the research the researcher examined the level at which the university based factor (Accessibility, curriculum, staff capacity) contribute to the quality of service delivery at KYU. The contribution was measured using KYU staff and disabled students. Conclusions were derived from the nominal and ordinal measurement scales. According to Sekaran (2003) nominal scale is always used for obtaining personal data such as gender or department in which one works where grouping of individuals of objects is useful. In nominal measurements, observations of each category was given a number using the likert scale; strongly agree, agree, undecided, disagree and strongly disagree.

3.14. Ethical Issues

The researcher obtained informed consent from all respondents to the study. The researcher introduced herself, explained to the respondents in the study area the objectives of the study, explained why the particular respondents were selected, the benefits, discomforts and harms of the study, and requested to also ask questions in relation to the study. The researcher designed the questions in such a manner that does not violate the rights of the informants. The respondents were also assured of confidentiality on information provided and personal names did not appear on the research documents, instead numbers of identification were used.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This Chapter gives the description of the background variables, data analysis, presentation and interpretation of the findings. This chapter presents the study findings on the basis of the study objectives. The findings are presented basing on the research objectives that sought to investigate the university based factors and quality of service delivery to students living with disabilities at Kyambogo University. The study was premised on the following research objectives:

To establish the extent to which accessibility contributes to the mod of service delivery to the disabled students at Kyambogo University

To establish the extent to which curriculum has contributed towards the mod of service delivery to disabled students at Kyambogo University.

To establish the extent to which staff capacity contributes towards the mod of service delivery to the disabled students' at Kyambogo University.

Response Rate

Presentation of tabulated data according respondents' response rate

Table 4.1: Response Rate

Instruments	Frequency	Percent
Number of questionnaires distributed	117	100
Number of questionnaires returned	115	96.1
Interviews conducted		
Number of respondents interviewed	10	

n=125

Source: Primary data 2014

Face to face interviews were carried out with the respondents; in total 10 respondents were interviewed making a total percentage of 20.9. These included the lecturers and top administrators. The researcher used questionnaires to collect data from the respondents. The questionnaires were administered to PWDs =44, technical staff =52, non-technical staff =19, top managers =10 which gives a sample size of one hundred and twenty five (125) of the study population of one hundred and forty (140) so as to come up with the generalized results to the study. Out of the 117 questionnaires that were distributed, 115 were returned making 96.1% return rate. The test of significance was performed at the probability level of $p < 0.05$.

Table 4.2: Age of the Respondents

The table below presents the summary statistics on the age of the respondents

Age of the respondents					
		Frequency	Percentage	Valid Percent	Cumulative Percent
Valid	20-30 years	44	35.2	35.2	35.2
	30-40 years	61	48.8	48.8	64.8
	Above 40 years	20	16.0	16.0	100.0
	Total	125	100.0	100.0	

From the above table, all the respondents that took part in the study were above the age of 20. 35.2% were between the age of 20-30 years, 48.8% were between the age of 30-40 years, above 40 years 16.0%. This could have been attributed to having more skilled and experienced work force in Uganda above the age of 25. The respondents adequately responded to the questions put forward and by virtue of their experience, their responses were sound and the researcher was able to generate adequate data from them for her study.

Table 4.3: Gender of the Respondents

The table below presents the summary statistics on the gender of the respondents

Gender of the respondents					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Female	61	48.8	48.8	48.8
	Male	64	51.2	51.2	100.0
	Total	125	100.0	100.0	

Table 4.3 shows that the majority of the respondents were males (51.2%) and were females (48.8%). These results show that gender representation indicated a slight variation between the male and female with a difference of 2.6%. This meant that both male and female provided their views representative of gender groups. Both categories of respondents had good views about university based factors. It further shows that Kyambogo University is not keen on matters of gender balance, which can translate into better performance.

Table 4.4: Marital of the Respondents

The table below presents the summary statistics on the marital of the respondents

Marital status of the respondents					
		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Married	51	40.8	40.8	40.8
	Single	69	55.2	55.2	58.4
	Widow/Widower	04	3.2	3.2	100.0
	Total	125	100.0	100.0	

The majority of the respondents were single (40.8%). This is attributed to the fact that many of the respondents were students still at university under taking their studies. Given their status none was married.

Table 4.5: Highest level of education the Respondents

The table below presents the summary statistics on the gender of the respondents

Highest level of education

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Certificate	47	37.5	37.5	37.5
	Diploma	16	12.8	12.8	12.8
	Degree	40	32.0	32.0	49.6
	Masters	18	14.4	14.4	100.0
	PhD	04	3.2	3.2	
	Total		125	100.0	100.0

The majority of the respondents were certificate holders (37.5%) compared to 32.0 degree holders, 14.4% master's degree, 12.8% diploma holders, 3.2% PhD holders and 37.5% certificate holders. This showed a gap in qualification since the minimum requirement for a position to lecture in a higher institution of learning these days is a master's degree. These results indicate that the respondents had reasonably good education qualifications and the desired skills and knowledge to deliver. Besides, on the basis of the education levels, the respondents were able to read, understand the questionnaire and gave appropriate responses.

Table 4.6 the different types of disabilities among students at Kyambogo University

The table below shows the summary of different types of disabilities at Kyambogo University

GOVERNMENT SPONSORED STUDENTS WITH DISABILITIES

S/n	Number of students with disability	Type of disability	Assistance given
1	2	Sickle disability	Guide, Transport, crutches
2	14	Visually impaired and partially blind	Photocopy, servicing lenses, Talking Calculator, talking Computer, Talking Clock, white cane
3	2	Albinism, weak limbs	Transport, Sun block Cream
4	8	Physically disabled	Guide ,Transport
5	1	Deformed hands	Photocopy, Extra time in Exam
6	1	Congenital disability	Guide ,Transport
7	15	Deaf disability	Interpreter, Photocopy, hearing Aid
8	1	Visual brain Imbalance	Tapes
9	1	Congenital hand cap of limbs	Guide ,Crutches, Transport
10	1	Both hands and Two Toes on both feet	Photocopy, Extra Exam time
11	1	Deaf/Poor Vision	Interpreter, Photocopy, Hearing aids
12	1	cleft lip, Congenital ,Absence of Right	Photocopy, Calculator, Double lenses Spectacles
13	1	Left hand handicap	Photocopy
14	1	No Left limb	Guide, Photocopy
15	1	Blind in the left eye	Glasses
17	1	Right Disabled hand and folded finger	Photocopy
18	1	Imputed right hand	Photocopy, gloves

THE PRIVATE SPONSORED STUDENTS WITH DISABILITIES

S/n	Number of students with disability	Type of disability	Assistance expected
1	2	Visually impaired and partially blind	Photocopy, servicing lenses, Talking Calculator, talking Computer, Talking Clock, white cane
2	8	Physically disabled	Guide ,Transport
3	1	Congenital disability	Guide ,Transport
4	5	Deaf disability	Interpreter, Photocopy, hearing Aid
5	1	Congenital hand cap of limbs	Guide ,Crutches, Transport

The total number of disabled students at Kyambogo university academic year 2013/2014 amounts to 73 .Those on government sponsor are 53 (73%) and those on private sponsor are 20 (27%).

Objective one stated: To establish the extent to which accessibility contributes to the quality of service delivery to the disabled students at Kyambogo University

The objective was discussed as per the questions laid down in the questionnaire. A total of 12 (twelve) questions were asked and the responses to the questions are tabulated below

Statistics on accessibility and quality of service delivery to the disabled students

(Questionnaire for Lecturers)

N=71

Questions Responses		Frequency	percent	Mean	Standard deviation
All buildings at the university are freely accessible by all students including those with disability	Strongly Disagree	7	9.6%	1.444	.1222
	Disagree	7	10.4%		
	Agree	43	60%		
	Strongly Agree	14	20%		
As a lecturer I have observed PWDs accessing all the buildings in the University.	Strongly Disagree	11	16%	1.908	.1233
	Disagree	22	31.6%		
	Agree	19	26.4%		
	Strongly Agree	19	26.4%		
Buildings of the university have greatly contributed to the conducive learning environment of disabled students.	Strongly Disagree	7	9.6%	3.334	.177
	Disagree	7	10.4%		
	Agree	43	60%		
	Strongly Agree	14	20%		
The PWDs at KYU easily access information at the university.	Strongly Disagree	6	8.0%	1.5556	.1679
	Disagree	6	8.0%		
	Agree	6	8.0%		
	Strongly Agree	53	76%		
The University has provided guidelines and procedures that support the life of a disabled student in attaining education at KYU.	Strongly Disagree	3	4.0%	4.122	.166
	Disagree	3	4.0%		
	Agree	3	16%		
	Strongly Agree	53	76%		
The university provides all students with information including University policies	Strongly Disagree	7	8.8%	3.300	.2344
	Disagree	7	15.2%		
	Agree	18	24.8%		
	Strongly Agree	37	51.2%		

Questionnaire for Students of Kyambogo University N=44					
Students with disabilities can access information in the university.	Strongly Disagree	33	76%	5.00	.345
	Disagree	2	3.0%		
	Agree	9	21%		
	Strongly Agree	00	0.0%		
The university has put in place some modifications towards students' access to information especially for hearing & visually impaired students.	Strongly Disagree	7	16.0%	1.80	.1890
	Disagree	14	31.2%		
	Agree	12	26.4%		
	Strongly Agree	12	26.4%		
Information systems at KYU enable quality of service delivery	Strongly Disagree	4	9.6%	2.35	.344
	Disagree	5	10.4%		
	Agree	26	60%		
	Strongly Agree	9	20.0%		
Students with disabilities do not readily find out appropriate information in the university	Strongly Disagree	4	8.8%	4.12	.3110
	Disagree	4	8.8%		
	Agree	12	26.4%		
	Strongly Agree	24	56%		
Constructions are going on the university; more considerations are taken care of towards PWDs access to housing.	Strongly Disagree	4	8.0%	5.55	.343
	Disagree	4	8.0%		
	Agree	4	8.0%		
	Strongly Agree	32	76 %		

Item one required the respondents to state whether as a student of KYU , I feel that all buildings at the university are freely accessible by all students including those with disability. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.444 and the standard deviation is .1222. The total number of respondents was 71, a total of 9.6% strongly agreed, 10.4% agreed, 00% were neutral, 60% disagreed and 28% strongly disagreed.

In relation to the above a respondent said

Not all buildings are accessible to the disabled students; it is only a few building that are accessible. We do suffer to access some of the buildings on the university, a student lamented

Item two required the respondents to state whether as a lecturer I have observed PWDs accessing all the buildings in the University. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.908 and the standard deviation is .1233. The total number of respondents was 71, a total of 16% strongly agreed, 33.6% agreed, 00% were neutral, 26.4% disagreed and 26.4% strongly disagreed.

In connection to the above a lecturer said

There are not enough services available to students with disability to match the requirements. Some of our buildings were not built in such a way that PWDs can access them.

It was observed that many disabled students do not know what choices are open to them in either special institutions or inclusive institutions in terms of accessing ancillary services. They are often unaware of how to access educational services appropriate to the needs of their student with disability, particularly in early intervention and early childhood education. Older students find it difficult to obtain sufficient information about vocational education, pre-employment training and support services, or adult and community education.

Item three required the respondents to state whether the university buildings have greatly contributed to the conducive learning environment of disabled students. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 3.334 and the standard deviation is .177. The total number of respondents was 71, a total of 9.6% strongly agreed, 10.4% agreed, 00% were neutral, 60% disagreed and 28% strongly disagreed.

Procedures for accessing these services have undergone change and accessibility has diminished in recent years.

It was observed that some staff members do not know how to communicate with the students and when the researcher asked the respondents on how this can be overcome they recommended all staff to be trained on how to communicate with people with disabilities. 50% of the students recommended lecturers to use favorable teaching styles.

Item four required the respondents to state whether the PWDs at KYU easily access information at the university. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.556 and the standard deviation is .1679. The total number of respondents was 71, a total of 8.0% strongly agreed, 8.0% agreed, 00% were neutral, 8.0% disagreed and 76% strongly disagreed.

In relation to the above a respondent said

A lecturer said

Feedback delays and indeed we need to have timely feedback .

This implied that there is insufficient provision of information which is the biggest issue in providing equal access to education for students with disability. There are several sources of information but none of them is sufficient to make and have available the full range of services needed.

It was observed that there is need for wider sensitization on the relevance of communication as far as people with disabilities are concerned.

Item five required the respondents to state whether the University has provided guidelines and procedures that support the life of a disabled student in attaining education at KYU. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.122 and the standard deviation is .1666. The total number of respondents was 71, a total of 4.0% strongly agreed, 4.0% agreed, 00% were neutral, 16% disagreed and 76% strongly disagreed.

A student said

There is poor planning and poor implementation when it comes to structuring guidelines, policies and procedures,

This implies that there is need to consider the needs of the students with disabilities in the university. Favorable policies should be enacted that cater for them too.

Item six required the respondents to state whether the University provides all students with information including University policies. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 3.300 and the standard deviation is .2344. The total number of respondents was 71, a total of 8.8% strongly agreed, 15.2% agreed, 00% were neutral, 24.8% disagreed and 51.2% strongly disagreed.

In relation to the above a respondent said

Not all information is received, this encourages the detrimental labeling of the student by his or her disability diagnosis, rather than as a person or by ability since is being denied access to information.

Item seven required the respondents to state whether students with disabilities can access information in the university. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 5.000 and the standard deviation is .345. The total number

of respondents was 44, a total of 76% strongly agreed, 4.0% agreed, 00% were neutral, 24% disagreed and 4.0% strongly disagreed.

Item eight required the respondents to state whether the university has put in place some modifications towards students' access to information especially for hearing & visually impaired students. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.800 and the standard deviation is .1890. The total number of respondents was 44, a total of 16.0% strongly agreed, 33.6% agreed, 00% were neutral, 26.4% disagreed and 26.4% strongly disagreed.

A respondent said

No new modifications have been put in place, however any piece of communication is made via the university notice board at senate and at various faculties/schools.

In support of the above another respondent said

Many buildings used are not physically accessible. Many of these do not lend themselves to modification, or modification would necessitate enormous expenditure.

Findings revealed that many students with disability have mobility limitations which may create difficulties or embarrassment for the student in public.

Item nine required the respondents to state whether information systems at KYU enable quality of service delivery. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.350 and the standard deviation is .344. The total number of respondents was 44, a total of 9.6% strongly agreed, 10.4% agreed, 00% were neutral, 60% disagreed and 28.0% strongly disagreed.

In connection to the above a respondent said

Somewhat there is quality service delivery, there are not sufficient numbers of lecturers available at all times to meet the need. There is insufficient training and professional support provided to them. They need to be trained in the complexities and sensitivities of their task..

Item ten required the respondents to state whether students with disabilities do not readily find out appropriate information in the university. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.122 and the standard deviation is .3110. The total number of respondents was 44, a total of 8.8% strongly agreed, 8.8% agreed, 00% were neutral, 26.4% disagreed and 56% strongly disagreed.

Item eleven required the respondents to state whether constructions are going on the university; more considerations are taken care of towards PWDs access to housing. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 5.555 and the standard deviation is .343. The total number of respondents was 44, a total of 8.0% strongly agreed, 8.0% agreed, 00% were neutral, 8.0% disagreed and 76% strongly disagreed.

In relation to the above a respondent said

There are no constructions going on, the same old buildings are the very ones we use up to today.

It was observed that there is need to obtaining appropriate equipment as needed for individual students, from hearing and vision aids, to electronically adapted mobility devices, to walking frames for students. This is a continuing barrier to providing equal access for education for all students in universities in Uganda.

4.2 Testing of the Hypothesis one: H1

The hypothesis that stated that : accessibility strongly contributes towards quality of service delivery in the education of the disabled students in the higher education institutions was tested using Pearson correlation coefficient and the results are presented below.

Table 4.7: Correlation matrix for accessibility and quality service delivery

		Accessibility
Quality service delivery	Pearson Correlation	.377**
	Sig. (2-tailed)	.009
	N	125
**. Correlation is significant at the 0.05 level (2-tailed).		

The results show that the correlation coefficient is 0.377(**) and its significance level 0.009. This implied that accessibility influences quality service delivery to the disabled students in KYU. Therefore, the results indicate that there is a positive significant relationship between accessibility and quality service delivery to the disabled students in KYU. Therefore the alternative hypothesis that was earlier postulated is upheld (H1 upheld).

Table 4.8: Analysis of variance table for accessibility and quality service delivery

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.911	1	9.556	8.009	.009(a)
	Residual	134.65	125	1.3009		
	Total	144.56	107			

a Predictors: (Constant), accessibility

b Dependent Variable: quality service delivery

F-value of 8.009 is greater than the critical F-value of 6.70 at the 0.01 level of significance. Accessibility significantly influences quality service delivery to the disabled students in KYU. This implies that the alternate hypothesis is accepted. It means that there is a relationship between accessibility and quality service delivery to the disabled students in KYU.

Path analysis of accessibility and quality service delivery

Table 4.9 Discriminant validity of variables

Variable	UBF	Access to Infrastructure	Access to Information	Curriculum	Staff capacity	Quality Delivery of Services
University based factors	0.771^a					
Access to Infrastructure	0.415	0.685^b				
Access to information	0.188	0.333	0.601^c			
Curriculum	0.153	0.056	0.483	0.732^d		
Staff capacity	0.687	0.048	0.247	0.419	0.801^e	
Quality service delivery	0.882	0.073	0.218	0.342	0.554	0.849^f

a, b, c, d, e, f represent the shared variance of each variable

The analysis shows that there is a high shared variance between university based factors and quality service delivery to the disabled students in KYU. It also shows that there is low shared variance between accessibility, curriculum, staff capacity and quality service delivery.

Objective two stated: To establish the extent to which curriculum has contributed towards quality of service delivery to disabled students at Kyambogo University.

The objective was discussed as per the questions laid down in the questionnaire. A total of 12 (twelve) questions were asked and the responses to the questions are tabulated below

Table 4.10: Summary statistics on curriculum and quality of service delivery to disabled students at Kyambogo University (Questionnaire for Lecturer) N=71

Questions Responses		Frequency	Percent	Mean	Standard deviation
I always accommodate students with weak academic skills in my classes to ensure access to the curriculum	Strongly Disagree	53	76%	2.777	.9222
	Disagree	3	4.0%		
	Agree	14	16.0%		
	Strongly Agree	3	4.0%		
I use various instructional materials during my teaching /learning secessions to cater for students with learning difficulties	Strongly Disagree	10	13.6%	3.334	.677
	Disagree	39	54.4%		
	Agree	8	12.0%		
	Strongly Agree	14	20%		
I always use participatory methods of teaching during my instructions to involve even the PWDs'	Strongly Disagree	54	76%	6.222	.772
	Disagree	3	4.0%		
	Agree	11	16.0%		
	Strongly Agree	3	4.0%		
During class activities, I provide the learners with disabilities to participate with maximum guidance.	Strongly Disagree	11	16.0%	2.777	.9222
	Disagree	24	33.6%		
	Agree	18	26.4%		
	Strongly Agree	18	26.4%		
I have always supervised students with disabilities in their field work, internship and school practice	Strongly Disagree	7	9.6%	1.333	.444
	Disagree	6	8.8%		
	Agree	13	17.6%		
	Strongly Agree	45	64.0%		

Questionnaire for Students N=44					
In the university timetable, time has been allocated in consideration of PWDs' especially during examination	Strongly Disagree	8	17.6%	2.888	.3333
	Disagree	12	26.4%		
	Agree	7	16.0%		
	Strongly Agree	17	40.0%		
Students with Disabilities have been considered when it comes to communication modes. Interpreters for the deaf ie Braille work for the blind, and tactile for the deaf blind.	Strongly Disagree	4	8.8%	1.788	.1220
	Disagree	10	24.8%		
	Agree	7	13.6%		
	Strongly Agree	23	52.0%		
The University content provides students with disabilities with Hands on Skills Training	Strongly Disagree	26	60.0%	2.445	.2200
	Disagree	3	4.0%		
	Agree	7	16.0%		
	Strongly Agree	8	20%		
I appreciate the efforts KYU has put in place to meet the communication gaps among us the disabled students	Strongly Disagree	7	16.0%	1.3333	.1664
	Disagree	7	16.0%		
	Agree	16	33.6%		
	Strongly Agree	14	34.4%		
The university has helped the disabled students to cope with the present curriculum	Strongly Disagree	6	8.0%	3.222	.172
	Disagree	6	8.0%		
	Agree	19	26.4%		
	Strongly Agree	40	56%		

Item one required the respondents to state whether they always accommodate students with weak academic skills in the classes to ensure access to the curriculum. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.777 and the standard deviation is .9222. The total number of respondents was 71, a total of 76% strongly agreed, 4.0% agreed, 00% were neutral, 16.0% disagreed and 4.0% strongly disagreed.

A respondent lamented

Yes students with weak academic skills in the classes have difficulty in accessing the curriculum but however the curriculum is weak and needs to be changed to cater for all categories of students

It was observed that although much work has been and is being done to devise appropriate adaptations of educational curricula for a range of students. There are areas where not enough has been done or curriculum needs and curriculum adaptation is too little understood. A separate problem is when courses for qualification contain particular segments which a student with a disability cannot complete or cannot access. This creates difficulties in understanding certain course contents taught.

Item two required the respondents to state whether as student with disability, I am motivated and guided by my lecturers in the university. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 5.354 and the standard deviation is .4223. The total number of respondents was 71, a total of 57.6% strongly agreed, 22.4% agreed, 00% were neutral, 16.0% disagreed and 4.0% strongly disagreed.

A lecturer said

It is the role of the lecturer to guide students but sometimes they may not give special treatment to some categories of students given the large numbers. Yes PWDs deserve special treatment but sometimes it may not be forthcoming.

When the students were asked about some of the problems they face, the majority said discrimination which creates stigma resulting into emotional stress. Furthermore the students were asked about how they manage to use the computer labs and the majority replied that computers have no jaws. They decried the lack of ramps and the need to construct ramps.

Some suggested that it would be a good idea if the university considered constructing buildings with ramps and lifters.

When asked about the mode of learning, the majority said that lecturers are fast and so the PWD students sometimes are left behind. Some wanted the lecturers to consider having brailled notes. One of the respondents who felt that there is discrimination said, I

I would be happy if the university provided the PWDs with separate lecture rooms and talking computers. Special notes boards would be a good innovation.

Item three required the respondents to state whether they use various instructional materials during my teaching /learning secessions to cater for students with learning difficulties. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.223 and the standard deviation is .233. The total number of respondents was 71, a total of 13.6% strongly agreed, 54.4% agreed, 00% were neutral, 12.0% disagreed and 20% strongly disagreed.

Relatedly a lecturer said

The use of instructional material is occasional, many lecturers were trained decades ago with nil expectation of having students with disability in the class. A large majority of lecturers are willing to manage with a range of such student, but in order to gain the confidence essential to allow for creative and responsive teaching, they need training, regular practical and theoretical reinforcement, and support and consultation mechanism.

Some lecturers without training in working with students with disability are negative and resistant. Most are not, but need substantial input in managing the inclusive class. For different reasons, lecturers' need training and support in the complexities of their role.

Item four required the respondents to state whether they always use participatory methods of teaching during their instructions to involve even the PWDs'. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 6.222 and the standard deviation is .722. The total number of respondents was 71, a total of 76% strongly agreed, 4.0% agreed, 00% were neutral, 24% disagreed and 4.0% strongly disagreed.

Item five required the respondents to state whether during class activities, I provide the learners with disabilities to participate with maximum guidance. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.223 and the standard deviation is .233. The total number of respondents was 71 a total of 16.0% strongly agreed, 33.6% agreed, 00% were neutral, 26.4% disagreed and 26.4% strongly disagreed.

In relation to the above question, it was observed that there is great need for more services, and more comprehensive and appropriate services, to assist students with disability in three main phases of moving from one level of education to the next. They are all of major importance in the student's settling effectively into the next level.

Findings revealed that there is a substantial burden on lecturers of inclusive classes, due to inadequate professional support, inadequate training in teaching the adapted curricula, managing the class which includes students with disability, and inadequate understanding of a range of disabilities and what they mean in practical terms for the individual students in the class. Research shows that the lecturer's feeling of confidence is by far the biggest factor for success of students in inclusive classes. Confidence only comes from a combination of training, support, experience, and the resultant competence.

It was observed that lecturers have recognized that particular students with disabilities can perform well compared to their counterparts the normal students. There for some lecturers do

give professional support to these students at an early stage after joining the university. They try to provide extra care to students with a particular disability (for example, mobility, deafness, vision impairment, behavioral problems)

Item six required the respondents to state whether they have always supervised students with disabilities in their field work, internship and school practice. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.223 and the standard deviation is .233. The total number of respondents was 71, a total of 9.6% strongly agreed, 8.8% agreed, 00% were neutral, 17.6% disagreed and 64.0% strongly disagreed.

A lecturer said

Yes we do supervise many students with disabilities during the internship and school practice.

Respondents were asked whether the large class sizes affect their learning. Findings revealed that it is obvious that if a lecturer at any level of the education system is required to provide teaching to a wider range of student abilities, it is going to take more time and create greater demands in the lecturer's time and creativity and responsiveness.

Item seven required the respondents to state whether in the university timetable; time has been allocated in consideration of PWDs' especially during examination. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.888 and the standard deviation is .333. The total number of respondents was 44, a total of 17.6% strongly agreed, 26.4% agreed, 00% were neutral, 16% disagreed and 40.0% strongly disagreed.

Item eight required the respondents to state whether students with disabilities have been considered when it comes to communication modes. Interpreters for the deaf ie Braille work for the blind, and tactile for the deaf blind. Statements in this question were fed in SPSS. The

computed test figures reveal that the mean is 1.788 and the standard deviation is .1220. The total number of respondents was 44, a total of 8.8% strongly agreed, 24.8% agreed, 00% were neutral, 13.6% disagreed and 52.0% strongly disagreed.

A student with PWD said

Yes students with disability are considered when it comes to communication modes. In some instances they may not be considered, it is simply an indication that at present time, not all lecturers are yet in a position to provide access to students with disability across the board, and leads to undesirable marginalization of particular groups of students with disability.

Item nine required the respondents to state whether the University content provides students with disabilities with a befitting curriculum. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.445 and the standard deviation is .2200. The total number of respondents was 125 a total of 60% strongly agreed, 4.0% agreed, 00% were neutral, 16% disagreed and 20% strongly disagreed.

In relation to the above a student said

The curriculum does not promote equal opportunity. The curriculum should be adjusted to suit some learners with visual impairments by removing some contents in the courses taught that don't favor the visually impaired.

When asked whether the university provides enough equipment/ instructional materials for PWDs. A student relatedly said

No the materials are not enough. More instructional material that can help the PWDs should be secured at the expense of the university or government to facilitate smooth learning for the PWDs. The university seems to lack modern equipment and instructional materials for the learning exercise.

Item ten required the respondents to state whether they appreciate the efforts KYU has put in place to meet the communication gaps among us the disabled students. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.223 and the standard deviation is .233. The total number of respondents was 44, a total of 16% strongly agreed, 16% agreed, 00% were neutral, 33.6% disagreed and 34.4% strongly disagreed.

The respondents were asked whether the lectures consider the PWDs when teaching and respond to their concerns. A respondent said

The lecture should put into consideration individual differences since some students with disability are slow at grasping. The lecturers dictate notes at a fast speed without considering some of us. Lecturer should get sufficient training on how to handle and deal with the PWDs in class.

Item eleven required the respondents to state whether the university has helped the disabled students to cope with the present curriculum. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 3.222 and the standard deviation is .172. The total number of respondents was 71, a total of 8.0% strongly agreed, 8.0% agreed, 00% were neutral, 26.4% disagreed and 56% strongly disagreed.

A lecturer said

Some what we have been helped to cope with the curriculum but more is needed

The need for collaborative service provision is great in supporting students with disability

In conclusion the university curriculum is not disability friendly and does not promote equal opportunity as far as learning is concerned at university level. Some of the modes of teaching should be modified to cater for PWDs. The university lacks enough instruction/ learning

materials in some areas. It was noted that curriculum planners need to be sensitized on the need for providing alternative curriculum for the different groups (PWDs).

4.3 Testing of the Hypothesis two: H2

The hypothesis that stated that : Curriculum strongly contributes towards quality of service delivery in the education of the disabled students in the higher education institutions was tested using Pearson correlation coefficient and the results are presented below.

Table 4.11: Correlation matrix for curriculum and quality service delivery

		Curriculum
Quality service delivery	Pearson Correlation	.199**
	Sig. (2-tailed)	.009
	N	125
**. Correlation is significant at the 0.05 level (2-tailed).		

The results show that the correlation coefficient is 0.199(**) and its significance level 0.009. This implied that curriculum influences quality service delivery to the disabled students in KYU. Therefore, the results indicate that there is a positive significant relationship between curriculum and quality service delivery to the disabled students in KYU. Therefore the alternative hypothesis that was earlier postulated is upheld (H2 upheld).

Table 4.12: Analysis of variance table for curriculum and quality service delivery

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.595	1	8.904	6.500	.009(a)
	Residual	121.67	125	1.211		
	Total	122.678	107			

a Predictors: (Constant), curriculum

b Dependent Variable: quality service delivery

F-value of 6.500 is greater than the critical F-value of 6.90 at the 0.01 level of significance. Curriculum significantly influences quality service delivery to the disabled students in KYU. This implies that the alternate hypothesis is accepted. It means that there is a relationship between curriculum and quality service delivery to the disabled students in KYU.

Path analysis of curriculum and quality service delivery

Table 4.13 Discriminant validity of variables

Variable	UBF	Access to Infrastructure	Access to Information	Curriculum	Staff capacity	Quality Delivery of Services
University based factors	0.771^a					
Access to Infrastructure	0.415	0.685^b				
Access to information	0.188	0.333	0.601^c			
Curriculum	0.153	0.056	0.483	0.732^d		
Staff capacity	0.687	0.048	0.247	0.419	0.801^e	
Quality service delivery	0.882	0.073	0.218	0.342	0.554	0.849^f

a, b, c, d, e, f represent the shared variance of each variable

The analysis shows that there is a high shared variance between university based factors and quality service delivery to the disabled students in KYU. It also shows that there is low shared variance between accessibility, curriculum, staff capacity and quality service delivery.

Objective three stated: To establish the extent to which staff capacity contributes towards quality of service delivery to the disabled students’ at Kyambogo University.

The objective was discussed as per the questions laid down in the questionnaire. A total of ten (10) questions were asked and the responses to the questions are tabulated below

Table 4.14: Summary statistics on staff capacity and quality of service delivery to the disabled students' at Kyambogo University (Questionnaire for Lecturers) N=71

Questions Responses		Frequency	Percent	Mean	Stand ard deviat ion
KYU staffs have been trained on the university systems of operations that cater for inclusive education.	Strongly Disagree	6	8.0%	2.666	.1990
	Disagree	3	4.0%		
	Agree	54	76.0%		
	Strongly Agree	9	12.0%		
KYU gives adequate training for technical support staff on disability studies and inclusive education.	Strongly Disagree	6	8.0%	2.333	.2111
	Disagree	9	12.0%		
	Agree	29	41.6%		
	Strongly Agree	27	38.4%		
I have gained knowledge and the skill from the training support the education of disabled students at KYU.	Strongly Disagree	12	16.8%	3.099	.1344
	Disagree	7	9.6%		
	Agree	42	58.4%		
	Strongly Agree	10	15.2%		
KYU has promoted my career development in disability management	Strongly Disagree	3	4.0%	1.889	2.667
	Disagree	3	4.0%		
	Agree	11	16.0%		
	Strongly Agree	54	76.0%		
As a lecturer at KYU disabled students disclose their concerns to me.	Strongly Disagree	7	8.8%	4.555	.7888
	Disagree	11	15.2%		
	Agree	17	24.8%		
	Strongly Agree	36	51.2%		
	Disagree	2	4.0%		
	Agree	7	16.0%		
	Strongly Agree	2	4.0%		
	Disagree	10	22.4%		

Questionnaire for Students N=44					
KYU staff encourage disabled students to be active in learning	Strongly Disagree	33	76%	1.500	.1788
	Disagree	2	4.0%		
	Agree	7	16.0%		
	Strongly Agree	2	4.0%		
I find face to face communication with my lecturers very effective as a student living with a disability	Strongly Disagree	25	57.6%	1.900	.3333
	Disagree	10	22.4%		
	Agree	7	16.0%		
	Strongly Agree	2	4.0%		
I have always provided time for feedback to disabled students in the University.	Strongly Disagree	6	13.6%	2.899	.9912
	Disagree	23	54.4%		
	Agree	6	12.0%		
	Strongly Agree	9	20.0%		
As a lecturer I have always encouraged disabled students to approach staff whenever they are faced with learning challenges	Strongly Disagree	4	8.0%	1.566	.3444
	Disagree	4	8.8%		
	Agree	17	39.2%		
	Strongly Agree	19	44%		
I am satisfied with the quality of service delivery I receive at KYU as a student living with disability	Strongly Disagree	4	8.0%	3.555	.2555
	Disagree	4	8.0%		
	Agree	27	62.4%		
	Strongly Agree	9	21%		

Item one required the respondents to state whether KYU staffs have been trained on the university systems of operations that cater for inclusive education. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.666 and the standard deviation is .1990. The total number of respondents was 71, a total of 8.0% strongly agreed, 4.0% agreed, 00% were neutral, 76% disagreed and 12% strongly disagreed.

In relation to the above a lecturer said

A student said

Some staff members have not been trained on some systems that cater for inclusive education.

In relation, it was observed that there is much evidence reported at all levels that if a lecturer has an attitude that is either negative or totally resistant to placing students with disability in the regular school setting, there will be discrimination in either exclusion, or in difficulties for the student if enrolled. This is the area most vehemently complained of, and most frequently. There is a time-lag between changes in policy and practice towards inclusion, and the responses of those in charge of administering the university.

Item two required the respondents to state whether KYU gives adequate training for technical support staff on disability studies and inclusive education. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.333 and the standard deviation is .2111. The total number of respondents was 71, a total of 8.0% strongly agreed, 12.0% agreed, 00% were neutral, 41.6% disagreed and 38.4% strongly disagreed.

In relation to the above a lecturer said

There are not sufficient numbers of lecturer trained on how to handle disability. There is insufficient training and professional support provided to them. They need to be trained in the complexities and sensitivities of their task

In reaction to the above a student said

Some of the lecturers are not considerate to our needs and many shy away from our plight.

Item three required the respondents to state whether they have gained knowledge and the skill from the training support the education of disabled students at KYU. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 3.099 and the standard deviation is .1344. The total number of respondents was 71, a total of 16.8% strongly agreed, 9.6% agreed, 00% were neutral, 58.4% disagreed and 15.2% strongly disagreed.

Item five required the respondents to state whether KYU has promoted my career development in disability management. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.889 and the standard deviation is .2667. The total number of respondents was 125 a total of 4.0% strongly agreed, 4.0% agreed, 00% were neutral, 16% disagreed and 76% strongly disagreed.

A lecturer noted

Yes to a greater extent KYU has tried but in their attempts, they should follow the guidelines in the policy framework

Item six required the respondents to state whether as a lecturer at KYU disabled students disclose their concerns to me. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.555 and the standard deviation is .7888. The total number of respondents was 71, a total of 8.8% strongly agreed, 15.2% agreed, 00% were neutral, 24.8% disagreed and 51.2% strongly disagreed.

In relation to the above a lecturer said

Yes they do for example some of the students have complained of transport problems from their halls of residents. Given the fact that they are PWDs, it is difficult on their side.

Item seven required the respondents to state whether KYU staff encourages disabled students to be active in learning. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.5000 and the standard deviation is .1788. The total number of respondents was 44, a total of 76% strongly agreed, 4.0% agreed, 00% were neutral, 16% disagreed and 4.0% strongly disagreed.

Item eight required the respondents to state whether they find face to face communication with the lecturers very effective as a student living with a disability. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.900 and the standard deviation is .333. The total number of respondents was 44, a total of 57.6% strongly agreed, 22.4% agreed, 00% were neutral, 16.0% disagreed and 4.0% strongly disagreed.

A student said

The face to face interactions are occasional and are not on a daily basis. It is often once in a while that we have face to face communications with our lecturers.

Item nine required the respondents to state whether they have always provided time for feedback to disabled students in the University. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is and the standard deviation is .233. The total number of respondents was 44, a total of 13.6% strongly agreed, 54.4% agreed, 00% were neutral, 12% disagreed and 20% strongly disagreed.

Item ten required the respondents to state whether as a lecturer I have always encouraged disabled students to approach staff whenever they are faced with learning challenges. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.566 and the standard deviation is .3444. The total number of respondents was 44, a total of 8.0% strongly agreed, 8.8% agreed, 00% were neutral, 39.2% disagreed and 44% strongly disagreed.

During interviews the respondents were asked about inclusions and one lecturer said

We also have not been trained in inclusion or given much administrative support regarding full inclusion. We were told, in a sense, to find a way to just “make it work” between the confines of our own classroom. In general, the staff members responded with very strong

opinions about the current needs of their university-system. Many staff members felt that until their university systems needs are met, inclusion will never be utilized properly.

Item eleven required the respondents to state whether they are satisfied with the quality of service delivery they receive at KYU as a student living with disability. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 3.555 and the standard deviation is .2555. The total number of respondents was 44, a total of 8.0% strongly agreed, 8.0% agreed, 00% were neutral, 62.4% disagreed and 21% strongly disagreed.

A student said

To some extent we are satisfied but some areas are lacking for example we need readers in order to access some information and also there is need to install jaws.

The custodian in one of the halls of residence supported the above view, he revealed that there are 53 students in North Hall who complain similarly. He called upon the government to install ramps to enable the 70 students in his hall to access the buildings.

In Pear student's hall, they were only two students with disability; the Custodian noted that the hall lacks capacity to cater for bigger numbers of students.

Dependent variable: quality of service delivery to the disabled students' at Kyambogo University

The dependent variable was discussed as per the questions laid down in the questionnaire. A total of 10 (ten) questions were asked and the responses to the questions are tabulated below

Table 4.15: Summary statistics on quality of service delivery to the disabled students' at Kyambogo University (Questionnaire for Students) N=44

Questions Responses		Frequency	percent	Mean	Standard deviation
Everything around me at the university makes me determined to complete my coursed as a student living with a disability in KYU	Strongly Disagree	8	16.0%	1.511	.2345
	Disagree	8	17.6%		
	Agree	12	33.6%		
	Strongly Agree	14	32.8%		
Facilities provided in the University have sustained my smooth stay at the institution	Strongly Disagree	4	8.0%	2.667	.1778
	Disagree	12	26.4%		
	Agree	18	40.0%		
	Strongly Agree	10	25.6%		
Facilities at KYU have contributed towards full participation of disabled students in their education	Strongly Disagree	19	44.8%	1.300	.1450
	Disagree	5	11.2%		
	Agree	13	28.0%		
	Strongly Agree	7	15.9%		
Policy provisions of KYU have contributed to my freedom in the institution.	Strongly Disagree	21	48.0%	2.900	.1780
	Disagree	4	8.0%		
	Agree	8	17.6%		
	Strongly Agree	11	26.4%		
As a student living with a disability I have gained confidence to participate in field trips, class discussions and class presentations	Strongly Disagree	14	31.2%	1.600	.1988
	Disagree	4	8.8%		
	Agree	24	56.0%		
	Strongly Agree	02	4.0%		
At KYU students living disabilities have been represented at the student leadership	Strongly Disagree	4	8.0%	1.933	.2444
	Disagree	4	8.8%		
	Agree	19	44.0%		
	Strongly Agree	17	39.2%		
	Disagree	6	8.0%		
	Agree	6	8.0%		
	Strongly Agree	45	36.0%		
	Strongly Agree	25	36.0%		

Questionnaire for Lecturers N=71					
The facilities provided at KYU have attracted the a large number of PWDs to join the institution	Strongly Disagree	20	27.2%	1.566	.2133
	Disagree	3	4.8%		
	Agree	40	56.0%		
	Strongly Agree	9	12.0%		
Quality of services that are provided at KYU to Disabled students has caused high enrolments at the University	Strongly Disagree	34	48.0%	1.799	.2455
	Disagree	6	8.0%		
	Agree	6	8.0%		
	Strongly Agree	45	36.0%		
The policies of KYU have created progress of inclusive education at the University	Strongly Disagree	7	10.4%	2.766	.1334
	Disagree	7	9.6%		
	Agree	11	16.0%		
	Strongly Agree	46	64.0%		
Satisfaction and experience of students with disabilities at KYU have led to the successful completion of their courses at the institution.	Strongly Disagree	17	24.8%	4.112	.3451
	Disagree	8	11.2%		
	Agree	21	32%		
	Strongly Agree	25	36.0%		

Item one required the respondents to state whether everything around them at the university makes them determined to complete their course as a student living with a disability in KYU. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.511 and the standard deviation is .2345. The total number of respondents was 125 a total of 16.0% strongly agreed, 17.6% agreed, 00% were neutral, 33.6% disagreed and 32.8% strongly disagreed.

In relation to the above a student said

Not really, it is really not the case, some facilities are favorable and other facilities are not

Item two required the respondents to state whether facilities provided in the University have sustained my smooth stay at the institution. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.667 and the standard deviation is .1778. The total number of respondents was 125 a total of 8.0% strongly agreed, 26.4% agreed, 00% were neutral, 40.0% disagreed and 25.6% strongly disagreed.

A respondent said

Some facilities have ramps and were are able to access the buildings but some don't have ramps and we do find it difficult to access some buildings.

Item three required the respondents to state whether facilities at KYU have contributed towards full participation of disabled students in their education. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.300 and the standard deviation is .1450. The total number of respondents was 125 a total of 44.8% strongly agreed, 11.2% agreed, 00% were neutral, 28% disagreed and 14.0% strongly disagreed.

A student bitterly lamented

We have problems in interpreting what is taught yet the university cannot secure us special people for this service. Persons responsible for the impaired should be employed because many times the students meet the costs of the services rendered to them by guides and interpreters. This is too cumbersome since some of the students with disabilities come from humble backgrounds.

Another student said

The biggest problem is that the staff is not yet aware of the existing policy and guidelines. The staff should be sensitized on the new disability policy at the university since many seem not to know it. The sensitization should not be occasional but continuous. The KYU entire student's guild should be sensitized on the fact that all human beings are equal before the law and so PWDs should not be discriminated against.

Item four required the respondents to state whether policy provisions of KYU have contributed to my freedom in the institution. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.900 and the standard deviation is .1780. The total number of respondents was 125 a total of 48% strongly agreed, 08% agreed, 00% were neutral, 17.6% disagreed and 26.4% strongly disagreed.

Item five required the respondents to state whether as a student living with a disability I have gained confidence to participate in field trips, class discussions and class presentations. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.600 and the standard deviation is .1988. The total number of respondents was 125 a total of 31.2% strongly agreed, 8.8% agreed, 00% were neutral, 56.0% disagreed and 4.0% strongly disagreed.

Item six required the respondents to state whether at KYU students living disabilities have been represented at the student leadership. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.933 and the standard deviation is .2444. The total number of respondents was 125 a total of 8.0% strongly agreed, 8.8% agreed, 00% were neutral, 44% disagreed and 39.4% strongly disagreed.

Item seven required the respondents to state whether the facilities provided at KYU have attracted the a large number of PWDs to join the institution. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.566 and the standard deviation is .2133. The total number of respondents was 125 a total of 27.2% strongly agreed, 4.8% agreed, 00% were neutral, 56.0% disagreed and 12.0% strongly disagreed.

A staff said

We have few facilities that can attract PWDs but hope the university will expand these with time. Everyone needs to be trained and taught how inclusion works. Some classrooms are not receiving the help they need because of scheduling issues with the special education staff. More paraprofessionals are needed to help if special education lecturers can't be in the classroom.

Item eight required the respondents to state whether quality of services that are provided at KYU to Disabled students has caused high enrolments at the University. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 1.799 and the standard deviation is .2455. The total number of respondents was 125 a total of 48% strongly agreed, 8.0% agreed, 00% were neutral, 8.0% disagreed and 36.0% strongly disagreed.

In agreement with the above question a lecturer said

We need more staff (paraprofessionals) to meet the needs of those students and as a lecturer I would like training to know how I can work with the special education students to meet those students' needs. There is not enough support, not enough lecturer collaboration time

Another lecturer said

The training I have had has been reading on my own about inclusion. I have researched inclusion through books and the internet.

Item nine required the respondents to state whether the policies of KYU have created progress of inclusive education at the University. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 2.766 and the standard deviation is .1334. The total number of respondents was 125 a total of 10.4% strongly agreed, 9.6% agreed, 00% were neutral, 16.0% disagreed and 64.0% strongly disagreed.

A student was asked about the services rendered at the university and he said

KYU should employ the visual impaired person responsible for braille for example he said he gets problems translating of Kiswahili brailled work into ink and reading of Kiswahili novels.

Another student complained of lack of confidence because is a PWD, he requested for availability of counseling services in the halls of residence. He further said that most students who are blind do not have notes printed in braille even no books in braille. Some student's do not know the rights of a PWD. Another student raised concern over the issue of congestion on notes boards, lecture rooms and failure to involve the blind in the decision making process in some university clubs and societies. He further raised concern on some subjects taught that they are more practical and do take long hence stressing the PWDs. He noted that from the practical courses taught, little guidance is offered which makes it difficult on the side of PWDs.

Item ten required the respondents to state whether satisfaction and experience of students with disabilities at KYU have led to the successful completion of their courses at the institution. Statements in this question were fed in SPSS. The computed test figures reveal that the mean is 4.112 and the standard deviation is .3451. The total number of respondents was 125 a total of 24.8% strongly agreed, 11.2% agreed, 00% were neutral, 32% disagreed and 36.0% strongly disagreed.

4.4 Testing of the Hypothesis three: H3

The hypothesis that stated that : Staff capacity strongly contributes towards quality of service delivery in the education of the disabled students in the higher education institutions was tested using Pearson correlation coefficient and the results are presented below.

Table 4.16: Correlation matrix for staff capacity and quality service delivery

		Staff capacity
Quality service delivery	Pearson Correlation	.733**
	Sig. (2-tailed)	.009
	N	125

** . Correlation is significant at the 0.05 level (2-tailed).

The results show that the correlation coefficient is 0.733(**) and its significance level 0.009. This implied that staff capacity influences quality service delivery to the disabled students in KYU. Therefore, the results indicate that there is a positive significant relationship between staff capacity and quality service delivery to the disabled students in KYU. Therefore the alternative hypothesis that was earlier postulated is upheld (H3 upheld).

Table 4.17: Analysis of variance table for staff capacity and quality service delivery

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.595	1	8.595	7.100	.009(a)
	Residual	128.321	106	1.211		
	Total	136.917	107			

a Predictors: (Constant), staff capacity

b Dependent Variable: quality service delivery

F-value of 7.100 is greater than the critical F-value of 6.90 at the 0.01 level of significance. Staff capacity significantly influences quality service delivery to the disabled students in KYU. This implies that the alternate hypothesis is accepted. It means that there is a relationship between staff capacity and quality service delivery to the disabled students in KYU.

Path analysis of staff capacity and quality service delivery

Table 4.18 Discriminant validity of variables

Variable	UBF	Access to Infrastructure	Access to Information	Curriculum	Staff capacity	Quality Delivery of Services
University based factors	0.771^a					
Access to Infrastructure	0.415	0.685^b				
Access to information	0.188	0.333	0.601^c			
Curriculum	0.153	0.056	0.483	0.732^d		
Staff capacity	0.687	0.048	0.247	0.419	0.801^e	
Quality service delivery	0.882	0.073	0.218	0.342	0.554	0.849^f

a, b, c, d, e, f represent the shared variance of each variable

The analysis shows that there is a high shared variance between university based factors and quality service delivery to the disabled students in KYU. It also shows that there is low shared variance between accessibility, curriculum, staff capacity and quality service delivery.

Table 4.19: Model Summary for university based factors and service delivery

Model Summary		Un standardized Coefficients		t	Sig.	Adjusted R ²
		B	Std. Error			
1	(Constant)	.723	.291	2.500	.010	
	Accessibility	.377	.122	2.611	.000	0.678
	Curriculum	.199	.082	5.004	.000	
	Staff capacity	.733	.456	3.444	.000	
	Quality of Service Delivery	.754	.106	4.823	.000	
a. Dependent Variable: Quality of service delivery						

The correlation coefficient for accessibility is .377, for curriculum is .199, for staff capacity is .733 indicating a positive significant relationship between university based factors and

quality service delivery. This implies that university based factors influence quality service delivery to the disabled students in KYU. In the three cases the earlier postulated hypotheses are accepted. The adjusted R for the independent variables is .678 indicating a positive relationship between university based factors and quality service delivery

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of the study findings as presented in chapter four, conclusions and recommendations plus areas for further research.

5.2 Summary of Major Findings

The major findings of the study were that there is a positive significant relationship between accessibility and quality service delivery, there is a positive significant relationship between curriculum and quality service delivery and lastly staff capacity and quality service delivery to students with disability in KYU is positively significantly related.

5.2.1 Accessibility and quality service delivery to students with disability in KYU

The Pearson correlation coefficient was carried out results showed that the correlation coefficient was 0.377(**) and its significance level 0.009. This implied that accessibility influences quality service delivery to the disabled students in KYU. Therefore, the results indicated that there is a positive significant relationship between accessibility and quality service delivery to the disabled students in KYU. Therefore the alternative hypothesis that was earlier postulated was upheld (H1 upheld).

5.2.2 Curriculum and quality service delivery to students with disability in KYU

The Pearson correlation coefficient was carried out results showed that the correlation coefficient was 0.199(**) and its significance level 0.009. This implied that staff capacity influences quality service delivery to the disabled students in KYU. Therefore, the results indicated that there is a positive significant relationship between staff capacity and quality

service delivery to the disabled students in KYU. Therefore the alternative hypothesis that was earlier postulated was upheld (H2 upheld).

5.2.3 Staff capacity and quality service delivery to students with disability in KYU

The Pearson correlation coefficient was carried out results showed that the correlation coefficient was 0.199(**) and its significance level 0.009. This implied that curriculum influences quality service delivery to the disabled students in KYU. Therefore, the results indicated that there is a positive significant relationship between curriculum and quality service delivery to the disabled students in KYU. Therefore the alternative hypothesis that was earlier postulated was upheld (H3 upheld).

5.3 Discussions

This subsection looks at the discussion of the findings which are discussed according to the respective research objectives as earlier presented in chapter one.

5.3.1 Accessibility and quality service delivery to students with disability in KYU

It was observed that there is a positive significant relationship between accessibility and quality service delivery. Findings revealed that not all buildings are accessible to the disabled students; it is only a few building that are accessible. The PWDs suffer to access some of the buildings on the university. The findings are in line with Eide & Loeb (2005) who states that buildings should be accessible to all university students; this is a concern when it comes to PWDs. There are not enough services available to students with disability to match the requirements. Some of our buildings were not built in such a way that PWDs can access them.

It was observed that many disabled students do not know what choices are open to the PWDs in either Special institutions or inclusive institutions towards accessing ancillary services. They

are often unaware of how to access educational services appropriate to their needs as students with disabilities, particularly in the first year at university. The findings are consistent with Najjingo (2004

It was observed that some staff members do not know how to communicate with the students and when the researcher asked the respondents on how this can be overcome they recommended that all staff to be trained on how to communicate with people with disabilities. This was similarly observed by Groce (2004) who noted that staff members in institutions have problems communicating with students with disabilities and this calls for training. Instead of using para professionals to do the work, the lecturers should be given special training in this area.

It was observed that there is need for wider sensitization on the relevance of communication as far as people with disabilities are concerned. There is poor planning and poor implementation when it comes to structuring guidelines, policies and procedures. The findings are in agreement with Gulliford and Upton (1992) who note that policies should be made public and more so the public should be sensitized about these policies.

Findings revealed that not all information is received by students with disabilities, this encourages the detrimental labeling of the student by his or her disability diagnosis, rather than as a person or by ability since is being denied access to information. The findings are in line with Looy (2003) who notes that every person has a right to access information. It was observed that no new modifications have been put in place, however any piece of communication is made via the university notice board at senate and at various faculties. Many buildings used are not physically accessible. Many of these do not lend themselves to modification, or modification would necessitate enormous expenditure. The findings are in line with Eide & Loeb (2005) who states that buildings should be accessible to all university

students, this is a concern when it comes to PWDs. Findings revealed that many students with disability have mobility limitations..

5.3.2 Curriculum and quality service delivery to students with disability in KYU

Findings revealed that there is a positive significant relationship between accessibility and quality service delivery to students with disability in KYU. It was revealed that students with weak academic skills in class have not had benefit of the existing curriculum since the curriculum is weak and needs to be changed to cater for all categories of students. The findings were similarly observed by Kaddumukasa, Matovu and Katabira (2013) who observed that the university curriculum should put into consideration people with disabilities.

It was observed that it is the role of the lecturer to guide students but sometimes they may not give special treatment to some categories of students given the large numbers. The findings are in line with Kasenene who observes that PWDs deserve special treatment but sometimes it may not be forthcoming.

When the students were asked about some of the problems they face, the majority said discrimination which creates stigma resulting into emotional stress. Furthermore the students were asked about how they manage to use the computer labs and the majority replied that computers have no jaws. They decried the lack of ramps and the need to construct ramps. Some suggested that it would be a good idea if the university considered constructing buildings with ramps and lifters.

Looy (2003) that PWDs should be provided with separate lecture rooms , special facilities should be availed to them for example computers, ramps etc. Special notes boards would be a good innovation.

It was observed that the use of instructional material is occasional, many lecturers were trained decades ago with nil expectation of having students with disability in the class. A large majority of lecturers are willing to manage with a range of such student, but in order to gain the confidence essential to allow for creative and responsive teaching, they need training, regular practical and theoretical reinforcement, and a support and consultation mechanism.

Some lecturers without training in working with students with disability are negative and resistant. Najjingo (2004) advocates for inclusive education and special training should be given to teachers with regards special education needs

In relation to the above question, it was observed that there is a very great need for more services, and more comprehensive and appropriate services, to assist students with disability in three main phases of moving from one level of education to the next. They are all of major importance in the student's settling effectively into the next level. Similar findings were observed by Nyende (2012).

5.3.3 Staff capacity and quality service delivery to students with disability in KYU

Findings revealed that some staff members have not been trained on some systems that cater for inclusive education. In relation it was observed that there is much evidence reported at all levels that if a lecturer has an attitude that is either negative or totally resistant to placing students with disability in the regular school setting, there will be discrimination in either exclusion, or in difficulties for the student if enrolled. The findings were similarly observed by Malik (2008). There are not sufficient numbers of lecturer trained on how to handle disability. There is insufficient training and professional support provided to them. They need to be trained in the complexities and sensitivities of their task. The literature reviewed and responses

revealed that some of the lecturers are not considerate to the PWDs needs and many shy away from their plight (Najjingo, 20014) similarly observed.

It was observed that some of the students complain of transport problems from their halls of residence. Given the fact that they are PWDs, it is difficult on their side. The findings are consistent with Nyende (2012) who calls upon the management of institutions to put into consideration the needs of the students with disabilities.

It was observed that face to face interactions are occassional and not on a daily basis. It is often once in a while that they hold face to face communications with their lecturers. The findings were similarly observed in the UNESCO (1994) report that noted that institutions should build capacity to be able to avail the PWDs with the right information at the right time.

It was observed that students have problems in interpreting what is taught yet the university cannot secure them special people for this service. Many times the students meet the costs of the services rendered to them by guides and interpreters. This is too cumbersome since some of the students with disabilities come from humble backgrounds. The findings are in line with Despouy (1991) who notes that building capacity is the best way to propel an institution to greater heights.

The staff is not yet aware of the existing policy and guidelines. Najjingo (2004) notes that policies should be made public and all stake holders should be made aware of their existence

It was observed that KYU need more staff (paraprofessionals) to meet the needs of those students. It was revealed that some KYU staff lack training on how to handle students with disabilities. Most of the lecturers learn about the handling of PWDS on the internet.

5.4 Conclusions

This study was designed to answer three research objectives and this section will summarize the key findings of the study in relation to each research objective in order to formulate the conclusions. Study conclusions were drawn basing on the different research objectives as shown below;

5.4.1 Accessibility and quality service delivery to students with disability in KYU

Kyambogo University still has a problem given the fact that some buildings are not accessible to students with disabilities. Some students have not been able to access information given the delay in feedback, and also some information put on notice boards is not accessible given the fact that notice boards are crowded all the time. Some of the vital information on notice boards is removed before the PWDs can access it. Lecturers are conducted in crowded classes that make it uncomfortable to students with disabilities to access.

5.4.2 Curriculum and quality service delivery to students with disability in KYU

The curriculum does not cater for people with disabilities and needs to be adjusted; some courses have contents that don't suit the PWDs in this sense. Students are admitted for courses that don't suit a person with a particular disability or impairment. The lecturers use a style of teaching that does not favor the impaired; the absence of Braille's has worsened the whole situation.

5.4.3 Staff capacity and quality service delivery to students with disability in KYU

Some of the KYU staff members lack the expertise in handling PWDs and therefore are not trained on how to deal with special needs students. The students complained of not receiving enough guidance from lecturers. The number of para professionals is small and some students

have to hire people from outside to act as interpreters. The university staff needs to be sensitized about the rights of the disabled students.

5.5 Recommendations

The recommendations below were made on the basis of research objectives as provided in chapter one. The researcher recommended that:

5.5.1 Accessibility and quality service delivery to students with disability in KYU

There is need to improve on the infrastructure (roads, buildings) electronic devices (modern ones e.g internet services with jaws programmes for the blind, buildings with loop systems for the deaf. KYU should employ the visual impaired person responsible for braille for example some students gets problems translating Kiswahili brailled work into ink and reading of Kiswahili novels. Persons responsible for the impaired should be employed because many times the students meet the costs of the services rendered to them by guides and interpreters. This is too cumbersome since some of the students with disabilities come from humble backgrounds.

5.5.2 Curriculum and quality service delivery to students with disability in KYU

The curriculum should be adjusted to suit some learners with visual impairments by removing some contents in the courses taught that don't favor the visually impaired. By adapting the curriculum to meet the needs of special education students, teachers will also adapt the curriculum to closely meet the individual needs of each student in the class. More instructional material that can help the PWDs should be secured at the expense of the university or government to facilitate smooth learning for the PWDs. The university seems to lack modern equipment and instructional materials for the learning exercise. The lecture should put into

consideration individual differences since some students with disability are slow at grasping. An inclusive school educates all students and provides them with appropriate educational experiences that are challenging, yet geared toward their individual capabilities and needs.

5.5.3 Staff capacity and quality service delivery to students with disability in KYU

The staff should be sensitized on the new disability policy at the university since many seem not to know it. The sensitization should not be occasional but continuous. The KYU entire student's guild should be sensitized on the fact that all human beings are equal before the law and so PWDs should not be discriminated against. Lecturers should get sufficient training on how to handle and deal with the PWDs in class.

5.6 Areas for further research

There is need to carry out research on socio-economic factors influencing dropout from university by students with disabilities

There is need to carry out research on factors that affect the accessibility to reading by students with disabilities

There is need to carry out a study on factors affecting the success of inclusion by students with disabilities

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APPENDENCIES

APPENDIX 1:

QUESTIONNAIRE FOR LECTURERS

RESEARCH ON UNIVERSITY BASED FACTORS AND QUALITY OF SERVICE

DELIVERY TO STUDENTS LIVING WITH DISABILITIES AT KYAMBOGO

UNIVERSITY IN UGANDA

I am a student at UMI pursuing a master's degree in higher education management and administration. This research is intended to examine the University based factors and the quality of service delivery at KYU.

Here below are questions that seek information regarding the background of KYU, the contributions of the university based factors and quality of service delivery towards the disabled students. Please do kindly fill in all the questions following the guidelines provided in each subsection. The information obtained will be specifically for the above purpose and treated with the confidentiality it deserves.

Thank you for your time and cooperation to fill this questionnaire.

Section one: Background information

Please tick (√) the correct option below:

1. Gender

Male

Female

2. Educational level

1. First degree

2. Post graduate diploma

3. Masters

4. PHD

5. Others specify

.....

3. What is your area of specialization?

.....

SECTION TWO: UNIVERSITY BASED FACTORS

Please put a tick (√) on a scale of 1-5 how strongly you agree or disagree with the statements given.

Scale	5	4	3	2	1
	Strongly agree	Agree	undecided	Disagree	Strongly agree
A	ACCESSIBILITY AND QUALITY OF SERVICE DELIVERY				
1	All buildings at the university are freely accessible by all students including those with disability				
2	As a lecturer I have observed PWDs accessing all the buildings in the University.				
3	Buildings of the university have greatly contributed to the conducive learning environment of disabled students'				
4	The university has helped the disabled students to cope with the present curriculum				
5	We PWDs at KYU easily access information at the university.				
6	The University has provided guidelines and procedures that support the life of a disabled student in attaining education at KYU.				
7	The university provides all students with information including University policies				
B	CURRICULUM AND QUALITY OF SERVICE DELIVERY				
8	I always accommodate students with weak academic skills in my classes to ensure access to the curriculum				
9	I use various instructional materials during my teaching /learning secessions to cater for students with learning difficulties				
10	I always use participatory methods of teaching during my instructions to involve even the PWDs'				
11	During class activities, I provide the learners with disabilities to participate with maximum guidance.				
12	I have always supervised students with disabilities in their field work, internship and school practice				
C	STAFF CAPACITY AND QUALITY OF SERVICE DELIVERY				
13	KYU staffs have been trained on the university systems of operations that cater for inclusive education.				
14	KYU gives adequate training for technical support staff on disability studies and inclusive education.				
15	I have gained knowledge and the skill from the training support the education of disabled students at KYU.				
16	KYU has promoted my career development in disability management				
17	As a lecturer at KYU disabled students disclose their concerns to me.				

D QUALITY SERVICE DELIVERY					
18	The facilities provided at KYU have attracted the a large number of PWDs to join the institution				
19	Quality of services that are provided at KYU to Disabled students has caused high enrolments at the University				
20	The policies of KYU have created progress of inclusive education at the University				
21	Satisfaction and experience of students with disabilities at KYU have led to the successful completion of their courses at the institution.				

22. What are the factors contributing to poor accessibility to infrastructure and information at KYU?

.....
.....

23. Suggest ways of how to overcome factors as mentioned in no. 12 above.

.....
.....

24. What are the good practices in terms of accessibility to infrastructure and information at KYU?

.....
.....

25. What are the challenges in terms of the current curriculum being offered to the disabled students at the university?

.....
.....

26. Suggest solutions to such challenges as mentioned above in number (11).

.....
.....

27. What could be important practice in terms of developing university curriculum for KYU?

.....
.....

28. What are some of the challenges that disabled students face in relation to staff capacity at the university?

.....
.....

29. In what ways do you think such challenges can be minimized at the university?

.....
.....

30. what are some of the good practices that could be used by the staff to narrow the gap between the students and the staff, and student to student relationship at the university?

.....
.....

31. What challenges are experienced by disabled students at the university in terms of service delivery?

.....
.....

32. What can be done to solve the challenges mentioned above in number (11?)

.....
.....

33. What could be some of the good practices to improve the services at KYU?

.....
.....

**APPENDIX 2:
QUESTIONNAIRE FOR STUDENTS**

**RESEARCH ON UNIVERSITY BASED FACTORS AND QUALITY OF SERVICE
DELIVERY TO STUDENTS LIVING WITH DISABILITY AT KYAMBOGO
UNIVERSITY IN UGANDA.**

Dear Respondent,

I am a student at UMI pursuing a master's degree in higher education management and administration. This research is intended to examine the University based factors and the quality of service delivery at KYU. Here below are questions that seek information regarding the background of KYU, the contribution of the university based factors and quality of service delivery towards student living with disability. Please do kindly fill the questions following the guidelines provided in each subsection. The information obtained will be used specifically for the above purpose and treated with the confidentiality it deserves.

Thank you very much for your time and cooperation to fill the questionnaire.

SECTION ONE: BACKGROUND INFORMATION

A. Respondents' Biographical information. Please tick(√) the correct option below:

1. Gender

a. Male

b. Female

2. Educational level

a. First Degree b. Postgraduate Diploma c. Masters

d. PHD

e. Specify others.....

b. Study time at KYU

a. Day b. Evening c. Weekends d. Workshops

c. Which course are you taking and which year are you?

.....

SECTION TWO: University Based Factors

From questions 5-50, please put a tick (✓) on a scale of 1-5 how strongly you agree or disagree with the statements given.

Scale	5	4	3	2	1
	Strongly agree	Agree	undecided	Disagree	Strongly agree

A	ACCESSIBILITY AND QUALITY OF SERVICE DELIVERY.					
1	Students with disabilities can access information in the university.					
2	The university has put in place some modifications towards students' access to information especially for hearing & visually impaired students.					
3	Information systems at KYU enable quality of service delivery					
4	Students with disabilities do not readily find out appropriate information in the university					
5	Constructions are going on the university; more considerations are taken care of towards PWDs access to housing.					
B	CURRICULUM AND QUALITY SERVICE DELIVERY					
6	In the university timetable, time has been allocated in consideration of PWDs' especially during examination					
7	I appreciate the efforts KYU has put in place to meet the communication gaps among us the disabled students					
8	Students with Disabilities have been considered when it comes to communication modes. Interpreters for the deaf ie Braille work for the blind, and tactile for the deaf blind.					
9	The University content provides students with disabilities with Hands on Skills Training					
10	I appreciate the efforts KYU has put in place to meet the communication gaps among us the disabled students					

C STAFF CAPACITY AND QUALITY OF SERVICE DELIVERY					
10	KYU staff encourage disabled students to be active in learning				
11	I find face to face communication with my lecturers very effective as a student living with a disability				
12	I have always provided time for feedback to disabled students in the University.				
13	As a lecturer I have always encouraged disabled students to approach staff whenever they are faced with learning challenges				
14	I am satisfied with the quality of service delivery I receive at KYU as a student living with disability				

D QUALITY OF SERVICE DELIVERY					
15	Everything around me at the university makes me determined to complete my course as a student living with a disability in KYU				
16	Facilities provided in the University have sustained my smooth stay at the institution				
17	Facilities at KYU have contributed towards full participation of disabled students in their education				
18	Policy provisions of KYU have contributed to my freedom in the institution.				
19	As a student living with a disability I have gained confidence to participate in field trips, class discussions and class presentations				
20	At KYU students living disabilities have been represented at the student leadership				

21. What are some of the problems that you have experienced when interacting with the university staff?

.....

.....

22. Suggest solutions to the named problems above in number (11).

.....

.....

23. What could be the good practice for the disabled student to use especially when interacting with the staff, and other students in the university?

.....
.....

24. Are there any problems that you have experienced in terms of the university service delivery to your needs as a disabled student? If yes, what problems?

.....
.....

25. What could be the solutions to such problems?

.....
.....

26. What could be the good practice that the student living with disability in the university would expect in the services provided to them?

.....
.....

27. What are some of the problems that you have faced in accessing the university current curriculum?

.....
.....

28. Suggest any possible ways such problems can be solved at your university.

.....
.....

29. What could be important in the development of the university curriculum in order to have disabled students participating?

.....
.....

APPENDIX: 3

DOCUMENT REVIEW CHECKLIST

Documents include;

1. Policy document on inclusive education at KYU
2. NCHE documents
3. National policy documents
4. Uganda National Association for the Blind
5. Standard rules on the equalization of opportunities for PWDs (1993) and UNESCO(2005)

The researcher shall take time to observe what is stated in the documents as opposed to what is visible on ground in relation to;

Access to infrastructure and information by the disabled students at the institution.

Involvement and progress of the disabled students in the university curriculum, and how staff capacity is important in the promotion of inclusive education at the higher education institution.

APPENDIX 4:

INTERVIEW GUIDE FOR ADMINISTRATIVE STAFF

RESEARCH ON UNIVERSITY BASED FACTORS AND QUALITY OF SERVICE DELIVERY TO STUDENTS LIVING WITH DISABILITIES AT KYAMBOGO UNIVERSITY IN UGANDA

1. Do you have students living with disabilities in your institution? If yes, how many are they in total, if not, why not?

2. Do you have disabled students who find access to some buildings of the university as a challenge? If yes, why is it difficult for them?

3. In your institution which infrastructure areas are most affected to the extent that the students who move with wheel chairs do not have access, why are there areas designed this way?

4. What is the impact of poor infrastructure on students with disabilities?
5. What suggestion would you make to improve on access to infrastructure by disabled students in your university?

6. Do you have any strategies on assessment that have been put in place to cater for the disabled students in terms of access to the curriculum? If yes, give examples, If no, why?

7. In your institution what modes of instructions are commonly used during class contact hours with disabled students by lecturers?

8. Give reasons for the above [Qtn 7]

9. Briefly explain how the university provides the disabled students with information especially the blind and the deaf.

10. What modifications has your university put in place to cater for the disabled students in terms of access to information

11. What are some of the concerns of the disabled students as far as access to information is concerned the institution?
12. As an administrator at the university, suggest the most convenient ways of providing students especially those with hearing and visual impairments, with timely and accurate information.
13. Have you had any training on disabilities studies? If yes, how long was it? And what was the training content? If not, why not?
14. Do you have a special office to cater for the needs of the disabled students at the institution? If yes, what activities does it conduct? If not, Why?
15. As an administrator do you usually organize refresher courses for the staff on disabilities studies? If yes, how often, If not, why?
16. Briefly give the different instructional materials produced by the institution for the teaching/learning of students in the inclusive classes
17. With the guidance of the instructional materials listed in [Qtn 16] above , give examples of disabilities found among the students in your university?
18. Looking at the different disabilities listed in [17] above, suggest any other instructional materials that would be of benefit to the education of the disabled students in Ugandan higher institutions of learning, but not yet available in your institution.
19. What are the challenges related to the provisions of quality services to the students living with disabilities in your institution?
20. Suggest strategies to mitigate the above challenges?

APPENDIX 5 .

OBSERVATION CHECK LIST

The researcher will observe behaviors during data collection as stated in the NCHE(2011) quality assurance frame work ,capacity indicators schedule 4 statutory instrument.. The check list will be contextualized to define university based factors and quality of service delivery at KYU.

APPENDIX SIX

RESULTS OF THE PRETESTS

Pretest Results for Questionnaire for Lecturers

Content validity Index Results

Model Summary		Validity Results		t	Sig.
		Test	Items		
1	Variables				
	Accessibility	.816	12.0		.000
	Curriculum	.809	10.0		.000
	Staff capacity	.788	10.0		.000
	Quality Service Delivery	.790	10.0		.000
a. Dependent Variable: Quality service delivery b. Independent Variable: University based factors					

Cronbach alpha Reliability Index Results

Model Summary		Cronbach Reliability Results		t	Sig.
		Test	Items		
1	Variables				
	Accessibility	.766	12.0		.000
	Curriculum	.890	10.0		.000
	Staff capacity	.767	10.0		.000
	Quality Service Delivery	.785	10.0		.000
a. Dependent Variable: Quality service delivery b. Independent Variable: University based factors					

Pretest Results/Pilot Study test results for questionnaire for students

Content validity Index Results

Model Summary		Validity Results		t	Sig.
		Test	Items		
1	Variables				
	Accessibility	.799	7.0		.000
	Curriculum	.805	7.0		.000
	Staff capacity	.782	7.0		.000
	Quality Service Delivery	.802	7.0		.000
c. Dependent Variable: Quality service delivery					
d. Independent Variable: University based factors					

Cronbach alpha Reliability Index Results

Model Summary		Cronbach Reliability Results		t	Sig.
		Test	Items		
1	Variables				
	Accessibility	.877	7.0		.000
	Curriculum	.810	7.0		.000
	Staff capacity	.793	7.0		.000
	Quality Service Delivery	.788	7.0		.000
c. Dependent Variable: Quality service delivery					
d. Independent Variable: University based factors					

Pretest Results/Pilot Study test results for the interview Guide for administrators

Content validity Index Results

Model Summary		Validity Results		t	Sig.
		Test	Items		
1	Variables				
	Accessibility	.704	5.00		.000
	Curriculum	.734	5.00		.000
	Staff capacity	.722	5.00		.000
	Quality Service Delivery	.706	5.00		.000
			20.00		
Dependent Variable: Quality service delivery Independent Variable: University based factors					

Cronbach Alpha Reliability Results

Model Summary		Reliability Results		t	Sig.
		Test	Items		
1	Variables				
	Accessibility	.710	5.00		.000
	Curriculum	.757	5.00		.000
	Staff capacity	.714	5.00		.000
	Quality Service Delivery	.833	5.00		.000
			20.00		
Dependent Variable: Quality service delivery Independent Variable: University based factors					



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Your Ref:

Our Ref: G/35

25 September 2014

TO WHOM IT MAY CONCERN

MASTERS IN HIGHER EDUCATION MANAGEMENT AND ADMINISTRATION DEGREE

Ms. Adeke Ester is a student of the Master of Higher Education Management and Administration Degree of Uganda Management Institute 1st Intake 2012/2013, **Reg. Number 12/MHEMA/01/002.**

The purpose of this letter is to formally request you to allow this participant to access any information in your custody/organization, which is relevant to her research.

Her Research Topic is: **“The University Based Factors and Quality of Service Delivery to Students Living with Disabilities in Higher Education Institutions: A Case Study of Kyambogo University.”**

Yours Faithfully

Maria K Barifaijo (PhD)

AG. HEAD, DEPARTMENT OF EDUCATION LEADERSHIP AND MANAGEMENT