AN APPRAISAL OF SUPPORT SERVICES TO STUDENTS WITH DISABILITIES: THE CASE OF WALTER SISULU UNIVERSITY

BY

NONZWAKAZI BEAUTY MAKIWANE

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DEDICATION

I dedicate this thesis to my parents, Clarence Twalikhulu and the late Reubina Rose "Maxaba" Nomvula Makiwane, for giving me genuine and proper guidance, and for teaching me social and spiritual principles which I hold dear and are of great influence in my life.

Special dedication to all the pastors in the Back to God Crusade and the Assemblies of God church who obey God's will, preach the Word of God openly and without fear. Through anointed teachings I live a holy life fully aware and convinced that Jesus Christ is the only way, truth and door.

DECLARATION

I hereby declared that this is my own original work emanating from my years of hard work, pain and solitude by myself. To the best of my knowledge, this work has not been extracted from other people's work without acknowledgement. The thesis has not been submitted to any university in whole or in parts for an award at any institution by me or anyone. The views expressed in this thesis are those of the author except where indicated by means of complete reference. Any errors and omissions remain the sole responsibility of the author.

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ABSTRACT

The provision of effective support services in an efficient manner is a critical part of any university's role to ensure that students with disabilities achieve academic outcomes. In South Africa universities are categorized into three types, namely traditional universities (offer theoretically-oriented degrees); universities of technology (offer vocational-oriented diplomas and degrees) and comprehensive universities (offer a combination of the other two). With their constitutional and policy framework obligations, universities are responsible for accommodating students with all types of disabilities. Pertaining to the awareness of social disparities, the quality of support services to students with disabilities still remains a concern. From various platforms it is evident that quality of support services to students with disabilities in South African universities is poor and in some instances crucial support devices do not exist at all. The pressures being felt by universities from external forces and the problems encountered in the extent of quality of support services has created the need for an appraisal. The purpose of this study, then, is to investigate and describe the quality of the support services provided to students with disabilities in a university context.

Each of the existing models of disability serves two purposes. First, students with disabilities benefit in vastly different ways. In the medical/charity models students with disabilities are seen as vulnerable and worthy of protection by the state. On the contrary, in the social/rights-based models students with disabilities are seen as equal to non-disabled students in a university. Second, models are theoretical concepts that create platforms to rectify unclear and inconsistent understanding of the historical evolution of the disability phenomenon.

Administration consists of a wide range of activities and is ever-present in any institution, whether private or public, and grouped into six generic administrative and management functions. It is envisaged that the implementation of these functions (policy-making, organizing, financing, staffing, determining work procedures and controlling) in a university setting is seen not only to stabilize but improve dramatically the quality of support services to students with disabilities. The implementation of the Batho Pele principles is essential in creating a significant positive impact on how the universities deal with disabled students.

The study adopted a qualitative and quantitative research methods and a descriptive design was used. Data was collected using a self-administered questionnaire followed by interviews to fill the gaps and

views of management responsible for making and approving policy on disability issues.

The responses were anonymous and data was analysed using content analysis. From the target population of sixty-eight (68), the sample for the study consisted of forty (40) students with disabilities in four campuses of Walter Sisulu University and two members from management, using the purposive sampling technique. From the results in the analysis of the questionnaire the findings revealed that the majority of students with disabilities (65.8%) at Walter Sisulu University perceived quality of support services in their campuses as poor. Factors which contributed to the identified problem include unavailability of technological assistive devices (Braille, Electric wheelchairs, specialized library equipment); inaccessibility of crucial support services, for example, sign language, interpreters; absence or lack of proper policy accommodating students with disabilities; inadequately designated facilities, poor infrastructure support services and absence of proper training on how to communicate, handle and assess students with disabilities in the classroom.

The recommendations from this study include pronouncing publicly the quota of students with disabilities in national universities to ensure average representation and, with an increase in numbers, an expansion in funding.

Exposure of academic and non-academic staff to mechanisms of how to communicate, assess and handle students with disabilities is critical and needs immediate attention. For example, an accredited short course could be designed where after certificates would be awarded on completion. A handbook as a guide to lecturers could also be produced, inclusive of disability issues within the university curriculum to disseminate information and awareness needed in a university environment.

It is imperative for the universities to understand that delivery of quality support services is determined by the individual's disability and the level of severity of that disability. For instance, students with severe cognitive functioning disabilities would require significantly different services than students with visual impairment.

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LIST OF ABBREVIATIONS

AHEAD : Association on Higher Education and Disability

AHSPPE : Association on Handicapped Student Service Programs in Postsecondary Education

DPO : Disabled People's Organisation

DPSA : Disabled People South Africa

HEIs : Higher Education Institutions

HEDSA : Higher Education Disability of South Africa

INDS : Integrated National Disability Strategy

IPDS : Integrated Provincial Disability Strategy

NCCD : National Co-ordinating Committee on Disability

OSDP : Office on the Status of Disabled People

PCCD : Provincial Co-ordinating Committee on Disability

PSC : Public Service Commission

WHO : World Health Organization

SS : Support Services

SRC : Student Representative Committee

SWD : Students with disabilities

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Providing support services to the students whether with or without disability is an essential function of higher education institutions because the students form the heart of their business. As the transformation and restructuring to accommodate students with disabilities in higher education (HE) institutions emerged, the number of these students increased. The universities as custodians of higher level education need to understand the importance of managing and administering the provision of support services to the students with disabilities in their environments (O'Reilly, 2001:45). Supporting the above-mentioned view, Junio-Sabio (2012:14) states that support services are crucial in fostering the development of students' competencies and life skills, including habits of academic excellence.

According to the variety of research conducted worldwide, developments are beginning to take shape in various countries to close the gap at national and international universities pertaining to support services for students with disabilities. For instance, Promnitz & Germain (1996:93) reveal that in Australian universities recruitment

of students with disabilities has become a competitive exercise defined by the availability and utilization of support services associated with each type of disability noted. Walter (2002:56) maintains that the partnership between support service practitioners and lecturers in United Kingdom universities is seen as an important factor for accessibility with the aim of developing graduates with disabilities. UN Convention on the Rights of People with Disabilities was published and number of countries including South Africa given opportunity for ratification and South Africa was the first country to respond. Trends and experiences on policy documents issued by government in South Africa to ensure emphasise on the Rights of People with Disabilities include the Constitution of the Republic of South Africa, 1996. Chapter 2 (Bill of Rights) prohibits all forms of unfair discrimination, entrenches the right to equality and provide for measures to address past imbalances. The Employment Equity Act, 1998 which aims to address inequities in the workplace. The Promotion of Equality and Prevention of Unfair Discrimination Act, 2000 addressing broader equity application and creates Equity Courts. The National Building Regulation Act, 1986 which aims at improving infrastructure to accommodate people with disabilities in their environments. The Code of Good Practice is a tool to guide, education and inform stakeholders in a workplace to understand disability rights and obligations of treating them fairly and equal whereas Technical Assistance Guidelines on the Employment of Persons with Disabilities assist in implementation of the practical

aspects of the Employment Equity Act relating to the employment of people with disabilities at the workplace. The Integrated National Disability Strategy, 1997 which is intended as both a guide and a tool to support increased employment of, and to some degree, serve to, people with disabilities within government structures.

Within the context of education the South African higher education policy framework also has a strong equity agenda. The following is worth mentioning:

i)   Education White Paper 3 on Higher Education

Transformation of the higher education system recognizes both the need to prevent unfair discrimination and to implement strategies and practices which are designed to overcome inequalities generated in the past. This is important as it sets the framework of how the needs of students with disabilities must be responded to by the system as a whole and by individual institutions including universities.

ii)   The National Plan for Higher Education

The plan identifies traditional students including students with disabilities a target group for inclusion into the higher education system and which aims to operationalize the imperatives in the mentioned White Paper. For instance no need for separate class for students with disabilities, all students must be lectured in a single

classroom and provide support services where necessary i.e. sign language interpreter for deaf student.

iii)   Education White Paper 6 on Special Needs Education

The White Paper makes provision for collaboration between institutions in providing services to address special needs without further details to how this can be operationalized.   For instance Walter Sisulu University to collaborate special schools like Efata School for Deaf and Blind where sign language classes for lecturers could be offered as part of training or employ teachers with sign language skills from such school.

Hadjikakou & Hartas (2008:104-106) to support above mentioned trends and experiences on policies in South Africa with regard to students with disabilities, suggest that higher education institutions need to take into consideration identified factors:

➢ inclusion of appropriate disability structure to entire university;

➢ organogram;

➢ inclusion of disability activities to university's business and strategic plans; and

➢ partnership and liaison with knowledgeable and advanced support services organizations, providers and activists about specific different support services associated with each type of disability.

1.2   BACKGROUND TO THE STUDY

Worldwide the aim to admit and register students with disabilities in a variety of academic qualifications offered in higher education institutions is on top of each country's agenda. For instance, the Australian Disability Discrimination Act of 1992 prohibited the act of any university to discriminate against students with any form of disability in terms of admission to and participation in tertiary courses. The United States of America in its Special Education Needs and Disability Act of 2001 shared the same sentiments when stressing the importance of widening the admission and participation of students with disabilities in universities and/or colleges (Konur, 2006:361-362). In South Africa, higher education institutions are now seemingly focusing on the mainstreaming and inclusion of the students with disabilities (Disability Higher Education Report, 2011:17).

Various researchers are also stressing the importance of inclusion of quality of support services provided to students with disabilities in higher education institutions as part one of priorities in such agendas.

Dr Etienne Krug during the launch of the World Report on Disability held on June 9, 2011, strongly rebuked the quality of support services delivered to people, including students with disabilities, worldwide. His observation was that quality of support services to people with disabilities is classified as poor due to negligence on the part of politicians and administrators tasked with the responsibility of facilitating and implementing them in any country. The study intertwines the above observation with that of the President of South Africa's national address during the Workers' Day celebrations in 2013. Mr Jacob Gedlentlekisa Zuma stated that, though a lot has been done and achieved in terms of awareness about disability issues, quality of support services to people with disabilities is still problematic, bearing in mind that, out of the forty-eight million (48 000 000) total population, one million (1 000 000) people in South Africa are diagnosed with one or more categories of disability (South Africa Community Survey Report, 2007:35-40). To balance admission and participation of students with disabilities with their counterparts, the South African government mandated that evidence to strive for support services of good quality for students with disabilities must be reflected in each of the university's strategic plans.

Farmer, Riddick and Sterling (2002:56) observe that three approaches are normally used to interact with disabled students who are admitted and enrolled in various programmes in a university. These are:

a)	the personal or individualized approach, for example, Braille services or modifying teaching materials;

b)	appropriate professional development programs, thus the institutional approach; and

c)	equality commitment and entitlement of education for the students with disabilities, thus the political approach.

Tinklin et al, (2004:638-639) found that in public universities of technology individualism is more popular than the in other two approaches. Fuller et al, (2004:457) concur with Tinklin et al and further explain that individualism occurs through the negotiations between students with disability and individual persons, such as the director of the Centre for Youth, Gender and Disability Studies or designated officials, lecturers or staff member in the faculty.   In most cases such a student is attended to outside the classroom environment, in isolation and at a specific arranged time outside the normal time-table, for instance, during lunch or spare time. This arrangement is usually preferred when one finds it difficult to communicate, handle and assess students with disabilities who cannot meet classroom expectations, for instance they have difficulty in taking notes and listening simultaneously; there is lack of lecturer understanding of a particular student with disability; or a student is unable to cope with field work requirements.

Higher education institutions are advised to stick to institutional and political approaches hence promoting social model elements rather than individualism characterized by medical model elements. Elements of these models will be addressed in the literature review of this study.

In South Africa higher education (HE) institutions emanated from the emerging and incorporation of universities and technikons. By January 2005 out of previously thirty-six (36) institutions, twenty-two (22) were created which we refer to as public universities. Public universities are categorized into three types, namely traditional universities (offer theoretically-oriented degrees), universities of technology (offer vocationally-oriented diplomas and degrees) and comprehensive universities (offer a combination of the other two).

With change of merging and consolidating former University of Transkei with former Eastern Cape and Border Technikons to form Walter Sisulu University, limited attention has been placed on addressing issues of access, retention and participation of students with disabilities. Questions like whether Walter Sisulu University teaching sufficient number of students with disabilities; understanding of the needs and challenges when providing support services to this group; reasonable accommodation for students with disabilities; project a world class accessible image that will attract students with disabilities remain unanswered. As a result the tendency is to admit

students with mobility and physical disabilities whereas in South Africa students with disabilities ranges between mobility and physical; sensory (which includes visual and hearing); mental or cognitive; psychiatric and psychological; intellectual, learning and spinal cord and head injuries to medical impairments. It is within this context that Centre for Youth, Gender and Disability has been established to offer specialised services to students with disabilities.

Exploring the support services delivered in four campuses of Walter Sisulu University currently is a way of providing an opportunity to become aware of and understand what is available and accessibility versus what is not and providing a way to improve. As Fox & Meyer (1995:22) suggest, the researcher re-confirms that the role of Public Administration is essential in ensuring that the realized goals are achieved and excellence in delivery is maintained. The application of the six generic administrative and management functions identified by various writers in the field of Public Administration as well as the Batho Pele principles specifically directed to public service to ensure accelerated service delivery in the public sector are realized as appropriate to shape excellent support services in a university context.

1.3   STATEMENT TO THE PROBLEM

This study is set to investigate the quality of the support services provided to students with disabilities at Walter Sisulu University with the aim to suggest ways to improve the current situation.

While there have been international, national and local universities' efforts to eliminate forms of discrimination against people with disabilities through policy reforms, advocacy and sensitisation programmes, there are concerns that the situation on ground leaves a lot to be desired.

Although higher education institutions worldwide are responsive and gradually improving in terms of provision or delivery (Reddy, 2002:45), the quality of support services is still an outcry. In some instances particularly to historically disadvantaged universities, support services are unavailable and inaccessible, minimal and/or inadequate coupled with poor quality of such services. Such situations led to the unpreparedness of universities to absorb the students with disabilities (Higher Education Disability of South Africa Report, 2011:83) which is against their constitutional obligations. As a result, most universities in South Africa experienced the temptation to accommodate only a minority of students with mild disabilities.

The reference is usually directed to students with disabilities who experience very minor difficulties with self-care some using equipment that parents or relatives can afford. The second group consists of

those with moderate disabilities, i.e. students with disabilities who do not need assistance, but have difficulty with self-care, mobility or communication. The tendency is to ignore ones with severe disabilities (who sometimes need assistance with self-care mobility or communication) as well as those with profound disabilities (students with disabilities who are unable to perform self-care, mobility and communication tasks (WHO and World Bank 2001). Church (2005:5) concurs with WHO and World Bank (2001) and further states that these factors hinder progress, dampen confidence and ultimately result in a high rate of drop out of the students with disabilities in universities. He stresses that "...the results could lead to the status of vulnerability of the majority of students with disabilities because they are under-educated and untrained" (Church, 2005:6). This assertion is supported by the Eastern Cape Executive Council of 2012.

That is why the study conducted by du Toit (2010:16) reveals that in the some universities, students with disabilities are under-represented. This view is further supported by the Disability Higher Education Report (2012:11) prepared by the Disability Management Services (DMS) when further explaining that the number of students with disabilities registered in South African universities is estimated at between twenty-one (21) and four hundred (400). It seems as if under-representation of students with disabilities is not experienced by national and local universities only. Louis et al, (2000:97) reveal that the number of students with disabilities is relatively small in

international universities.   According to this writer, out of approximately one million (1 000 000) students enrolled in 2010, only ten to nineteen thousand (10 000-19 000) students with disabilities enrolled in such universities (National Council on Disability, 2011).

Mgonela (2010:12) maintains that factors that led to under-representation of students with disabilities in South African universities include, inter alia:

i)   non-existence of policy specifically directed to students with disabilities issues;

ii)   non-compliance to existing policies for students with disabilities;

iii)   poor or lack of recruitment strategies and/or activities;

iv)   lack of or no proper training of the academics to communicate, handle and assess students with disabilities in the classroom;

v)   unavailability and inaccessibility of specific and specially required technological devices and/or support services; and

vi)   few or no knowledgeable staff with specialized expertise in understanding disability issues and various types of support services.

The study strongly feels that if a university is experiencing problems with regard to availability and accessibility of support services; existing ones of poor quality and under-representation of students with disabilities, then the institutionalisation of support services to students with disabilities in such university is said to be facing a torrent of implementation challenges. For such problem(s) the appraisal of support services at Walter Sisulu University offers an interesting case that merits investigation.

1.4   RESEARCH QUESTIONS

The main research question under investigation is: What is the nature of support services provided to students with disabilities in four campuses of Walter Sisulu University?

Swain et al, (2003:178) state that "it is vital for any research to clearly articulate exact research questions that are aligned with the research purpose". Gleeson (2010:85) concurs with Swain et al, (2003) and further confirms that research questions play an important role in addressing the overall objectives of the research.

This study therefore is guided by the following research questions in order to collect the data to be able to respond to the problem statement. That is investigating the quality of support services provided to students with disabilities at Walter Sisulu University in particular and South African universities in general.

Data from participants was collected using the following research questions:

- How do students with disabilities perceive the quality of support services in four campuses of Walter Sisulu University?

- What are the current trends towards delivering support services to students with disabilities in a university context?

- To what extent are the support services available and accessible to students with disabilities at Walter Sisulu University?

- How can lecturers communicate, handle and assess students with disabilities in classrooms?

- What is the role of Public Administration to tackle the challenges of support services to students with disabilities encounter by management at Walter Sisulu University.

1.5 RESEARCH OBJECTIVES

The main objective of this study is to evaluate the nature of support services and examine the delivery system of such services to students with disabilities at Walter Sisulu University in:

- ascertaining perceptions of students with disabilities on quality of support services in four campuses of Walter Sisulu University;

- outlining the current trends towards delivering the support services to students with disabilities in a university context;

- determining the extent of availability and accessibility of support services to students with disabilities at Walter Sisulu University;

- establishing mechanisms for lecturers to effectively and efficiently communicate, handle and assess students with disabilities in classrooms at Walter Sisulu University; and

- demonstrating the role of Public Administration to tackle the challenges of support services to students with disabilities encounter by management at Walter Sisulu University.

The study is keen to develop a plan to improve the quality of support services provided to students with disabilities at Walter Sisulu

University and spreading it to other universities experiencing similar problem.

1.6 THEORETICAL AND CONCEPTUAL FRAMEWORK TOWARDS SUPPORT SERVICES TO STUDENTS WITH DISABILITIES

Disability theory aims to explain the development and context of the disability phenomenon to ensure suitable, appropriate, meaningful and acceptable explanations (Ramson, 1997:61) by universities.

Models of disability are viewed as manifests of disability theory because they provide a conceptual framework from which it can be argued that the exclusion that students with disabilities experience in universities is the result of prejudices.

Disability is then the result of processes, institutions and behavioural expectations that are placed upon individuals whose impairment labels have deemed them disabled. Therefore, in an effort to remove or minimize barriers, the quality of support services must be investigated and accompanied by suggested improvement plans.

Systems theory was adopted to supplement the disability theory because of its arrangement of and relations between the parts which connect them and form the whole (Midgley, 2003:71).

According to systems theory, as explained by Stephen (2010:39), each institution is made up of a number of interrelated subsystems which interact synergistically to create its success, and thus achieve the realized goal. The total system that comprises the university includes, among others, management team, academic and student enterprises, technical and operational systems, and financial as well as human systems.

If the university is to prosper and grow, all of these systems must interact positively, striving for good quality of support services to students with disabilities. However, it appears that universities concentrate normally on certain systems and tend to ignore or overlook others, notably the academic and student enterprises where students with disabilities fail.

Much evidence of emphasis being placed on the area of equal opportunities for students with disabilities (Engelbrecht, 2002:81-89) is commendable. Very little attention, however, has been given to the quality of support services delivered to the students with disabilities within South African higher education institutions, particularly in the public comprehensive university setting which, as a result, has a

critical impact on the performance and success of such students academically.

An appraisal of support services provided to students with disabilities is essential in order to form the basis from which a plan to improve quality can be developed in the context of higher education institutions.

Kraak (1999:51-58) identifies that "students with disabilities are denied the opportunity to pursue higher education qualifications in universities, thus making them unable to further their tertiary education after completing high school".

The explanation is that, in the South African education system, the notion of disability issues does not form part of mainstream curricula in higher education institutions and this needs to be revisited (Teachability, 2000:75).

Constitutional obligations, both statutory and non-statutory, for example, policies, legislative laws, principles and regulations also need to be seriously integrated during the planning in the evaluation stages of support services mandates and activities. It would be impossible for these explanations to materialize if remedial action to improve the quality of support services provided to students with

disabilities is not taken into consideration by higher education institutions.

1.7   SIGNIFICANCE OF THE STUDY

Since starting as a lecturer nine years ago, the researcher noticed that Walter Sisulu University admits and enrols minority students with mild visual, hearing, speech and language and learning disabilities and a majority of students with physical disabilities who are able to cope with circumstances where support services are still problematic. That is why the researcher decided to use the opportunity and carry out this study.

The results therefore may be useful not only to improve the quality of support services to students with disabilities at Walter Sisulu University but also to provide opportunity for affected universities to absorb students with different categories of disabilities at a macro or national level in a competent manner.

The researcher believes that the study serves as a point of departure to ensure that all universities in South Africa are more conscious of and best prepared to ensure and enhance the improvement of the quality of support services delivered to students with disabilities.

Furthermore, the study has been observed as a:

a) diagnostic tool which will act as a creation of knowledge for the higher education institutions in South Africa to identify gaps and uncovered areas pertaining to appraisal of support services for students with disabilities;

b) potential rich source of information to youth with disabilities at a tender age as well as their parents and/or guardians when reaching the stage of pursuing studies at the university;

c) reference for all stakeholders, thus government, higher education institutions in South Africa, people with disabilities and communities as information to assist them when providing for support services availability and delivery;

d) contributor to ongoing research into disability and support service initiatives in the regional, province and national spheres; and

e) platform to influence other researchers to conduct a similar study.

1.8 RESEARCH METHODOLOGY AND DESIGN

This section provides an overview of the research approach, design and paradigms adopted to achieve the purpose of the study which is to appraise support services to students with disabilities in a university context.

1.8.1 Research approaches and design

The study preferred mostly the qualitative research approach for various reasons. This type of research approach can be used successfully in the description of groups, small communities and organizations (Welman & Kruger, 2004:178). Shank (2006:82-83) maintains that the qualitative research approach provides the opportunity for voices that were previously silenced to be heard and lives that were marginalized to be brought to the centre. Morse (1997:65) indicates that the qualitative research approach teaches something important and most importantly touches one's heart to act or intervene.

A descriptive study was used to obtain knowledge and perspective from available related literature. According to Mouton (2001:148), descriptive studies are "studies that are usually qualitative in nature which aim to provide an in-depth description of a group of people or community", in this case students with disabilities.

To support the view, Burns & Grove (1993:29) emphasise that" descriptive studies are conducted when a researcher wants to provide

an accurate portrayal of the phenomenon as a means of discovering a new meaning" and true reflection with respect to quality of support services at the same university. Burns & Grove (1993:293) also mention that "descriptive studies are designed to gain more information about characteristics within a particular field of study". Andrews (1997:26) emphasises that "the effectiveness of the decisions is dependent on the available information". Post & Anderson (1997:10) mention that "the broader decision process involves collecting data, identifying problems and making choices".

It is explorative in order to gain insight pertaining to the extent of quality of support services provided to students with disabilities in four campuses at Walter Sisulu University. The cross-sectional and case study design is preferred to obtain an overall picture of the quality of supported services delivered to students with disabilities at Walter Sisulu University (Kumar, 2011:107). The study is classified as action research because the researcher is concerned with improving the quality of support services delivered to students with disabilities at Walter Sisulu University (Burns, 1997:365). Quantitative research approach is also preferred to obtain statistical data to be presented in a form of tables and findings to take descriptive nature.

1.8.2   Research paradigm

The study focuses on the interpretivism paradigm in order to intervene in reality to get meaning and understanding attached to the quality of support services delivered to students with disabilities in

four campuses of Walter Sisulu University (Easterby-Smith et al, 2006:73).

The study aligns itself with inductive reasoning hence the general view from the sample indicates that there is possibility of poor quality of support services delivered to students with disabilities in four campuses at Walter Sisulu University (Leedy & Ormrod, 2005:32). This means that the nature of the reality of the support services provided to students with disabilities was described and explored in depth, based on text data that was collected from the participants, with the idea of providing a solution (Neuman, 2003:76).

1.8.3 Data collection method

Bailey (1987:32) describes "method" as "the research technique or tool used to gather data". A method is ... a way of accomplishing an end ... [an] effective [way] in solving a problem, of reaching an objective, in getting a job done (Leedy, 1993:137).The method used in this study was a survey questionnaire to gather information during the research process.

A structured questionnaire was compiled from information gained from the relevant literature and was distributed to a sample of forty (40) students with disabilities chosen through the purpose sampling technique on four campuses of Walter Sisulu University. Interviews were also conducted telephonically to fill in uncovered gaps including

two (2) members from management. The questionnaire focused on the perceptions of students with disabilities regarding the extent of the quality of support services delivered at the four campuses of Walter Sisulu University.. Responses from management regarded as policy makers to tackle challenges associated delivery of support services to students with disabilities were collected.

1.8.4   Data analysis

The statistical software package called Statistical Package for Social Scientists (SPSS) was used to analyse data interpreted through tables consisting of frequencies and percentages and charts such as bar and pie charts and the results were then presented (Bell, 1999:66).

1.8.5   Ethical considerations

Birley & Moreland (1999:24) state that when conducting research, ethics have to be considered and not just take respondents for granted. One must respect confidentiality of a respondent, thus not mentioning demographic particulars.

The welfare and rights of students were respected when assessing the status of support services provided to students with disabilities and anonymity was gained thus the researcher kept the data collection instruments and all sensitive documents in a lockable

cabinet in her office and used these only for the research. Respondents were participating on a voluntary basis and were allowed to pull out at any stage of the research if desiring to do so.

There were no incentives or remuneration for participation because the research is for educational purposes only (Kumar, 2011:143).

1.9 SCOPE OF RESEARCH AND ACKNOWLEDGING LIMITATIONS OF THE STUDY

Studies pertaining to the problem were conducted worldwide, but there is a gap in higher education institutions of the Eastern Cape Province. Though the Eastern Cape Province has four universities, the researcher decided to narrow the scope of the research to one university, thus Walter Sisulu University.

The study intertwines with service delivery which has its own body of knowledge that has been developed as part of public service management and interfaces with Public Administration as a field of study.

Limitations are that the study is focusing on appraising support services to students with disabilities not the entire students at Walter Sisulu University.

The focus is only on students with disabilities conveniently selected from four campuses of Walter Sisulu University which is a specifically defined area.

The researcher was not able to spend as much time as she would have preferred on the research and thus experienced time constraints because she is a full time senior lecturer with the administrative responsibilities of heading the Department of Public Administration and Development, acting as a Director to the School of Governance, is a member of the Disability Desk Forum representing her faculty, as well as being a member of the Institutional Disability Committee and representing the department, faculty, school and university in various academic and community committees and associations.

Researcher has a diagnosed physical disability and therefore is unable to move at the same pace as a researcher without a disability and thus, for example, had to depend on family members to assist her in writing and transporting her to different places where the four campuses are situated.

1.10 KEY CONCEPTS AND ACCEPTABLE TERMINOLOGIES

Key terms the researcher referring to now and again are explained as per the study context.

Students with disabilities are very vulnerable to the misuse of language and terminology where it has the effect of labelling them as stereotypes, discriminating against them, and, ultimately, creating a culture of non-acceptance of diversity.

1.10.1   Clarification of the key concepts

These are the key concepts identified for the study.

P(p)ublicA(a)dministration

As an activity public administration refers to collective actions aimed at performing activities related to delivery of services to the public (Ijeoma, 2013:16). As a discipline Public Administration refers to training of learners and practitioners, the dynamics and dimensions of administration and performing public administration (function), for example, the six generic administrative functions (van der Waldt & du Toit, 1997:61) to ensure effectiveness and efficiency in delivering services that are of quality to satisfy needs and expectations of the public. With regard to the study to students with disabilities in higher education institutions, in this case a university.

Disability

Smit et al, (2010:34) state that disability is a broad term and a complex phenomenon that compares actual ability to normal functioning. It is most often used to refer to an impairment be it physical (paralysis), sensory (blindness and hearing), cognitive (dementia), intellectual (mental retardation) or mental health (bipolar disorder). A person may be considered disabled if he/she has a condition that affects the ability to function without assistance at a level needed to maintain well-being. Disability reflects an interaction between features of a person's body and features of the society in which he or she lives. Due to disability one would experience limitation of opportunities to participate on an equal basis with one's counterparts due to environmental barriers.

Handicap

A disadvantage for a given individual, resulting from an impairment or disability that limits or prevents the fulfilment of a role that is normal, depending on age, sex, social and cultural factors for that individual (WHO, August 2012). For instance a student may be able to write but unable to play a ball game. This term is not preferable to the disabled community in South Africa.

Impairment

According to Paul (2009:11-15) the term impairment involves an anomaly, a defect, loss or a significant deviation in body structure or

functioning, thus the functional limitation within the individual, caused by a physical, mental or sensory condition, whether visible or invisible.

The impairment may be permanent or temporary, progressive or regressive. It can be physiological, intellectual, psychological or sensory in nature. An impairment which is associated with a cause does not imply illness or a disorder.

Students with disabilities

It refers to the students who have a long-term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in, education (Campbell & Olive, 1996:124).

Support services

Specific services that have to be delivered to students with disabilities ranging from counselling services to learning and teaching services as well as physical or infrastructure services to cope with academic performance and activities in a university environment (Nzanira, 2002 : 57).

Accommodating

By 'accommodating' the study refer to adjustments made in course materials or instructional methodology which do not change the essential nature of the academic and technical standards of the course; adjustments made in the physical attributes of a classroom such as provision of tables and/or chairs, which do not disrupt the essential activities of the class or programme and assistive technology made available to persons with disabilities in universities like learning labs, the library, a test centre or a classroom through adopting and adapting to the suggested shapers of Public Administration.

Availability

Availability refers to the ability to obtain different types of support services to assist qualified individuals who have been diagnosed with specific types of disability.

Accessibility

Accessibility is the key factor with regard to the inclusion of students with disabilities due to the removal of any barriers within all aspects of the university and subsequent processes to access employment (Kis-Glavas et al, 2009). The term is used to refer to physical or structural barriers that may impede students with disability to enter a building, utilize transportation or communicate.

Article 9 ("Accessibility") of the United Nations Convention on the Rights of Persons with Disabilities addresses a broad spectrum of accessibility concerns, including physical, technological, information, communication, economic and social accessibility.

Facilities, goods and services by both public and private actors must be accessible and affordable to everyone without discrimination on an equal basis (Getzel et al, 2008:81-84).

Service delivery

Service delivery is a quality improvement programme that should be centred on the dimensions of quality of support and include technical competence, access to service, effectiveness and efficiency of services.

Fox & Meyer (1995:118) state that service delivery is the provision of support service activities, benefits or satisfaction. It relates to manner in which students with disabilities' needs and expectations are met.

Quality

Quality is a powerful, yet totality of features of services with the ability to satisfy needs of students with disabilities. Quality means the support services are delivered as per students with disabilities' needs and expectations (Oliver, 1993:66). For the study the criteria for quality include availability and accessibility as well as easy to utilize.

Effectiveness

According to Robbins & Coulter (2005:8) effectiveness means doing the right thing at the right moment. The right thing in this study refers to ensure that support services delivered to students with disabilities are of good quality; thus the objective is met by the university.

Effectiveness refers to the extent to which the university is achieving success in meeting the needs of students with disabilities.

Efficiency

Efficiency refers to getting the most output from the least amount of inputs (Crous, 2002:21). It refers to the degree to which inputs are used to produce outputs. The efficiency in this study is considered when good or satisfactory support services are delivered to students with disabilities without wasting any resources. Efficient use of staff refers to the extent to which the system organizes the delivery of needed services to the students with disabilities to ensure maximum use of time, talent and resources.

Batho Pele

Batho Pele is derived from the Sesotho name which means 'People First' (Batho Pele Handbook, 2003:8). With regard to the study, to ensure excellence in provision of support services to students with disabilities, the need to be the first priority.

It is a policy framework that consists of eight principles that were seen as an appropriate pillar to address service delivery challenges in all government departments within three spheres of government (White Paper on Transforming Public Service Delivery: The Batho Pele White Paper, 1997).

It puts pressure on the systems, procedures, attitudes and behaviours within the university to re-orient them to the needs and expectations of students with disabilities.

University

Encyclopaedia Britannica (2006) defines 'university' as an institution of higher education and research which grants academic qualifications in a variety of subjects and provides both undergraduate education and postgraduate education. Universities train specialists for specific branches of the national economy, science and culture, for example, public administrators, agronomists, economists, lawyers, physicians, teachers, artists and actors.

1.10.2   Recognized and acceptable terminologies

These are recognized and acceptable language preferences used to assist the university community in addressing students with disabilities in their environment (Sawubona Disability, 2009:10-12).

The disability rights movement of South Africa accepts both the terms 'disabled student', 'students with disabilities' and ʻdisabilityʼ but not ʻhandicapʼ.

The word ʻhandicapʼ derives from the phrase ʻcap in handʼ referring to a beggar, and is despised by most people with disabilities. Other terms to avoid: ʻphysically/mentally challengedʼ (who is not?), ʻcrippleʼ and ʻcrippledʼ.

 Use ʻable-bodiedʼ or ʻstudents without disabilitiesʼ. The terms ʻnormalʼ and ʻwholeʼ are inappropriate and inaccurate.

Avoid ʻsuffers fromʼ, ʻafflicted withʼ or ʻvictim ofʼ, all of which cast disabilities as a negative. ʻSuffers fromʼ indicates ongoing pain and torment, which is no more the case for most students with disabilities. ʻAfflicted withʼ denotes a disease, which most disabilities are not. ʻVictim ofʼ implies that a crime is being committed on the student who has a disability.

Do not use 'wheelchair-bound' or 'confined to a wheelchair'. Students see their wheelchairs as a convenient mode of transportation, not prisons, and the 'bound/confined' phrase belies the fact that many students with motor disabilities engage in activities without their wheelchairs, including driving and sleeping.   The proper phrase is 'uses a wheelchair'.

Most disabilities are not a disease. Do not call a student with a disability a 'patient' unless referring to a hospital setting. In an occupational and physical therapy context, 'client' or 'customer' is preferred.

Some diseases, by legal definition, are considered disabilities. Victimization imagery ('AIDS victims') or defining student by the disease ('she is a diabetic') is still inappropriate. Use 'student with diabetes' or 'student living with AIDS'.

Students who consider themselves part of Deaf culture refer to themselves as 'Deaf' with a capital 'D'. Because their culture derives from their language, they may be identified as you would other cultural entities, i.e. "Shangaan." Never use the terms 'Deaf-mute' or 'Deaf and Dumb'.

Avoid 'deformed', 'deformity' and 'birth defect'. A student may be 'born without arms' or 'has a congenital disability', but is probably not defective.

Use 'student with Down syndrome'. Avoid 'Mongol' or 'mongoloid'. Avoid 'mentally retarded', 'insane', 'slow learner', 'learning disabled' and 'brain damaged'.

Use 'student with an intellectual disability', or 'student with a psychiatric disability'.

Avoid 'cerebral palsied' and 'spastic'. Use 'student with cerebral palsy'.

Use 'student with epilepsy' or 'child with a seizure disorder'. Avoid 'epileptic', either as a noun or adjective.

Avoid 'dwarf' or 'midget'. Some groups prefer 'little/short students', but it's best to use 'student of short stature'.

Use 'man with paraplegia' or 'she has quadriplegia'. Avoid 'paraplegic' or 'quadriplegic' as either a noun or adjective.

Negative and patronizing language produces negative and patronizing images. Words are important, so make sure your words do not offend or reinforce negative stereotypes.

1.11   FRAMEWORK FOR THE STUDY

The thesis objective is to align appraisal of support service to students with disabilities particularly at the four campuses in Walter Sisulu University by determining the extent such services are delivered.

Chapters are demarcated as follows:

Chapter One: Introduction and background of the study

Though South Africa has made a tremendous improvement during its nineteen years of democracy, President Jacob Zuma in his speech on Freedom Day 2013 agreed that there is little that has been achieved in support services to people with disabilities.

This statement is in line with the researcher's observation that the quality of support services to students with disabilities in South African universities, particularly Walter Sisulu University, is still problematic and requires investigation.

Walter Sisulu University is continuing to absorb a minority of a specific category of students with disabilities in its enrolment system due to the poor quality of support services delivered to this group, in some instances almost non-existent delivery.

Within this context a research problem was formulated with clear objectives to be achieved. Key concepts used in the study are defined within the context of the thesis.

Chapter Two: Literature review

The main purpose of the review of literature is to generate the picture of what is known about a particular situation and the knowledge gaps that exist in it in order for a proposed study to fill such gaps.

Thus helps the researcher to clarify which problems have been investigated and what requires further investigation by providing a theoretical and conceptual basis for the research. Models of disability have been identified which forms the basis for explaining, understanding and interpreting disability in a university and for summarizing them. Outlining theories is necessary to understand dimensions associated with disability by universities.

The current situation regarding support services to students with disabilities in Walter Sisulu University needs to be highlighted in identifying areas of improvement through the elaboration of service delivery. The belief is that elaboration of shapers initiated by Public Administration could promote and enhance excellent service delivery of support to students with disabilities in a university context.

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Mechanisms to communicate, handle and assess students with disabilities in a classroom need to be provided to rectify the confusion of not knowing what to do when such learners attend various lectures taught by different lecturers.

Chapter Three: Research methodology and design

Research is a logical and systematic plan; it is imperative to provide clear evidence of the design and methodological position chosen for the research and why.

The focus is on approaches, paradigm, philosophy, and sampling technique for selecting the sample size from the target population, as well as instrument preferences that were employed by the study.

Chapter Four: Analyzing data, interpretation and presentation of results

Data from respondents was collected, coded, analyzed and interpreted using tables and charts and the results were presented to outline the current situation regarding the quality of support services provided to students with disabilities at Walter Sisulu University.

Chapter Five: Recommendations and conclusion

Conclusions will be drawn from the results obtained after recommendations to improve the situation have been suggested.

1.12 CONCLUSION

After 1994 government has embarked on transforming the old education system where Blacks, including Coloureds and Indians, followed different curricula from Whites. Such action indicates its commitment to promote equal opportunities and equity access for students who were formerly not eligible for entry.

Co-operation, exchange and sharing of ideas should be exercised in order to remove barriers which isolate students with disabilities from the rest in a university environment.

CHAPTER TWO

ACCOMMODATING SUPPORT SERVICES TO STUDENTS WITH DISABILITIES IN A UNIVERSIY CONTEXT

2.1   INTRODUCTION

Research is a formal, systematic and intensive process of carrying out a scientific method of analysis (Sarantakos, 2005:21) and a researcher is one having some of the characteristics of an ant hill. No researcher can boast of having investigated anything alone.   All researchers depend directly or indirectly on other experienced researchers for investigation.   Through a process of integrating past research and thinking, a researcher turns her attention to the review of related literature to identify research relevant to her study.

In exploring the provision of support services to students with disabilities, the study plans to outline various models for thorough explaining, understanding and interpretation of disability dimensions and dynamics. South African universities would become aware of international universities responses pertaining to provision of support services to students with disabilities.   This would be an opportunity for national and international universities to learn from each other and to improve where necessary.

The role of Public Administration have been observed as most important to resolve service delivery challenges and problems associated with poor quality of support provided to students with disabilities in a university context. Mechanisms to communicate, handle and assess students with disabilities specifically in a classroom

are vital to help the academics of Walter Sisulu University who display ignorance in this area. Therefore it is necessary for Walter Sisulu University to think introspectively and make amendments where there is a need to do so.

2.2 THEORIES SUPPORTING PROVISION OF SUPPORT SERVICES TO STUDENTS WITH DISABILITIES

The research utilized disability theory along with system theory to provide the basis for reasoning about disability issues in a university. The idea is to create and pave the way that leads to appropriate interpretation of disabilities at Walter Sisulu University by the management team and the administration units.

2.2.1 Disability theory

This is theoretical concept that creates a platform for understanding the historical evolution of the disability phenomenon. Various disability models have been identified as not only shapers of evolution but also to serve as an influential platform for Walter Sisulu University to gain meaning of disability issues.

Grönvik (2007:761) observes that the disability models served as a mechanism for the universities to create their own definitions of disability in their respective areas, thus translating ideas into practice.

This section provides a broad theoretical view of each model for universities to consider and compare their practices with the explanations and interpretations provided by such models. The idea is to ensure successful academic performance without discriminating against anybody at a university. Bear in mind that the evolution of disability models is a result of the emergence of human rights thinking within national and international contexts leading to rethinking the concept of disability. The following significant models are discussed, each with its own characteristics and interpretations of disability.

2.2.1.1 The Medical Model

The medical model is observed as the first formal one reflecting earlier perceptions of the mind-set of the society or the community. According to this model students with disabilities cannot survive if doctors, surgeons, social workers, and so forth, are not involved. These practitioners control the life span of students with disabilities, hence they are regarded as the ones that make a difference to the lives of such individuals by prescribing the specific needs and expectations of disability students in order for them to survive.

Figures 1 and 2 represent medical model interpretations by various researchers supporting the idea of the necessity for professional and medical practitioners or experts to cure patients with disability to survive.

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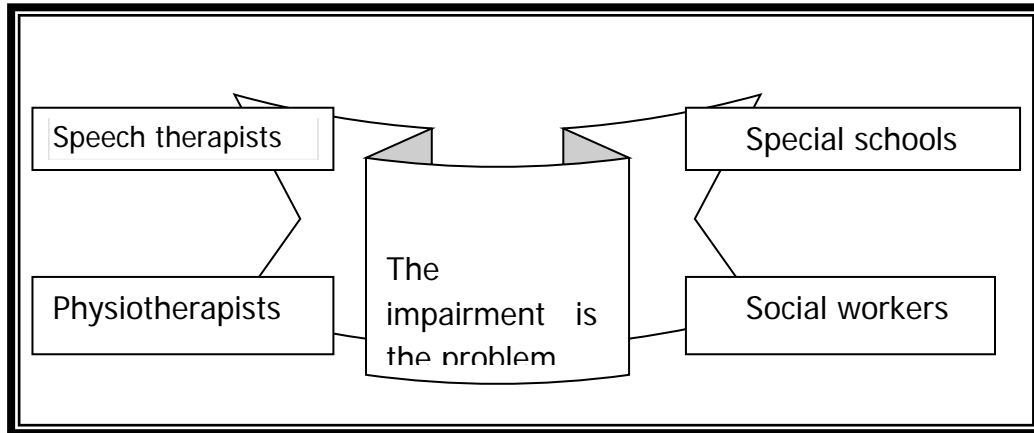
**Figure 1 : Professional and medical practitioners :
Rieser (2004 : 135)**
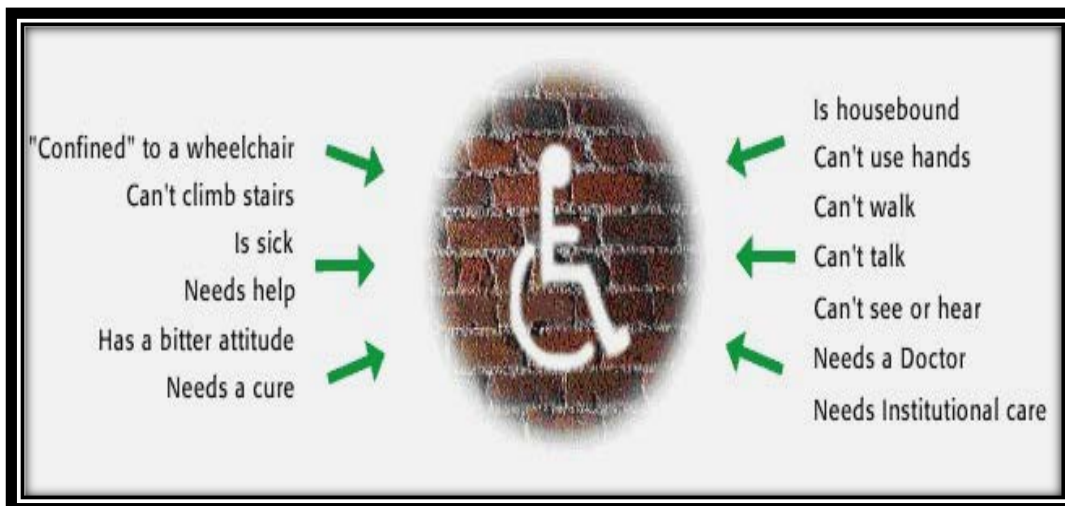
**Figure 2:   Helpless patient with disability:
WHO (1980)**

This places the individual with the impairment into a sick role whereby others may make decisions about the student with the disability (DPSA, 2009:10).   For example, to be cured a physiotherapist prescribed orthopaedic shoes for me, my family decided which school for me to attend and emphasized specific types of career to follow due to my so-called handicap conditions. According to the medical

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model, my parents had the responsibility of ensuring that what has been prescribed by the physiotherapist leads to overcoming the barriers that impose functional limitations.

In other words impairment, disability and handicap are viewed by this model as personal circumstances which have nothing to do with the environment; therefore, a student with a disability in a university has to find means and ways of coping with the existing environment (Oliver 1990; Oliver, 1996b). The issue of disability is limited to the students in question being expected to change, not the entire university environment.

Rieser (2004:142) states that the medical model breaks disability down into three key definition areas:

- ❖ Impairment - which means loss or abnormality in structure or function

- ❖ Disability - which refers to the inability to perform an activity within the normal range of a human being because of said impairment

- ❖ Handicap - The inability to carry out normal social roles because of an impairment/disability.

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The aim of the medical model is to make the student with the disability normal, which, of course, implies that they are in some way abnormal.

This pushes student with disability into the passive role of patients. Alan and Venter (2007:26) expand on this idea of the medical model as a traditional understanding of disability, stating that it focuses on the individual's impairment and how to cure that individual so as to fit into the normal routine of the university.

Oliver (1996:10) concurs with the influence of this model and acknowledges that the causes of disability are attributed only to medical conditions. As a result, through medical interventions, such an individual will be able to learn properly, for instance a student with a hearing impairment would require a hearing aid to be on par with students without disabilities in a class room.

According to Hunt (1966:153-154) supported by Barnes (1991:28–61), there are unintended consequences that flow from using a medical model of disability. The medical model says that a student is diagnosed with a disability if that impairment has an effect on learning activities.

This model does not take into account the many social factors that may also have an effect. For example, although impairment can have

an adverse effect on a student walking, other social factors, such as the design of ramps, also have an equal if not a greater adverse effect on their mobility.

The medical model allows a spurious distinction to be made between those support services that state, financial and higher education institutions be held responsible for and those for which they are not to be held responsible. For example, higher education institutions are responsible for students with disability regarding minor architectural barriers.

They are not held responsible for, among others, the systematic exclusion of students with disability from mainstream education, systematic undermining such students in hospitals and residential homes, and so forth.

The most serious indictment against the medical model is the disempowerment it creates in a student with disability. In this instance the belief is that the professional is the expert who controls the knowledge with the right and power to direct or dictate the situation.

The student with disability is regarded as the client, an inferior member of the team, sometimes not a member at all.

Not only are students with disabilities deemed incapable of making decisions about their own lives, but also the hierarchical relationship itself perpetuates passivity and ignorance, and inhibits participation in every aspect of their lives. Perhaps the most important consequence of the medical model is that bringing the impairment into the foreground risks pushing the student with a disability into the background. The tendency is to become less of a student with disability, and more a collection of symptoms.

Above all, students with disabilities have recognized that the medical model requires the breaking of natural relationships with their families, communities and society as a whole (White Paper on Integrated National Disability Strategy, 1997). For example, if a student with a disability using a wheelchair is unable to get into a building because of some steps, the medical model would suggest that this is because of the wheelchair, rather than the stairs. The tendency is to lump all students with various types of disabilities together because of their condition not because of who they are. Students with disabilities should make extra effort in terms of time or money to ensure that they do not inconvenience anyone else.

2.2.1.2   The charity model

The charity model adopted from Harris & Enfield (2003:172) sees students with disabilities as the victims of their impairment. Disability is seen as a deficit hence students with disabilities are not able to

help themselves and to live an independent life.

Figure 3:   Student with disability as a victim:
Harris & Enfield (2003:172)

The situation of students with disabilities is interpreted as a tragedy and is characterized by suffering.

Consequently, according to this model the students with disabilities are to be pitied and need help, sympathy, charity and welfare in order to be looked after because they are different from the rest of the students. Sometimes students with disabilities themselves adopt this concept, in which case they usually feel inadequate and have a low sense of self-esteem.

Because the medical and charity models view disability as a problem that belongs to the student with disability (Swain et al, 2003:191), students with disabilities have generally rejected these models emphasizing that they have led to their low self-esteem, undeveloped life skills, and consequent high unemployment levels.

2.2.1.3   The social model

The social model term emerged from the United Kingdom in 1983 initiated by people with disabilities themselves as a response to the oppressive nature of the medical and charity models of disability (Shakespeare, 2006:206).

The development of this model was seen as the relevant one to break away from the victim-blaming individual/medical model, suggesting that disability is a form of social oppression in the manner of homophobia, racism, ageism, sexism and so on (Reeve, 2004:83).

The students with disabilities in a university recognizes the problems or barriers facing them due to their physical, intellectual, visual, hearing and cognitive differences which differentiate them from the rest. Oliver (1996a) encourages students with disabilities stating that they must place the responsibility for those problems or barriers within the university rather than with themselves.

**Figures 4: Inaccessible environment: UPIAS 1976
(14-15) & Thomas (2002: 1)**

Figure 4 above represents the social model showing that due to poor quality of support services students with disabilities are unable to cope as students without disabilities do, thus the provision of support services is a priority. For example, unavailability of ramps in the classrooms where students attend (see Appendix G), unavailability of enough wheelchairs, inadequate lifts, and unhealthy surroundings, as a result of which students with disabilities find it difficult to fulfil their dreams to study in a particular university pursuing qualifications of own choice to attain careers about which they are passionate.

Quinn & Degener (2002:10) indicate that in essence, from the human rights perspective, disability means that students with disabilities are regarded as subjects not objects.

Barnes (1991:2) confirms the above statement by reflecting on the current definition that refers to disability as "the restriction on activity resulting from social and physical barriers erected by people who have failed to take into account the needs of individuals with physical, sensory or mental impairments" which is in line with the social model view.

The majority of political organizations and associations stem from the social model view (Convention on the Rights of Persons with Disabilities, 2007; Disabled Peoples' International; Disabled People of South Africa (2006) which point out that the cure for the 'problem' of disability requires the restructuring of the surroundings of the university (INDS, 1997:11).

Culturally, the university community lets down students with disabilities because of the prejudiced views and shared negative attitudes towards that particular group with physical and psychological impairments. At all levels of university, lessons are designed for students without impairment using teaching methods that are not suitable for some students with impairments. For example, a student with dyslexia has a learning disability only in a

lesson structured for students without it. If the lesson is taught in a way that suits students with dyslexia, then they will not have a disability.

Oliver et al, (1993:13) testify that prejudice is associated with the recognition of difference and students with disabilities are not seen as 'normal' in the eyes of students without disabilities. Prejudices are evident in the terminology used to describe students with impairments, much of which is derived from medical labels.

The group is more than just a label describing a negative attribute, and the stigma attached to those labels means that students with impairments are held back from achieving what they want to achieve.

The mass media is also responsible for many of the shared negative meanings and discourses which create stereotypes and prejudices.

2.2.1.4   The right-based model

The right-based model is closely related to the social model. It focuses on the fulfilment of human rights, for example the right to equal opportunities and participation in a university and society at large.

Consequently, society has to change to ensure that all people, including studentswith disabilities,have equal possibilities for participation. It is a fact that students with disabilities often face a denial of their basic human rights, for example the right to health (physical and psychological) or the right to education and employment. Laws and policies, therefore, need to ensure that these barriers created by society are removed.

The rights-based model states that support in these areas is not a question of humanity or charity, but instead a basic human right that any student can claim. By saying that disability is caused by impairments, the South African Human Rights Commission (2002:10) argues that this view implies that students with impairments are always seen as being inferior or second rate. In this way discrimination becomes something that is done to limit students from carrying out normal learning activities.

The two main elements of the rights-based approach are empowerment and accountability. Empowerment refers to the participation of students with disabilities as active stakeholders, while accountability relates to the duty of the university and structures to implement these rights and to justify the quality and quantity of their implementation.

Though they differ in interpretation, both the medical and social models agree, to a point, that facilities and opportunities should be made as available and accessible as possible to the students with disabilities who require adaptations. All individuals rely on aids and adaptations of some sort in our daily lives.
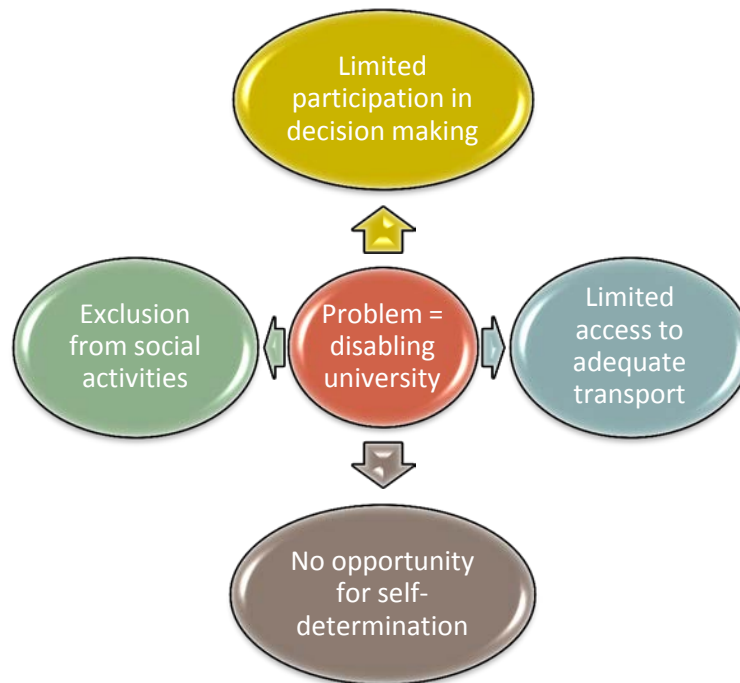
**Figure 5 : Limited support services :
Rieser (2002:14)**

For example, use of motor vehicles for transport, electronic aids for entertainment and accessing information, flushing toilets and water on tap for comfort and hygiene, and electrical gadgets for cooking and washing clothes.

2.2.1.5   The South African model

The White Paper on an Integrated National Disability Strategy (INDS, 1997:i) reflects South African government thinking in a manner that contributes to the development of people with disabilities to promote and protect their rights.

The South African government follows a socio-political approach which originates from the social model perspective, emphasising advocacy and lobbying in the political domain for improving support services to students with disabilities. The implications of this paradigm are far reaching, and have a clear impact upon how universities accommodate students with various types of disability. For best results the requirement is that students with disabilities should be actors rather than passive recipients of care (Albrecht et al, 2001: 32). The model introduces democratic principles of dignity, independence, choice and privacy instead of demoralizing students with disabilities.

The importance of examining the influence of the disability models on support services delivery in the universities in general is useful as it provides a paradigmatic framework that acknowledges the inexorable link between the construct of disability and the university role within it.

2.2.2   Systems theory

The systems theory of Bertalanffy (1972:407), who is generally regarded as the father of systems theory, was adopted by the study; hence it is based on the interaction and connectedness between various components in a university.

Bertalanffy (1968:32) defines a system as a set of interconnected and interacted components that form a whole rather than separate individual. The study contends that a system is a set of components that function as a whole to achieve a common purpose. Walter Sisulu University to be excellent in delivering expected support services to students with disabilities depends on interaction between various components like executive management and senior management forums, managers and heads of departments, including students.

Capra (1982:294) defines systems theory as a framework of thought that helps the university to deal with complex parts, i.e. learning and teaching, administration and facilities, in a holistic way. When formalized in explicit, conventional and definite form, it can be termed 'systems theory'. Systems theory has implications for support services delivery to the students with disabilities in a university.

Systems theory provides a platform to assist the management teams responsible for administration and functional work to understand the university as a system which is made up of sub-systems that are inter-linked and interdependent. In this instance units or departments

responsible for particular activities that make up a university are interdependent. A change that occurs to a particular unit or department can affect the functioning of other units.

For instance unavailability or non-delivery of support service such as Braille for blind students, due to financial constraints, can affect the admissions and registration unit, making them unable to admit and register such students, let alone such students becoming part of the class. Without identifying the influence systems theory has in the administration and operational activities of Walter Sisulu University where all units would interact with each other, improvement in the quality of support services delivered to students with disabilities would be impossible to be attained.

Systems theory paves the way for how support service delivery can be regarded as one of key priorities by units or departments and fit with synergy (working together) into an integrated whole to gain successful overall performance as the students with disabilities form part of the university business. Through systems theory the university is able to consider its inputs which then inform its processes which ultimately determine its outputs and feedback for success.

Environments
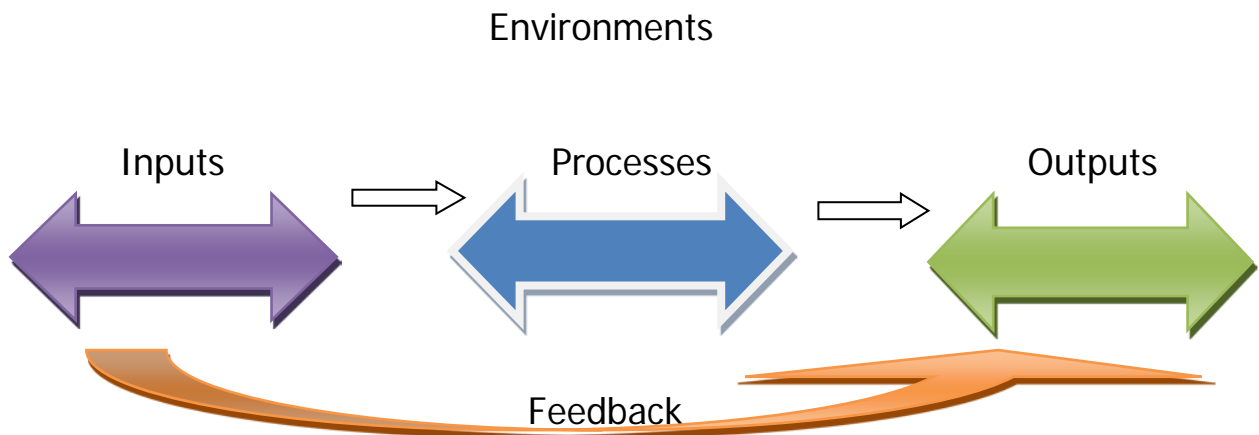
Figure 6: The Input-Output Model :
Norris, 1995:15

It is important to highlight the main strengths of the systems theory stated by Lars (2005:223) to support this study. These are the following:

- It enables the university to focus on excellent support delivery services in a holistic manner to fulfil the needs and expectations of students with disabilities.

- Each unit or department in the university clearly understands and becomes aware of its role in ensuring effectiveness and efficiency in support services delivery to students with disabilities.

The most common weakness which usually hinders success in support services delivery to students with disabilities in a university is the misunderstanding and misapplication of systems theory, for example the inability of various units or departments within the university to operate as a team.

When a university is applying systems theory, it is important to know the pitfalls that exist and be technically equipped so that the theory does not become a dream but a reality, for instance each unit or department must be knowledgeable about risks and benefits associated with delivering support services to students with disabilities.

2.3 CURRENT TRENDS TOWARDS DELIVERING SUPPORT SERVICES TO STUDENTS WITH DISABILITIES IN A UNIVERSITY CONTEXT

The Report of the Secretary General on the Implementation of the World Programme of Action concerning the Disabled Persons in 2005 revealed that delivery of support services became part of every country's agenda.

In 1998 the World Declaration on Higher Education was adopted at the World Conference. The declaration was coupled with a framework for priority action for change and development in higher education.

Beirut (1998:34) highlights three reasons for its adoption:

a) to tackle unprecedented demand for and a great diversification in higher education,

b) to increase awareness of its vital importance for socio and economic development, and

c) furthermore, for building the future through equipping students with disabilities with new skills, knowledge and ideals.

In 1999 the Quality Assurance Agency for Higher Education developed a Code of Practice and introduced it to assist higher education institutions to be conscious of support services delivery covering a wide range of identified disabled groups (French, 1997:17).

2.3.1 International universities' response towards delivering support services of good quality to students with disabilities

In ensuring that every university is on board pertaining to the delivery of effective and efficient support services to students with disabilities, the Association on Higher Education and Disability (AHEAD) was founded in 1977, formerly called the Association on Handicapped Student Service Programs in Postsecondary Education (AHSSPPE), and later it changed the name to AHEAD in 1990-1991. AHEAD have members throughout the United States, Canada, England, Australia,

Ireland, Northern Ireland, New Zealand, South Africa, Sweden, Japan and Greece (AHEAD, 2001:24).

AHEAD was created to address the need and concern for upgrading the quality of support service delivery to students with disabilities in higher education, specifically to ensure that the management of each university establishes a Disability Office or designated office as well as the existence of policy for students with disabilities.

The Association promotes excellence through education, communication and training. The Association's numerous training programmes, workshops, publications, and conferences are planned, developed and conducted by its elected officials and governing board and carried out by the full-time Executive Director and staff.

Tinklin, Riddell and Wilson (2004:17) highlight that, because of a major change in delivering support services to students with disabilities in international universities, the enrolment in international colleges and universities tripled between 1978 and 1994 from 2.6% to 9.2%.

International universities responding to the needs and expectations of students with disabilities have categorized support services delivery into three:

2.3.1.1 Support services addressed directly to students with disabilities

Support services addressed directly deal with specific requirements of students with disabilities hence they have an immediate impact on a number of their activities. Parette & Peterson-Karlan (2010:73-75) state that the first contact of students with disabilities is the Disability Office.

Students with disabilities have to be informed about the Disability Office before entering the university through its website or during their registration.

Usually a handbook including flyers and banners reflecting the types of support services available is provided to students with disabilities. Students with disabilities are encouraged to fill out a needs form. This form is provided in alternative formats such as paper, Braille, auditory and electronic, and it can be submitted in various ways, namely online, email, telephone or by fax.

The form is available during all the years of studies and can be revisited when a student's needs change. The form usually contains the above mentioned information pertaining to, inter alia:

2.3.1.1.1 Abilities evaluation service

Voytecki et al, (2009:334) maintain that it is essential to employ trained staff to work in the Disability Offices. Trained staff meets with the students with disabilities and discuss the possible accommodations that are applicable to each one of them, for instance Edinboro University in north-western Pennsylvania.

Together, they conduct individual diagnostic assessments in order to determine the main obstacles through the educational process, such as reading printed books, accessing libraries, navigating to and from the university campus, test taking and figuring out ways to accommodate them. The ultimate goal of the abilities evaluation service is to assign the services each individual student with disabilities needs.

2.3.1.1.2 Personal assistive technologies service

Nowadays, computer based assistive technologies aim to enhance the capabilities of students with disabilities towards independent, online inventories and facilitate the search for the appropriate product (Pino et al, 2010:23).

The needs of students with disability and the potential efficiency of using a specific assistive technologies are evaluated based on the abilities evaluation service output. Personal assistive technologies is suggested or offered or donated to the student hence one-to-one training, technical support and consulting are provided.

2.3.1.1.3   Transportation service

The specially designed transportation service provides ways for motor-impaired students to come to university from their homes and go back, as per Meltzer (1989:45).

The students have to apply for transportation in the beginning of each semester and each examination period. This service comprises the use of special vehicles (usually vans in an urban environment) that can also accommodate wheelchair users. The personnel of the transportation service include drivers and dedicated secretaries. A good example would be the University of Wisconsin at Whitewater which features a high level of accessibility in transportation and athletics.

2.3.1.1.4   Accessible educational material service

The accessible educational material service has the task of converting academic educational material into an accessible format in order to facilitate equity of access to information and knowledge especially for a student with disability related to print. The production procedures include number of steps like receiving applications for a specific item (e.g. textbook); contacting publisher or author in order to acquire it (possibly in electronic form); scanning printed material; optical character recognition and its correction of the output; transcribing text in order to conform with accessibility guidelines and securing and

distributing accessible material (in various formats such as an e-book, Braille ready, and large print) (Disability Studies Quarterly Spring 2006, Volume 26, No. 2).

For some disciplines, like physics, mathematics and chemistry, the production of accessible books requires dedicated methodologies. Students can submit their application for accessible transcripts at the beginning of each semester.

2.3.1.1.5 Psychological counselling service

The psychological counselling service provides individual and group psychological counselling to students with disabilities.

Students with disabilities may request advice on any of the difficulties such as interpersonal and social relationships (difficulties in relationships with family, friends and so forth); academic difficulties and stress through study and the test-taking period; low self-esteem; anxiety and phobias; mood and eating disorders and whatever makes it harder for them to function in everyday academic life (Federsel & Miesenberger, 2009:55).

2.3.1.1.6 Sign language interpreting and video relay service

Deaf students can ask for a sign language interpreter for a course. Sign language interpreters are permanent personnel and in some instances outsourced.

The video relay service addresses students with total or partial loss of hearing, severe speech disorders and generally those who cannot use the phone for interpersonal communication (Kouroupetroglou & Kacorri, 2010:200). This service intends to provide immediate remote interpersonal communication with fellow students, professors and administrative staff of the university.

2.3.1.1.7   Volunteerism service

Any student with disability who is in need of assistance on a day-to-day basis can apply for volunteer help through the volunteerism service. According to Henderson (1999:45) volunteers, who may be students or persons from the local community, are coordinated by the volunteerism service to aid and facilitate students with disabilities in various activities, such as transportation, mobility, communication, accessible educational material, note-taking, tutoring in courses, tutoring in computer use, and other academic activities.

2.3.1.2   Accessibility services in relation to the university environment as applies to students with disabilities

These services are related to adjustments made to the academic environment that are required to improve accessibility.

Although not applied directly to students with disability, they have a direct impact on student participation in the educational process since

they are dealing with physical access on the university's facilities, the training of volunteers and university staff, developing guidelines, and providing accessible libraries and labs. The student-oriented approach is still applicable in the sense that a lot of emphasis and priority on the students' needs is placed on the implemented services (Campbell, 1991:67).

2.3.1.2.1 Buildings' accessibility service

The civil engineers and mechanical engineers staff evaluate the physical accessibility of the structured environment on the university campus.

Buildings and the external structured environment is reviewed with regard to accessibility legislation compliance, and the construction of new buildings in order to ensure a high level of physical accessibility to students with disabilities are inspected and monitored.

Buildings' accessibility service also provides assistance to facility managers with accessibility concerns in their buildings such as the placing of ramps, elevators, handrails and accessible toilets, and putting in place specific markers for people with vision loss, low wall payphones and water coolers, and car parking spaces for the disabled (WHO and World Bank 2011).

2.3.1.2.2 Accessible libraries and laboratory services

The service provides the specifications, installation and technical support of public workstations in university libraries and labs with assistive technological hardware and software for students with various disabilities. Alternative computer access systems include voice recognition, speech synthesizers, screen readers, screen magnifiers, large displays, Braille translation and embossing, Braille displays, scanning and reading machines, closed circuit television magnification systems, a variety of switches and mounts, screen keyboards, alternate pointing devices, wands and sticks, trackball and joysticks, and a variety of devices to accommodate special seating and positioning needs. Moreover, accessible libraries and laboratory services maintain a website that includes all information on the available assistive technologies, user manuals, and tutorials as well as physical access information for libraries and labs (Hawking, 2011:47).

2.3.1.2.3   Guidelines service

Guidelines service provides guidelines and standardization on procedures and services applied to students with disabilities during their studies so that all students are treated and assessed fairly through different courses and departments. The activities of the guidelines service include the development of:

i)   guidelines for accommodation in exams or test-taking, including media and adaptations such as computers with assistive technologies, reading and writing assistants, extended time, and alternative testing locations;

ii)   guidelines for the production of accessible educational content (e.g. accessible slides or presentations, web pages); and

iii)   standards for the services and procedures of the Disability Office or Unit.

2.3.1.2.4 Training of staff and volunteers training service

Via the abovementioned services, student with disabilities will interact with the Disability Office or Unit staff, his/her academic advisor, volunteers, secretaries and librarians.

It is the Disability Office or Unit's responsibility to inform staff and volunteers about the newly introduced role they have. As part of that responsibility, the staff and volunteers training service raise general awareness of staff and academics on disability issues.

For example, faculty secretaries who deal with students with disabilities are trained on how to communicate with them using alternative means, how to provide support to them, notifying the

students about the services of the Disability Office or Unit and they are familiarized with the Needs Form of the students with disabilities. Librarians, on the other hand, attend special seminars on using and demonstrating the available assistive technologies installed in the libraries.

The academics in each faculty are informed about the course attendance, examination arrangements, and of all the alternative options for the students with disabilities. Finally, all volunteers involved with the volunteer service are trained how to aid students with disabilities (Sach, 2001:34).

2.3.1.3   Accessibility promoting services

An effort is made to promote accessibility issues within the university community and the educational system, and even with other social groups outside the academic institution. This influence is achieved through a number of activities like web accessibility evaluations, meetings and events, know-how dissemination, and research projects.

2.3.1.3.1   Web accessibility evaluation service

This service provides accessible web page and document templates to the university's web developers and educational content providers.

It also helps web developers to analyze and use the accessibility reports to create accessibility documentation, facilitate assistive

technology enhancements and accessibility modifications to university websites and, when requested, conduct web evaluation reports for W3C accessibility compliance on a national level such as e-government services, e-newspapers and library websites (Mpofu & Wilson, 2004:9-16).

2.3.1.3.2   Events service

Social and informal events like meetings, galas, press conferences, training camps, and so forth are very important for promoting the accessibility services delivery model, the Disability Office or Unit and the university itself. Such events help all stakeholders to come together, know each other, interact and exchange knowledge and views. Moreover, such events disseminate the services and activities to the community, nationwide and internationally.

2.3.1.3.3   Know-how dissemination service

The know-how dissemination service is responsible for organizing or participating in workshops, seminars, and scientific conferences in the domain of accessibility, information and computer technologies, assistive technologies and inclusive education.

Through this service the Disability Office or Unit cooperates with other institutions on training and specialization programmes for education.

This service also issues leaflets, posters and other dissemination material useful to other institutions and organizations or similar Disability Units. It also develops and maintains the Disability Office or Unit's website presenting university policy on students with disabilities, its services, the delivering model, and the information on the available assistive technologies (Zolberg, 2007:909).

2.3.1.3.4   Research service

The Disability Office or Unit and its scientific personnel are leading or participating in research projects related to facilitating equity of access to learning and teaching for students with disabilities. Such projects can extend to various scientific domains such as web accessibility, design for all, universal learning, assistive technologies, etc.

2.3.2   South African universities successes towards delivering support services to the students with disabilities

South Africa as a country in its phase of developing towards full democracy and economic independence understands the importance of delivering support service to students with disabilities.

This includes modalities of accommodation, guidance and counselling to enhance and facilitate academic activities within the higher education institutions. Realizing the need for delivering support service to students with disabilities in higher education institutions, the South African government embarked on new initiatives ranging from policies, legislation and strategies to programmes and projects that responding to the World Programme of Action in line with support service delivery.

The Bill of Rights, Chapter 2 in the Constitution of the Republic of South Africa Act 108 of 1996, prohibits unfair discrimination, for example where a university would deny access to a student with a disability to study because of the unavailability of a specific support service required by the individual to cope successfully, particularly with academic performance.

The existence of slogan "Nothing about Us, without Us" (Crowther, 2007:791-794) and recently the establishment of the Department of Women, Youth and Persons with Disabilities serve as practical evidence to implement the country's agenda to ensure effectiveness and efficiency in support services to people with disabilities (Dube, 2005:17-19), catering for all types of disabilities, namely eyesight, hearing, mobility and cognitive.

Higher Education Act, 1997 (101 of 1997) Section 37 (3) mandated Higher Education Institutions to ensure that delivery of support service is one of their priorities, reflecting in each of the institution's strategic plans. By doing so, the idea was to ensure that the institutions are displaying their intentions of redressing support services unavailability and its quality within their campuses.

In 1997, the government published a key strategy known as the Integrated National Disability Strategy (INDS) explaining how disability affects all government departments, including Higher Education Institutions, as well as outlining principles to be followed when dealing with students with disabilities country wide.

Moreover, the Department of Higher Education and Tertiary Institutions in South Africa formed an association to strengthen the extent to which South African universities deliver support services to students with disabilities. The Higher Education Disability Services Association (HEDSA) was established in 2006 and cascaded to all nine provinces in South Africa (Constitution of the Higher Education Disability Services Association, 2007:2).

Such an initiative was observed and seen as an important step towards the improving of delivery of support services to all universities.

The Association is expected to provide practical ideas on how real change can take place at the grassroots level in South African universities (HEDSA, 2011:81), for instance to establish Disability Units or similar structures in each university in South Africa; to ensure dissemination of knowledge and information on disability issues and to deliver appropriate support services in an adequate manner to students with all types of disabilities.

A Disability Unit in each university is a move in the right direction as it has sole responsibility for driving and facilitating the deliver a wide range of support services that are of quality to students with disabilities on their respective campuses and/or sites.

In March 2014 the Deputy Minister for the Department of Women, Children and People with disabilities visited all South African universities. The idea for such visits were to assess the extent of availability and accessibility to infrastructure, compliance with provision of support services as well as stressing benefits embedded to the establishment and functioning of Disability Units or designated structure.

Furthermore the Executive Council of the Eastern Cape Province has conducted disability rights dialogue with student disability forums and associations to assess gaps in terms of service delivery of such

support to students with disabilities in universities (Eastern Cape Executive Council, 2012).

Such initiatives indicate that the country is committed to ensure that students with or without disabilities are treated equally and with dignity and have access to services (Promotion of Equality and Prevention of Unfair Discrimination Act 2 of 2000:7).

Although the extent to which South African universities deliver support services to students with disabilities varies, studies conducted by the Disability Management Service in 2011 confirmed that most South African universities are beginning to accommodate such students. The majority of the universities do have some form of a policy dealing with disability covering both students and staff with disabilities. Also established structures like a Disability Unit or something similar exist in all universities though they are not autonomous. Due to the unavailability of a quota pertaining to students with disabilities, there is a lack of accurate data on the number of students with disabilities studying in South African universities as well as graduates. There is a problem relating to the physical accessibility of buildings and facilities in most South African universities.

On the other hand technology and assistive devices exist in some universities, for instance the University of Cape Town and the University of Johannesburg.

Very little attention is paid to universal design principles in lecturing and learning processes and methodologies in South African universities.

The Universities of Free State and Witwatersrand offer programme cross-cutting skills whilst the University of South Africa has a Diploma in Special Education. KwaZulu-Natal and Witwatersrand specialize in Sign Language whilst Limpopo University has pre-orientation programme.

2.4 THE CASE OF WALTER SISULU UNIVERSITY ON QUALITY OF SUPPORT SERVICES TO STUDENTS WITH DISABILITIES

With the improvement made by universities internationally and in South Africa, the Walter Sisulu University scenario is currently different and studies like this one provide motivation for change.

2.4.1 Background to Walter Sisulu University (WSU)

Walter Sisulu University (WSU) is a comprehensive type of university named to honour the late Walter Sisulu, a much-admired leader of the struggle for democracy in South Africa.

WSU was established on 1 July, 2005 through the merger of the former Border Technikon, the Eastern Cape Technikon and the University of Transkei (Higher Education Act No 101 of 1997).

By its nature WSU as a developmental, comprehensive university offers students a wealth of academic choices together with articulation and mobility across the qualifications spectrum ranging from certificates to diplomas, degrees and post-graduate studies. WSU is uniquely positioned in the Eastern Cape to serve the under-developed areas of the province, with a clear rural and urban balance and 1,000 square kilometers across the region.

This provides the University with the platform to engage with the drivers of development so that an appropriate programme and research mix can be formulated to meet the needs of the region, the province and the country.

WSU is composed of four faculties with focus areas that are considered as significant for development and restructuring. These focus areas include Health, Science, Engineering, Information Technology, Art and Fashion, Education, Agriculture (a future focus and currently in the process of being established), Hospitality Management and Tourism, Broadcasting and Journalism, Humanities and Business Sciences and Management.

The structure of the University accommodates various centres to supplement academic enterprise within a variety of units providing administrative activities to the University (WSU Prospectus 2013).

The Executive Management

Centre for Community and International Partnerships

Centre for HIV/AIDS

Centre for Youth, Gender and Disability Studies

Faculty of Business, Management Sciences and Law (FBMSL)

Faculty of Education (FED)

Faculty of Science, Engineering and & Technology (FSET)

Faculty of Health (FHS)

Centre for Learning and Teaching

Centre for Rural Development

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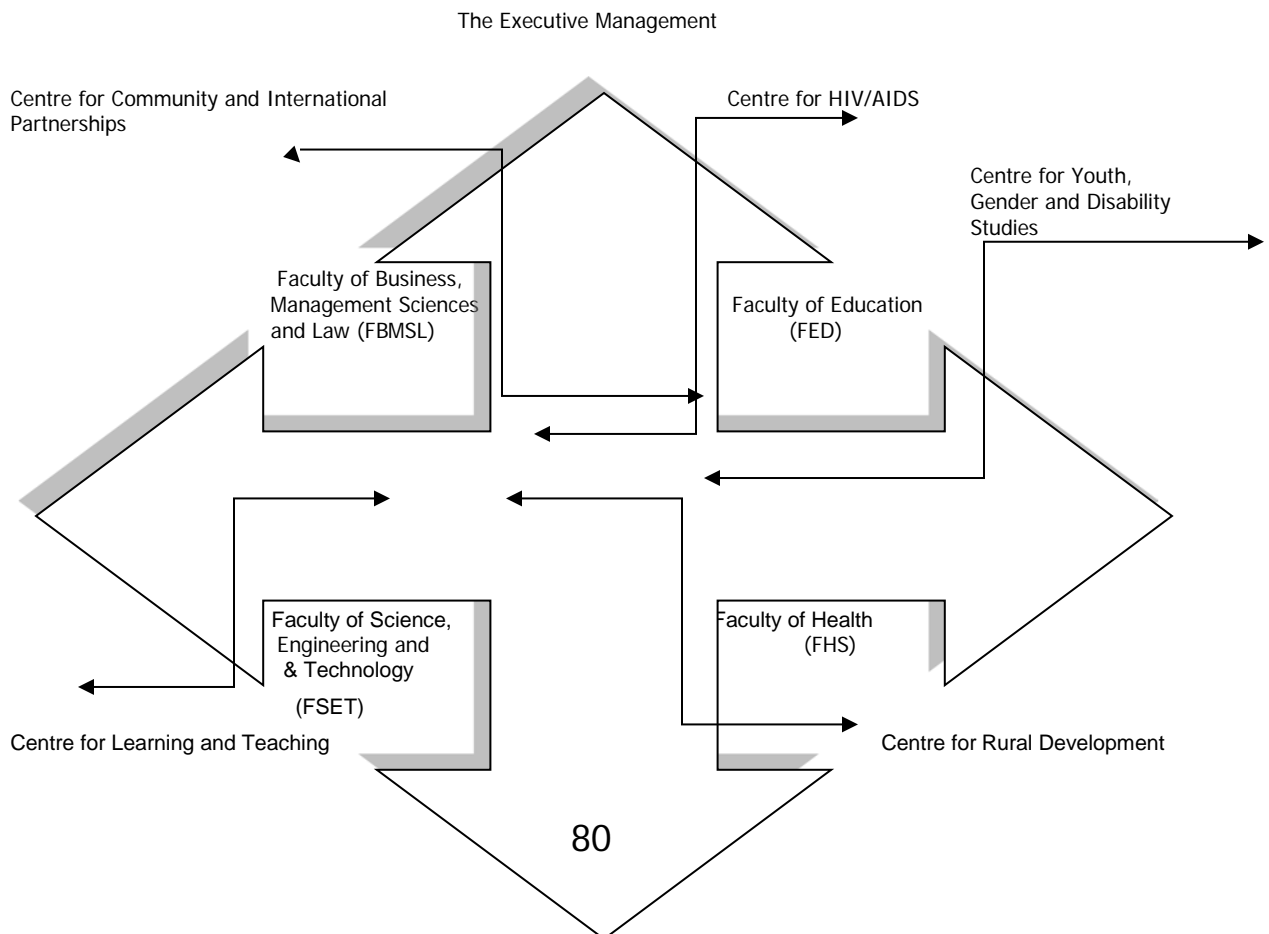
Figure 7:   Interrelated units of Walter Sisulu University (WSU Prospectus 2013

With the student population of around 21 000, WSU focuses on quality academic, technological and career-orientated programmes, providing relevant skills for development in both rural and urban areas and places special emphasis on the development of entrepreneurship.

WSU's core business is learning and teaching, research and community engagement as well as administration spreading into four campuses. The Head Office of WSU is situated in Nelson Mandela Drive, Mthatha.
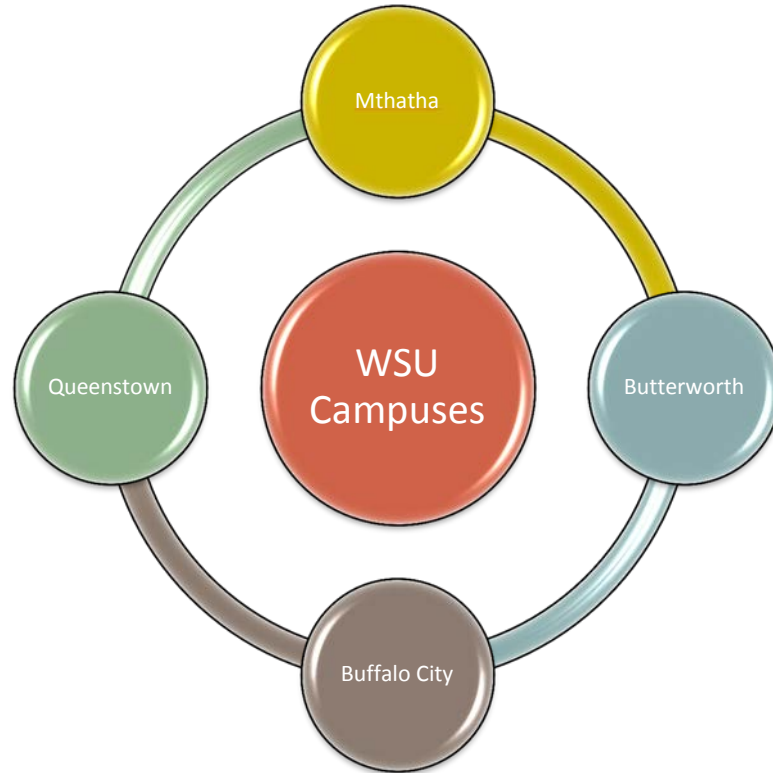
Figure 8 : Names of four campuses at Walter Sisulu University

Delivery sites at these campuses are as follows:

Buffalo City Campus
- Buffalo City Stadium
- Cambridge Street
- Chiselhurst
- College Street
- Heritage Building
- Postdam

Buttterworth Campus

Ibika Site

Mthatha Campus
- Nelson Mandela Drive
- Nkululekweni Site
- Zamukulungisa Heights

Queenstown Campus

| Grey Street Site | Masibulele Site | Whittlesea Site |
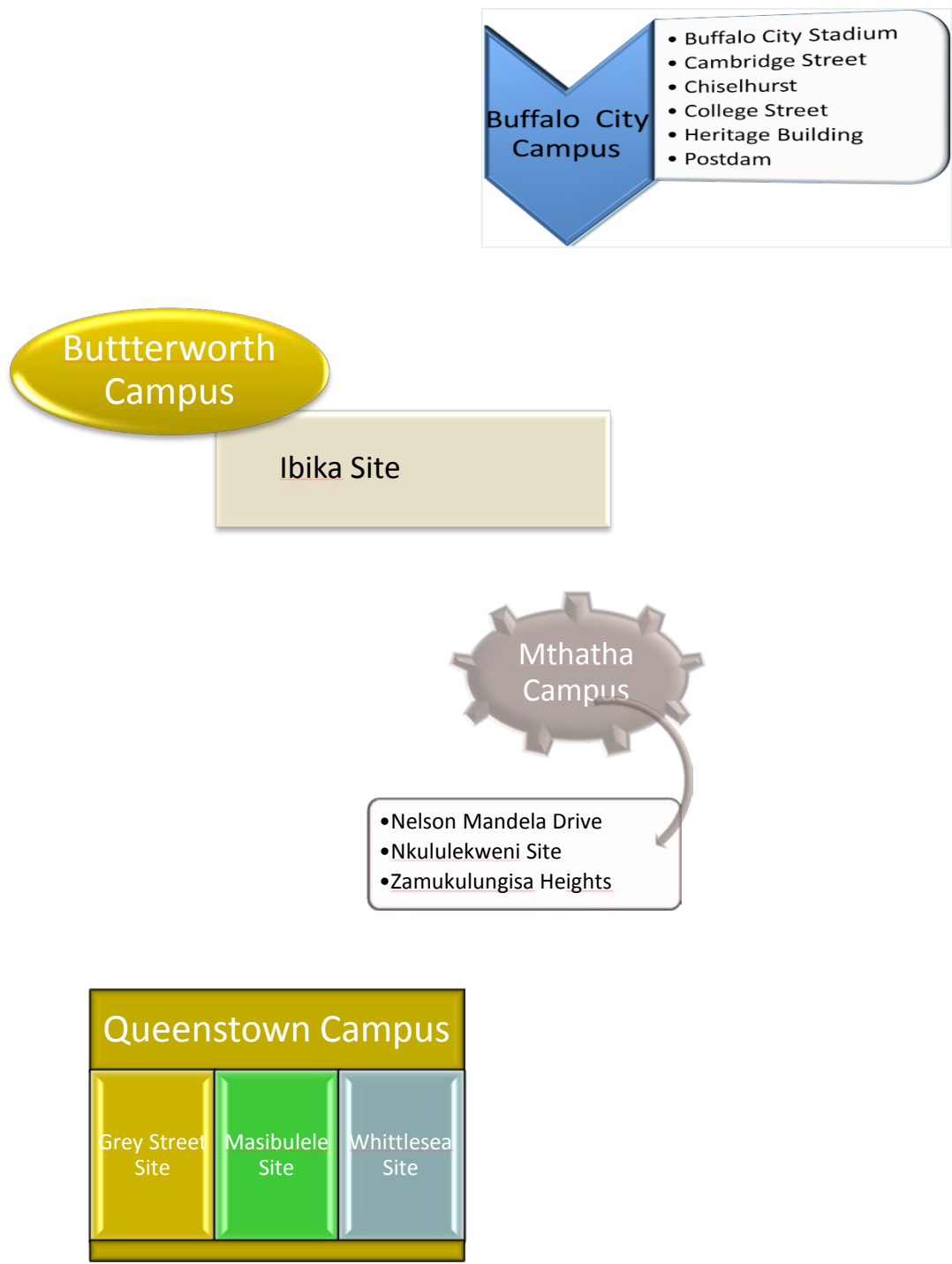
Figure 9:   Delivery sites in each campus

2.4.2 Support services to students with disabilities in four campuses of Walter Sisulu University

Before the merger in all three higher education institutions delivery of support services was lagging behind hence there was no formal structure dedicated to students with disabilities. Very few students with minor disabilities who could cope without support services of poor quality were admitted to these institutions by Admissions Officers who would inform Offices of Students Affairs pertaining to hostels allocation.   This means that priorities of students with disability issues were not forming part of these institutions' strategic plans.

Because of transformation taking place in South Africa after gaining its democracy in 1994, the new perception about support services to people with disabilities became one of the highest priorities in the government of unity agenda (Du Toit, 1996:13). New interventions emerged to guide disability practitioners at South African universities in appropriate institutional structures, systems and processes to enhance the quality of services provided to all students with disabilities (Dube, 2005:15-20).

Furthermore, various studies were conducted to highlight problems and issues that needed to be addressed related to actual delivery of support services to students with disabilities within South African

public higher education institutions, particularly in the areas of accessibility, awareness and responsiveness, programme provision and learning and teaching arrangements, and to benchmark these services against international universities. For instance, the study conducted by the Centre for Higher Education in 2005 confirmed that in newly-merged higher education institutions delivering support services that are of quality to students with disabilities were often overlooked (Higher Education Monitoring and Evaluation, 2005). To address the problem higher education institutions, specifically the twenty-three (23) universities in South Africa, recommended to the Department of Higher Education and Training the establishment of Disability Units (HEDSA. 2011) and to benchmark these services against international universities.

In order to be consistent and comply with issues of disability, Walter Sisulu University in 2009 proposed the establishment of the Centre for Youth, Gender and Disability under the leadership of the Deputy Vice Chancellor – Academic Affairs and Research, and headed by a Director.

Deputy Chancellor – Academic Affairs and Research

Director

Advisory Board

Executive Secretary
Administrative Manager

Head of Unit
Youth and Disability

Head of Unit
Gender and Community Development

Desk Manager	Desk Manager	Desk Manager	Desk Manager	Desk Manager	Desk Manager
YOUTH	DISABILITY	ACADEMIC PROGRAMMES	MEN	WOMEN	COMMUNITY ENGAGEMENT
*Nurturing, mentoring and coaching *Art language and culture alive *Moral regeneration and counselling	*Human Rights *Advocacy *Awareness *Lobbying *Nutrition, health and wellbeing	*Cross Cutting Skills *Modules for gender and Post-graduate *Short-courses	*Socialisation *Nutrition and health *Welfare	*Leadership and management support *Gender HRM and Equity *Empowerment	*Education and training *Workshops, awareness and campaigns *partnership, women conferences, *exchange programmes and motivational lectures
Co-ordinator Youth activities	Co-ordinator Disability activities	Co-ordinator Academic programmes activities	Co-ordinator Men's activities	Co-ordinator Women's activities	Co-ordinator Community Development activities

Figure 10 : Organogram of Centre for Youth, Gender and Disability Studies (WSU Strategic Plans : 2011)

The Centre was launched in 2012 and adopted a matrix structure to ensure stability and the belonging of students with disabilities within the structures of the university.

Based on the Higher Education Qualification Committee visit in 2011, the following recommendations were highlighted regarding the problem of poor quality support services to students with disabilities at Walter Sisulu University:

- Development of appropriate mechanisms to sensitize staff and students to the needs of students with disabilities.

- Taking explicit account of students with disabilities' needs in planning, maintaining and upgrading of the university's facilities.

- Taking explicit account to act when students with disabilities are inappropriately treated.

- Maintaining a database on students with disabilities.

Responding to these recommendations Walter Sisulu University management committed itself to:

- ❖ Employ full time personnel to focus on the affairs of the Centre with special reference to the students with disabilities by 2016 as per the organogram.

- ❖ The Acting Director who at the sametime is permanently employed as Senior Lecturer is driving the Centre with ad hoc committee members and refer to this committee as members of the Disability Desk Forum.

- ❖ Develop programmes that foster positive self-concept and high self-esteem especially for students with disabilities, thus the need for the availability of well-trained psychologists and counselling guiders dedicated to students with disabilities.

- ❖ Supportive networks with Disability People of South Africa (DPSA) and partnerships with nine Special Schools in the Eastern Cape Province are starting to take shape. Several meetings have been arranged to ensure that activities to sensitize staff and students during Casual Day, Human Rights day and International Disability day are conducted.

❖ Refurbish buildings and facilities, for instance seminar rooms, lecture halls, hostels, parking bays with shelters, installation of red flash for Deafs, have ramps where necessary, spacious doors for wheelchair users, electric lifts. Fewer ramps and parking bays are available in some spaces though some of them are inadequate for students with disabilities. For example, at Zamukulungisa Heights there is only a single parking bay with a ramp but it is inconvenient for students with disabilities as it is too far from the building. At the Nelson Mandela Drive site electric lifts do not serve any purpose to students with disabilities as they are too far from lecture halls and hostels. Within the lecture rooms with no lifts available, one is confined to steps (see Appendix G).

❖ Develop a handbook providing information, direction and processes to students with disabilities from applying to graduation. At the moment there is no handbook or leaflet providing information, direction or process to follow pertaining to students with disabilities except an assurance indicated in the last pages of the prospectus about caring for such students without clearly indicating how.

❖ Develop a database for students with disabilities. Currently the only place to get pieces of data that is mostly unreliable is through the office of Financial Aid. Although the registration

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form has space to tick whether or not a student has a disability, some students would not be keen to disclose their status.

❖ Develop policy for students with disabilities. At the moment drafting of such policy is on hold hence the Institutional Senate Disability Committee has been initiated. In other words, at the moment the policy directed to students with disabilities is not yet in place at Walter Sisulu University.

Though the management of Walter Sisulu University has committed itself to comply with recommendations highlighted during the Higher Education Qualification Committee in December 2011, similar and other challenges related to the main problem, i.e. the provision of poor quality support services to students with disabilities, were picked up during the visit of the Deputy National Minister for Women, Children and People with Disabilities to South African universities this year. The challenges resulting from poor quality of support services to students with disabilities highlighted below are directed to Walter Sisulu University but would also be common to other South African universities. Such challenges include, inter alia:

🌐 Non affiliation of Walter Sisulu University to Higher Education Disability in South Africa (HEDSA) where members join by paying a prescribed

- The necessity to review and restructure application forms whereby a student with a disability is encouraged to disclose his/her type of disability. The idea is to recognize specific special needs, for instance Braille and the appropriate assistance that would be required. The application form may have a tear off section and that would be forwarded to the Centre for action.

- Liaison with Special Schools to obtain the files of applicants and assess prospective students with disabilities without files.

- Arrange a pre-orientation programme for students with disabilities to be conducted a week before the general orientation takes place. The week would be utilized for assessment to take place, mobility instructions to be given to understand space, to enable students with disabilities to settle down well and to tour the campus before students without disabilities arrive.

- Purchasing of assistive devices guided by Walter Sisulu University procurement policy. Through the Centre necessary assistive devices could be purchased for students with disabilities and when the bursary has been processed, then to bring the device back to the Centre.

- Official formation of a developmental student body known as Youth, Gender and Disability (YGD) Student Society instead of separate bodies to ensure full and balanced participation in all Walter Sisulu University activities.

- The relationship with the nine (9) Special Schools in the Eastern Cape Province (ECP) is vital to assist with subject grouping for career development. The Centre could equip educators in the Special Schools to acquire knowledge and skills through offering a Diploma in Special Education.

- Conducting disability awareness workshops for staff, i.e. etiquette as well as training, and supporting lecturers on how to communicate, handle and assess students with disabilities in the classroom.

- The University has to buy an institutional licence for all the disability software for a fully functioning laboratory.

- Facilitating cross-cutting skill programmes where disability studies have to be compulsory for every first year student

- Facilitating and monitor that students with disabilities participate in competitive sport as well as leisure sports to enjoy a full and balanced life.

- The University has to create a conducive and an enabling safe environment with specialized space in order for students with disabilities to complete their programmes or qualifications in record time.

2.5 THE ROLE OF PUBLIC ADMINISTRATION IN EXCELLENT SUPPORT SERVICE DELIVERY TO STUDENTS WITH DISABILITIES IN A UNIVERSITY CONTEXT

Public administration has two sides of the coin, academic discipline and a field of practice. As a discipline it equips and trains public practitioners in learner dynamics and dimensions of achieving the field of practice effectively and efficiently with a focus on implementation of government policies. At all levels of public institutions, for example government departments, public parastatals and public universities, public officials act as administrators, managers and leaders. As Coetzee (1988:3) maintains, administrators are responsible for the execution of public affairs and working jointly towards a common goal. Being managers they are concerned about how things get done whilst as leaders they do the right thing (Kroon, 1995:7). The study observes public administration as a practice where public matters are handled jointly to get services delivered in a right way to promote the general welfare of the public.

Answers to above-mentioned questions are vital to administrators, managers and leaders in every public institution to ensure effectiveness and efficiently in improving service delivery directed to the public. These questions are regarded by the study as the guidelines to plan actions required towards accomplishing a particular goal (Lewis et al, 2001:6) beforehand.

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┌─────────────────────────────────────────────┐
│   What should be done to provide  support    │
│                   services?                   │
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┌─────────────────────────────────────────────┐
│     How should support services be provided?  │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│   When should  provision of the  support     │
│               services be done?               │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│     Where should the provision of support     │
│             services take place?              │
└─────────────────────────────────────────────┘
                      ↓
┌─────────────────────────────────────────────┐
│  Whose responsibility is it to provide  support│
│                   services?                   │
└─────────────────────────────────────────────┘
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┌─────────────────────────────────────────────┐
│    To whom are the adequate support services  │
│                   provided?                   │
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┌─────────────────────────────────────────────┐
│   At what cost should the support services be │
│                   provided?                   │
└─────────────────────────────────────────────┘
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Figure 11:   Questions to promote effectiveness and efficiency in the provision of support services in a public institution (Robbins & DeCenzo 2005:7; Lewis et al, 2001:5)

2.5.1 Six generic administrative and management functions

To understand the preference of generic administration and management functions in this study, it would be appropriate to highlight developments in Public Administration as a discipline that took place between 1900 and 1937.

Politics were separated from administration; certain principles of budget were recognized as applicable universally, including the development of American schools' public administration principles, namely planning, organizing, staffing, direction, co-ordinating, reporting and budgeting, abbreviated as POSDCORB and recognition of Public Administration as a study area.

During the period between 1938 and 1950 the discipline drew a lot of criticism. Different authors were of the opinion that the subject is outdated and generic functions should not be regarded as universal hence the subject content has been reduced to one approach. These authors dispute the notion of Theories of Public Administration and supplemented it with Theories in Public Administration, hence the discipline borrowed generic functions from other disciplines. Public Administration was left without a foundational theory as a discipline. From the 1950s to the 1970s it seems as if the discipline experienced an identity crisis and had to search for an alternative to reform the discipline.

This time scholars for Public Administration dissociated the discipline from politics and, instead, opted for a balance between the science of administration and the value of public administration.

P(p)ublic A(a)dministration during the 1980s took its momentum universally and new innovations emerged like the use of consultation; decentralization; partnerships; communication technology and monitoring, evaluation and performance management systems (Lindenfeld, 1997; Lynn, 2003; Simon, 1997; Coetzee, 1991 and Rudra, 2002:411). The six generic functions of public administration introduced by Cloete in 1967, which have similar elements to those developed by Gulick and Urwick (1937), are advocated by most South African universities and authors and academics who think alike and who have accepted this view which is still applicable today. For this reason, the study observes six generic functions as tools applicable to tackle challenges for support services to the students with disabilities facing management in a university.

In South Africa universities are established as per the University Act, 1955 (Act 61 of 1955) whilst Technikons were established as per the Technikon Act of 1993 (Act 125 of 1993). These higher learning institutions obtain the bulk of their income from the state and at the same time they are allowed to manage their own affairs but they must observe the education policies prescribed by Acts passed by

Parliament. From 1994 in South Africa education is governed by two national departments.

The Department of Basic Education is responsible for primary and secondary education while the Department of Higher Education and Training focuses on tertiary education and vocational training. The Department of Higher Education and Training deals with further education and training (FET) colleges, adult education and training (ABET) centres and higher education (HE) institutions.

In 1998 the government embarked on a restructuring of the universities and technikons by a series of merges and incorporations. By January 2005 twenty (22) new institutions were created from the previous thirty-six (36). Universities in South Africa are now categorized into two, namely private and public universities. Public universities in South Africa divided into three (3).
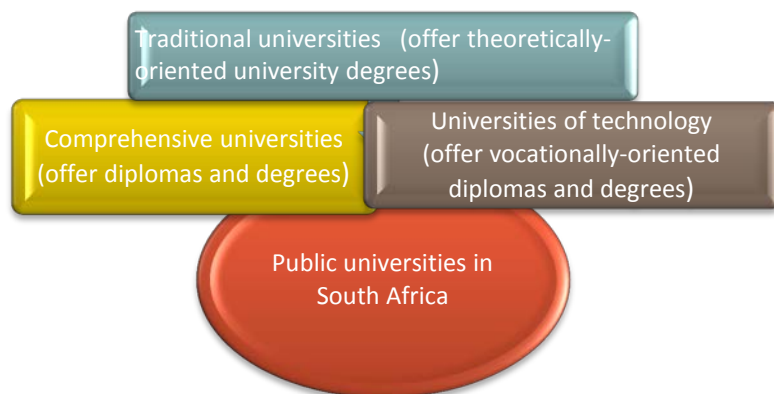
Figure 12: Categories of public universities in South Africa

At the same time the Department of Higher Education and Training facilitates and drives the functioning of the universities and ensures compliance in policy and legislative framework. Therefore, universities are led under the public domain by executive managers responsible for administration and academic activities. One of the priorities of the universities is to cater for students with disabilities on their campuses to ensure equality for all students.

As a result in South Africa higher education institutions are mandated to specify in their strategies plans as to how they close the gap of imbalances with regard to their students.

Nunau (1993:1) warned that universities must not observe support services to students with disabilities as an add-on but, an all pervasive component of educational processes which ensure that learning and teaching are approached from a learner-centred vision of education. With such in mind, according to Daniel (2004:5), universities are focusing on the culture of care as part of best practice. According to Brasser-Perreira (2005:1), strength or capacity of the institution, to deliver services that are of quality in a satisfactory manner to the public depends on adherence to six generic administrative principles of public administration which are still relevant today and in any institution, for instance the university.

According to Ijeoma (2013:23) as discussed by Mafunisa & Dzengwa (2007:763), generic principles of public administration are able to explain the administrative and management responsibilities of each official in a public sector. In other words, these functions provide guidance as to where exactly to improve when delivering support services to students with disabilities in a university context (Ballard, 2010:9).

Cloete (1998:84) stressed that, due to the Constitutional transformation that took place in 1993, the nature of the six generic administrative activities accommodated management aspects as well as administrative ones and he therefore refers to them as six generic administrative and management functions.

Botes et al, (1992:187) emphasise that it is the responsibility of public institutions to deliver support services that are of good quality to the public they serve, especially previously disadvantaged ones (Service Delivery Report, 2003:3) thus redressing the imbalances of the past.

A brief explanation regarding the nature of each generic administrative and management function is provided for awareness and understanding. The study developed steps to be followed for adherence to the six generic administrative and management functions in a university environment. The idea is to demonstrate how these functions could be applied to tackle challenges for support

services to students with disabilities in a university context by management.

Figure 13: Six generic administrative and management functions (Cloete 1998:84-85)

2.5.1.1.1   Policy Making

A commonly held view of democracy is that people participate in the policy process and influence government to promote policies they want. Eastern, in Fox et al (1991:27), mentions that "policy originates from a particular environment in which circumstances, value systems and norms play a significant role". Political equality and individualism

are protected by the fundamental political rights to vote and to free speech. Access to government is guaranteed through electoral choice, lobbying and other forms of pressure group activity and through a politically free mass media. Eastern, in Fox et al (1991:27), also views public policy as "the allocation of values to groups or individuals in the society through the political process". Policy is usually directed towards the accomplishment of some purpose or goal. Botes et al, (1992:313) maintain that "policy is simply the direction to be followed to attain a specific aim". Schermerhorn (2005:196) mentions that "a policy is a standing plan that communicates broad guidelines for decisions and action".

Public policies are those policies developed by government bodies and officials which focus on purposive action for the government. In other words public policy is a purposive course of action followed by an actor or a set of actors in dealing with a problem or a matter of concern. Dye, in Fox et al, (1991:27) defines public policy as "whatever governments choose to do and not to do". Government policy involves the decision to act on some particular problem and includes subsequent decisions relating to its implementation and enforcement. Public policy involves more than an intention or statement of intent; it represents what government actually does.

According to Hanekom & Thornhill (1987:40), "government institutions are created to implement the decisions of the

legislatures". Cloete (1998:159) mentions that "policy implementation must result in the provision of services or products". Formal institutions of the government provide structures within which the public policy process takes place. The legislative framework must be established in the form of acts, regulations and manuals, which provide only a broad framework to offer specific services to the community. Details of how, when, by whom and with what the policy must be executed, still needs to be determined.

Fox et al, (1991:36) mention that "policy-making by public officials can be seen as external and pertains to the broad goals of the government, and also internal – which guides the internal operation of the government institutions". Since internally- and externally-derived policies affect public organisations, these policies may change with changes in policies and other government requirements.

A person does not simply decide arbitrarily on a particular policy; specific circumstances and values influence a person when deciding on policy. Through policy-making, government can meet the needs of the community it serves. Cloete (1998:140) mentions that "policy-making is complicated by the fact that it should always be forward-looking because it must bear fruit in the future". Since the activity which precedes the announcement of the objective is known as policy-making, planning can therefore be considered to be an auxiliary process secondary to policy-making.

Policy Making	
Identify needs and expectations	• Engage in needs analysis exercise that will appear in a form they fill when applying for entry • Disability Unit or designated office to gather socio-economic profiling analysis for each student with a disability in order to understand the different needs. This should assist in understanding whether background of vulnerability exists in order to respond appropriately.
Design policies directed to accommodate students with disabilities	• Policy objectives must be clearly stipulated • Indicate the implementers, i.e. structures and their functions. Envisage achievable targets and resources required • Benchmark with other universities to find out what exactly is existing when developing a policy. If there is an existing one, what are the gaps? • Specific areas are taken into account and articulated and presented in detail, for example accommodation, facilities, etc.
Establish plans and programme to be followed	• Plans and programmes need to be constructed to provide actions to achieve objectives i.e. various strategies and each is unique for individual circumstances • For example, a programme like road shows to create awareness about each campus and plan as well as design a programme to tackle such identified needs and expectations, including problems and challenges experienced • Also peer-to-peer networking via structures such as the students with disability forum and others represent good opportunities for sharing insights into students' care, rights and obligations, among other issues
Engage in exercise of marketing the designed policies	• Inform university public as well as stakeholders about the existing policies specifying their objectives and how to be implemented by whom to whom • Explain the policy fully, for example its objectives, who are the implementers, to whom, how to be implemented and where can one obtain the copy of each policy e.g. website. The idea is to achieve co-operation
Evaluation of the policy and provision of feedback	• Annually evaluation has to take place to obtain the results, for instance is there any increase in terms of numbers of registration of students with disabilities after marketing of the policy • Director for the Centre for Youth, Gender and Disability has to report in a systematic way to provide feedback about the progress i.e. management reports to the Deputy Vice Principal in an Institutional Senate Disability Committee where all units are represented including students and staff with disabilities

Figure 14 : Steps applicable to policy-making for students with disabilities in a university

Any public institution cannot function without the overall guidelines set by policy. The management of the university must strengthen the committees responsible for developing policies, regulations, instructions and other directives for the disabled students, taking into consideration the uniqueness of the problems and challenges regarding quality of support services to Walter Sisulu University. All relevant departments and units should be represented during the development and implementation of policies. It is essential for all stakeholders involved in the development of students with disabilities' policies to be exposed to in-house, in-service training on policy development and interpretation. Cloete (1998:159) regards policy implementation as a means to service provision. These policies procedure manuals that are kept in the Registrar's office must be reviewed annually. Key policies that need immediate implementation must be read and interpreted in the top and middle management meetings. Brochures with policies must be displayed in relevant departments and sections of the university.

2.5.1.1.2   Financing

The financing function involves activities through which monies are obtained, expended and controlled. Specific activities of the financing function include devising a financing system, preparing estimates of income and expenditure (budgeting), accounting, auditing and reporting (Gildenhuys, 1997:87).

Financing	
Requisitioning for funding	• Identify financial needs of each forum i.e. students with disabilities, staff with disabilities, etc. • Prepare estimates of expenditure taking into consideration future working with limits of the budget
Costing of activities	• The Director responsible for disability issues in the university should handle financial analysis and cost-benefit analysis in preparation for requests for money • Taking into consideration directives from legislation and instructions of the Chief Financial Officer and transparency about what has been allocated is crucial i.e. advertise in the Centre website
Stores control	• Director is accountable for stores, tools and equipment and other assets entrusted to the university. He/she must record what has been bought, for how much i.e. invoices and the writing off of items that have become useless or otherwise
Reporting and rendering of accounts	• What has been achieved against not achieved and what are reasons and the remedial actions. The reason is that there has been a close relationship between obtaining the best results with expenditure and human resource. Section 195 of the Constitution of the Republic of South Africa provides specifically that public administration must promote efficient, economic and effective use of resources as well as accountability

Figure 15:   Steps applicable to use finances in improving support services to students with disabilities in a university

The budget of the university is used as a planning instrument that stipulates how to spend funds.

An internal control unit must be established in the university to trace accounting errors, expose corruption and ensure adherence to acceptable accounting practices. The unit also evaluates financial activities, procedures and policies of the university, for instance construction of ramps in classrooms for students with disabilities.

These reports also provide feedback to ensure compliance with financial goals and targets in the departments and units, in this case Centre for Youth, Gender and Disability. Management has to compare budget expenditure trends against revenue collected. To ensure transparency, documents, brochures and emails need to be used to disseminate information on the management of finances to all managers and departments in the university.

The budget committee has to be established to analyse budget expenditure and revenue generated by the Centre to ensure appropriate use of the budget in terms of the Public Finance Management Act.

2.5.1.1.3   Organizing

Cloete (1993:112) considers organizing as actions involved in creating and maintaining organizational units called organizations or institutions. Van Niekerk (1988:28) maintains that "an organization is a systematic arrangement of people brought together to accomplish some specific purpose".

Fox et al, (1991:73), in their definition of the term "organization", include "the division of labour and a hierarchy of authority". Thornhill & Hanekom (1995:156) mention that "for some people organization refers to people working together, whilst others see it as a process of bringing about systems and order". Johannsen & Page (1996:223)

define an organization as "a subdivision and delegation of the overall management tasks and the allocation of responsibilities and authority to carry out defined work". Lewis et al, (2001:6) define "organization is a group of individuals who work together towards a common goal". Schermerhorn (2005:11) mentions that "an organization is a collection of people working together to achieve a common purpose". Organizations develop a systematic structure with rules, regulations and policies, and assign some members supervisory control over others.

According to Boone & Kurtz (1987:268), "an organization chart is a blue print of the organization indicating lines of authority within it". In addition to arranging individuals into units to undertake actions in pursuit of desired objectives, organizing involves building their mutual relations through co-ordination, communication and delegation.

Other activities include devising and improving organizational structures, setting duties and task activities, dividing work, assigning of responsibility to lower levels in the structure providing the support services.

The term "organization" is sometimes associated with the term "bureaucracy". Bureaucracy often carries a negative connotation but organisation is a neutral term.

Many organizations are not bureaucratic in the technical sense. Fox et al, (1991:79) argue that "bureaucracy does not mean inefficiency but a dominant type of structure in the organisation". They also maintain that "organizations are social units of human groupings deliberately established and re-established to seek specific goals". The term "organization" therefore refers to an entity that has a distinct purpose, has people and has a systematic structure.

It refers to planned units, deliberately structured for attaining specific goals. The determination of tasks, who is to do them, how they are to be done, who reports to whom, and where decisions are to be taken, involves the process of organising. Various authors (Cloete, 1991:112 and Lewis et al, 2001:6) view organizing as the process of determining tasks, who is to do them, and how to manage and coordinate them.

Fox et al, (1991:66) maintain that "organizing for public service is a political problem, and public institutions – in terms of legislation – execute the programmes of the government". The political authorities determine the governmental programmes and the organizational arrangements to execute them.

According to Schermerhorn (2005:247), "organizing is the process of arranging people and other resources to work together to accomplish a goal". By organizing, the organization creates a social tool. It

combines its personnel with its resources, building leaders, experts, workers, machines and raw material.

For an organization to be successful, there should be a systematic arrangement of people to focus their efforts on achieving its goals. A distinction is made between macro-organizing, micro-organizing and departmentalisation.

According to Van der Waldt & Du Toit (1998:190), "macro-organizing refers to the division of government activities in significant work spheres, with the purpose of realising the political objectives of the government of the day". Macro-organizing is thus the creation of institutions manned by personnel to perform the necessary services in an economic manner. After organizing at the macro-level, political incumbents, chief executives and administrative officials are able to convert the government policy into lower-level policy.

Cloete (1991:121) maintains that "micro-organizing is comprised of the horizontal division of work, the allocation and delegation of authority, coordination, the creation of communication and controlling". Boone & Kurtz (1987:262) mention that "departmentalization is the subdividing of activities and responsibility areas into units within the organization". The number of departments depends largely on what the organization envisages. According to

Cloete (1991:120), "each department can organize internally by dividing, logically, the different functions into distinct work fields".

The challenge with organizing is how to lead and develop human groupings that are as rational as possible who can produce a minimum of undesirable side effects and a maximum of satisfaction.

Dessler (2004:142) highlighted advantages associated with organizing. Such advantages include putting people in charge to ensure that services are delivered. Organizing, for instance, clear structures with elaborated activities can promote efficiency hence focus on delivering services that are of guaranteed quality and minimize duplication of efforts. For instance, the Centre for Youth, Gender and Disability Studies structure already exists at Walter Sisulu University with clear activities for each unit.

Organizing		
Organizational hierarchy structure		• No organization or institution can function without proper organizational hierarchical structure • Employees must be placed according to their capabilities and competences to that particular issue i.e. disability issues
Allocation of functions/activities		• The principal delivery to the units of an institution is to allocate functions attached to each post with a number and rank • In all levels posts are arranged according to expertise, knowledge and qualification • Merit system must be followed for all posts in a university context
Delegation of authority		• Formal delegation of authority is always first preference, but workers can share activities to demarcate the functions of each worker for instance the Acting Director for Youth, Gender and Disability Studies.
Lines of communication and grapevine		• These must be clearly stipulated formal lines of communication to ensure reporting and accountability. • Grapevine assists the supervisor to review fully informal information about activities and behaviour as well as attitude towards subordinates.

Figure 16: Steps to be considered in organizing structure

Suitable employees are employed and utilized according to their potential. Once policy has been established, the organization arranged and finances utilized and allocated, then the human resource must be provided to operationalise all functions and activities. Centre for Youth, Gender and Disability form part of the university organizational structure and the Acting Director reports directly to the Office of the Deputy Principal : Academic planning.

2.5.1.1.4　　　　　Human Resources

Human Resource provision and utilization is considered as a function through which employees are employed and utilized according to their potential (Van Dyk, 2003:41).

Once a policy has been set to provide goals and objectives to be pursued; when the organizational arrangements in terms of structure, group units and work tasks are designated, and when financing of the activities has been secured, then the human resources must be provided to operationalise all the functions and activities.

Human resource provision and utilization involve designing human resource systems and the setting up of support activities associated with the management of employees, including supervision, motivation, training, monitoring, discipline and management of the system.

Staffing relates to the hiring and training of all personnel and maintaining favourable conditions in the organization. It is the means of ensuring that high quality personnel are provided, properly trained and guided (Roux et al, 1997b:159).

The key performance areas in the operational plans of employees of the Disability Unit or designated office must be aligned with the overall goals of the university.

The tasks and activities performed by employees have to be organized to achieve the goals and objectives of the university. A code of remuneration is used to develop job descriptions and job titles.

The human resource office conducts regular updates of job descriptions in line with the new changes. The designed job descriptions prescribe the nature of the work, duties, responsibilities, physical demands and salary of the incumbent. The job specifications should show the specific qualifications of the person to do the job, amount and type of experience, training, special competencies and abilities to perform the job.

Nel et al, (2004:321) mention that "in order to facilitate commitment, the manager and employee should set goals together". During the process, supervisors need to ensure that subordinates continue to learn and update their skills.

Staffing	
Proposal for creation of posts and employment of staff	• No organization or institution can function without staff • New posts must be created, existing ones upgraded and others abolished in cases where there is unnecessary duplication • What qualifications are required from each individual staff member?
Merit rating and directives	• Continuous evaluation and appraisal of conduct is essential • Rules and regulations pertaining to fairness and equity must be explained to all staff including rights
Training and development	• It is a continuous and formal training for subordinates, for instance identification of short comings regarding skills
Counselling, discipline and conflict resolution	• Programmes for counselling need to be established with qualified counselling facilities and sessions • Disciplinary measures must be available with committees in charge and presiding officers • During disagreements about duties and other matters, steps to resolve conflict must be stipulated and known by all workers

Figure 17: Steps to take into consideration pertaining to staffing (human resource utilization)

The training and development committee needs to be established. At the moment the Walter Sisulu University Skills Development Unit

makes calls for those in need of training and the individual is expected to respond indicating areas that require training.

The training and development committee looks at the training needs of employees, receives nomination forms and makes recommendations to the Executive Director for Talent Management for approval. Sutherland & Canwell (1997:19) mention that "training and development is absolutely essential since it allows employees to have access to information and skills which will, of course, lead to greater personal satisfaction, making them more dynamic and considerably more satisfied with their jobs".

Nel et al, (2004:387) believe that "increased efficiency, increased quality, increased innovation and creativity and increased responsiveness to customers are the benefits of using good organizational designs". The administrator who also serves as vice-chancellor is the head of Administration.

It is the responsibility of the top management of the university to adhere to and implement university strategy, the strategic plan, its operational plan, the current structure/organogram (filled and vacant posts) and policies.

It is also the task of the top management of the university to address media reports and complaints received regarding current university

services within the stipulated timeframe. According to van der Waldt & du Toit (1998:159), "low-level managements are responsible for the implementation of objectives set by middle management".

Managers of the university should delegate tasks to subordinates. These managers ensure that the delegated tasks are completed. If a task is delegated to a subordinate, the subordinates accept responsibility for the completion of the task and are given authority to perform it. According to Robbins & De Cenzo (2005:407), "managers must obtain agreement on what is to be done and the results expected, but let the employee decide by which means the work is to be completed". Although managers delegate authority to subordinates, they remain accountable for the completion of the task. Sutherland & Canwell (1997:21) mention that "the chain of command illustrates the authority-responsibility relationships that link the supervisors/managers to their subordinates". Delegation of authority is relevant to inspire employees in leadership.

2.5.1.1.5 Work Procedures

The establishment of procedures and work methods is based on the principle that every action taken by an employee requires single-minded, systematic and orderly procedures or methods.

Work procedures are necessary to protect the rights of both the individual official responsible for support services as well as students

with disabilities, inculcate discipline, ensure productivity and entail consistence as well as preventing wasteful duplication (Ijeoma, 2013:48).

Work procedures	
Design formal procedures	• Structures to ensure awareness and enforcing compliance to ensure excellent service delivery be established and known by all workers. • For instance the example of Batho Pele principles, democratic principles and codes of conduct
Each procedure for each task	• Procedure to be followed step by step per task to be clearly stipulated
Expectations in line with performance	• Expectations for each task to be elaborated with clear targets

Figure 18:   Steps to be taken into consideration in determining work procedures in a university

Work procedures are necessary to prevent confusion and to ensure uniformity in the handling of the assets of the institution.

2.5.1.1.6   Controlling

The control function becomes an overarching activity to sustain the purpose and serves as the rationale for the other generic principles (Hanekom & Thornhill, 1987:101).

Control ensures that the human and material resources needed by the public are aligned with the underlying requests, standards and aspirations of public policy objects.

Control relates to ensuring that set objectives are attained in line with the established plan and command, taking necessary steps to ensure that failures to achieve set objectives are rectified (Barton & Chappell, 1985:246).

Control measures include reporting on the outcomes of set goals and auditing to determine whether income and expenditure comply with legal requirements. For control to be meaningful, characteristics like quality, time, targets and corrective actions need to be taken seriously (Merchant, 1982:44).

Boone & Kurtz (1987:500) define controlling as "the process of developing standards based upon organisational objectives; comparing current performance to standards; and taking remedial actions to correct deviations". Van Niekerk (1988:221) defines control as "a systematic attempt to compare actual activities and performance with the predetermined objectives, plans and standards".

Standards are the starting point of the control process and serve as a link between planning and control. Van der Waldt & du Toit (1998:203) support this view and maintain that "standards should be expressed quantifiably in terms of productivity, effectiveness and cost-effectiveness wherever practical". According to Schermerhorn (2005:19), "controlling is the process of measuring performance and taking action to ensure desired results".

Lewis et al, (2001:6) define controlling as "the monitoring of performance, identification of deviations between planned and actual results and the taking of the necessary corrective actions".

Kroon (1995:443) views controlling as "a tool for managers to compare real performance with plans and take corrective action". The term "control" often elicits negative reaction. It is associated with restrictions and coercion, which are completely inconsistent with the ideal of individual freedom. This is a wrong perception of control. Control is essential and is apparent when the delegation of authority is considered.

Fox et al, (1991:119) observed that "insufficient control and delegation of authority leads to an ineffective, autocratic and restrictive organisation". According to Cloete (1991:188), two aspects of controlling in the public sector are mentioned, namely: "internal

control – which the executive functionaries exercise and accountability – which the legislative institutions direct".

Formal control measures are internal controls, and accountability includes aspects such as delegated legislation and the administration of justice. Fox et al, (1991:119) apparently agree with Cloete`s opinion. Hanekom & Thornhill (1983:179), in support of the view, refer to control as "comprehensiveness and it places a heavy demand on the elected representatives to develop appropriate measures to control executive institutions". Because of the comprehensiveness of control, it requires voluntary submission, the standardisation of control measures, the monitoring of conduct in respect of the control measures, and the sanctioning of incorrect behaviour. Therefore, controlling is the process of monitoring activities and the correcting of significant deviations.

Coetzee (1988:62) maintains that "formal control can be exercised in a number of ways – for example, by inspection, auditing and reporting". According to Du Toit & Van der Waldt (1997:15), "control is exercised to ensure that all administrative and functional activities are carried out effectively and efficiently to achieve objectives".

Thornhill & Hanekom (1995:234-243) mention six formal aids for exercising control, namely: budget, auditing, reporting, inspection, procedural prescriptions and organisational arrangements.

Cloete (1998:267-269) mentions five formal control measures, namely: written reports; inspection and investigation; auditing; cost accounting; cost comparisons; cost analysis and statistical returns. To control functional routine activities of the organisation, prescribed procedures must be formed.

Such prescriptions serve as a priori control and merely provide the conditions for acceptable action. Thornhill & Hanekom (1995:237) mention that "for purposes of control, inspection could be regarded as one of the most useful means".

Cloete (1998:268) maintains that "the advantage of an inspection or an in loco investigation is that it takes place in the actual work environment, with the result that it can be readily established whether any action taken did, in fact, serve a useful purpose". Audit systems should be developed by public managers to ensure proper control and management of their organisations.

Schwella et al, (1996:129) mention that "an audit is the examination of evidence, including records, facilities, inventories and systems to discover or verify desired information". According to Thornhill & Hanekom (1995:237), "auditing provides an opportunity to obtain more information, to obtain, continuously, information regarding the

execution of activities and to establish whether or not the financial and other resources have been used efficiently".

Cloete (1998:267) maintains that "an audit should indicate whether the authorities are getting good value for the money they spend". The control measures should be applied in such a manner that they have a motivational effect on the workers.

Control	
Setting of standards	• The control function can be effective only if standards are set for the activities to be performed
Devising control measures	• Establish convenient measures to ensure quality and quantity • Clear monitoring measures be established and feedback is essential to compare results • In cases of shortfalls remedial actions be developed
Auditing	• Internal and external auditing is essential to ensure consistence in findings

Figure 19: Steps to take into consideration regarding control

Controlling in the university is done to compare actual performance against the set objectives. The chief financial officer in the university formulates objectives and establishes standards of performance that are realistic, attainable and measurable. To measure performance, directors and managers collect data and report on actual

performance, and exceptional differences between the actual and planned performance are communicated to top management.

Employees are contracted on the 1st of April each year. To improve performance and identify shortcomings, supervisors evaluate the performance of subordinates on a quarterly basis. The final performance evaluation is done at the end of March of the following year.

When deviations are identified, corrective action is taken immediately, the actual performance is improved and the strategy is revised. Koehler & Pankowski (1997:123) mention that "evaluating the performance of subordinates is an annual event for government administrators". Asset control is used to keep assets of the university and costs as low as possible, and also to ensure that there are no shortages of assets that may delay the rendering of services in the university. All purchased assets are recorded in the asset register, and assets that have a retained value are expressed in monetary terms. Assets that have no value are disposed of accordingly in terms of the Public Finance Management Act and the Provisioning Administration System (PAS). Operational control in the institution is used to determine how effectively the university's transformation process is working.

To ensure that standards are met in the university, as a concurrent control measure managers do rounds in their departments and take action. Quality control, on the other hand, refers to the activities that management performs to ensure a level of quality in the university.

As a damage control measure, managers respond immediately within the stipulated time to audit queries pertaining to the university and identified by the Office of the Auditor-General.

A staff satisfaction survey is conducted in the university to obtain feedback from employees on how they feel about the university. The information helps management to make decisions. The control of financial resources is central to the control of other resources in the university. For example, the finance manager ensures that expenditure on budget is in line with the purpose voted for and appropriate steps are taken to prevent unauthorised expenditure in terms of Section 45 of the 1999 Public Finance Management Act.

2.5.2   Batho Pele principles

The Batho Pele principles have been introduced by Public Administration to ensure effectiveness and efficiency in promoting and enhancing excellent service delivery in the whole spectrum of the public sector. In a university context the idea is to put students' needs and expectations first including those with disabilities.

2.5.2.1   Purpose of Batho Pele

The White Paper on Transforming Public Service Delivery, 1997, alludes to the fact that the most important task is to ensure capability of meeting the challenge of improving the delivery of support services to the public. Support service delivery is determined by the practical difference students with disabilities see in their academic performance.

The strong message of university commitment to a disabled student-centered approach to service delivery, anchored by the eight Batho Pele principles(consultation, service standards, access, courtesy, information, openness and transparency, redress and value for money) needs to be taken seriously (Mathiesen & El-Salanti, 2000:68).

As an enhancement to support services delivery, the Batho Pele handbook explains the concept of Batho Pele as not being an add-on activity but an initiative to direct the university to continuous support services delivery improvement. It is a way of delivering support services by putting students with disabilities at the centre of the university planning and operations. Batho Pele seeks to include all units in a university for the achievement of a better-life-for-all through support services delivery. Maserumule (2007:90) refers to Batho Pele as a concept reflecting the imperatives of Ubuntu, which is an African philosophy of humanness.

Though the Batho Pele principles present the university planners with a great challenge, at the same time Batho Pele is acknowledged as the shaper introduced by Public Administration that provides support services that make students with disabilities proud. Rapea (2004:56) agrees that the adoption of the Batho Pele concept in 1997 should be seen as a deliberate strategy to instill a culture of performance, accountability and participation. Through this strategy the university must become service oriented, strive for service excellence and commit to continuous service delivery improvement.

The management of performance is a key to instilling the culture of Batho Pele as these principles need to be integrated into the university's strategic plans.

These principles are perceived as a set of intangible rules rather than an ethos that guides actions and behaviours and an attitude that shapes the character of the university (Batho Pele Handbook, 2003). As attitude informs behaviour, career pathing is influenced by the linkage between job design and qualifications.

2.5.2.2   The nature and extent of Batho Pele

Batho Pele is the name given to the government's initiative to improve the delivery of public services, in this instance, to improve delivery of support services to the citizens.

The name was chosen to emphasize that it is the first and foremost duty of the public service to serve all citizens of South Africa. The aim of Batho Phele principles in the public sector is to enhance the quality and quantity of services delivered to citizens (Ramaite, 2001:29). In this study Batho Pele principles are preferred hence the belief is that its application could enhance the quality and accessibility of university services to the students with disabilities. As a result, the university adopted a student-focused approach that attempts to improve efficiency and productivity in the support service through the delivery of services that are responsive to the needs of students with disabilities (Arko-Cobbah, 2002:56)

In the end, transformation of the support service will be judged on whether or not it can meet the basic needs of students with various forms of disabilities.

Batho Pele is an initiative to strive for excellence in service delivery and to commit to continuous service delivery improvement. It allows students with disabilities to hold the university accountable for the type of services the latter renders.

It ensures that the notion of a 'caring university' finds expression in the manner in which students with disabilities interact with the

university, and that services are oriented to their needs (South African Year Book, 2001:50).

2.5.2.3   Putting the Batho Pele principles into practice

The White Paper on Transforming Public Service Delivery, 1997, makes it clear how to make Batho Pele happen by putting its principles into practice. Hereunder is a demonstration of how Walter Sisulu University attempts to make Batho Pele happen when delivering support services to students with disabilities. The White Paper on Transforming Public Service Delivery (1997:8) outlines eight Batho Pele Principles of service delivery:

a)   Consulting users of service

The White Paper on Transforming Public Service Delivery, 1997, emphasizes consultation of the end-users of the services provided through its various units within the university.

Every university unit is a body that exists to serve the students with disabilities and therefore needs to communicate with them (Craythorne, 1990:84).

This is in line with Section 195 (1) (e) of the Constitution, which stipulates that, in public administration, the students with disabilities must be encouraged to participate in policy making in a university.

By consulting the end-users, an opportunity is created for their participation. Participation of students with disability is conducive for sound planning and is consistent with democratic ideals of providing and enhancing acceptance of support services (Bekker, 1996:44).

It is along these lines that there is a belief that participation by students with disabilities is a cornerstone of good governance (van der Waldt, 2004:10).

In terms of the White Paper on Transforming Public Service Delivery (1997:9) all units in a university must, regularly and systematically, consult not only about the services currently provided but also about the delivery of new support services to those who lack them.

This can be done in various ways, including but not limited to, surveys, interviews with individual users, consultation groups and meetings with student representative bodies.

This process should be conducted sensitively and allow anonymity should the need arise. Consultation gives students with disabilities the opportunity to influence decisions about support services by providing objective evidence which will determine service delivery priorities.

Consultation can also help to foster a more participative and cooperative relationship between the providers and users of support services.

In the consultation process service-users are able to say how they need services to be delivered to them. It is this process that motivates people in general to feel that they are part of democracy and their valuable input is recognized.

It is essential that consultation should include the views of those who have previously been denied access to support services. The result of the consultation process should be widely published within the university so that the university community is aware of how support services to students with disabilities are perceived. The result must then be taken into account when decisions are made about what services are to be provided, and at what level.

b)   Setting service standards

Students with disabilities should be told what quality of support services they will receive in a university so that they are aware of what to expect (White Paper on Transforming Public Service Delivery 1997:15).

A standard is defined as a predetermined criterion with which the performance must comply (Kroon, 1996:126). Actual performance is compared with standards set during planning.

Setting service standards is an important element of Performance Management, and one's performance is judged and measured through standards.

In setting standards, the quantity of units produced, the quality of the product, as well as the time taken to complete a task are considered. Setting service standards is a way through which the university can manage stakeholder expectations within its available resources.

It provides students with disabilities with certainty regarding what the university offers and what they should expect. Students with disabilities can, thus, air their dissatisfaction in respect of the services provided.

The university, on the other hand, can improve the quality of services based on the needs of students with disabilities. The university is able to judge its performance and students with disabilities will also be able to judge the university's performance as they know what to expect and what they can do when services they receive are not acceptable.

Service standards are intended to let students with disabilities know what to expect and also to help to moderate unrealistic expectations for service.

The most important issue is to measure performance against standards, strive for continuous improvement and develop a quality service improvement plan (Nealer, 2005:60).

In some instances, setting of standards serves as a baseline to indicate the type and quality of service to be delivered. Some standards address issues of process such as length of time to be taken when providing a service; other standards will be about outcomes.

In terms of the White Paper on Transforming Public Service Delivery (1997:9) a university must set and publish standards for the quality of services it will deliver, including the introduction of new services to those who have previously been denied access to them.

Standards must also be precise and measurable so that users can judge for themselves whether or not they are receiving what was promised. It is important that standards should also be realistic taking into consideration the huge disparities incurred because of the realms of apartheid and the segregation policies of the past. They must be set at the level that is demanding but realistic.

They should be displayed at the point of delivery and communicated as widely as possible to all potential users so that they know what level of service delivery they are entitled to, and can complain if they do not receive it.

Performance against standards must be regularly measured and results published at least once a year, and more frequently, where appropriate.

The standards and measurements thereof must be widely displayed so that everyone can see and be able to detect non- or under-performance by the university in particular. Performance against standards must be reviewed and, as standards are met, so they should be progressively raised, year on year. If standards are not met, the reasons must be explained publicly and a new target date set for when it will be achieved.

c)   Increasing access

Every South African has the right to know what university support services are available to them and to access these services (Service Delivery Review, 2001:51). Students with disabilities should have access to the university that promotes development since

development is for them. A variety of factors affecting access exists and these include geography, infrastructure, communication, culture, social issues and the list goes on.

Service Delivery programmes should, therefore, specifically address the need to progressively redress the disadvantages of all barriers to access. One of the prime aims of Batho Pele is to provide a framework for making decisions about delivering support services to students with various forms of disabilities who were and are still subjected to inequalities of distribution in existing services.

Universities are required to specify and set targets for progressively increasing access to their services for those who have not previously received them. Service delivery programmes should, therefore, specifically address the need progressively to redress the disadvantages of all barriers to access.

d)   Ensuring courtesy

Students with disabilities should be treated with courtesy and consideration. To support this, it is indicated that it does not matter what the situation or condition of student with disability is, his or her dignity must always be respected in the process of providing appropriate public services (Batho Pele Handbook, 2003:164).

The concept of courtesy goes much wider than asking to give a polite smile and say please and thank you, though these are certainly required. The students with disabilities must be treated with more politeness than they just deserve.

The White Paper on Transforming Public Service Delivery (1997:11) spells out the way in which students with disabilities should be treated, for instance dealing with people who have special needs such as the elderly and disabled.

Service delivery and customer care must be included in all future training programmes, and additional training should be given to all those who deal directly with students with disabilities, whether face-to-face, in writing or on the telephone. All managers have a duty to ensure that the values and behavioural norms of their organisations are in line with the principles of Batho Pele.

e)   Providing more and better information
Students with disabilities should be given full, accurate information about the support services they are entitled to receive. The university should communicate their plans for service delivery in relation to service standards, and guarantees that may be expected as well as the complaints procedure that can be followed. Students with disabilities should be well informed about the support services the

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university units deliver. Dissemination of information is normally done through the newsletters and media releases.

Information is one of the most powerful tools at the disposal of students with disabilities in exercising their rights to good service. The university must provide a full account and up-to-date information about the services they provide and who is entitled to them.

This must be done actively in order to ensure that information is received by all those who need it, especially those who have previously been excluded from the provision of public service.

The consultation process should also be used to find out what students with disabilities need to know, and then to work out how, where and when the information can best be provided. Written information should be plain and free of jargon, and supported by graphical material where this will make it easier to understand.

f)   Increasing openness and transparency

As one of the Batho Pele principles, openness and transparency means that students with disabilities should be told how the university is run. Openness and transparency is important in support service delivery for purposes of building confidence and trust between the universities and students with disabilities they serve. Transparency refers to the availability of information to the general public and

clarity about university rules, regulations and decisions (Van der Waldt, 2004:16).

Regular meetings, workshops, stakeholder forums, annual reports, financial statements and awareness campaigns contribute to more transparency.

Annual reports tell students with disabilities how resources were used and how the delivery is done on time, as well as keeping promises. Reasons for failure to meet standards should be outlined in the report, together with ways to improve services. Open days can also serve as a good mechanism for informing students with disabilities on how the business is administered.

If the promised standard of service is not delivered, citizens should be offered an apology, a full explanation, and a speedy and effective remedy, and when complaints are made, citizens should receive a sympathetic and positive response (White Paper on Transforming Public Service Delivery, 1997:15). Students with disabilities do not only have the right but are expected to complain if they are unhappy with the services they receive at the hands of the government officials (Batho Pele Handbook, 2003:192). The university needs to appreciate its important role of providing feedback on the efficiency of support service delivery and the performance in general.

Openness and transparency are fundamental to the support service transformation process. Key to this aspect is that the students with disabilities should know more about how well they perform, the resources they consume and who is in charge.

Additionally, events such as open days may be held, preferably not during normal working hours, to invite officials to discuss service delivery issues, expected service delivery standards and problems. It is in these contact sessions where students with disabilities can raise their expectations about the services they wish to be delivered to them.

g)   Remedying mistakes and failures

The Batho Pele principle of redress requires a completely new approach to handling complaints. All dissatisfaction expressed is to be acknowledged.

This is an indication that a student with a disability does not consider that the promised standard of service is being delivered. University staff should be encouraged to welcome all complaints as an opportunity to improve service and to report complaints so that weaknesses can be identified and remedied. The entire process is to done fairly, speedily, confidentiality respected and the system should be promoted and be accessible to all.

The capacity and willingness to take action when things go wrong is the necessary counterpart of the standard setting process. This principle is also related to the principle of redress which requires a completely new approach to handling complaints. It, therefore, becomes imperative that universities highly consider the viewpoints of students with disabilities on how mistakes can be remedied.

h)   Getting the best possible value for money

Improving service delivery and extending access to support services to students with various forms of disabilities must be achieved alongside a strategy for reducing expenditure and creating a more cost-effective support service.

Failure to give a student with disability a simple, satisfactory explanation to an enquiry may result in an incorrectly completed application form which will cost time and money to put right. A few hours each month of a senior manager's time spent talking to students with disabilities who serves them may save hundreds of thousands of rands.

One of the key aims of Batho Pele will, therefore, be to search for ways to simplify procedures and eliminate waste and inefficiency. The university acknowledges the fact that improving support service delivery is not a once-off exercise. It is an ongoing and dynamic process.

There is a great deal to do, and progress will sometimes be frustratingly slow, but the task is worthwhile and rewarding and the need is urgent. It is, therefore, believed that Batho Pele has the potential to bring about a major change in the way that support services are delivered.

2.5.2.4   Seven steps for effective of Batho Pele principles

Pegler (2002:42) in his focused approach identified seven key steps closed aligned to the Batho Pele principles. They are depicted as follows:

a)   Define the satisfaction goals and strategy

It is important to know who the students with disabilities are and set targets to realize the goals according to their needs and expectations.

b)   Segment the customer-base

The support services' expectations of the diverse group of the students with disabilities must be factored in when engaging in delivering.

c)   Identify key needs and delivering gaps

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It is incumbent on universities to identify the key needs and gaps in delivering and strive towards effecting continuous improvement of the quality of support services to students with disabilities in a university context.

d)   Develop programmes to improve delivering

The notion of delivering must be embraced by the universities in their quest to develop programmes that are geared to delivery-oriented objectives and goals.

e)   Monitor changes in behaviours

Students with disabilities will complain from time to time when services are poorly delivered; therefore the universities must take cognizance of the response from these students when delivering support services.

f)   Improve satisfaction

Personalizing support services is one mechanism to improve the students with disabilities' relationships. Use of information and communication technology to ensure thorough delivering of the support services to the students with disabilities is one of techniques to build satisfaction. The focus on e-Governance is of particular relevance to service delivery.

g)   Measure progress toward improvement

Delivery improvement programmes must focus on a holistic approach and be institution-wide. Improvements must be ongoing to ensure goal-oriented actions. According to Andreassen (1994:22) maintaining a value-based relationship with the students with disabilities is dependent on three critical factors:

- understand students with disabilities' needs and in which direction they are heading;

- turn this understanding into actions in all functions within the university; and

- design and implement a marketing mix which effectively responds to the understanding of such needs.

2.5.3   Accountability and participation for excellent delivery of support services to students with disabilities in a university context

Accountability means that someone in the university can accept blame or praise for a decision or action (Hughes, 2003:241).

It also means answerability to others for action carried out and performance achieved (Johannsen & Page, 1995:8).

The university is obliged to provide excellent services to students with disabilities and should, therefore, be prepared to accept the blame or praise for failure or success in delivering the mandate. Since the university is involved in setting policies and monitoring progress towards the attainment of objectives, they need to be responsible for what they do. It is personally accountable for its actions and the achievement of results. By being accountable, support servants should be required to account for their actions and omissions. Effective managerial service requires the need to obtain and enforce public accountability. It is even argued that accountability is not only a precondition for the maintenance of democracy but is also a requirement for sound public administration (South African Year Book, 2001:50).

The absence of accountability leads to corruption and subsequently inefficiency and ineffectiveness in the university. Wilson and Ramphele, in Cloete & Mokgoro (1995:7) call for a system of checks and balances on the support service to prevent corruption, and this includes the establishment of structures of accountability.

They further emphasize that it will be difficult to develop a sense of support service and accountability to the people if the concept of the 'people' is a meaningless term, and when the system is unresponsive to the public needs. To become accountable, the university should be required to answer for its actions and omissions. The move is towards

achieving goals to improve responsiveness to students with disabilities and that is service delivery.

Anstey in Nel (2002:214) defines participation as a process which recognizes the right of employees individually and collectively to be involved with management in areas of organizational decision making beyond those usually associated with collective bargaining. Peters et al, (1998:94), on the other hand, define it as a process of engaging employees in their work and increasing their participation in decision making. Students with disabilities in a university should participate in decision making regarding the activities of an organization that affects them.

They have a better understanding of and greater commitment to the policy when they are involved. The effectiveness of modern management techniques often depends on cooperation (Noe et al, 2006:334). This implies that students with disabilities play a major role in bringing about improved productivity.

Those who work under the supervision of others and those who are affected by activities of a particular organization should have a say in any decision regarding those activities.

The White Paper on the Transformation of the Public Service, 1995, stresses the fact that to achieve its goals, the transformation process

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must secure the active involvement, support and commitment of the vast majority of students with disabilities. Nel (2002:214) argues that management's objective with participation is not to give away any part of its control but to link it to management's goal of improving efficiency and effectiveness of the university. He further maintains that participation has an economic objective in that it brings about improvement of productivity and consequently higher profits for the institution. This implies that, from the management side, the participation of students with disabilities will result in improving efficiency and effectiveness of the university in terms of quality of support services as well as satisfactory delivery.

It is important that the university develops a friendly and pleasant environment that is conducive to the highest levels of achievement; such an environment will ensure that personnel are motivated to reach their highest productivity achievements (Rossouw et al, 2003:85).

Students with disabilities may be offered an opportunity to make suggestions about ideas on how to increase work efficiency and productivity. Involving them will entail interaction in an attempt to reach an agreement on an action to be taken in order to achieve the university's objectives.

Participation is also regarded as one of the major characteristics of good governance because it encourages students with disabilities to get involved in and take responsibility for the implementation of development to improve their quality of life (Van der Waldt & Knipe, 2001:109). As a result, evaluation is appropriate when a university is interested in gathering information to determine what products and services student with disabilities want. The information collected through evaluation will enable the university to determine whether changes in other activities are needed to improve the support service.

Students with disabilities may require different services and each may have different service expectations. It is thus necessary to consult them so as to determine their needs and expectations, as well as to develop service standards that are aligned to their needs and expectations.

Participation and consultation are a means of reducing autocratic behaviour by involving the students with disabilities in a university and directing its efforts at the real needs of students with disabilities (Craythorne, 1990:70).

University planners and administrators must not decide on behalf of students with disabilities what is needed and how it should be provided. If this is the case, then students with disabilities will thus be playing a passive role in service delivery. Mechanisms such as a

handbook should be designed through which inputs regarding efficiency or inefficiency of services can be provided effectively (Service Delivery Review, 2001:13). It can thus be concluded that public service delivery be done in consultation with the end-users of the services and this will allow them to participate in decision-making.

2.6 COMMUNICATE, HANDLE AND ASSESS STUDENTS WITH DISABILITIES IN A CLASSROOM

Mechanisms to communicate, handle and assess are important and are addressed in this study both as training tools and also as a guide to the lecturers dealing with students with disabilities in their classrooms.

2.6.1 Communicating with students with various forms of disabilities

Communication is one of the key determinants of student satisfaction and service excellence (Murphy, 2000:15). Kreitner et al, (1999:409) define communication as the exchange of information between a sender and a receiver and inference (perception) of meaning between the individuals involved. The external communication of service providers is the key determinant of the students with disabilities' expectations.

Barker & Gaut (2002:9) declared that, when considering a communication strategy, it is important to keep in mind the principle

of holism, or the idea that systems exist as whole entities rather than as isolated parts.

It is vital to constantly consider how the components of communication relate to each other, and try to conceive of a "whole" that is greater than the sum of its parts (Barker & Gaut, 2002:9).

Communication is viewed in the study as the key strategy to improve delivery of support services to students with disabilities in a university context. Walter Sisulu University is required to have a workforce that is dedicated with the right attitude and a good communication strategy to ensure good delivery of support services to students with disabilities

According to Mersham & Skinner (2001:8), a communication strategy as a written document plays a crucial role in describing what the university wants to accomplish through communications (disability objectives); ways in which disability objectives could be accomplished (disability programme of work); to whom communications will be addressed (audiences, namely students with disabilities); how it will accomplish the disability objectives (the tools and timetable), and how the university will measure the results of the disability programme (evaluation).

Communications include all written, spoken and electronic interaction with students with disabilities. The best time to develop the strategy

is in conjunction with annual budgeting and the university strategic planning process and cascading it to the campuses (Smith, 2006:99). How well planned the environment is and how trained able counterparts and colleagues are able to assist students with disabilities depends very much on the communication they are able to establish with the students.

Needs may vary, and difficulties may fluctuate. Some students may choose to disclose their disability; others will not. It is also important to ask students if physical assistance (for example, opening doors or carrying books) is required (Morris, 1992:2-3).

At first lecture or introductory phase, students with a disability may be requested to contact a lecturer or supervisor for a confidential discussion pertaining to specific supportive needs. In that discussion the student with a disability might be asked to provide documentation to verify his/her disability. Miller (2006) explains that, in doing so, one has to ensure that students' rights to privacy and confidentiality are recognized. The lecturer also needs to find out if any information would need to be shared with other students in the class.

When communicating with students with disabilities, it is important to acknowledge that they are students first and foremost, not victims, sufferers or conditions. Communication would be the same as with any other student.

It is advisable to ask about any adaptive technology that may be used to access information, for instance to prepare assignments or lectures. It is always helpful to understand just what is involved for a particular student in the preparation of their work. If the lecturer has negotiated any adaptation to teaching or assessment with the student, it is good practice for both the lecturer and the student to have a written record of the decision.

Shakespeare (2006:56) observe that students with physical disability using wheelchairs often complain of being patronized and of being spoken to as if they are Deaf, or in some way not quite there, or mentally deficient. It is advisable not to lean on a wheelchair or move it without seeking permission because the wheelchair is part of the personal space of the user.

Pertaining to students with vision impairment, Oliver (1995:67-76) warns that it is not acceptable to speak in other than a normal speaking voice to a student. The lecturer needs to introduce by name in case the student does not recognize the voice. The lecturer has to indicate verbally whenever entering or leaving the student's presence. The door must be kept closed or open, the corridors clear, and objects must be kept in their usual places or inform the student when they have been moved.

Because hearing will fluctuate for some student, the hearing disability itself, and the difficulties arising from hearing impairment, may not always be obvious. Many students are uncertain of the effect of revealing their disability, or may lack the confidence to speak to their lecturers. It may be best for the lecturer to initiate discussion. If the lecturer is communicating with a student who is a lip-reader, it is important to ensure that the lecturer's position is appropriate, not to turn away when speaking, or covering lips with the hands. It is not necessary to speak more loudly than usual.

Student who lip read may pick up less than half of what is spoken. It may be helpful to ask regularly whether anything needs to be repeated. If a Deaf student is using a signing interpreter, as a lecturer speak to the student, not to the signer. The lecturer need not speak too rapidly, particularly if difficult terms and concepts are being introduced with which the signer may not be familiar.

There is still a considerable social stigma attached to psychiatric or psychological disability, as well as numerous persistent myths, so that disclosure and discussion of their disability may be particularly difficult for a student. A student returning to education after a significant absence may initially be very unsure at what level to pitch their work or may set unrealistically high standards for themselves. There may be a need to help students focus on more realistic and achievable standards and goals. Always allow sufficient time for discussions with

students so that they do not get anxious about unfinished conversations or unresolved matters.

Student who fears that they are misunderstood (both generally and specifically) may have difficulty asking for accommodations. If any disturbing or inappropriate behaviour is evident in the classroom, this should be discussed with the student privately and future behaviour agreed upon (Mason, 1990).

Some students choose to disclose their medical disability; others will not. Students may be both sensitive and anxious about discussing a hidden medical disability. Some students experience fluctuations in symptoms and changes in different stages of some diseases, so difficulties associated with a medical disability may not always be obvious. Ask a student if he/she requires assistance, for example in organising the physical environment to minimise the impact of extremes of temperature, light or sound disturbance, to facilitate concentration. Students may benefit from lecturers' suggestions about re-scheduling academic tasks and negotiating changes to due dates. It always helps to understand just what is involved for a particular student in the preparation of their work. Avoid generalising limitations that exist in one area of a student's work to other areas. Negotiate teaching and assessment alternatives on the basis of individual need.

It may be necessary to consider negotiating individual study contracts which allow students to meet your expectations in different ways which match with their preferred learning styles. This ensures that the curriculum offered is inclusive. Because of gaps in schooling or lengthy periods of hospitalisation, student initially may be very unsure at what level to pitch their work (Sapey, 1996).

A learning disability is the result of a nervous system dysfunction which may cause the learner to receive and process some information inaccurately. The most common learning disability found in the tertiary environment is dyslexia. Other learning disabilities are dysgraphia and aphasia. A learning disability could cause significant difficulties in perceiving and/or processing auditory, visual or spatial information. Manifestations of the disability may vary somewhat over time. Many students who have been diagnosed as learning disabled in childhood have already established avoidance or protective or compensatory strategies to minimize the impact of the disability. However, these strategies may not necessarily be appropriate at university. A learning disability is to all intents and purposes a hidden disability. Often the first indication for staff will be a discrepancy between the knowledge or ability a student demonstrates in class or in discussion and results on written assignments or in examinations. A student with a learning disability may not be evident to a lecturer until after the first complex written assignment or examination or task (Barnes, 1997:221-240).

While it is never desirable to generalise about any disability or to rely on stereotypes, there are a number of characteristics considered common to students with a learning disability. Difficulties resulting from errors in perceiving and processing information are manifested particularly in written work through unusual and inconsistent spellings; reversals or transpositions of letters in words, or of numbers in figures, formulae, dates; omission of parts of words or sentences, or omission of auxiliary words, pronouns and prepositions; and lack of proper order or demonstrated sequence in writing and mathematical calculations. Students may also mispronounce or misread words, and have difficulty acquiring new vocabulary or a new language. The reading rate is generally slower than average, though not necessarily in all areas. Students may exhibit difficulties in time and task management, and in prioritising and organising generally (Despouy, 1991).

Albinism per se is also not a disability, although most students with albinism identify with other disabled students due to the nature of discrimination they experience. It is an inherited condition where a person is unable to produce normal colouring of the skin, hair and eyes (lack of pigment). Students with albinism, therefore, have common features such as a very light and pale skin, white or sand-coloured hair and very light brown or blue eyes.

The absence of pigmentation makes a student with albinism very sensitive to the sun. Students with albinism usually have a normal lifespan (they do not vanish during their teens!) and normal intelligence, but often develop visual disabilities that impact on their levels of participation. The most enabling mechanisms for students with albinism are:

i)   positive attitudes from peers and the community;

ii)   assistive devices such as large print materials, spectacles, specialised equipment; and

iii)   protective clothing and medication such as creams that protect their skin against the sun.

Invisible are disabilities that are not immediately apparent to others. Multiple disability means having two or more of the disabilities already described, for example students who are deaf-blind. Access to assistive devices, specialized equipment, personal assistance and interpreters/interveners are essential enabling mechanisms to enable people with multiple disabilities to live independently (including with their family) and participate fully (Harrison, 1992).

2.6.2   Handling students with various forms of disabilities in a classroom

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Handling refers to how a child is picked up, carried, held, and assisted. Positioning refers to providing support for the child's body and arranging instructional or play materials in special ways. Proper handling helps make the child more comfortable and more receptive to instruction. Proper positioning allows the child to perform and manipulate materials most efficiently (Fraser & Hensinger, 1983:23). Planners in higher education institutions are expected to provide clear guidance for lecturers as to how to handle all students in their classrooms without isolating students with disabilities from students with non-disability.

Students with mobility and physical disabilities using wheelchairs, callipers or crutches, or who tire easily, may find it difficult moving about within the constraints of lecture timetables. Absence or lateness may be a result of the distance between teaching venues, so at the end of a lecture you may need to recap any information given at the beginning. Such students may sometimes wish to use their own furniture, such as ergonomic chairs or sloped writing tables. Extra space may need to be created in teaching rooms, but this should be done unobtrusively. Some students with back problems may prefer to stand rather than sit. Some students may need to use a tape recorder or electric note-taker in lectures or meetings. It is common practice in some departments to routinely tape all lectures. This is a practice which may assist a variety of students, including those who may be absent from time to time because of their disability. Students may

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need extensions to deadlines for work involving locating and using library resources. Provide reading lists well before the start of a course so that reading can begin early. Social and academic isolation may be an issue for students who are unable to participate in some class activities. One-to-one sessions with a tutor or lecturer may help fill this gap in participation (Gartner, 1997).

For students with vision impairment there is a tendency of often taking for granted the amount of visual information received every day. Many blind students do not have a lifetime of visual experiences to draw upon. It may be necessary to consider the amount of assumed visual content in your subject when designing learning tasks.

It may be necessary for students with significant vision impairment to have an individual orientation to laboratory equipment or computers in order to minimise the anxiety likely in an unfamiliar environment. For students with vision impairment the teaching style needs to be verbal. Think about how to communicate information to students who cannot see what is done in class. Verbalise what is written on the blackboard and on overheads. Talk through any calculations as they are made, or procedures as they are carried out. Read any printed information, and describe any charts or graphs being used. Additionally, this information will need to be available in written form so that it can be transcribed for Braille and large-print readers, and referred to at a later date for revision or assignments. Inform the

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student if planning to use videos, slides or overheads and discuss alternative ways of accessing the necessary information.

The vision of some students may be affected by the glare from fluorescent lights or sunlight, and so the lecturer may need to attend to some aspects of his/her teaching environment. This should be done unobtrusively (Independent Commission on Population and Quality of Life, 1996).

Encourage students with hearing impairment to seat themselves toward the front of the lecture theatre where they will have an unobstructed line of vision. This is particularly important if the student is using an interpreter, lip-reading, relying on visual clues, or using a hearing aid which has a limited range. Use the Frequency Modulation (FM) hearing system or induction loop if these are available in the lecture theatre. Hearing aids may include transmitter/receiver systems with a clip-on microphone for the lecturer. If the lecturer is using such a microphone it is not necessary to change his/her speaking or teaching style.

Ensure that any background noise is minimized. Repeat any question asked by students in the lecture or class before giving a response. Do not speak when facing the blackboard. Be aware that moustaches, beards, hands, books or microphones in front of the face can add to the difficulties of lip-readers. Students who lip-read cannot function

in darkened rooms. The lecturer may need to adjust the lighting in the teaching environment.

It is difficult for a student watching a signer to also take notes from an overhead or blackboard. Neither is a signer able to translate, at the same time, both your words and any information given on an overhead. It is important, then, that all information should be available in hand-outs. Provide written materials to supplement all lectures, tutorials and laboratory sessions. Announcements made regarding class times, activities, field work, industry visits, etc should be given in writing as well as verbally (Barnes & Oliver, 1998).

Allow students to record lectures or, preferably, make copies of the lecture notes available. Flexible delivery of teaching materials via electronic media is also particularly helpful for students who have difficulty accessing information in the usual ways. For Deaf students new technology, and the internet in particular, can be used to bridge many gaps. Ensure that lists of the subject-specific jargon and technical terms which students will need to acquire are made available early in the course. Any videos or films used should, where possible, be captioned. When this is not possible, the lecturer will need to consider alternative ways for students with hearing impairment to access the information.

In tutorials, assist students who lip-read by having the student sit directly opposite you and ensure, if possible, that they can see all other participants. Control the discussion so that only one person is speaking at a time (Smith, 1992).

Students with hearing impairment, especially those with an associated speech disorder, may prefer to have another student present their tutorial papers. Language abilities are often affected by hearing impairment. Many students with hearing impairment have lower reading levels and a limited vocabulary, particularly those deafened in childhood. Provide reading lists well before the start of a course so that they can begin reading early.

Consider tailoring these reading lists when necessary, and provide guidance to key texts. Allow assignments or reviews to be completed on an in-depth study of a few texts rather than a broad study of many

Provide reading lists well before the start of a course so that the reading for the student with a learning disability can begin early. Consider tailoring reading lists, and provide guidance to key texts. Whenever the lecturer is introducing procedures or processes, or giving directions, for example in a laboratory or computing exercise, ensure that stages or sequences are made clear, and are explained in verbal as well as written form. Students with a learning disability often have a marked preference for an auditory mode of learning.

It is important to present information in a range of formats – handouts, worksheets, over-heads, videos – to meet a diversity of learning styles. Use a variety of teaching methods so that students are not constrained by needing to acquire information by reading only. Where possible, present material diagrammatically - in lists, flow charts, concept maps, etc. Keep diagrams uncluttered, and use colour wherever appropriate to distinguish and highlight.

Being able to record lectures will assist those students who have handwriting or coordination problems, those who write slowly, as well as those who have a tendency to mishear or misquote. Students will be more likely to follow correctly the sequence of material in a lecture if they are able to listen to the material more than once. Repetition is important for students with a learning disability. Wherever possible, ensure that key statements and instructions are repeated or highlighted in some way. Students with a learning disability are generally not efficient users of time, and so will benefit from discussion on time management and organisation issues. Such discussions can be built into tutorial activities. Extra tutoring in subjects where processes and sequences are important may be desirable.

Students with a learning disability may benefit from having oral rather than written feedback on their written assignments.

Flexible delivery of teaching material via electronic media is particularly helpful for students with psychiatric or psychological disability who are unavoidably absent from class, or who cannot participate in classes for extended periods of time. Anxiety is prevalent among students with psychiatric disabilities. Severe anxiety may reduce concentration, distort perception and interfere with the learning process.

Some students with a psychiatric or psychological disability may be over-sensitive to what they perceive as criticism from others. They may prefer verbal to written feedback on assignments. Being able to record lectures will assist those students whose intentional processing is affected by their disability, as well as those who, because of the effects of medication and/or short-term memory loss, may tend to misinterpret or misquote (Wood, 1996).

Students who are frequently absent will benefit from advance notice of topics to be covered, and assignments to be completed. You may need to be flexible about attendance rules and deadlines, the number of academic tasks to be completed, and the amount of material students are expected to access from different locations.

Do not make students over-anxious about making mistakes, asking questions, getting through the work, or meeting learning goals. It

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may be helpful for students with disability to have an individual orientation to laboratory equipment or computers to minimise anxiety (Slee, 1998; Morris, 1991). Making reading lists and hand-outs available early in the course will assist students who may be frequently absent to continue with their learning, even though they may be unable to attend classes.

Allow work to be completed on an in-depth study of a few texts rather than a broad study of many. Use as many verbal descriptions as possible to supplement material presented on blackboard or overhead.

Students with a medical disability may have frequent or unexpected absences from class. Flexible delivery of teaching material via electronic media is particularly helpful for these students. Consider taping your lectures so that students who are absent do not have to rely on other students for their learning materials. Workload may need to be negotiated so that students do not become over-anxious about absences. Ensure that lists of technical or professional jargon which students will need to learn are available early in the course. Students with a learning disability find it difficult to listen and write at the same time.

Academic activities which take place off-campus (such as industry or workplace visits, interviews or field work) may pose problems, and on

campus alternatives may need to be considered. Advance notice of such visits is important. For students who are unable to participate because of their disability, supplementary laboratory practicals, films or videos may be arranged as options to visits or field trips (Pfeiffer, 2000:1078).

2.6.3   Assessing students with various forms of disabilities

Almond et al, (2002:234-284) provide a variety of ways to assess students with disabilities. Academics are not expected to lower standards to accommodate students with a disability but, rather, are required to give them a reasonable opportunity to demonstrate what they have learned. The researcher has already alluded to how the various types of disabilities impact on performance. Here are the alternative assessment strategies to be considered by academics for students with disabilities to put them on par with their counterparts.

A reader or an oral examination (either presenting answers on tape or participating in a viva) are alternatives to the conventional written paper for students with mobility or physical disability. An oral examination is not an easy option for students.

Give the same time for an oral examination as for a written exam, but allow extra time for the student to listen to and refine or edit responses. In assessment, allowance should be made for the fact that spoken answers are likely to be less coherent than written answers. For some students the combination of a written and an oral examination would be most appropriate. Allow students to write answer plans or make outline notes, but then to answer the question orally. The assessment should be based on both the notes and the spoken presentation. Students may need to use a personal computer or a personal assistant in an examination. If so, it may be necessary to provide extra space for equipment, or a separate examination venue if the noise from equipment (for example, a voice synthesiser) is likely to be distracting for other students. Provide extra time in examinations for students who have reduced writing speed. Some students with a mobility disability may need rest breaks. Take-home examinations and split papers may be options, given that some students may need double time to complete examinations.

Allow extensions to assignment deadlines if extensive research involving physical activity (for example, frequent trips to the library or collection of data from dispersed locations) is required (Oliver, 2004).

Allow extensions to assignment deadlines if extensive reading has been set for students with vision impairment. Consider setting alternative assignments in which students have the opportunity to

work intensively on a few selected texts rather than having to read widely. Examination papers may need to be enlarged or Brailled, with tactile diagrams, maps etc. It may be necessary to provide heavy line paper, a scribe, or special writing implements. Some students may undertake examinations using a personal computer with a voice synthesiser. Some may need a reader, an oral examination with the examiner, audio-taped questions, or large print papers. It may be necessary to provide extra space for equipment and specific personnel, or a separate examination venue if the noise from equipment being used is likely to be distracting for other students. Provide extra time in examinations (Rieser & Mason, 1990).

Some students with vision impairment would require double time for examinations, so time for rest breaks would be essential. Take home examinations or split papers are a preferred option under such circumstances.

Students with hearing impairment when their range of vocabulary is limited they may require the use of a thesaurus or dictionary during exams. A personal computer with spelling and grammar functions may be required. Provide alternatives to those assignments which are based on interviews or questionnaires, and be flexible with assignment deadlines, particularly if students have had to wait for taped material to be transcribed. Provide extra time in examinations, particularly extra time for reading questions. Some students will

prefer to have questions and instructions interpreted to them (Goodley, 2007:145-150).

Students with a learning disability may need particular adjustments to assessment tasks. Once you have a clear picture of how the disability impacts on performance, you can consider alternative assessment strategies. Allow extensions to assignment deadlines if extensive reading has been set. Consider setting alternative assignments in which students have the opportunity to work on a few selected texts rather than having to read extensively. Students with a learning disability may take longer to organise thoughts and sequence material. In drafting an essay some students would write, read on to tape, listen and then correct. This all takes time. Students would benefit from discussing their outlines, with particular attention being paid to appropriate relationships and connections between points.

If a student has submitted an unsatisfactory assignment, rather than giving a fail grade, discuss the shortcomings of the paper with the student, and allow resubmission, perhaps on another, but related question. Students with a learning disability would need extra time in an examination for reading and analysing questions, and for planning their answers. Some students would request that examination questions be read to them. Some students may prefer to dictate their answers to a scribe. They would need a venue which is quiet and distraction-free. Many students with a learning disability would prefer

oral assessment to written. Allow students to read written examinations responses aloud and correct as they read. Some students need to hear what they have written in order to determine whether they have written what they intended. Some students may prefer a combination of oral and written assessment – with greater weighting for the oral component. An oral examination is not an easy option for students. Give the same time for an oral examination as for a written exam, but allow extra time for the student to listen to, and refine or edit taped responses. In your assessment, allowance should be made for the fact that spoken answers are likely to be less coherent than written answers. Keep written examination instructions and sentences within examination questions short.

Questions using bullet points, lists, or distinct parts are more likely to be correctly interpreted (Fine, 1998).

Because students with a learning disability find it difficult to read multiple choice questions in a way that allows them to appreciate subtle changes in the arrangement of words, short answer questions will be a better test of their knowledge. Many students with a learning disability are chronic mis-spellers and use dictionaries only with great difficulty. Allow students to use a word processor in examinations so that they have access to a spell checker (Brown & Smith, 1992).

Student with psychiatric or psychological disability may need particular adjustments to assessment tasks. Once you have a clear picture of how the disability impacts on progress and performance you can consider alternative assessment strategies. Absences due to hospitalisation or the effects of changes to medication may affect the number of assignments students are able to complete satisfactorily. In such cases you might consider redistributing the weighting of assignments. For example, you might set six assignments for a semester, but inform students that only the best four marks would be counted. Students who have been absent or unwell would thus have some choice about what and how many assignments they submit.

Students who are anxious about performing in front of others may prefer to tape or video record any presentations which are to be assessed.

Some students may need extra time in examinations or require a separate room free from the distractions which may contribute to anxiety or trigger panic attacks. Take home examinations may be an (Zarb, 1992).

Keep written examination instructions and sentences within examination questions short. Questions using bullet points, lists or distinct parts are more likely to be followed and correctly interpreted, particularly by students who are anxious. Students with memory loss,

reduced attention span or deficiencies in short-term memory would have difficulty with multiple choice questions. Short answer questions are likely to be a better test of their knowledge. When a psychiatric disability enters an active phase any assessment should be postponed. If the cut-off date for withdrawal without fail has passed, students should be counselled to seek advice from the Disability Liaison Officer regarding their situation (Travis, 2003).

Student with medical disability may need particular adjustments to assessment tasks. Once you have a clear picture of how the disability impacts on performance you can consider alternative assessment strategies. Allow extensions to assignment deadlines if extensive reading has been set, particularly if a student's attendance has been interrupted, and opportunities for accessing information have consequently been limited.

Consider redistributing the weighting of assignments. For example you might set six assignments for a semester, but inform students that only the best four marks would be counted. Students who have been unwell will thus have some choice about what and how many assignments to submit. Provide extra time in examinations or split papers to accommodate students with reduced writing speed. Some students with a medical disability may need rest breaks (Hasler,1993).

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Take-home examinations may be options, particularly for students with kidney disease, cancer etc. It is important for these students to be in an environment where they can use their usual support systems. When a medical condition enters an active phase, any assessment should be postponed.

If the cut-off date for withdrawal without fail has passed, students should be counselled to seek advice from the Disability Liaison Officer about their situation (Slee, 1998 :131).

2.7 QUALITY OF SUPPORT SERVICES TO STUDENTS WITH DISABILITIES AT WALTER SISULU UNIVERSITY

According to the White paper on Transforming Public Service Delivery (1997:33-36), the following key aspects ought to be acted upon by public institutions:

- inform the university community and encourage them to focus on improved service delivery,

- provide information to facilitate monitoring by the university management structures and committees, for instance University Academic and Planning Committee, Senex and Senate, and

- make provision for the university's service standards and other service delivery goals and commitments.

Here under are general steps that have potential to enhance student with disability support service (Tillery, 1994:227).
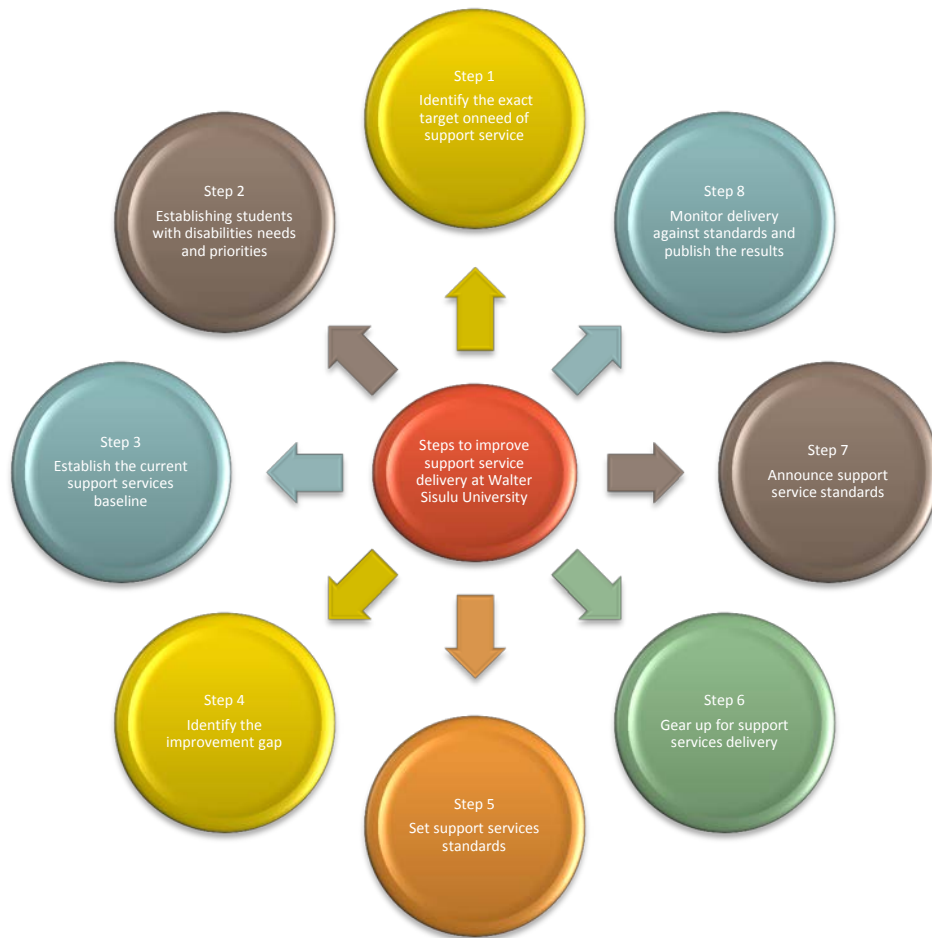
Figure 20: General steps to enhance support service system (Tillery 1994: 227)

2.7.1   Identify the exact target regarding need of support services

The starting point is to establish who the recipients of support services are. There are a variety of students with disabilities whose requirements do not necessarily coincide. On the one hand, there are students with various types of disabilities such as mobility or physical, vision impairments, learning, mental and otherwise which vary in terms of seriousness of the disabilities they have. Others would be categorized as indirect whilst others refer to them as direct who cannot cope without those needs. The categories of students who qualify both for indirect and direct delivering of support services need to be catered for because Batho Pele gives them a right to expect that services will be provided cost effectively.

2.7.2   Establishing students with disabilities' needs and priorities

The students with disabilities' needs and priorities are the starting point for the setting of standards. Since delivery on standards involves decisions about resources, it is essential to have accurate information about what students with disabilities really want.

This will require systematic, regular consultation, using objective methods, which ensure that the views of all students with disabilities are represented. Methods used to obtain information can vary from written questions to interviews.

2.7.3   Establish the current service baseline

Accurate information about the current level and quality of support services is essential in order to decide where and how to make improvements.

How long does the student with disability have to wait before being attended to? How long does it take to reply to letters or telephone enquiries? How long does it take to process application admission application forms, responses for admission, etc? What resources are consumed in delivering a particular support service?

2.7.4   Identify the improvement gap

Is there a gap between what the students with disabilities want and the level and quality of service currently delivered? Should such a gap exist, a service delivery improvement plan should be implemented. The improvement plan must be systematic and address prioritized needs.

2.7.5   Set service standards

Service standards can be set and progressively raised for closing the gap. Standards are commitments to provide a specified level and quality of service to individual customers at any given point in time.

Service standards must cover students with disabilities' main requirements, e.g. accessibility of services, response times, turnabout

times, accuracy, courtesy, the provision of information, and dealing with complaints. Standards are different from targets, which express longer-term aims for the ultimate level and quality of service to be achieved.

2.7.6   Gear up for delivery

Ensuring that service standards are met is not solely the responsibility of those directly involved in delivering the service, but depends on the whole organization being geared up to support the commitments that have been made. Monitoring and reporting systems will be needed which enable senior management to check on progress and take remedial action where necessary. Management information systems will be required to provide data on the unit costs of key services.

Human resource training, supervision and appraisal systems will need to be re-focused on service delivery. Senior management must ensure that human and financial resources are shifted from inefficient and unnecessary activities and used instead to ensure that delivery of service standards can be met.

2.7.7   Announce service standards

When the foregoing steps have been taken, the organization will be ready to announce its service standards and launch its service delivery programme.

There is no single right method for publishing standards; the key is that students with disabilities must know and understand which level and quality of service they can expect to receive, and what recourse they have if the standards are not met. The method or methods adopted must be tailored to the needs of different customers.

2.7.8   Monitor delivery against standards and publish the results

The final step is to check whether services have met the standards that were set, to announce the results to customers, and to explain the reasons when the service has fallen short of what was promised. These results not only complete the accountability loop but will provide valuable insights to guide further efforts to improve services in the future. Some of the practical attempts by public institutions to ensure a culture of continuous improvement are through the following initiatives:

- encouraging customers to write to any one of the service centres;

- undertake to investigate and respond to complaints within two weeks of receipt;

- endeavour to apologise and take corrective measures;

- maintain a complaints register and follow-up mechanism;

- undertake to treat any information on fraud and corruption seriously; and

- use the toll-free number to report fraud, corruption and maladministration.

The outcome of these endeavours enhances the satisfaction of students with disability, promotes the image of public institutions and contributes to the efficacy of public service delivery.

2.8 CONCLUSION

Transforming the delivery of public services should be done by transforming the attitude and manner in which the public officials execute their functions. The notion of Batho Pele has to be upheld as it prescribes how support services should be provided in order to improve the efficiency and effectiveness of the way in which services are delivered.

There are variances between policy delivery objectives formulated in the Constitution of the Republic of South Africa, 1996, and the current state of service delivery. There is, thus, a need to reconcile the service delivery plans of the universities with the policy delivery objectives as set out in the Constitution. An efficient and accountable university is the hallmark of any democratic society.

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The adoption of an accountable management whereby public officials are accountable for their actions and the results of higher education institutions will lead to improved service delivery.

With more attention being given to the need for a skilled workforce whose performance is continuously managed and monitored, improved service delivery will be attained. It is highly crucial for the higher education institutions to take the initiatives to promote sound human resource management as central to building sound public administration.

In conclusion there is a common view to combine the medical and social approaches when defining disability. It is clear from the above that it is not possible to combine these two approaches. The social model accepts that a student with a disability has a medical condition which may inhibit him/her and which may need medical treatment from time to time. But it goes on to argue that most of the day to day problems that the group faces are caused by the fact that they live in a hostile, disabling world which is largely designed to suit able-bodied people. Using the social model, the student with disability is able to identify the factors that cause oppression and discrimination, and which disable them, and can choose to work towards doing something about them.

They can feel good about themselves when their lives are not going well. People with disabilities can say 'it is not me or my body that is at fault, but the society around me'. By helping to draw attention to the barriers in society, the social model offers solutions that are wider than trying to change the person or curing the individual impairment. A student with a disability ceases to be a tragic failure and can be seen as someone who is discriminated against by the way higher education institutions are organised.

Through planning practices, improvement pertaining to human and environmental well-being (Hiller and Healey, 2008:1-2) will prevail, resulting in the attainment of comprehensive goals ranging from physical (infrastructure), psycho-emotional (counselling facilities) and technological (learning and teaching), thus ensuring effective delivery of support services to students with disabilities in higher education institutions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1   INTRODUCTION

Bless et al, (1997:15) state that research is the systematic way of collecting, analyzing and interpreting of data, and the presentation of findings or results.   In this chapter the researcher describes and justifies the research philosophy. Research methodology and design are different though both of them are required to collect data. The former is about the structure of the study whilst the latter is concerned with the description of support service delivery to disabled students at Walter Sisulu University. More specifically, research explains how the sample was chosen, spells out the methods and instrumentation used for collecting the data and describes the analysis techniques used. Furthermore, it discusses the trustworthiness and rigour of the findings, showing why the findings can be accepted as a reasonably accurate representation of reality.

Finally, the chapter sets the scene for the presentation of the analysis of the findings in Chapter four.

3.2   RESEARCH METHODOLOGY

Creswell (1994:158) identifies two primary research methods, namely qualitative and quantitative, each with its own purposes. The purpose of qualitative research is to help understand and decipher social interactions (Creswell, 1994:158). On the other hand, the primary purposes of quantitative research are to create and test hypotheses, look at cause and effect, and make scientific predictions (Nieumenhuis, 1997:47-66).

3.2.1   Research Approach

The qualitative methodology approach is rooted in the phenomenological tradition and can be defined as involving descriptive data that is made up of words, images, objects, perceptions and attitudes rather than numbers and statistics (Punch, 1998:4). Padgett (1998:91) stresses that "qualitative studies are less concerned with normative data than with the wide range of life experiences. "More formally, Gordon & Langmaid (1988:20) define

qualitative research as "… centrally concerned with exploring and understanding phenomenon rather than measuring".

These writers further describe the characteristics of the qualitative research approach as follows:

3.2.1.1   It involves small samples not necessarily representative of a larger population – this is consistent with the sample of 40 participants used in this research.

3.2.1.2   A variety of different techniques are used to collect the data, such as questionnaires and follow up interviews.

3.2.1.3   Interpretation is carried out concomitant with the data collection – this was done to a limited extent in this research.

3.2.1.4   Rudestam & Newton (1992:32) further describe qualitative research according to "… three fundamental assumptions.

a) A holistic view - qualitative methods seek to understand phenomena in their entirety in order to develop a complete understanding.

b) An inductive approach -qualitative research begins with specific observations and moves toward the development of general patterns that emerge from the cases under study.

c) Naturalistic inquiry - qualitative research is intended to understand phenomena in their naturally occurring states. It is a discovery-oriented approach.

In this type of research approach the researcher gains more detailed and rich data in the form of comprehensive written description (Brynard & Hanekom, 1997:25). The use of a qualitative research approach meant that the entire process of research, from the conceptualization of the problem to writing the narrative, formed a range of different perspectives on the world (Smit, 2001:80-81). The qualitative research approach produces useful insights into the world of the research participants, thus the university context in this case (Babbie, 2001:28). Padgett (1998:7) adds on and states that one of the main reasons for doing qualitative research is because the researcher wants to explore a topic about which little is known.

This claim is also supported by Luton (2011:171) who maintains "... qualitative research may be the best choice when the identification of new theoretical propositions or managerial actions is deemed necessary, but the researcher is not fully knowledgeable about the details of the phenomena ...." The implication, therefore, is that

research through qualitative methods is more appropriate in support services delivery.

In the qualitative research approach, experiences are studied as well as environmental variables. It collects information about relationships and experiences by looking for correlations and making predictions based on the data as well as uses information that includes people's interpretations, perceptions, viewpoints, values and conditions.

Qualitative methods are inherently inductive; they seek to discover, not test, theories. This is because one of the strengths of qualitative research is to provide answers closer to the truth (Morse, 1994:131). Qualitative research also attempts to view the complex world in a holistic manner, and for the above reasons it can be seen to be a technique more attuned to a study of complexity, rather than the simplifying, deconstructive, deductive approach of quantitative research. This view is supported by Cupchik (2001) who also sees qualitative research as holistic and "searching for patterns that lie within its bounds" – clearly a view that is consistent with a complexity approach.

Finally, the methods used in qualitative research are extremely diverse, but typically include such methods as descriptive studies, survey studies, historical studies and case studies (Leedy, 1993). The

design used in this study was case study research focusing on Walter Sisulu University.

This study focuses on the appraisal of support services to students with disabilities in a university context. Using the qualitative research approach the study aimed to probe perceptions of students with disabilities about the quality of support service delivery on four campuses at Walter Sisulu University (O'Sullivan, et al, 2010:39).The study uses non-experimental design to describe and where it is unethical to manipulate the independent variable (Polit et al, 2001:178). Interaction within the group members and in relation to their campus areas assisted the researcher to gather the descriptive data in the participants' own words, gestures and feelings (Johnson, 2010:141-148) in their natural environment, i.e.Walter Sisulu University (Creswell, 2009:61). Burns & Grove (2003:201) state that descriptive research "is designed to provide a picture of a situation as it naturally happens". It may be used to justify current practice and make judgment and also to develop theories. For the purpose of this study, descriptive research was used to obtain a picture of students with disabilities' opinions of support services delivered with a view to improving the quality and delivery standards. Quantitative approach was used to interpret data collected from respondents.

3.2.2   Research paradigm

A paradigm is simply a belief system (or theory) that guides the way we do things or, more formally, establishes a set of practices. This can range from thought patterns to action. Guba et al,(2005:200) expresses that paradigms guide how to make decisions and carry out research. Paradigms are philosophical frameworks that guide how scientific research should be shown (Collis & Hussey, 2009:55). The interpretivist paradigm was suitable for this research in order to get meaning and understanding attached to the support services delivered to students with disabilities on four campuses of Walter Sisulu University (Easterby-Smith et al, 2006:73). Inductive reasoning with the conclusion that there is a possibility that the quality of support services to students with disabilities at Walter Sisulu University is poor (Riley et al, 2000) is preferred.

Text data that was collected from the participations was described and explored in depth with the idea of providing a solution to the reality of the support services provided to students with disabilities in four campuses of Walter Sisulu University (Neuman, 2003:76).

3.3   RESEARCH DESIGN

Social research needs a structure, normally known as a research design before the collection of data takes place. Research design refers to the specific strategy and correlating steps adopted from widely accepted qualitative approaches and thus the research design which was chosen for this research was based on using one that was

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most suitable for achieving the specific research objective (Fouche, 2005:269). Charles & Mertler (2002:153) contend that a research design is an overall plan by which research questions are answered. Its value lies in its ability to provide the blueprint from which the process of research is conducted from the earliest stages of research participant selection to ensuring the validity of the data and data analysis. A carefully thought out and implemented design can minimize errors and increase accuracy to ensure the research is credible (McMillan & Schumacher, 2010:102).

According to Mouton (2001:152) the purpose of establishing a research design is to provide appropriate answers to research questions already formulated in that particular study. If the researcher does not attend to research design matters at the beginning what normally happens is that the conclusions drawn are usually weak, unconvincing and fail to answer the research questions. Aspects to be discussed include the research design chosen, the target population, the sampling method and sample size, and the data collection instruments.

That is why McMillan & Schumacher (2001:30-31) conclude by stating that qualitative and quantitative research methods inform research designs.

Patton (1990:50) states that surveys, descriptive, comparative and correlation designs adopt a non-experimental approach. On the other hand true experimental, quasi-experimental and/or single-subject designs are associated with the experimental approach and frequently viewed as prime examples of quantitative data.

The research approach in this study was non-experimental, qualitative and exploratory-descriptive. The explorative nature was preferred hence while much has been written about disability issues, very little has been written about the quality of support services to students with disabilities in a university context as well as the need to develop some understanding of the nature of the problem (Polit et al, 2001:19).

3.3.1 Survey

The researcher was engaged in an empirical survey with an interest to infuse qualitative and quantitative data as a means to construct meaning to the extent of the quality of support service constituted of the sample of students with disabilities at Walter Sisulu University in order to identify relationships and patterns (Creswell, 1998:61; Leedy & Ormrod, 2005:25).

The non-experimental approach was preferred in this study in order to describe relationships between two or more variables and/or factors, in this instance, the support service delivery to students with disabilities. According to Baker (1994:23) a survey is a design that is

frequently used in educational research to examine attitudes, beliefs, opinions and other types of information selected where attitude associated with support service delivery to students with disabilities four campuses of Walter Sisulu University is disclosed.

3.3.2 Target Population

The target population has been observed as the total collection of individuals, groups, organizations, and so on which are exposed to the challenge or problem. In this study the target population comprised of students with disabilities at Walter Sisulu University comprises of four campuses, namely Buffalo City, Butterworth, Mthatha and Queenstown and members from management.

3.3.3 Sampling technique

The target population has been observed as the total collection of individuals, groups, and organizations exposed to the challenge or problem (O'Sullivan et al, 2010:54).

Maree (2007:172) states that there are two types of sampling methods, probability and non-probability sampling techniques. Probability sampling is often the primary method for selecting large representative samples, if all members of a population are identical,

although social research is often prepared in conditions where one cannot select the styles of probability samples used in large-scales social surveys.

From the target population, a sample was chosen using the purposive-convenient technique of sampling for the study where the respondents with disabilities and members from management meet the criteria as informative ones to build meaningful theory (Monette et al, 2008:148).

3.3.4   Sample size

According to Bless and Higson-Smith (1995:23) the subset of the whole target population which is actually investigated by a researcher and whose characteristics are generalized to the entire population is called a sample.

As Bless (2006:23) states, 'sample' refers to a smaller group representing an entire population which is actually investigated by a researcher. Hitchcock and Hughes (1989:67) suggest that the sample should be relevant, that is, members of the sample should know the setting under investigation well, should possess the knowledge to provide data and should have the abilities and willingness to supply relevant and correct data.

In the research, sample size constitutes ten percent (10%) of the target population, which are students with disabilities selected from four campuses of Walter Sisulu University. In the research, the sample size constitutes forty (40) students with disabilities on four campuses of Walter Sisulu University and two (2) members from management.

3.3.5   Informed Consent

Ethical clearance was obtained from the Walter Sisulu University. The relevant permission to administer questionnaires and conduct interviews on four campuses was obtained from the Office of the Acting Executive Director for Student Affairs and Development. Participants were then requested to sign letters of informed consent before participating in the study.

Informed consent for the study necessitated clearly stipulated terms of participation and justification for the research that was not supposed to be unnecessary or a hindrance to them in any way (Hakim, 2000:143). The participants had to be well informed about the nature of the study when they signed the letters after making a reasoned decision to provide accurate and complete information of their own free will (DeVos, 2002:65; Leedy & Ormrod, 2001:107). The participants were, therefore, informed of the following in a letter in clear and comprehensive language:

- The aim of the research and the methods

- The time involved in participation

- The type of participating that was expected of them

- How the results generated from the collected data would be utilized

- The measure to be taken to ensure their anonymity.

It clearly indicates the freedom to withdraw without penalties, that there would be no possible benefits to participate and that they would be informed about the scheduled feedback of results.

3.4   DATA COLLECTION

Techniques were utilized for data collection (Mouton, 1996: 110), namely questionnaire for students with disabilities. Telephone interviews were used to fill the gaps from the questionnaire for students with disabilities and members of management. Data was systematically collected and meanings, themes and general description of the perceptions were analysed within a specific context (De Vos, 2002:273).

3.4.1   Data Collection Instruments

A questionnaire is a list of carefully designed questions, selected after considerable testing with a view to producing reliable answers from a selected sample. The aim is to discovery what a particular group of

participants do, feel and think (Hussey & Hussey, 1997:161). Questionnaires are useful for gathering facts and opinions from respondents (Riley et al, 2000:90).

A questionnaire for students with disabilities was developed comprised of two (2) sections, Section A and Section B, and the participants were asked closed questions for data collection. The questionnaire consisted of closed ended questions which were scale questions to collect quantitative data   (Neuman, 2006:287).

On the other hand, open-ended questions were also formulated to collect qualitative data to obtain different perspectives (Babbie, 2007:246) about the quality of the support services delivered to students with disabilities at Walter Sisulu University. The questionnaire was tested for accuracy in expression, relevance objectivity, and appropriateness to the problem situation.

Follow up telephone interviews were conducted to supplement information from the questionnaire with the hope that the participants would make individual responses in order to give true and realistic responses that enhances the validity and reliability of the findings. Also members of management were interviewed to express views pertaining to challenges they encounter regarding support services to students with disabilities.

The questionnaire was viewed as suitable for the study to collect background information and ascertain views and opinions about delivering support services in each of the four campuses at Walter Sisulu University (Brynard & Hanekom, 1997:24).

The questionnaire instrument was preferred in this study because it is less expensive in terms of costs and time; quick to elicit responses; ensures a speedy process in data analysis and interpretation if questions are standardized and pre-coded and ensures standardized responses since the questions cannot be changed once the data collection process has begun with the idea of producing comparable information (Crowther & Lancaster, 2009:76). Furthermore, the questionnaire was observed as suitable for the study due to the fact that Walter Sisulu University has students within the physically disability category on all four campuses and those with minor visual disability, thus all respondents are able to read and write.

To curb the possibility of a low return rate that could impact negatively on data analysis and interpretation, the researcher personally administered and collected the questionnaires from participants after fourteen days following the schedule guide. A covering letter persuading the respondent to complete the questionnaire was attached. Saunders et al, (1997:267) quote (Dillman, 1978) who has shown that the message contained in the covering letter usually affects the response rate and, therefore,

should remain tactful and respectful to build and maintain good interpersonal relations. There was a chance that some of the participants might hand in incomplete questionnaires. This is often caused by the fact that there is not enough time to clarify questions to the participants as the written questions are fixed and the participants may be reluctant to go through the entire questionnaire.

Creswell (2009:76) observes that data collected through the questionnaire can be distorted due to collaborative responses among participants.

The researcher drew up a task allocation template with specific times to explain the purpose of the visit and clarify any unclear information allowing respondents to ask any questions.

Experts from different fields, namely, a member from the Research Unit, the Post Graduate Unit and one language specialist as well as an expert pertaining to support services for students with disabilities were consulted and given copies of the proposed questionnaire to recommend, advise and comment on the content and sequence to ensure reliability and validity. The questionnaire was tested for accuracy in expression, relevance, objectivity, and appropriateness to the problem situation.

According to Trochim (2000:129) there are a variety of ways to administer questionnaires. Such ways include self and mail, each with its own advantages and disadvantages. Although mailing questionnaires is inexpensive because exactly the same instrument can be sent to a large number of respondents and allow them to fill it out at their own convenience, response rates are often very low. At the same time this is not the best instrument when a researcher is looking for detailed written responses, though respondents might feel less intimidated when compared to being confronted by a stranger asking potentially sensitive questions. There is also no guarantee that the actual respondent responded to a questionnaire; as a result it is regarded as relatively unreliable way of collecting data. The mailed questionnaire requires an amount of preplanning that has to take place in advance in order to make the questions non-ambiguous and the instructions and guidance self-explanatory.

Mailed questionnaires cannot be too long, or people lose interest in answering them. Their design has to be carefully planned to simplify answering, and the instructions have to be crystal clear.

Using a group administered way of conducting a survey, the researcher for this study found it easy to assembly and bring together a sample of respondents on each selected campus.

3.4.2   The procedure

Questionnaires consisted of Section A to determine demographic and socio-economic information about each participant. Section B consisted of a combination of close ended and open ended questions related to students with disabilities' perceptions pertaining to the quality of support service delivery on four campuses of Walter Sisulu University.

Welman & Kruger (1999:78) observed that when ".... more than 10% of the total population is involved and a voluntary return rate of more than 33,33% is gained, there is an acceptable degree of confidence and that one can draw conclusions that are statistically valid."

From each campus a list of names containing title, surname, initials and student number and contact details was requested through the Office of the Acting Executive Director for Students Affairs and Development.

A letter (Appendix A) was addressed to the Office of the Acting Executive Director for Student Affairs requesting permission for the researcher to administer questionnaires and thereafter conduct follow-up interviews with the participants. After permission was granted (Appendix B) the researcher prepared a visiting guide specifying exact dates, times and venues to meet respondents on various campuses of Walter Sisulu University (Appendix C).

The researcher made special efforts to arrive at least 30 minutes before the scheduled time of the session for administering the questionnaire to the respondents to check the venue. Light snacks were arranged to make the participants feel comfortable before the sessions. The researcher introduced herself as a researcher and explained the purpose of the visit as well as informing them that this was an informal session; therefore everyone was allowed the opportunity to interact with the group. The idea was to create an amicable atmosphere that was not threatening. The researcher assured participants about their anonymity and when she had their attention each session commenced. Questionnaires (Appendix D) are usually paper-and-pencil instruments so in this case each respondent was handed a questionnaire to complete whilst in the room.

Questionnaires were distributed together with consent forms for each of the respondents. Each one of the respondents was given twenty minutes to read the questions. Ten minutes to ask questions and iron out any issues was given. Respondents who are willing to participate were requested to fill in and sign the consent forms and forward them to the researcher. Respondents were given fifty-five minutes to complete the questionnaire. Those requesting to fill in later were also given such an opportunity and a period of fourteen days was allowed. The respondents completing the questionnaires later were requested to drop the completed ones in a box marked "SWD-NBM" for students

with disabilities in the office of the secretary of Student Affairs on each site.

3.5   DATA ANALYSIS

According to Amnell (1998:24) data analysis is about describing the procedures to be used in analyzing data. Johnson (2008:63) supports the idea suggesting that "as you collect your data, analyze them by looking for themes, categories, or patterns that emerge".

That is why the researcher opted for content analysis to express open ended questions where statements are summarized into frequency tables and percentages and categorical analysis to express closed-ended data (Bell, 1999:66).According to Kvale (1996:27) data grouped in a simple frequency table allows the researcher to determine very quickly where most of the items are concentrated.

The coded responses were entered onto a computer using the Statistical Package for Social Scientists (SPSS) where variables were first defined according to tables, and charts were drawn to emphasize the relationships between variables (Hinkle, Wiersma & Jurs, 2003:44).

The discussion clarifies the interpretive approach to data analysis, substantiating the presentation of meaning and symbolic data (Nieuwenhuis, 2007:99). The interpretation of the data suggested

that the findings were trustworthy and relevant to the research questions.

3.6 ETHICAL CONSIDERATIONS

Birley & Moreland (1999:24) state that when conducting research ethics have to be considered so as not to take respondents for granted. The researcher ensured that the participants were aware that their participation in the research occurred at their own free will and that they knew that their withdrawal from this investigation was possible without penalties and could take place whenever they felt they could not continue. This indicated that the respondents were treated with candour and honesty (Weiss, 1998:93). The conditions of their participation included maintaining confidentiality when dealing with the data and respecting privacy and anonymity. Anonymity was gained hence the researcher kept completed questionnaires and interview questions in the lockable cabinet in her office and used them only for this research purposes for a period of three years; after that they would be destroyed using a shredder. Collected data was used only for research purposes. Each of the campus will also be provided with a signed and bounded copy of the final product. Informed consent to conduct the research was obtained from the necessary authorities (Burns & Grove, 1997:209). Names and particulars of respondents were not mentioned in any form in the actual study; only the names of the campuses appeared now and again.

To maintain highest anonymity and confidentiality, surnames plus initials were not mentioned anywhere in the study; only the names of the university and campuses where necessary. All answers were treated as relevant and appropriate contributions for this study. Subjects' surnames and initials were coded using alphabetical letters and places using numerical numbers.

Questionnaires (Appendix D) and envelops were recorded as follows:

Name of the campus	Students with disabilities
Buffalo City	(Sinovuyo Fihlani) : SWD-NBM(BC 1-10)
Butterworth	(Onele Makiwane) : SWD-NBM(B11 -20)
Mthatha	(Athi Matshaya) : SWD-NBM(M21-30)
Queenstown	(Baphi Ndungane) : SWD-NBM(Q 31-40)

Figure 21:Distribution of questionnaires per campus

Each campus was provided with a completed copy of the questionnaire. No incentives or remuneration for participation were offered because the research was for education purposes.

For this research, the following ethical issues that could have affected the study were identified:

❖ Harm to the participants

❖ Deception of respondents

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- Violation of privacy

- Biased actions of the researcher

For this research discipline was maintained with and among participants, especially when sensitive and personal information was discussed (Babbie, 2001:417). The research could also have had positive effects on the participants. In addition, it was important to note that the researcher should not be biased about the possible harm to subjects by stating that the investigation could benefit them in some other way in the future (Bailey, 1994:472).

3.7 QUALITY ASSURANCE OF THE RESEARCH

According to Smit (2001:148) validity is an instrument that ensures that research is constructed and conducted to measure effectively what it expects to determine. Validity is an important tool for effective research because it checks questions, theorizes, discusses, shapes and shares research action.

In addition Silverman (2000: 232-248) states that validity emphasizes the elucidation of observations and responses from the participants' attitudes and values as presented during the administering of questionnaires and interviews.

Silverman (2000:227-228) and Leedy & Ormrod (2001:54) are of the opinion that reliability is allied to quality assurance since it is imperative that the information provided by participants does not vary and that the duration of the recording is within reasonable limits. This requirement also includes the proviso that the questions posed to participants ought not to be vague or confusing. Hence, it was also vital for the conditions of reliability that the researcher was able to make available all related documents that had been gathered during the research whenever they were requested.

The qualitative research criteria of this study needed to conform that the research was credible and dependable (Halloway & Wheeler, 1996 :56). This study proved to be dependable since it contained compelling reports of contextual information about the research that verified how transferable the findings were (Lincoln & Guba 1985:301). The important aspects regarding the research were logic, clarity and usefulness of the information obtained.

3.8 CONCLUSION

The data collection tools used corresponded with the case study research design which resulted from a qualitative approach and interpretive paradigm.

The researcher created an atmosphere in which she was regarded as one of the participants in the focus group interviews, thus she listened more than talked to allow the participants to express their views freely. The ethical measures, sampling method and size, validity, reliability and conformability and data analysis techniques were taken into consideration to ensure the trustworthiness of the research. As a qualitative research project, the study engendered rich data that revealed important themes during the course of the focus group discussions and the individual questionnaires.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS ANDINTERPRETATIONOF THE FINDINGS OF THE STUDY

4.1 INTRODUCTION

In this chapter the researcher is presenting the data collected from questionnaires using frequency tables and graphs. Data was analysed and interpreted to provide meaningful understanding.

4.2   ANALYSIS AND INTERPRETATION

Raw information was collected from questionnaires analysed and interpreted to provide meaningful understanding.

Table 1 :   Participants   as   per   campus   at   Walter   Sisulu University

Category	WSU Campuses				Frequency	Percentage
	BC	B	M	Q		
Responded	12	8	17	1	38	95
Not responded	01	0	01	0	2	5
Total	13	8	18	1	40	100
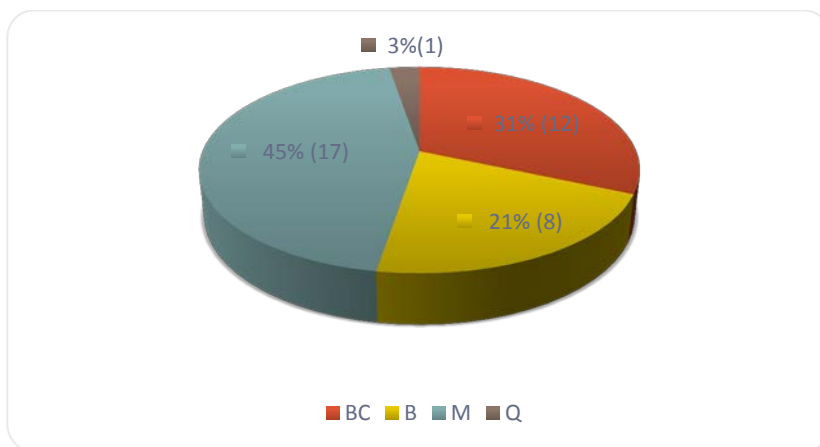
Figure 22 : Participants responded per campus in percentage
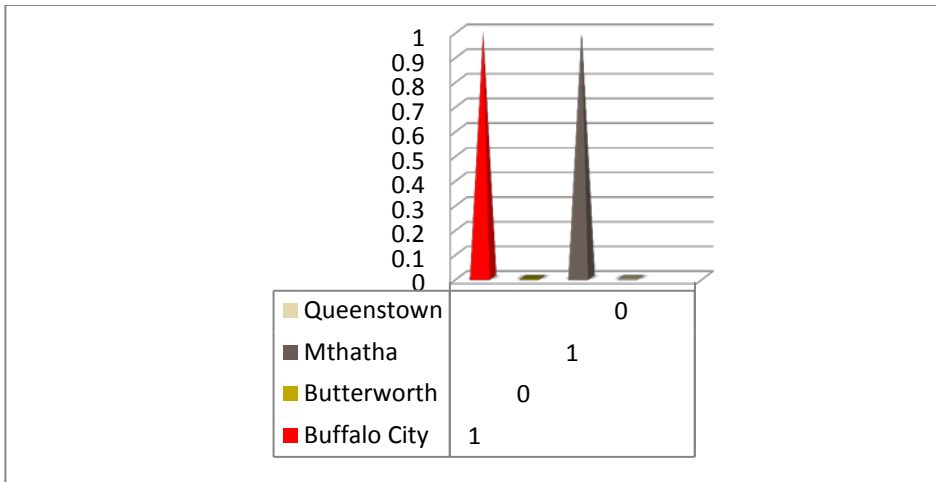
Figure 23:Participants not responded per campus

Table 1, Figures 22 and 23 above illustrate the response rate achieved for this research. Forty (40) questionnaires were collectively administered to students with disabilities on four campuses of Walter Sisulu University.

The total number of respondents who participate in the research was thirty-eight (38). Two (2) questionnaires were not received because the respondents were at home due to personal problems. A response rate of 95% (N=38) is large enough for meaningful statistical analysis and interpretation (Bryman & Bell 2007:244;Welman, Kruger & Mitchell 2005:154).

A response rate that is lower than 50% represents a minority which indicates that a completely incorrect generalization of the population may be achieved.   The response rate of 95%is, therefore, considered as more than satisfactory for the purpose of this research due to the

willingness and eagerness of students with disabilities to express their perceptions about the quality of support services in their campuses. According to them it was their first time to participate in a study of such nature and, most importantly, conducted by the researcher with a disability.

Table 2 :   Age and Gender of students with disabilities at Walter Sisulu University

Category	Males	Females	Frequency	Percentage
21-25	5	12	17	44.8
26-30	4	6	10	26.2
31-35	3	2	5	13.2
36-40	2	2	4	10.6
41-45	0	1	1	2.6
46 and above	0	1	1	2.6
Totals	14	24	38	100.0
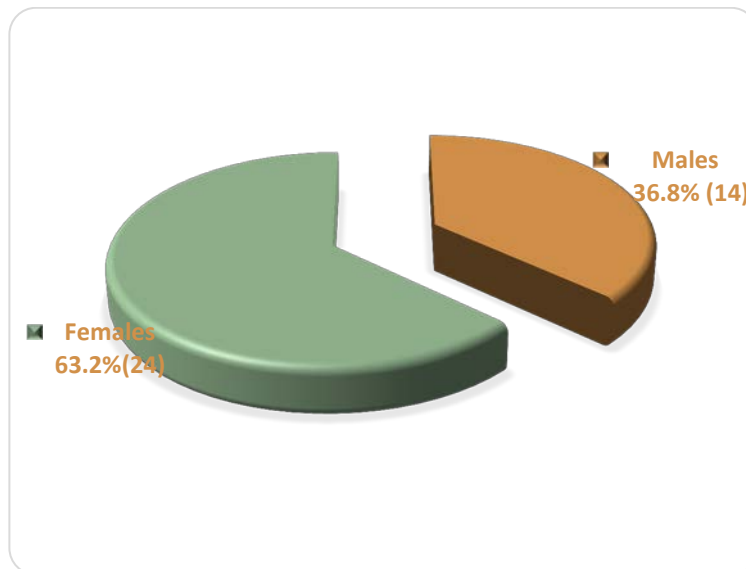
Figure 24 : Total males and females respondents in percentages

	21-25	26-30	31-35	36-40	41-45	46 and above
Buffalo City	8	2	1	1	0	0
Butterworth	4	2	1	1	0	0
Mthatha	11	2	1	1	1	1
Queenstown	0	1	0	0	0	0
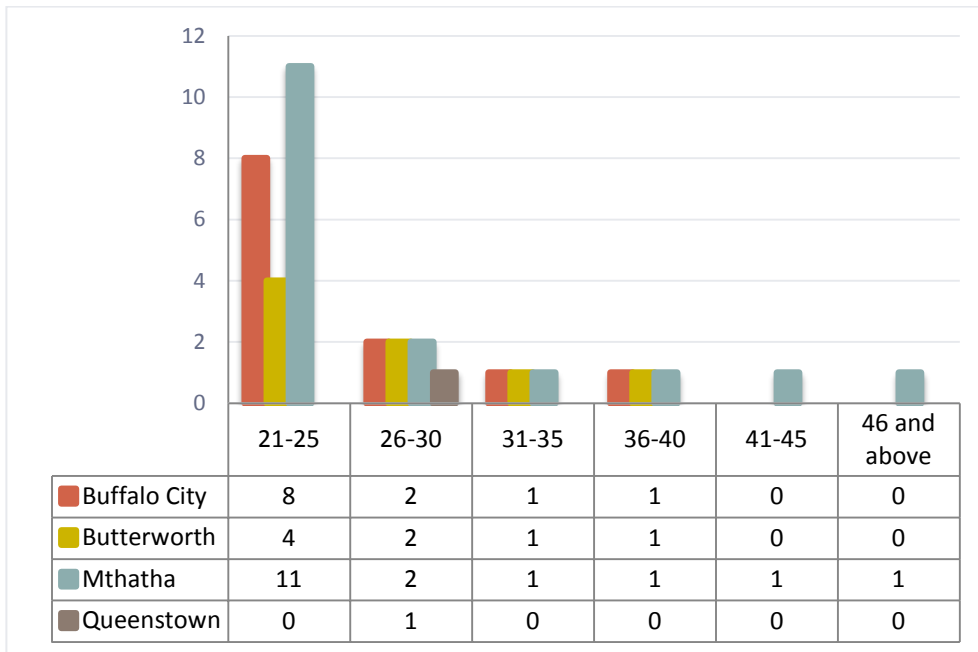
Figure 25 : Ages of students with disabilities per campus

Though respondents in this study include both females and males, it was, however, impossible to obtain equal numbers. Walter Sisulu University is making a significant contribution to close the gap of gender inequality to students with disabilities in higher education. Probably it is unique to have more females more than males in terms of disabilities in all programmes offered on the four campuses of Walter Sisulu University. Table 2 and Figure 24 show that 63.2% (24) of the respondents were female students with disabilities whilst 36.8% (14) were males. In terms of ages the most effective way to measure respondents' views about the quality of support services to

students with disabilities in four campuses of Walter Sisulu University was to categories the respondents into intervals of five (5) years.

From Table 2 it is clear that the majority of respondents were between the ages of 21-25 (44.8% (17) followed by respondents with the ages of 26-30 (26.3%(10).   Figure 25 reveals that on all campuses students of the age 21-25 years dominate especially on the Mthatha campus with eleven (11), followed by Buffalo City with eight (8), four (4) at Butterworth and none at Queenstown. Three campuses, namely Buffalo City, Butterworth and Mthatha, had an equal number of two (2) of the ages 31-35 whilst Queenstown had a single student. Queenstown had no students with disability between the ages of 26-30 ages. This representation is common and normally, students in South Africa generally complete Grade 12 and enter tertiary education at these ages. It is not surprising to have students with disabilities pursuing under-graduate studies between ages of 31-46 + a total of eleven (11) due to a delay in starting school at lower levels.

Table 3 :Students with disabilities by status

Categories	Frequency		Percentage
	Males	Females	
Single	12	22	89.4
Married	3	1	10.6
Total	15	23	100.0

	Buffalo City	Butterworth	Mthatha	Queenstown
Single	9	8	16	1
Married	3	0	1	0
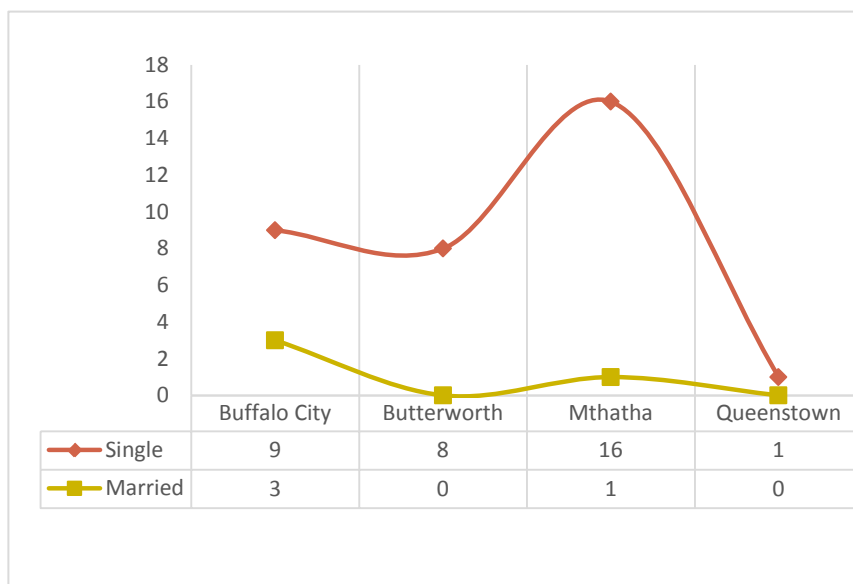
Figure 26 : Marital status per campus

All respondents with disabilities belong to the black ethnic group at Walter Sisulu University due to the fact that most of them prefer to be nearer to their homes hence depending on their families should they require any assistance. In fact, in the Eastern Cape Province the black ethnic group is the most the popular group compared with any other. The majority of respondents were single (60.2% (23) whilst 39.8% (15) were married as reflected in Table 3. In Figure 19Mthatha had the majority of students who were not yet married, followed by Buffalo City, then Butterworth and last the one student at Queenstown was not married. At Buffalo City three males and one female at Mthatha were married.

Table 4 :Types of disabilities per campus

Categories of disabilities at WSU	Frequency	Percentage
Visual impairment	7	18.4
Hearing impairment	4	10.6
Physical disabilities	20	52.5
Speech and language disabilities	3	7.9
Learning disabilities	4	10.6
Total	38	100.0

	Visual	Hearing	Physical	Speech and Language	Learning
Buffalo City	2	2	6	2	0
Butterworth	2	0	6	0	0
Mthatha	3	2	7	1	4
Queenstown	0	0	1	0	0
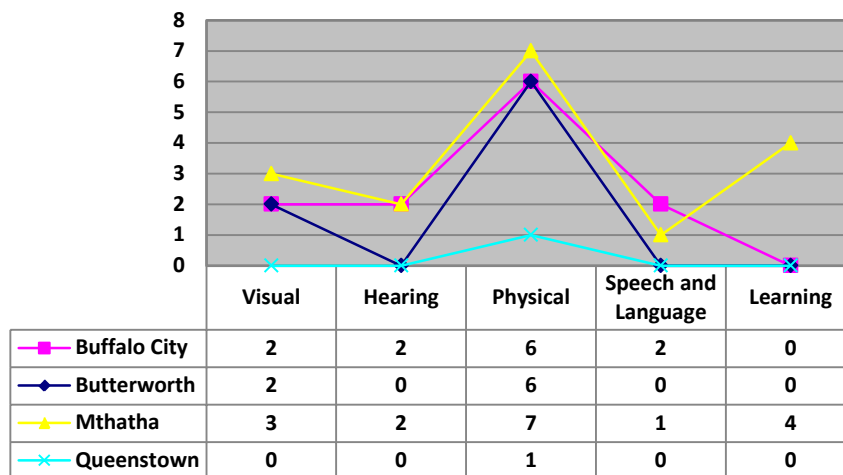
Figure 27: Categories of disabilities per campus

According to Table 4 the majority of respondents were diagnosed with a physical disability with 52.5% (20). Students with a visual disability constituted 18.4%(7) followed by students with hearing and learning disabilities with 10.6%(4). Students with speech and language disabilities constituted the smallest group with 7.9%(3).

Figure 27 revealed that Mthatha campus had the majority of students with disabilities, thus 44.7%(17). Buffalo City with 31.6%(12), Butterworth campus admitted 21.1%(8) with disabilities and Queenstown campus with 2.6%(1) students with a physical disability.

Table 5:   Students with disabilities by faculty

Categories	Frequency	Percentage
Faculty of Business, Management Sciences and Law (FBMLS)	11	28.9
Faculty of Education (FED)	14	36.8
Faculty of Health Sciences (FHS)	04	10.6
Faculty of Science, Engineering and Technology(FSET)	09	23.7
TOTAL	38	100.0

	FBMLS	FED	FHS	FSET
Buffalo City	7	3	0	2
Butterworth	4	3	0	1
Mthatha	5	8	0	2
Queenstown	0	1	1	0
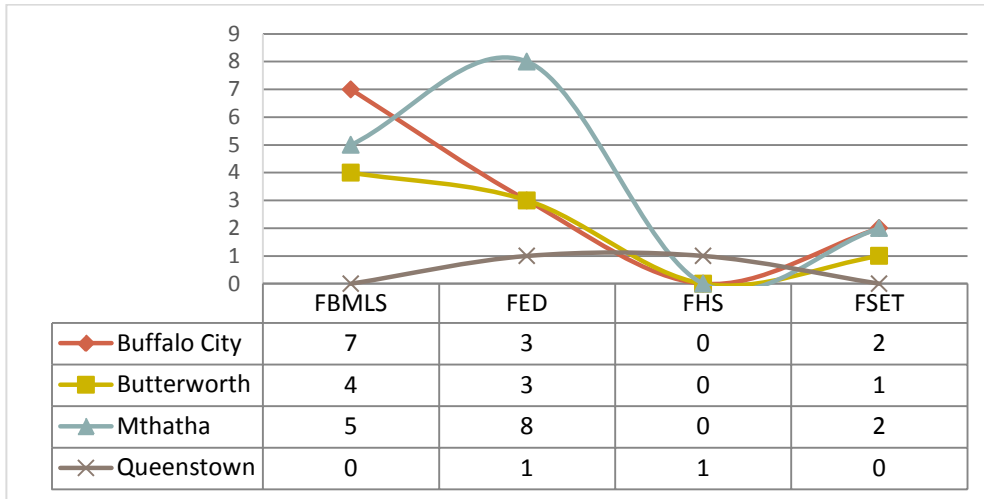
Figure 28 : Number of SWD per faculty on each campus

Information in Table 5 confirms that all faculties admitted students with disabilities. The Faculty of Education had the most such students with 36.8% (14) followed by the Faculty of Business, Management

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Sciences, Law with 28.9% (11), then the Faculty of Science, Engineering and Technology with 23.7% (9) and the Faculty of Health Sciences with a minority of 10.6% (4).

Figure 28 reflects that the Mthatha Faculty of Education had the majority of students with disabilities whilst Buffalo City in the Faculty of Business, Management Sciences and Law registered the majority of such students, followed by Mthatha, and then Butterworth. The Buffalo City and Butterworth Faculty of Education had three students with disabilities respectively.

The Faculty of Science, Engineering and Technology at Buffalo City and Mthatha registered two students with disabilities equally and at Queenstown a single student was registered at the Faculty of Education whereas the Faculty of Science, Engineering and Technology at Butterworth registered one student with a disability.

Table 6 : Regret of being a student with disability

Categories	Frequency	Percentage
Yes	13	34.2
No	18	47.4
Not sure	07	18.4
Total	38	100.0

	Yes	No	Not Sure
Buffalo City	2	9	1
Butterworth	1	7	0
Mthatha	3	11	3
Queenstown	0	0	1
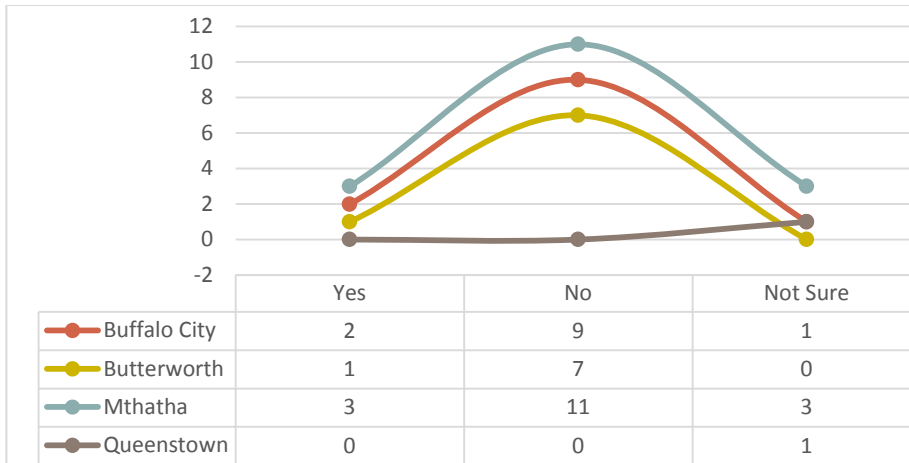
Figure 29 : Feelings about regrettability of being a SWD at WSU per campus

Quite a number of respondents (34.2%(13) revealed that they sometimes feel unhappy, regrettable and embarrassed about having a disability. Various reasons include being cursed, not loved by God, something happened during birth which could have been prevented. Most of respondents 47.4%(18) though not happy about having a disability have accepted their situation, that is why they are determined to fight for their rights, thus the delivering of support services that are of quality by higher education institutions. 18.4%(7) were not willing to reveal their views.

Figure 29 revealed that the majority of students with disabilities on all campuses did not regret studying at Walter Sisulu University, eleven at Mthatha, nine at Buffalo City and seven at Butterworth.

At Mthatha three students with disabilities confirmed that they regret, at Buffalo City there were two and at Butterworth there was one.

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Three students with disabilities at Mthatha were not sure, including one at Queenstown.

Table 7 : Have a leadership role on your campus

Categories	Frequency	Percentage
Yes	16	42.1
No	22	57.9
Total	38	100.0

	Buffalo City	Butterworth	Mthatha	Queenstown
Yes	4	2	6	0
No	8	6	11	1
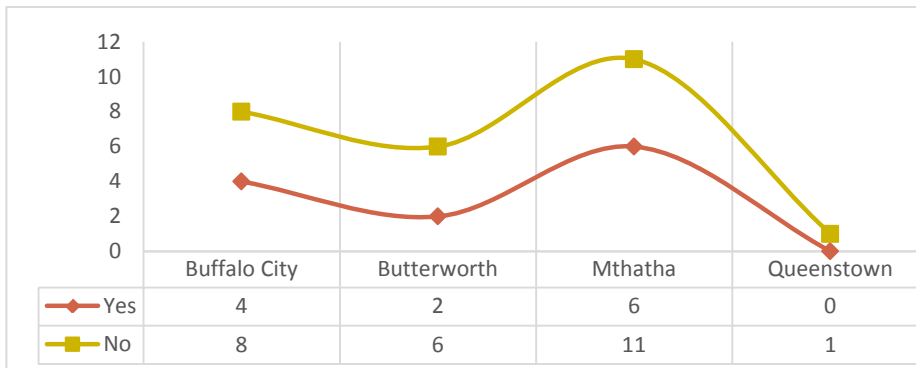
Figure 30 : Revelation on leadership role as per campus

It seems as if students with disabilities are not actively involved in leadership roles as indicated by 57.9%(22). On the other hand, 42.1%(16) responded that they did have leadership roles on their campuses, for instance in the Student Disability Association where they were members of the committee whilst some were leaders in the Faculty Associations and in their churches. Those not participating in leadership roles indicated that they found it difficult to cope with their studies if had too many activities on their plate. Some indicated that due to the fact that there was no representation on the Student

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Representation Committee (SRC), students with disabilities were not interested in participating in these roles (see Table 7).

According to Figure 30 there were students with disabilities on various campuses who were involved in leadership roles. At Mthatha six were involved in leadership roles while eleven were not. At Buffalo City the majority of students with disabilities were not involved, thus eight and four were involved. At Butterworth only two were involved in leadership roles whilst six were not and in Queenstown the single student with a disability was not involved.

Table 8:Whose responsibility to deliver support services?

Categories	Frequency	Percentage
Campus Director	2	5.3
Disability Unit	18	47.4
Guidance and Counselling	5	13.1
Management of the University	8	21.0
Parents or members of the family	3	7.9
Friend or colleague	0	0.0
Members of the Disability Desk Forum	2	5.3
Total	38	100.0

	Campus Director	Disability Unit	Guidance & Counselling	Mgt of WSU	Parents	Friends or Colleagues	Member of Disability Forum
Buffalo City	1	5	2	2	2	0	0
Butterworth	0	4	1	3	0	0	0
Mthatha	0	9	2	3	1	0	2
Queenstown	1	0	0	0	0	0	0
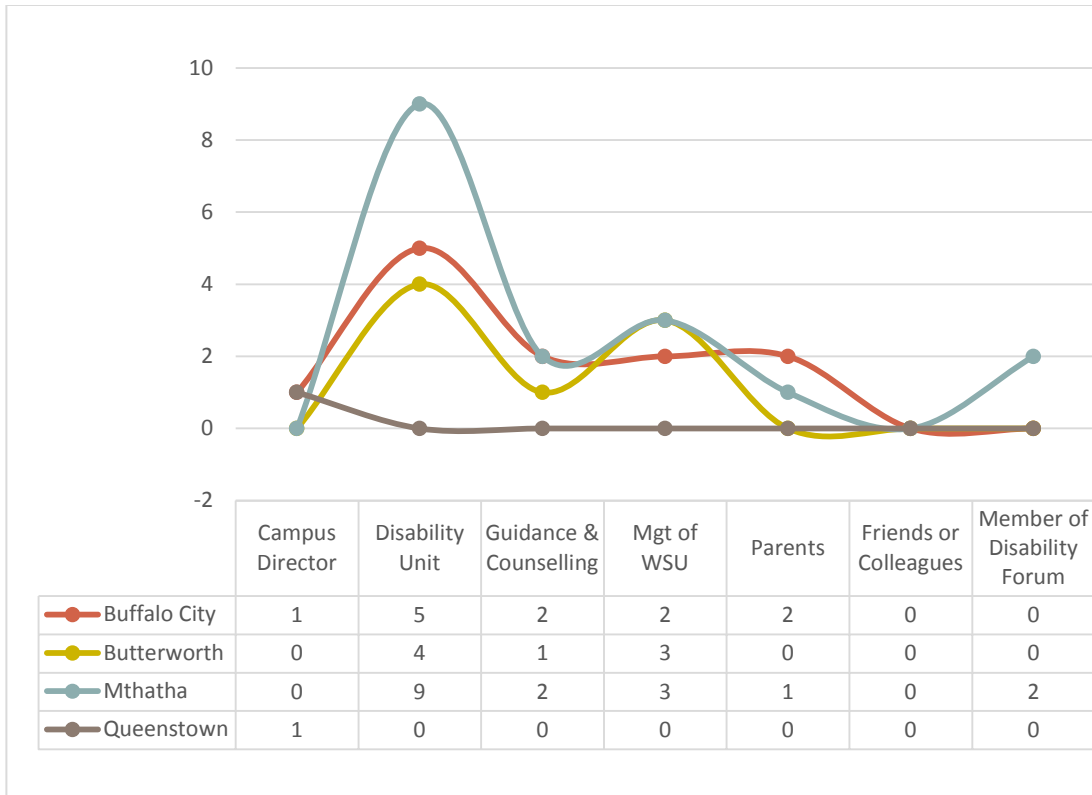
Figure 31 : Whose duty to deliver support services to WSU per campus

Table 8 and Figure 31 confirmed that the majority of students with disabilities felt that it was the duty of the Disability Unit or designated office to deliver support services of quality to each and every campus, nine at Mthatha, five at Buffalo City and four at Butterworth, thus 47.4%(18). Three students with disabilities at Butterworth and Mthatha and two at Buffalo City thought the responsibility lay with the Management of the University (21.0%(8). Two students with disabilities at Buffalo City and Mthatha as well as one at Butterworth revealed that the Guidance and Counselling Units should be responsible for delivering quality support services,13.1%(5). According to two students with disabilities at Butterworth and one at Mthatha (7.9%) said parents have the responsibility and two at

Mthatha thought it was the responsibility of members of the Disability forum and the Campus Directors at individual campuses.

Table 9: The extent of the availability of support services to students with disabilities at WSU

Categories				
1. Support services for students with disabilities	Most available	Available	Less Available	Not at all available
2. Disability Unit or designated office	13	5	9	11
3. Policy for students with disabilities	0	0	0	38
4. Ordinary wheelchairs	0	14	6	18
5. Electrical wheelchairs	0	0	0	38
6. Multi-frequency FM transmission systems	0	0	0	38
7. Sign language interpreters	0	0	0	38
8. Hearing Aids	0	2	0	36
9. Headphones	0	0	0	38
10. Audio-recordings	0	0	0	38
11. Gold cart	0	0	0	38
12. Text conversion and jaws assistive devices	0	0	0	38
13. Desktops Reader	0	0	0	38
14. Braille	0	0	0	38
15. Electric Note takers	0	0	0	38
16. Peer helpers	5	12	4	17
17. Counselling and Guidance Centre	7	18	6	7
18. Financial Assistance	11	13	12	2
19. Students Wellness Centre	9	16	7	6
20. Support during registration	6	21	5	6
21. Orientation seminars	4	6	17	11
22. Physical assessment	0	0	6	32
23. Training and support of lecturers pertaining to disability issues	0	0	0	38
24. Training and support of non-academic support to handle students with disabilities	0	0	0	38
25. Designated transport	0	0	0	38

26. Designated parking area	0	2	7	29
27. Designated and adjusted sport and recreational needs	0	0	0	38
28. Designated and adjusted electric lifts	0	11	15	12
29. Ramps	3	10	19	6
30. Designated and adjusted residential hostel rooms	0	7	22	9
31. Designated and adjusted teaching venues	0	2	8	28
32. Designated and adjusted library building and shelves	0	5	7	26
33. Adjusted study centre with designated desks and chairs	0	0	0	38
34. Designated and adjusted space in halls	2	6	8	22
35. Modified tests and examination writing venues	0	0	0	38
36. Modified tests and examination writing times	0	0	0	38
37. Designated and adjusted toilets	0	5	0	33
38. Designated and adjusted bathrooms	0	0	0	38

According to Table 9 students with disabilities on all four campuses of Walter Sisulu University perceived the extent of availability of support services in different ways. For instance, thirteen students indicated that the Disability Unit or designated office was most available whilst eleven viewed it as not available at all, nine indicated as less available and five viewed the Unit as available.

Category 1 : Support services most available

Students with various types of disabilities at Walter Sisulu University revealed that the support service that was most available was the Disability Unit or Designated Office.

Category 2 : Support services available

The following support services have been identified by students with disabilities as available on all campuses.

a)   Counselling and Guidance Centre

b)   Financial Assistance

c)   Student Wellness Centre

d)   Support during registration

Category 3 : Support services less available

Some students with disabilities observed the list below of support services as less available but not delivered on all campuses:

a)   Peer helpers

b)   Orientation seminars

c)   Designated and adjusted electric lifts

d)   Ordinary wheelchairs

e)   Designated ramps

f)   Designated and adjusted residential hostels

Category 4 : Support services not available at all

Table 9 clearly indicates quite a number of support services the students with various types of disabilities required but were not available at all on the four campuses at Walter Sisulu University. These support services were:

a)   electric wheelchairs

b)   multi-frequency FM transmission system

c)   sign language interpreters

d)   headphones

e)   gold cart

f)   text conversion and jaws assistance devices

g)   desktop readers

h)   brailles

i)   electric note takers

j)   designated and adjusted transport

k)   designated teaching venues

l)   designated sport and recreational needs

m)   designated study centres plus desks and chairs

n)   designated bathrooms

o)   designated toilets

p)   designated space in halls

q)   designated library venues

r)   modified text and examination venues and writing times

s)   training and support of both academics and non-academics to handle students with disabilities

t)   policy for students with disabilities

u)   physical assessment

Before merger of these three institutions i.e. University of Transkei, Border Technikon and Eastern Cape, no activities nor services available for students with disabilities. According to spoke persons in Student Affairs offices, applications for student with disabilities were directed to the Office of the Registrar to use own discretion to admit the student or not hence no policy to provide guidance. With the re-born of new institution Walter Sisulu University in July 2005, policy for students with disabilities is not yet in place. Institutional Youth, Gender and Disability Committee (IYGDC) entrusted with the responsibility of formulating this policy is still working on it and to be approved by Senate in 2014.

Table 10 : Extent of accessibility of support services to students with disabilities at WSU

Categories				
Support services for students with disabilities	Most accessible	Accessible	Less accessible	Not at all accessible
Disability Unit or designed office	0	24	4	8
Management Offices	0	11	9	14
Administration Building	0	9	20	7
Lecturer offices	0	12	14	10
Lecture classrooms	0	1	12	23
Hostels	5	7	15	9
Entrance doors	2	9	17	7

Library	6	8	11	11
Park areas	0	28	6	2
Sport grounds	0	0	0	38
Examination centres	0	13	7	15
Bus or taxi stops	0	8	6	20
Dining halls	0	10	12	14
Great halls	0	9	8	6
Auditorium	0	9	9	5
Counselling and Guidance Centre	0	17	13	6
Financial Aid offices	0	8	11	4
Students Wellness Centre	0	16	13	7
Registration and Orientation handbook	0	7	19	12
Faculty information	0	5	8	25
Internet	0	6	3	29
Access to e-mail	0	8	7	23
Telephones	0	0	0	38
Computers	0	15	11	12
Indoor sport grounds	0	0	0	38
Place to study	0	8	8	22

Category A : Support services that were more accessible

Pertaining to the extent of accessibility students with disability perceive that no a single support service is most accessible at Walter Sisulu University.

Category B : Support services that were accessible

a) Disability Office or designated office

b) Parking areas

c) Great halls

d) Auditoriums

e)   Counselling and Guidance Centre

f)   Students Wellness Centre

Category   C : Support services that were less accessible

a)   Administration building

b)   Lecturer offices

c)   Hostels

d)   Entrance doors

e)   Library

f)   Auditorium

g)   Financial Aid

h)   Registration and Orientation Handbook

Category D : Support services that were not at all accessible

a)   Management offices

b)   Lecture classrooms

c)   Library

d)   Sport grounds

e)   Examination centres

f)   Buses or taxi stops

g)   Dining halls

h)   Faculty information

i)   Internet

j)   Access to e-mail

k)   Computers

l)   Indoors sport grounds

m)   Place to study

Table 11 :   Extent of quality of support services to students with disabilities on four campuses of Walter Sisulu University

Categories	Frequency	Percentage
Excellent	2	5.2
Good	7	18.4
Fair	4	10.6
Poor	16	42.1
Very poor	9	23.7
Total	38	100.0

	Buffalo City	Butterwroth	Mthatha	Queenstown
Excellent	1	0	1	0
Good	2	2	3	0
Fair	1	1	2	0
Poor	6	1	9	0
Ver poor	2	4	2	1
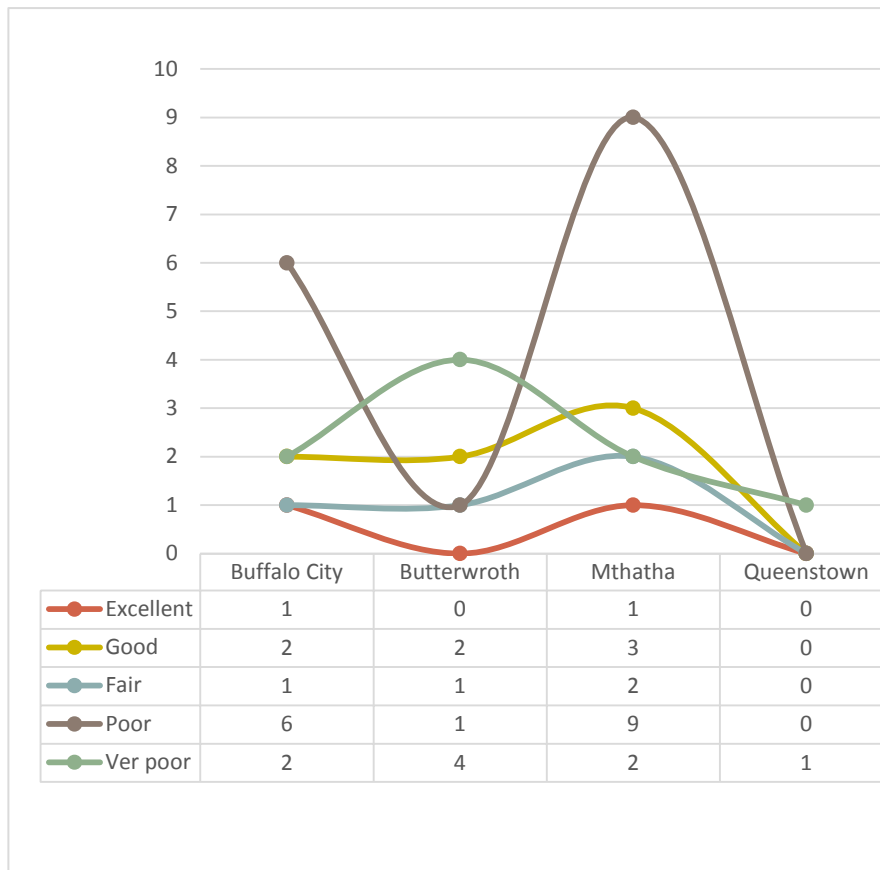
**Figure 32 : The extent of quality of support services
per campus**

As per Table 11 and Figure 32 the majority of students with disabilities perceived the quality of support services as poor (42.1% (16), nine at Mthatha and six at Buffalo City. At Butterworth most students viewed the quality of support services as very poor (18.4%(7) indicated that the support services were good whilst 5.2%(2) responded that such services were excellent.

Table 12: RESPONSES TO OPEN-ENDED QUESTIONS

For questions 13 to 25 students with disabilities on all four campuses at Walter Sisulu University provided their responses. The presentation below includes responses from all of them instead of individual campuses.

Question 13	Do you regard the delivery of support services as being advantageous to students with disabilities?
Nineteen students responded that support services are advantageous hence they get specific attention from government, management of the University and so forth.	
Eleven revealed that they get individual attention from lecturers, tutors and classmates as well as special attention from the examination department by being given extra time to complete writing their exams.	
Three students, although they responded positively, were unhappy with the lack of information about support services regarding disability issues and unhealthy treatment from Faculty administration, therefore they observed delivery of support services as not advantageous.	
Five indicated that it was advantageous because they get the opportunity of being exposed to get attention more than their counterparts.	
Two members of management share same view with students. They view the delivery of support services to students with disabilities as advantageous hence bridges the gap of discrimination where students are taught in one classroom instead of one in upstairs and another one in downstairs.	

Question 14	Which of the available support services do you regard as most effective and useful and why?
Twelve respondents indicated that library services are most effective and useful to them because they are able to access material to prepare and submit academic work.	
Twenty-four regarded good quality of counselling and guidance services, infrastructure, commitment of lecturers and administrative staff as most effective and useful to them to ensure that they were treated fairly and assistive devices were most effective and useful because they supported them to achieve their academic dreams of getting better jobs in the future.	

Question 15	Which support services do you regarded as helpful and why?
Seventeen respondents indicated that tutoring, orientation before and after registration and communication with lecturers on individual sessions was helpful to provide confirmation that they were going in the right direction.	
Fifteen confirmed that group work with their counterparts and liaison with student bodies whenever necessary to do so was helpful to them.	
Six indicated that the provision of information about developments pertaining to improvement of support services was helpful to understand that there was something that was taking place.	
Two members of the management indicated that policy for students with disabilities is helpful to guide actions and delivery of support services to the entire university e.g. screening of student with disability of understand and be aware of needs and expectations which are specific to each individual student.	

Question 16	Which of the available support services do you regard as least effective, useful and helpful and why?
Twenty-one respondents confirmed that there was no support service that was least effective, least useful and least helpful to them.	
Five indicated the present status of tutoring had no impact on them.	
Six respondents said the Student Representative Committee was less effective, useful and helpful to ensure development on improving support services to students with disabilities at Walter Sisulu University.	
One indicated that friendship was least effective, not useful and did not help hence friends were driving you to do like them.	
Five indicated that studying as a group did not have any impact on them.	

Question 17	In your opinion do you regard the delivery of support services serve as an attempt to meet the needs of students with disabilities?
Eight respondents. agreed that support services serve as an attempt to meet the needs of students with disabilities that is why it was necessary to improve such services.	
Nineteen said yes and further stressed the promotion of the Centre for Youth, Gender and Disability to pursue such needs.	
Six also agreed that support services like partnerships with well to do universities and government served as an attempt to meet the needs of students with disabilities at Walter Sisulu University.	
Five indicated that they are aware of integrating disability issues to the curriculum of each qualification, suggested that the issues addressed could be developed as outstanding module with credit bearing.	

Question 18	Which support services do you need which are not presently being addressed at Walter Sisulu University?
Thirteen indicated that policy for students with disabilities, wheelchairs, desktops, peer helpers, designated transport, adjusted toilets, bathrooms, hostel rooms, library shelves, study centre, modified examination venues.	
Eleven respondents emphasized need for physical assessment, improvement in infrastructure facilities, for instance, ramps to classrooms, counselling and guidance services, registration process and information.	
Seven respondents indicated that training of university staff to deal with them was essential and needed to be addressed, as well as assistive technology had to be purchased beforehand not to wait for students to apply then buy because so many students would need brailles.	
Three emphasized the formation of structures for students with disabilities and representation onthe Student Representative Committees.	
Four indicated that firms dealing with assistive devices and organizations dealing with disability issues be invited to present lectures, seminars in order to specify what support services are presently needed that are not available at the moment.	

Question 19	As a student with a disability can you be successful in your studies without available support services?
All respondents responded that although it was difficult to cope without the availability of support services, means and ways to move forward provided the opportunity to be successful.	
Seven respondents indicated that they could not be successful if appropriate and of quality support services were not available; as a result their families were forced to assist them with assistive needs.	
Twenty-one could cope but if support services took a long time to be available they could take a longer time to complete their qualifications.	
Ten respondents indicated that they were in the stage of de-registering if support services they required were not available as they were not happy to be a burden to others.	

Question 20	Do you feel you are a Walter Sisulu University student and experience a sense of belonging?
Sixteen students indicated that they feel good about Walter Sisulu University though the quality of support services was poor hence they found ways to deal with such situations.	
Thirteen emphasised that the sense of belonging was so strong to the extent of them deciding to be active in fighting improvement in support services activities so that the coming generation would not struggle like them.	
Five indicated that due to the situation currently sometimes they did not feel a sense of belonging as a result of which they thought of dropping out.	
Three respondents felt a sense of belonging but lack or poor support services made them change and go to universities where support services were better.	

Question 21	**What do you do when you feel isolated or lonely?**
Twenty-four students indicated that they confided in a very close friend or family member who understood best and would show patience and support emotionally.	
Eight emphasised that music consoled them.	

Question 22	**What structures for students with disabilities exist on your campus?**
All respondents, thus 38, indicated that they were aware of only one structure, thus the Association they formed which was at the moment was not recognized by the Student Representative Committee (SRC)	

Question 23	**What is your opinion regarding the delivery of support services on the four campuses of Walter Sisulu University?**
Five respondents indicated that what is available is better than nothing.	
Seven students with disabilities felt that the management of the University should recognize the Centre for Youth, Gender and Disability as a priority in order to improve support services.	
Four respondents emphasized that orientation seminars should be a priority before and after registration so that students with disabilities could experience a sense of belonging.	
Six respondents indicated that there was a lot that needed to be done to improve the delivery of support services at Walter Sisulu University.	
Sixteen respondents felt bad about the unavailability of mostly required support services, let alone the quality on their campuses, for instance, recruitment of students with disabilities could lead to quick and immediate provision of support services.	

Question 24	In your opinion what mechanism could be put in place to improve the quality of support services provided at Walter Sisulu University?

Most of respondents expressed their willingness to ensure that the quality of support services to students with disabilities improve at Walter Sisulu University.

Three respondents emphasised the recruitment of students with disabilities.

Five indicated that partnerships with special schools would assist in improving the quality hence they were already aware of the needs and expectations of students with disabilities.

Four revealed that training of lecturers with sign language would help.

Seven indicated that if disability issues could be part of the syllabus in all qualifications at Walter Sisulu University then awareness would expand and, as a result, quality would improve.

Six respondents indicated that pamphlets to show all support services that would be required by students with disabilities was needed.

One indicated that staff at the Centre needed to be knowledgeable about assistive devices and technology available.

Three indicated the importance of being active and voicing out their needs.

Nine respondents indicated that partnerships with other universities that were advanced in delivering support services that are of quality would be a good idea.

Question 25	How do lecturers handle, communicate and assess students with disabilities in the classroom
All students with disabilities indicated that at Walter Sisulu University has no standardized mechanisms in place to handle, communicate and assess them.	
Five students mentioned that individual lecturers use their own discretion to handle, communicate and assess students with disabilities in the classroom	
Twenty indicated that they negotiate with lecturers as to how they handle, communicate and assess them.	
Three students with disabilities indicated that they rely on colleagues, friends or relatives to liaison with lecturers on how to handle, communicate and assess them in class. For instance a friend to speak on her behalf to that individual lecturer to submit later. university.	
Two members of management admitted that no standardized mechanisms in place. The newly formed Institutional Youth, Gender and Disability Committee has been tasked to develop mechanisms for both academics and non-academic staff.	

Question 26	What do you think is the role of Public Administration in tackling challenges encounter by management for support services to students with disabilities

According to two members of management, Public Administration plays a vital role in providing solutions to tackle challenges encounter by managers for support services to students with disabilities.

Dynamics and dimensions suggested by Public Administration i.e. functions and skills are appropriate to tackle such challenges.

For instance availability of policy-making to guide everyone in the university e.g. availability of ramps, brailles, etc. Planning for such services e.g. for Deaf students what to do and employment of sign interpreters. How many hours for interpretation and rate per hour.

Listening skills, interpersonal skills and skills to share information.

Participation of students with disabilities to management committees so that management is aware of their needs and expectations i.e. in facilities committee, registration committee, graduation committee, etc.

Question 27	Your comments will add value to the study.

Thirty-eight, thus all respondents, felt good to be part of the study which gave them the opportunity to share their opinions with the understanding of assisting not to condemn the situation on their campus and the University as a whole.

Twelve indicated that they wished that such studies could be conducted now and again as a wake-up call to the University to understand that they are serious about what they need.

Eleven congratulated the researcher for pursuing a study on disability whilst she has a disability herself and felt very motivated.

Fifteen commented that such studies give them hope that there is something that is taking place after eight years of merger.

4.3   DISCUSSION OF THE FINDINGS OF THE STUDY

With emerging arguments that the entering of students with disabilities into higher education is increasing, it is essential to review and improve the quality of support services delivered to them. The idea is to ensure that the success of such students remain the key measure of institutional success as well as to retain the student-centred mission.

This study does not necessary show some similarities with previous reports but it also adds considerably to the understandings of who are students with disabilities.

Participants in the study were primarily students with disabilities. The proportion of students with disabilities responding to the questionnaire was 95% (see Table 1) therefore an acceptable of confidence hence more than 33.33% of questionnaires received. The high turnover of such responses is not surprising hence respondents could not hide their enthusiasm to participate in such a study conducted by a researcher with a disability.

It is further evident that the current findings on age range fit with the overall picture of youth in South Africa, with most respondents in the 21-25 age bracket (see Table 2). Students with disabilities in this study were largely single with 89.4% (34). Students with physical

disabilities dominate in South Africa with more than half of the respondents from the four campuses of Walter Sisulu University.

Due to the nature of qualifications accommodating the variety of fields, the Faculty of Education has more students with disabilities than others (see Table 5).The exposure and attention disability received in South Africa after 1994, the year South Africa gained its democracy, is enormous. Therefore, it is not surprising that most students with disabilities revealed that they are not regrettable instead accepted their situation (see Table 6). Democracy has given them the opportunity and platform to express their views and opinions to ensure that their needs and expectations are met. That is why respondents expressed that the delivery of support services were observed as being advantageous and an attempt to meet their needs and expectations.

It seems as if Walter Sisulu University admits students with minor disabilities. The above statement was supported by evidence from respondents confirming that the majority of students with disabilities on all campuses were those with physical disabilities supported by crutches and wheelchairs. The lack of a physical assessment to understand the extent and nature of disability makes it difficult for Walter Sisulu University to admit students with moderate and severe disabilities. There are a few students with minor visual, speech language and learning impairments. In cases where the university sees that the disability is moderate or severe, such students would

be denied access to study mainly due to the unavailability of the support services, for instance braille as well as lack of training for academics as how to communicate, handle and assess in the classroom. The few with minor disabilities depend on their discretion and that of family members to continue studying without relevant support services required and in some instances cope with support services that are of a poor quality, for instance non-designated and adjusted toilets for those using wheelchairs.

The significant scores that have emerged from the research findings reveal that 34.2% of students with disabilities have a positive perception pertaining to the quality of support services on all four campuses of Walter Sisulu University.

For instance the Disability Unit is integrated with the Centre for Youth, Gender and Disabilities Studies situated in Mthatha and each campus has a co-ordinator responsible for facilitating needs and expectations of students with disabilities. That is why the majority of students with disabilities regarded the Unit as the most available and accessible too. Other support services that are regarded as most available and accessible by students with disabilities on their respective campuses at Walter Sisulu University include Counselling and Guidance and Students Wellness Centres, financial assistance from government as well as support during registration days.

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At the sametime students with disabilities identified support services they regarded as less available and less accessible. These included peer helpers delivered only at Buffalo City.   Wheelchairs that are rated as ordinary are two in Mthatha, designated and adjusted ramps only one at Zamukulungisa and by designated hostels students with disabilities are allocated rooms at a lowest level due to steps.

65.8% of students with disabilities perceived the quality of such services on four campuses of Walter Sisulu University as poor. For instance, on all campuses students with disabilities regarded not a single support service as most accessible. Even those accessible or less accessible they were not delivered on all campuses.

Buildings such as administration offices, lecturers' offices, lecture rooms, the library and computers were are not accessible due to steps and were too far to easily reach as well as unavailability of numerous assistive technological devices.

It is important for Walter Sisulu University to develop an improvement plan because the majority of students studying expressed that they have a strong sense that such services are advantageous, most effective, useful and helpful to lead them to a better future through the achievement of their academic qualifications. Students with disabilities observed that financial aid from government, the establishment of Disability Units promoted by HEDSA, partnerships

and the commitment of all stakeholders responsible for delivering at Walter Sisulu University are unavailable and inaccessible in their campuses. Such actions will assist Walter Sisulu University to address support services that are not presently delivered and enhance a sense of belonging for students with disabilities. Application of generic administrative and management functions is vital to improve current status. Batho Pele principles are regarded as tools for improvement to problems associated with delivery of support services to students with disabilities at Walter Sisulu University.

4.4 CONCLUSION

It is clear from the students with disabilities' responses that support services at Walter Sisulu University are still of poor quality. At the same time students with disabilities highlighted clearly that they have a strong feeling of belonging to Walter Sisulu University and are willing to ensure that quality improves and suggested remedial actions, some for the short term and others for the long term. Recommendations provided by the researcher will also assist in improving the quality of support services on the four campuses of Walter Sisulu University.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1   INTRODUCTION

The increasing number of students with disabilities in higher education institutions offers a great deal of promise for South Africa. However, the admission of students with disabilities presents challenges to delivering of support services that are of quality on all campuses of Walter Sisulu University. As a goal of Walter Sisulu University to improve support services, this study was to make a contribution regarding the pivotal role support services can play in the improvement of the quality of such services.

Qualitative methodology was chosen in order to follow a suitable plan and to gather the necessary data that would answer the research questions of this study.   Furthermore, the interpretive paradigm suited this study, since meanings students with disabilities attach were crucial for the purpose of this study.

The literature review provided a view of the international and national universities' developmental trends regarding quality of support services for students with disabilities. The investigation provided a description of the quality of support services that are needed. It specifically probed issues related to availability, accessibility and extent as well as suggestions for improvement on quality of support services delivered on the four campuses of Walter Sisulu University.

5.2 SUMMARY

Researchers have observed that the majority of students with disabilities do not complete their tertiary education in the prescribed years. The main reason is inadequate attention to support services required by students with disabilities. The results of this study indicate that students with disabilities regard the quality of support services as poor on all four campuses of Walter Sisulu University. If a university is mainly looking at individual needs and not focusing on how to create an overall basic level of availability and accessibility that means it is implementing the medical model.

In this study a case has therefore been made that the quality of support services needs to be improved. The Centre for Youth, Gender and Disability Studies should take cognizance of the exploring of support services for students with disabilities as expressed in this study coupled with the implementation of an improvement plan.

Policies provide the framework within which institutions operate and thus it is important that it portrays a true reflection of commitment on all levels and those principles are adhered to in practice. The benefit of having a policy for students with disabilities in place cannot be sufficiently emphasized, since it reflects and reinforces the ideology and ethos of the university. Equally important is that it shapes the development of strategies and procedural guidelines for implementation of service design and delivery. At Walter Sisulu University policy for students with disabilities is still in draft format. At the same time Walter Sisulu University should be careful not to create the perception that seemingly exists among some higher education institutions that the rights of students with disabilities are being compromised.

Three main areas impacting on service delivery were identified:

i)   Physical infra-structure and facilities

Many problems remain on campuses relating to the physical accessibility of buildings and facilities.

Much discrepancy exists in multi-campus environments. In some cases much money has seemingly been spent in an attempt to improve campus access. No one campus did indicate that physical infra-structure barriers do not play a negative role in the experiences

of students with disabilities. Students with disabilities themselves cited various examples of environmental barriers impacting on their performance. Some debate exists concerning the balancing of expressed infra-structure needs against the preservation of old buildings. Walter Sisulu University management is keen to ensure that the needs of students with disabilities are actively considered when designing and building new infra-structure. A feature specific to residences was the tendency to make only one or two facilities accessible and that all students with disabilities are placed there.

ii)   Assistive technological devices

Assistive technology is defined as any technology used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology is recognized as a means to improve the quality of life for students with various types of disabilities (Raskind,1994:407).

Students with disabilities have become increasingly attractive to college admissions officers as a viable student market.

Advocacy groups and have made these students aware of both their needs and their rights with regard to university options. The increased availability of computers and other compensatory technology has resulted in greater student independence and access in the university

setting. Educational support service providers, in meeting the demands of these students, will likely rely on assistive technology.

Examples of assistive technologies available for students with learning disabilities include word processors with spell checking, proofreading, abbreviation expanders (programmes that allow students to type abbreviations for frequently used words or phrases and press the space bar to produce the complete word or phrase), and outlining software programmes. Also available are variable speech-control tape recorders, optical character recognition systems (reading machines), listening aids (systems that use a microphone and headset designed for students with auditory deficits), speech-synthesis/screen review systems (voice output systems that read back text displayed on the computer screen), speech-recognition systems (systems that allow the user to operate the computer by speaking to it), data managers (technologies that store personal information for students with organization and memory difficulties), and talking calculators. The assistive technological devices help the student with learning disability to perform a specific task using assistive technology.

iii)   Lecturing and learning processes and methodologies
The focus of service offerings at South African tertiary institutions is mainly on addressing impairments by means of technology and assistive devices. The influence of the medical model is once again felt whereby the student must adapt to the environment. Very little

attention is paid to universal design principles in lecturing and learning processes and methodologies.

5.3   CONCLUSIONS

In view of the literature and findings of this study, the following conclusions were formulated:

Emphasise has been on identifying support services to students with disabilities and then finding the means of making them available. Today higher education institutions are greatly concerned with quality of support services; as a result literature of this nature on support services to students with disabilities is growing although it is still limited.

Higher education institutions all over the world have been challenged to transform their policies and procedures to accommodate the increasing number of students with disabilities.

At the same time, the increasing numbers of students with disabilities are putting more pressure on higher education institutions to provide more support services. The objective of higher education institutions should not be to focus on the production of support services for

students with disabilities but on the quality of support services for success by students with disabilities. Therefore, the main task of the Walter Sisulu University is to improve the quality of support services delivered to students with disabilities on its four campuses with the idea of encouraging a better life for all.

In this respect, success in any university will be underpinned by the sharing of a common vision and model of support service which places the students with disabilities firmly at the centre of everyone's effort.

Another conclusion that can be drawn is that institutional policy and the role of management are crucial in the establishing an effective improvement plan. The support of Senior Management at Walter Sisulu University is a necessary precondition that leads to success in improving the quality of support services.

Internationally institutions more and more understand the need for addressing the needs and expectations of students with disabilities.

Traditionally the human rights approach would have been in conflict with consumerism, the former focusing on redressing human rights violations based on moral and social values held by society at a point in time, the latter focusing on economic profitability and financial viability. Society expects business to function with a moral conscience and profitability is combined with human rights adherence.

Major objections exist against exclusive use of the medical model. This approach is long outdated and unacceptable to the disability rights movement and also out of line with long standing international legislative and best practice models as well as South Africa governmental policy documents as set out in the literature review. South Africa, for example, is also a signatory of the UN Convention on the Rights of Persons with Disabilities which support a social model and places obligations on member countries to comply with this fundamental principle. Quality of support services resulting in inaccessibility is problematic and needs to be addressed.

5.4 RECOMMENDATIONS

The following recommendations have been identified targeting South African universities, in particular Walter Sisulu University.

5.4.1 Disability policies and strategies

Formulation of a national policy for students with disabilities for higher education institutions by relevant stakeholders which individual institutions like Walter Sisulu University may customise and adopt is necessary. This may also have the potential to serve as a benchmark to measure progress against strategic goals aligned with short, medium and long term objectives. Individual institutions should aim to put a comprehensive policy framework in place supported by

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procedural guidelines where lacking, and get approval where lagging somewhere in the bureaucratic system. The Directors or Heads of Disability Units should give input and, as subject experts, be allowed to present the policy to Council and Senate for their approval and/or buy-in.

Policy development should adopt a participatory and an inclusive approach. It is important that awareness is raised with staff and students on the content as well as broader interest groups such as parents. The Disability Unit should play an important advocacy role here.

Higher education institutions should ensure monitoring of the practical implementation and must performance manage compliance at an institutional level. It could form part of a balance scorecard methodology, for example. Disability inclusion should be taken into account at all levels and all departments and faculties should be on board.

The disability agenda is to be entrenched in the way in which the institutions function as a whole. Examples exist at several United Kingdom institutions where manuals on every aspect of campus life have been drafted and made available to different target groups, namely students, parents and institutional staff on different types of

disabilities. This creates awareness, supports a paradigm shift in the mindsets of these institutions and for their own intellectual growth to occur in disability integration. Legal compliance is indicative of inclusive management policies and practices.

5.4.2   Quota for students with disabilities

In South Africa, the Department of Higher Education and Training prescribes the specific number of students to enrol in each year. Quotas would not only ensure the growth of the population of students with disabilities but would also solve the problem of these students being limited to certain types of disabilities in universities. For instance in the United States of America, Princeton University is faced with a law suit regarding the alleged violation of a disabled student's right to additional exam time. Many reports indicate that more and more students with learning disabilities are requesting assistance and that services for these students need more development The low rate of self-disclosure is in line with international trends where students do not always come forward either because they themselves are unaware of their status or of accommodation possibilities. Others want to avoid being labelled within the tertiary environment as having "special" needs.

5.4.3   Disability Units in all campuses of Walter Sisulu University

A dedicated and physically accessible Disability Unit on all campuses of Walter Sisulu University should be established with clear roles and responsibilities to ensure effectiveness. A Disability Unit should ensure that sufficient awareness is created about support services very early in the study cycle to ensure that the maximum number of students benefit from their interventions. A holistic institutional approach is advised where areas such as Disability Unit initiatives, registration processes and faculty activities are combined and linked with each other to offer an integrated experience for students with disabilities. Disability Units have to act as change agents and achieve buy-in on a high level, amongst others, for the business case for disability inclusion and universal design principles. Institutions like Higher Education Disability of South Africa (HEDSA) can play an important collaborative role in the above regard whereby models and guidelines can be developed as blueprints for the sector.

For effectiveness and efficiency of the Disability Units proper funding, budgeting processes and commitment from senior management in the allocation of funding need to be secured.

5.4.4 Creating institutional awareness about disability issues

Collaboration and partnership between the various higher learning institutions, special education schools and disability organizations and

activists is critical and can greatly assist in the sector developing a best practice model of disability inclusion. A separate handbook regarding students with disabilities in the areas of admission, documentation, academic accommodations, and curriculum adjustments should be available to the entire campus community.

The idea is to familiarize management and administration, centres of excellent, faculties, support service units, staff and students with laws governing accommodation for students with disabilities. Activities like galas, briefing sessions, workshops, seminars and public lectures should be conducted for dissemination of information about disabilities issues. In this way the universities will ensure that the education of students with disabilities becomes a campus-wide responsibility.

5.4.5 Infusion of disability studies to university qualifications

To make sure that all students understand disability issues, it would be proper to infusion disability studies into each qualification in the form of a unit to ensure that it is not credit bearing. Short courses like sign language interpretation, communicating and handling people with disabilities and assessment mechanisms for students with disabilities could form part of enlightening various sectors about disability issues.

5.5   WAY FORWARD

Within Higher Education Disability of South Africa urgency has arisen for the higher education institutions on a national basis to commit to its operations and to finalise their membership applications. A national specialist body is required to act on disability issues within the tertiary sector.

Higher Education Disability of South Africa could provide advocacy services, could support Disability Units in their daily operations with appropriate advice and can act as spokespersons at the Department of Higher Education.

In order to fulfil these objectives it should be supported by all higher education institutions in South Africa. Higher Education Disability of South Africa as an emerging authority should be legitimised by the Department of Higher Education to become an authoritative body in the sector. Higher Education Disability of South Africa can further drive the process in cooperation with other role players to develop the proposed national policy framework (incorporating strategic objectives). The role of disability coordinators and other support functions needs to be profiled and appropriate competency requirements identified.

These roles need to be professionalized and appropriate training programmes put in place. Accreditation of professional staff should take place via some national body. The sector needs to obtain the commitment and buy-in from the Department of Higher Education and Training as well as the Council of Higher Education. Although both have expressed their interest and commitment, they have a very important role in ensuring and enforcing disability integration in the sector; The Department of Higher Education and Training, for example, must explore appropriate funding mechanism to assist higher education institutions in accommodating and integrating students with disabilities. Due to resource constraints many higher education institutions need financial assistance and/or incentives for it to implement the proposals set out in this report.

For example, a per capita contribution for each student with a disability could be considered by the Department of Higher Education and Training.

Much could be learnt from the international experience in this regard where governments provide funding to students but also to institutions.

Monetary incentives are awarded to higher education institutions who have attracted more students with disabilities, who have successfully enabled students in completing their degrees and/or who conduct

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research in the area of disability. Ultimately the financial reward for disability integration should filter through to individual lecturing. The payment of a so-called student allowance to individuals to cover incidental needs and its linkage to grants available under the current social grant system is an area which requires further investigation.

A funding model needs to be developed and the Department of Higher Education and Training will need to play a critical part in this. An erroneous perception seemingly exists among some higher education institutions that current legislation does not create enforceable rights for students with disabilities. The fact is that many legally enforceable instruments are already in place in South Africa which students can use when their rights are being compromised.

Based on the international experience a specific anti-discrimination act can, however, raise the profile of disability issues and bring it more to the fore as a compliance imperative.

A specific section dealing with education is advisable as per international developments. It is suggested that role players should advocate and lobby for this possibility as it will bring clarity and guidance on how to deal with issues arising. A social model of defining disability should be favoured, even though some elements of a medical approach will remain in order to assess a student's functional impairment. Some students will access learning in the

conventional manner whilst other students will need reasonable accommodation measures to be put in place. The sector needs to embark upon appropriate data collection processes. As a first step, a national disability profiling project needs to be conducted following agreement on the definition of "disability".

It is suggested that data be collected thereafter in regular intervals, first, on the number of students with disabilities enrolled at higher education institutions in South Africa as well as their retention and progression and, second, on the number of students with disabilities making use of the services of the Disability Units at these institutions.

Each of these recording systems serves their own purpose but ultimately give a holistic picture of what is happening within the sector relating to disability.

These two sets of data will indicate the overall representatively of students with disabilities, will indicate access, retention and progression of these students, will indicate reasonable accommodation needs, and will justify and substantiate the need for a specialized unit offering services to students with disabilities in future. Users of the Disability Units and Disabled Enrolment information should be kept and made available. In both cases some verification of disability status needs to occur. The Disability Units should agree on the quality and standardised service offerings and delivery to be

provided to students with disabilities and a service delivery model should be developed by role players. Individual organizations can customise this model when reviewing its current Disability Units operations or when establishing a new unit. Future service offerings should address all types of disabilities.

Compulsory skills-based training must be offered at higher education institutions for lecturers to ensure the suitability in communication, handling and assessing students with disabilities in the classroom and implementation of universal design principles in teaching processes and methodologies.

From an international and local perspective it is clear that the disability agenda needs to be entrenched in the way in which the higher education institutions function as a whole. Disability inclusion should be taken into account at all levels and in all departments and faculties within higher education institutions.

A common future service delivery model needs to be developed by role players in the tertiary sector to ensure delivery of support services to students with disabilities efficiently and effectively. This model needs to be built on the premise of human rights, universal access design and consumerism approaches. The development of a National Policy Framework with strategic objectives is an imperative. This study intends to support the sector in finding its way towards

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making disability inclusion a priority objective and through its findings and recommendations provide evidence and practical considerations for implementation.

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APPENDIX A

Walter Sisulu University
Faculty of Business, Management Sciences and Law
School of Governance
Department of Public Administration & Development
Private Bag X1, Nelson Mandela Site, 5117,
MTHATHA

24 January 2012

Acting Executive Director
Student Development and Support Services
Walter Sisulu University
Buffalo City Campus, Postdam Site
East London

Dear Sir

REQUEST PERMISSION TO ADMINISTER QUESTIONNAIRES TO STUDENTS WITH DISABILITIES AND MEMBERS OF DISABILITY DESK FORUM IN FOUR CAMPUSES OF WALTER SISULU UNIVERSITY

I am a registered student with the University of Fort Hare pursuing the degree of DOCTOR OF ADMINISTRATION in the Faculty of Management and Commerce.   The topic of the research is as follows: "AN APPRAISAL OF SUPPORT SERVICES TO STUDENTS WITH DISABILITIES: THE CASE OF WALTER SISULU UNIVERSITY"

The main objective of this study is to evaluate the nature of support services and examine the delivery system of such services to students with disabilities at Walter Sisulu University in:

- ascertaining perceptions of students with disabilities on quality of support services in four campuses of Walter Sisulu University;

- outlining the current trends towards delivering the support services to students with disabilities in a university context;

- determining the extent of availability and accessibility of support services to students with disabilities at Walter Sisulu University;

- establishing mechanisms for lecturers to effectively and efficiently communicate, handle and assess students with disabilities in classrooms at Walter Sisulu University; and

- demonstrating the role of Public Administration to tackle the challenges of support services to students with disabilities encounter by management at Walter Sisulu University.

The study is keen to develop a plan to improve the quality of support services provided to students with disabilities at Walter Sisulu University and spreading it to other universities experiencing similar problem.

Please find enclosed the copies of the questionnaires for students with disabilities, Letters of invitation to participate, Informed Consent, Task allocation template and Visiting schedules, a Certifying form and a Declaration form.

The researcher will secure an appointment with the Campus Director to conduct tasks as per attached tasks allocation template to students with disabilities in each campus. The idea is to provide participants with the opportunity to ask questions and to iron out any unclear information. At the end of the presentation the researcher will request respondents to sign a certifying form as an indication that the study has been explained, respondents understood the nature, purpose and procedure of the study and questions that have been raised answered satisfactory.

It is important to emphasize that participation in the study is based on one's willingness and characterized by voluntarily decision. If a respondent agrees to participate and then wants to withdraw, she/he can do so at any stage of the research and that will not hinder the relationship between the researcher and subject.

For any further information respondents are advised to contact the researcher on these numbers: (work) (047-5022591;(home) 047-5350085; (Cells) 0726516835 or 0725990370; (Fax) 047-5022591 and (e-mail) bmakiwane@wsu.ac.za; and physical address above.

I humbly request your office to grant permission in writing to administer questionnaires to students with disabilities on four campuses of Walter Sisulu, each with one or more sites. I hope my request will receive a favourable consideration and response. I promise to provide each campus with a final copy of the thesis to be preserved in a library.

Yours truly

MISS NONZWAKAZI BEAUTY MAKIWANE
RESEARCHER

APPENDIX B

Walter Sisulu University
Faculty of Business, Management Sciences and Law
School of Governance
Department of Public Administration & Development
Private Bag X1, Nelson Mandela Site, 5117
MTHATHA

March 2013

Dear Sir/Madam

INVITATION TO PARTICIPATE IN THE STUDY: STUDENT WITH DISABILITY

You are invited to participate in the study conducted to appraise support services to students with disabilities at Walter Sisulu University.

The main objective of this study is to evaluate the nature of support services and examine the delivery system of such services to students with disabilities at Walter Sisulu University in:

- ascertaining perceptions of students with disabilities on quality of support services in four campuses of Walter Sisulu University;

- outlining the current trends towards delivering the support services to students with disabilities in a university context;

- determining the extent of availability and accessibility of support services to students with disabilities at Walter Sisulu University;

- establishing mechanisms for lecturers to effectively and efficiently communicate, handle and assess students with disabilities in classrooms at Walter Sisulu University; and

- demonstrating the role of Public Administration to tackle the challenges of support services to students with disabilities encounter by management at Walter Sisulu University.

The study is keen to develop a plan to improve the quality of support services provided to students with disabilities at Walter Sisulu University and spreading it to other universities experiencing similar problem.

Please find enclosed an invitation letter to participate, a letter granting permission to administer a questionnaire from the Office of the Acting Executive Director: Student Development and Support Services, an Informed Consent Form, a Visiting Schedule, a Tasks Allocation Template, and Declaration and Certifying forms.

At the end of the presentation you will be requested to sign a certifying form as an indication that the researcher explained to the individual subject the nature, purpose and procedure of the study and questions that have been raised were answered satisfactory. After the questionnaire has been completed, the researcher will request each respondent to sign a declaration form as an indication that both parties are satisfied with the manner in which the administering of the questionnaires were conducted as well as an agreement on outcomes of the study.

Participation in the study is based on one's willingness and characterized by voluntarily decision, therefore, you can withdraw at any stage of the research if you wish to do so and that will not hinder the relationship between the researcher and subject. Bear in mind, no one will receive any form of remuneration or gift for participating in the study.

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For any further information respondents are advised to contact the researcher on these numbers: (work) (047-5022591;(home) 047-5350085; (Cells) 0726516835 or 0725990370; (Fax) 047-5022591 and (e-mail) bmakiwane@wsu.ac.za; and physical address above.

I hope my request will receive a favourable consideration and response. I promise to provide your campus with a final copy of the thesis to be preserved in a library.

Thank you very much for considering my request.

Yours faithfully

N B MAKIWANE (Miss)
RESEARCHER

APPENDIX C

QUESTIONNAIRE FOR STUDENTS WITH DISABILITIES

SECTION A : DEMOGRAPHICAL INFORMATION

Demographic as well as academic information is required to collect views that will assist the researcher to understand the entire background of the participant.

Please indicate your choice by making a tick ( ) in the appropriate box(es):

1. Gender :   Female   [   ]   Male   [   ]

2. Age   :   Under 20   [   ]   21 – 25   [   ]
               26 - 30   [   ]   31 – 35   [   ]
               36 - 40   [   ]   41 - 45   [   ]
               46 and above   [   ]

3. Status : Single   [   ]   Married   [   ]
               Widow(er) [   ]   Divorced   [   ]
               Other   [   ]

4. Population :   Black [   ]   Coloured   [   ]
                     White [   ]   Indian   [   ]
                     Other [   ]

5. Please tick in the appropriate box(es) your type of disability you have and the campus where you are registered:

Type of disability	Buffalo City	Butterworth	Mthatha	Queenstown
Visual impairment (partially sighted/low-vision/blind				
Hearing (hearing-impaired, deaf, etc)				
Physical (amputation, paraplegics, cerebal palsy, etc.				
Speech and Language disabilities				
Learning disabilities				
Mental problems (psychiatric, tension, depression, etc				

6. Faculty registered to:
    Business, Managements Sciences and Law (FBMLS) [   ]
    Education (FED)   [   ]
    Health Sciences (FHS)   [   ]
    Science and Engineering (FSET)   [   ]

7. Do you sometimes have regrets that you have a disability?

    Yes   [   ]   No   [   ]   Not sure   [   ]

8. Do you have leadership role in your campus as a student with disability?

Yes   [   ]   No   [   ]

If 'Yes', please specify key role(s):

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If 'No', why?

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9.   In your opinion who you think is responsible for providing support services to you as a student with disability on your campus? Please tick appropriate box(es).

Campus Director   [   ]
Disability Unit or designated office   [   ]
Guidance and Counselling Unit   [   ]
Management of the university   [   ]
Parents   [   ]
Member of the family   [   ]
Friend(s) and/or colleague(s)   [   ]
Member of the Disability Desk Forum   [   ]
Other   [   ]

SECTION B :   PERCEPTIONS OF QUALITY OF SUPPORT SERVICES

In this section questions below are set to get your overall opinion regarding the quality of support services delivery to students with disabilities on four campuses of Walter Sisulu University.

10.   As a student with disability, please indicate the extent of availability of support services listed below in four campuses of Walter Sisulu University? Please tick ( ) your choice from the appropriate box(es)

Support Services to students with disabilities	Most Available	Available	Not sure	Less Available	Not at all Available
Disability Unit or designed office					
Policy for students with disabilities					
Ordinary wheelchairs					
Electrical wheelchairs					
Multi-frequency FM transmission systems					
Sign language interpreters					

Hearing Aids					
Headphones					
Audio-recordings					
Gold cart					
Text conversion and jaws assistive devices					
Desktops Reader					
Braille					
Electric Note takers					
Peer helpers					
Counselling and Guidance Centre					
Financial Assistance					
Students Wellness Centre					
Support during registration					
Physical assessment					
Training and support of lecturers pertaining to disability issues					
Training and support of non-academic support to handle students with disabilities					
Designated transport					
Designated parking area					
Designated and adjusted sport and recreational needs					
Designated and adjusted electric lifts					
Ramps					
Designated and adjusted residential hostel rooms					
Designated and adjusted teaching venues					
Designated and adjusted library building and shelves					
Adjusted study centre with designated desks and chairs					
Designated and adjusted space in halls					
Modified tests and examination writing venues					
Modified tests and examination writing times					
Designated and adjusted toilets					
Designated and adjusted bathrooms					

11. Please rate the extent to which support services listed below are accessible to you as a student with a disability in your campus. Please tick (   ) the appropriate box of your choice.

Support services	Most accessible	Accessible	Not sure	Poorly accessible	Not accessible at all
Disability Unit or designed office					
Management Offices					
Administration Building					
Lecturers offices					
Lecture classrooms					
Hostels					
Entrance doors					
Library					
Park areas					
Sport grounds					
Examination centres					
Bus or taxi stops					
Dining Halls					
Great Halls					
Auditorium					
Counselling and Guidance Centre					
Financial Aid offices					
Students Wellness Centre					

12. Please tick (   ) in the appropriate box your choice in order to indicate your opinion about the quality of available support services delivered to students with disabilities and why?

Excellent   [   ]   good   [   ]   fair   [   ]
Poor   [   ]   very poor   [   ]

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13. Do you regard support services as being advantageous to student with disabilities? Why or why not?

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14. Which one of the available support services to students with disabilities do you regard as most effective and useful and why?

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15. From the list above, which of these support services to you think helped you most with your academic studies and why?

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16. Which of the available support services do you regard as the least effective, least useful, least helpful and why?

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17.   In your opinion do you regard the delivery of support services serve as an attempt to meet the needs of students with disabilities? Explain your answer.

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18.   Which support services do you need which are not presently being addressed at Walter Sisulu University?

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19. As a student with disability can you be successful in your studies without the unavailable of support services?

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20. Do you feel you are a Walter Sisulu University student and experience a sense of belonging?

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21. What do you do when you feel isolated or lonely?

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22. What structures for students with disabilities exist on your campus? Please list them:

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23. What is your opinion regarding the delivering of support services to students with disabilities on four campuses of Walter Sisulu University?

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24. In your opinion what mechanism could be put in place to improve quality of existing support services delivered at Walter Sisulu University?

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25. Are there any other additional comments which you would like to make?

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THANK YOU FOR YOUR TIME

APPENDIX D

TASKS ALLOCATION TEMPLATE

Tasks to be performed	Time allocated to students with disabilities
Introductory remarks	09h15 : 09h30
Explaining purpose of the study and tasks subjects are expected to perform	09h30 : 10h45
Reading time of questionnaire and questions	10h45:11h00
Signing of certifying forms	10h00:11h05
Filling in questionnaires	11h05:12h00
Signing of declaration form	12h00:12h10
Vote of thanks	12h10:12h15

Tasks to be performed	For students with disabilities who are not available during the morning session
Introductory remarks	14h00 : 14h05
Explaining purpose of the study and tasks subjects are expected to perform	14h05 : 14h20
Reading time of questionnaire and questions	14h20:15h40
Signing of certifying forms	15h40:16h00
Filling in questionnaires and declaration forms to participants	16h00:16h15
Vote of thanks	16h15:16h20

APPENDIX E

VISITING SCHEDULE

NAMES OF THE CAMPUS	DISTRIBUTION OF QUESTIONNAIRES TO RESPONDENTS	COLLECTION OF QUESTIONNAIRES TO RESPONDENTS
Buffalo City	02 May 2013	22 May 2013
Butterworth	03 May 2013	23 May 2013
Queenstown	06 May 2013	24 May 2013
Mthatha	07 May 2013	27 May 2013

APPENDIX F

Quality of support services to students with disabilities at Walter Sisulu University