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Measuring Overhaul Quality and Its Collision on Life Satisfaction among learners with Manifold Disabilities in Higher Institutions of Ethiopia: Implications for Service Quality administration

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Abstract

Globalization and technological developments today affect Turkey as well as all countries of the world. Adapting to such rapid changes require concentrated efforts. In order to adapt to all of the current global changes, the universities are in the first place to evoke change. Quality universities are the converters of the nations in exchange. Therefore, understanding and attempting to improve student satisfaction through provision of quality service is critical to educational institutions. Objectives: The purpose of this study was measuring overhaul quality and its collision on life satisfaction among learners with manifold disabilities in higher institutions of Ethiopia. Methods: The participants were selected by using proportional stratified sampling method. Information was generated through Overhaul Quality Scale from 117 students with disabilities from 3 higher institutions; Woldia, Wollo and Gonder University. Expressive and inferential statistics mainly, percentage, mean, frequency distribution, multiple regression and Analysis of Variance were employed to scrutinize data. Results: The finding shows, the overall mean score of participants for overhaul quality Scale was near to the ground i.e. 2.46 compared to the hypothetical mean score -3 indicating overhaul quality drawbacks. On the other hand, frequency distribution of scores indicated that, while the bulk of participants N=88 (75.3%) rated overhaul quality as low, still one fourth of participants N=29 rated higher. One-way ANOVA results indicated that, a statistically significant overhaul quality mean score difference existed between groups of background variables like location of university, type of disability, GPA and program of study. On the other hand, there was no statistically significant overhaul quality mean score difference between groups of background variables like gender, year of study and field of study. Pearson Correlation Coefficient revealed that, there was a statistically significant correlation between Overall Satisfaction and overhaul quality $r = 0.633$, $n = 233$, $p = 0.000$. Regression analysis revealed that, overhaul quality dimensions explained 47% of the variance in the overall student satisfaction. Analysis of Beta value indicated, responsiveness dimension made the first strongest statistically significant contribution in explaining the criterion. Conclusion: A strong optimistic relationship exist between overhaul quality and Overall Satisfaction indicating an improvement in overhaul quality would lead to student satisfaction ultimately leading to increased motivation and academic achievement. Therefore, Universities should see their students as customers and should work aggressively to improve their overhaul quality so as to boost customer satisfaction and remain competitive by being primary choice of their students.

Keywords: Academic Satisfaction, Collision, Disability, Higher Institutions Learners, Overhaul Quality

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Introduction

Ethiopian students who passed secondary school leaving examinations have the chance to join higher education institutions based on their study preferences. This general principle is inclusive to all; regardless of disabilities. However, it is not easy for those with disabilities to exercise their rights as claimed during practice. On the ground, many students with disabilities face diverse challenges besides academic fulfillment criteria, particularly during enrollment and placement, getting the necessary services, materials etc in Higher Education Institutes.

Ethiopia's Education and training Policy (1994) and the Growth and Transformation Plan (GTP, 2010-2015) brought dramatic expansion in higher education in the country. These institutions are governmental and private firms. Annual intake reaches 100,000/annum. Accesses options of higher education and students' services are getting better than before, however for those students with disabilities /with special needs/, the situations seem to remain unchanged.

Ethiopian students who complete secondary education and pass university entrance examinations join higher education institutions generally based on their preferences of study areas. Results of a study conducted by Tirussew et al (2014), however, show that significant proportion of the students are not placed on the basis of their first choice. Another research conducted on "Accessibility of higher education to students with disabilities by "Department of Special needs Education in collaboration with University of Vienna revealed that, in 10 Universities located in four regions of the country have few numbers of students with disabilities. Some of the universities have none. Consequently, many students with disabilities face academic and other challenges as a result of placement decisions and due to lack of appropriate special support services, materials, etc., in the higher education institutions.

The question for equal and fair access is growing voice among students with disabilities, who successfully completed secondary education (Barnes, 2004). As noted in Putnam (2003), although access of persons with disabilities to higher education is slowly gaining momentum from time to time and from place to place, equality with regard to access has remained unattainable in most countries of the world including Ethiopia. The traditional barriers for inaccessibility of higher education for those with disabilities might arise from variety of circumstances, particularly from two false premises: the one is their needs/demands are assumed to be expensive to cover, and the second is persons with disabilities are under rated that cannot perform required qualification criteria for higher education. Some also argue that university faculties are not free from traditional stereotypes of inabilities regarding students with disabilities (Willeh, 2002). Some have questions whether students with disabilities can cope with the required academic challenges or question their own doubts of abilities how effectively they can teach students with disabilities (Mckenzie & Schweitzer, 2001). These negative attitudes acted as barriers on students' study choices now and then. Regarding undermining attitude in the Ethiopian context, Tirussew (2005, p.3) indicated "in Ethiopia, persons with disabilities are perceived as "weak", "hopeless", "dependent", and "unable to learn" and "subject of charity". The misconceptions of causal attribution added to the misunderstandings of the capabilities of persons with disabilities have contributed to the low social and economic statuses of persons with disabilities.

The rapid changes in the higher education context driven by political, economic and socio cultural forces in the latter part of the 20th century have generated concern for quality and created challenges to the implicit and self evident traditional views about assuring quality in universities (Massy, 2003; Amaral, 2007; Martin and Stella, 2007; Brookes and Becket, 2008). The major changes include: massification of education, greater diversity in terms of program provision and student types, matching programs to labor market needs, shrinking resources, heightened accountability and indirect steering of higher education. These have brought a call for more formal (explicit and systematized) quality assurance schemes than was needed in the traditional elite universities (Brennan and Shah, 2000; Trow, 2000; Harvey & Newton, 2004; Dill, 2007;

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Westerheijden, Stensaker & Rosa, 2007). As a result, various countries across the world have adopted formal quality assurance systems with the purpose to regulate and improve quality of their higher education systems.

The educational situation in higher education is very dynamic and challenging with intensifying competition as well as an increase use of public comparisons between institutions. Therefore, understanding and attempting to improve student satisfaction through provision of quality service is becoming critical to educational institutions (Yared, 2008). Overhaul quality in the field of education particularly, higher learning institution is not only essential, but also an important parameter of educational excellence. It has been found that positive perceptions of service quality has a significant influence on student satisfaction which in turn attract more students through word-of-mouth communications (Alves & Raposo, 2009). Ahmed and Ishfaq (2010) mentioned that service quality is a key performance measure in educational excellence and is a main strategic variable for universities to create a strong perception in consumer's mind. With an ever growing assortment of educational options, students seek institutions that will provide them a unique educational experience that they will remember for a life time. In addition, the present student is a customer seeking an educational program that will prepare him/her for a successful career and gainful employment. In consequence, an organization should give a special attention to its service quality which can help it differentiate itself from other organization, and results in long term competitive advantage (Moore, 1987). As students are increasingly seen as consumers of higher education services, their satisfaction should be important to institutions that want to recruit new students (Thomas & Galambos, 2004). On the same token, Jain et al., (2010) stated that higher education tends to care about student satisfaction because of its potential impact on student motivation, achievement, retention, recruitment efforts and fundraising.

Even though satisfying the needs of customers is not a new organizational concept for business institutions, customer orientation has been underemphasized in universities compared to profit-oriented organizations. Students are the "customers of a university" (Huang, 2009). According to Seymour (1993), developing satisfied student should be a primary goal of higher education. Developing customer (student) satisfaction at universities level is crucial. Student satisfaction plays a crucial role for the success of a university. As argued by Berry (1995), service is one of the important factors enhancing value and can positively influence a college's success. Hence, the student perception about satisfaction can act as an essential tool to enhance the universities service quality. Increasingly, now a days, higher education institutions are realizing that higher education could be regarded as a business-like service industry and they are beginning to focus more on meeting or even exceeding the needs of their students (DeShields et al., 2005). According to Williams and Cappuccini (2007), the introduction of tuition fees will force universities to act as a service provider and be responsive to student requirements. Similarly, Rolfe (2002) maintains that the introduction of tuition fees may change "students" approach to education from that of a recipient of a free service to that of a "consumer".

In 2003 the Ethiopian government like elsewhere, introduced a higher education proclamation (Federal Republic of Ethiopia, 2003), establishing wide range reforms to higher education system and setting up key agencies to guide and oversee the sector, including Ethiopian Higher Education Strategy Center (EHESC) and the Higher Education Relevance and Quality Assurance Agency (HERQA). The reforms introduced elements of a quasi-market in higher education; students sharing the cost of higher education and therefore, moving into a consumer-like relationship with higher education institutions (Aschoft, 2003).

The request of the industry standard models SERVQUAL And SERVPERF approaches in the higher education sector had raised serious criticism on their portability into this sector in general and their ability to measure the experience of the disabled service user in particular (Elizabeth & Helen, 2011). Therefore, in response to limitations of the models particularly, for measuring

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experiences of students with disabilities on service quality, Elizabeth and Helen (2011), developed disabled service user-specific service quality model – ARCHSECRET for measuring service quality in higher education context as perceived by students with disabilities. They come up with a multi-attribute service quality measurement model comprising ten service quality dimensions/indicators; Accessibility, Responsiveness, social relationship, Humaneness, safety, Enabling /Empowerment, capability, consistency of services, fairness and physical support to be predictors of satisfaction among students with disabilities in higher education context. Thus, this study was based on this approach and intends to examine whether these overhaul quality dimensions (independent variables) have influence on satisfaction of students with disabilities (dependent variable) and specifically identify service quality dimensions that have significant influence on student satisfaction. Accordingly, this study is aimed to assess the level of overhaul quality as perceived by students with different disabilities and examine the pressure of overhaul quality dimensions on student satisfaction.

Method

Research Design and Participants

The methods and procedures used to assess the level of overhaul quality as perceived by students with different disabilities and examine the pressure of overhaul quality dimensions on student satisfaction. To achieve this goals the researcher employed both Qualitative and Quantitative approach. For the rationale of the study, three Higher education institutions were selected as the setting of this research: Woldia University, Wollo University and Gonder University.

Stratified and simple random sampling techniques were used to select the sample. An overall sample size of 230 was considered to be sufficient to examine each of the research questions posed. In the study visual impairment, hearing impairment and physical disabilities were selected from the 3 universities.

Data Collection Instrumentation

Instruments selected to measure the several as part of the present study. A modified version of multi-attribute Questionnaire; ARCHSECRET containing 39 items across ten SQ dimensions (Accessibility, Responsiveness, Communication, Humaneness, Security, Enabling / Empowerment, Competence, Reliability, Equity and Tangible) was used to collect data. This was because, it was superior to the modified SERVQUAL in terms of its overall predictive power and was found to be reliable and valid for the measurement of the service quality as perceived by Students with Disabilities in higher education, while acting as a diagnostic tool for the identification of service quality shortfalls.

Data Collection

A brief introduction was given about the survey and contents of the survey packets (i.e., consent form, survey drawing entry card). Students who were 18 years of age and older were invited to participate in the research study.

Data Analysis

The Collected data were coded and transferred by the chief investigator from the completed questionnaires to computer data files. In this study the researcher used three different types of statistical analysis based on the research questions. Pearson Correlation Coefficient was employed to examine the relationship between service quality dimensions (Independent variables) and overall student satisfaction (dependent variable). While multiple regression was used to see the predictive power of service quality dimensions to student satisfaction, ANOVA was used to compute group mean difference.

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Results and Discussions

The present study was designed to obtain a deeper understanding about the level of overhaul quality as perceived by students with different disabilities and examine the pressure of overhaul quality dimensions on student satisfaction. Analyses were conducted to reveal which of a set of variables known to influence Life and academic Satisfaction among learners with Manifold Disabilities in higher institutions.

This study focuses on the situation of students with disabilities in the Ethiopian higher education institutions. It attempts to describe the situation of students with disabilities in terms of barriers and challenges in higher education institutes, service provisions and educational experiences in the universities. More specifically, the availability of services, the challenges they face on the campus and due to the teaching-learning process, barriers and the measures taken by the university officials in order for the students with disabilities to provide accessible environment were addressed in this study.

Socio-demographic Information about Respondents

In this research endeavor, about 233 students with disabilities participated and informed this study. With regard to the participants' demographic data, interesting results emerged and that could help readers understand the nature of students with disabilities in higher education institutions. By disability type, only students with visual impairment, hearing impairment and physical disability were involved. Among the three disability types included in this study visual impairment hearing impairment and physical disability. The number of students with physical disability is much higher than the students with visual and hearing impairments. It seemed that persons with physical disabilities accessed schools than others with visual and hearing impairment although it is not known that whether they are evenly distributed in the society. The majority 65.1% were males and 36.5% were females indicating underrepresentation of female students with disabilities in universities. Among the participants, the majority 59.8% were from Gonder university 22.2% from Wollo university and 17.5% from Woldia university college suggesting uneven distribution of students with disabilities across universities where the bulk majority is in Gonder university which may have its own implication in terms of providing quality service. From the three types of disabilities covered in the study, 37.2% were students with visual impairment, 41.9% with hearing impairment and 20.5% with physical disabilities. The number of students with hearing impairment is greater than students with visual impairment and physical disabilities.

Regarding their field of study, 36% were in language department, 45.8% in social science, 14.5% in natural science and very few 9.3% in engineering departments. Fascinatingly, from this result, one can notice that, the majority of participants 81.9% were accumulated in language and social science departments of studies which are traditionally referred to as soft sciences regardless of governments direction of 72% science and technology & 32% social science in the guiding principle. With regard to disability revelation, the result revealed that approximately all of participants 98.7% had disclosed their disability while small number of participants 0.9% did not do so. As far as disability linked overhaul is concerned, the majority of participants 96.2% had reported that they are receiving the support offered by the university even though they raised somber focus on the sufficiency and quality of the support stipulation.

About academic achievement, 33.8% were within the range of 2.00-2.50, 42.2% from 2.50-3.0, 14.5% from 3.0-3.5 and 8.1% were on top of 3.5. Ones again it is interesting to note that 76% of participants were above average and still twenty three percent of the participants were performing well above average in their academic achievement though this is self reported data and there is risk of disclosing academic grades straightforward.

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Overhaul Quality and Its Collision on Life Satisfaction

Table 1 describes the statistics of the overall perceived service quality among study participants. The table shows the overall mean score and standard deviation, the minimum and maximum scores of service quality as obtained by sample participants.

Table 1. Analysis of Overhaul Quality Results

Dependent variable	Number	Mean	SD	Minimum	Maximum
Overall overhaul Quality	233	100.00	24.86	50.00	169.00

As shown in table one participants score for overhaul quality ranged from minimum score of 50 to maximum score of 169. The mean score was 100.00 which in another way is 2.56 (100.00/39 items) with standard deviation of 24.86. This is relatively low mean score considering 3 (3 \times 39 items = 117) as average on a 5-point Likert scale. This shows that overall students with disabilities who participated in this study seem to have rated service quality lower compared to the hypothetical mean score which is 117 or 3. For the reason that, theoretically, in a 5-point Likert scale of 39 items, the possible scores may range from 39 (very low service quality) to 195 (very high service quality) and 117 becomes the average score. However, it should be noted that, although the overall mean score of participants for service quality variable was below hypothetical mean score in average, there are still participants who rated service quality above neutral. Analysis of frequency distribution of participants who scored below average, exactly average and above the hypothetical mean score revealed that, the majority of participants' 74.9% score fall below the hypothetical mean score i.e. 117. On the other hand, there were still one fourth of participants 25% who scored above hypothetical mean score. There were no scores which fall under average however. Apart from overall overhaul quality, analysis of participants scores across ten service quality dimensions was also made to examine the score of each dimension among study participants.

Table 2. Analysis of overhaul Quality Dimensions

Overhaul Quality Dimensions	N	Mean	SD	Minimum	Maximum
Availability of services	233	7.19	10.82	63	114
Accountability	233	9.99	10.16	60	108
Social relationship	233	19.29	12.40	79	131
Emphatic Understanding	233	15.39	0.70	2.24	5.20
Safety from risk	233	10.59	3.62	4.00	20.00
Empowerment	233	7.69	2.93	3.00	15.00
Proficiency	233	12.04	3.96	5.00	22.00
Consistency of services	233	7.26	2.48	3.00	15.00
Fairness	233	5.46	1.912	2.00	10.00
Physical support	233	5.06	2.071	2.00	10.00

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As indicated table one, the mean scores for all overhaul quality dimensions was underneath hypothetical mean score once again symptomatic of overhaul quality drawbacks. On the other hand, the mean score for equity dimension (2.73) was relatively the highest mean score than the rest service quality dimensions although the mean score was still below neutral. On the other hand, participants' score on the reliability dimension was the least among other dimensions i.e. 1.45. Although previous studies dealing on overhaul quality particularly targeting Students with Disabilities in Ethiopian universities are very scant, there are few research findings that generally suggest universities in Ethiopia and for that matter in Africa have either minimal or poorly organized service provisions for Students with Disabilities. For instance, Obiozor and Ugwoegbu (2010) found that, there are either poor or non-existent disability support facilities for Students with Disabilities in African colleges and universities ultimately affecting the enrollment, retention and graduation rates of Students with Disabilities. The authors further reported that, African educational system lacks adequate funding, training facilities, and effective special needs curriculum which in turn hindered most professors and instructors from assisting Students with Disabilities in attaining academic and social successes. Similarly, Yared (2008) found that, the participation of Students with Disabilities in Ethiopian higher education institutions was negligible, and there were no disability resource centers and assigned coordinators that could provide the necessary support and assistance to facilitate the inclusion of these students. Yared further disclosed that Students with Disabilities were underrepresented minorities and their needs remain unaddressed as none of higher education institutions in Ethiopia had explicitly articulated policy statement concerning Students with Disabilities in general and service provisions in particular. Similarly, a study by Tirussew et al., (2014) on Assessment of the Situation of Students With Disabilities in The Ethiopian Universities revealed that, Students with Disabilities in Ethiopian higher education institutions experience serious challenges including lack of specialized services, negative attitudes among university communities (instructors, the leadership, supportive staff and the peers), physical barriers and unwillingness of instructors to modify instruction for Students with Disabilities.

Overhaul Quality by Demographic Variables

ANOVA results showed that a statistically significant overhaul quality mean score difference existed between groups of background variables like location of university, type of disability, GPA and program of study. On the other hand, there was no statistically significant overhaul quality mean score difference between groups of background variables like gender, year level and department.

As to the category of the University, analysis of mean score difference revealed that, participants from Wollo university had the peak mean score on overhaul quality ($M=126.2$) followed by Gonder university ($M= 96.6$) and Woldia university ($M=85.18$). Post-hoc comparisons using Tukey-HSD test indicated that overhaul quality mean score of participants from Gonder University ($M = 126.20, SD = 25.51$) was significantly higher than Gonder university ($M = 96.6, SD = 23.53$), and Woldia University ($M = 85.18, SD = 5.54$). Similarly, overhaul quality mean score of participants from Addis Ababa university ($M = 97.5942, SD = 22.65986$) was significantly higher than participants from Woldia University ($M = 85.18, SD = 5.54$) perhaps indicating presence of variation in quality of services among participating institutions which may have originated from institutions' philosophy, budget allocation, uneven distribution of SWDs across universities which may create high case load management by Disability Coordinators and resource competition and priority and attention given for Students with Disabilities. Supporting this idea, (Vaughan & Helen, 2011) reported that, the collection of services and supports offered to Students with Disabilities at any given college or university tends to vary greatly depending on several factors. Most disparities noted are often a result of fundamental philosophical differences,

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variations in allocated resources (fiscal and personnel) and/or limitations on administrative and programmatic structure at the institution. Analysis of mean score difference by type of disability indicated that, participants with visual impairments had higher service quality mean score (M= 104.79) followed by participants with physical disabilities (M= 103.94) and participants with hearing impairments (M=93.67). Participants with visual impairments had significantly higher service quality mean score (M=, 104.79, SD=25.0984) than participants with hearing impairment (M= 93.67, SD= 22.2067). However, there was no statistically significant service quality mean score difference between participants with physical impairment and visual impairment as well as participants with physical disabilities and hearing impairment. The fact that students with visual impairments rated service quality higher could be due to their ability to explain themselves orally and people generally, may be more sympathetic towards them than others. For instance, traditionally, in Ethiopian society, people with visual impairments are assumed to be "libe-birhan" which means "bright-minded" or "open-hearted" perhaps leading the development of compassionate attitude among the public compared to those with hearing impairments where they are faultily defined in the Amharic dictionary as "Dida" and "Denkoro" meaning "stupid" or "moron" leading to distorted understanding and confusion.

With regard to CGPA, participants whose CGPA range is from 2.00-2.50 had mean score of 94.15, those with CGPA ranged from 2.50-3.00 had mean score of 100.55, those with CGPA ranged from 3.00-3.5 had mean score of 109.03 and those with CGPA was above 3.5 had mean score of 104.63. From this result, except for those whose CGPA is above 3.50, it seems that as CGPA increases, perception of participants about service quality increases. Post-hoc comparison indicated that only participants with GPA from 3.00-3.50 (M= 109.03, SD= 25.52) had significantly higher service quality mean score. On the contrary, there was no statistically significant service quality mean score difference among participants with respect to GPA.

With regard to the program of study, the result revealed that those who are admitted in undergraduate degree program had higher mean score (M= 104.34) than those who are admitted in three year diploma program (M=84.98). However, although there was no statistically significant service quality mean score difference between groups of background variables like gender, the result showed that, female participants had scored higher mean score (M= 104.04 SD= 25.00) compared to males (M= 97.74 , SD= 24.57) which indicates that, overall females seem to have a little bit positive perception about service quality in their respective universities than males which perhaps indicate the resilient nature of women with disabilities in overcoming the barriers.

Correlation of overhaul quality and Overall satisfaction

Table 3. Pearson Correlations between Dependent Variables

Variables	Overall Satisfaction	overhaul Quality
Overall Satisfaction	1	0.633**
overhaul Quality		1

Note: **. Correlation is significant at the 0.01 level (2-tailed).

One of the research questions formulated in this study was examining the level of correlation between overall service quality and satisfaction among students with disabilities in participating universities. Accordingly, Pearson Correlation Coefficient was used to test the relationship. As can be seen from table 3, there was a statistically significant correlation between overall satisfaction and service quality, $r = 0.633$, $n = 233$, $p = 0.000$.

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According to Hussey and Hussey (1997) correlation coefficient (r) value between 0 and 0.39 considered as weak correlation, 0.40 to 0.69 moderate and 0.70 to 0.89 high or strong correlations. Therefore, as it can be seen from the above table, there was a moderately positive correlation between overall satisfaction and service quality. Hence, we can infer that an increase in quality of services may lead to increase in student satisfaction. This finding is actually supported by other studies (Abdullah, 2006a, Navarro et al., 2005; Palmer, 2011) who reported that, there is a positive correlation between service quality and student satisfaction in higher education institutions.

Table 4: Regression Analysis of Criterion Variables

Criterion variable	df	F	P	R Square	Adjusted R-
Overall Satisfaction	9	10.218	0.000	0.467	0.443

Table 4 indicates a summary of the model. This summary table provides the value of R, R square and adjusted R square for the model that has been derived. Here, R has a value 0.684, this value represents how much of the variance in the dependent variable (overall satisfaction) is explained by the model (accessibility, responsiveness, communication, humanness, security, empowerment/enabling, competence, reliability, equity and tangible). The value of R² is 0.467 which tells us that the ten service quality dimensions (predictive variables) can account for 46.7% of the variation in the overall student satisfaction. This means that, 53.3% of the variation in overall student satisfaction cannot be explained by these ten service quality dimensions. So, there must be other variables too that have an influence on overall satisfaction of participants which are not covered by this study.

Table 5: Regression Analysis of Participants' service quality dimensions Score: the value of un-standardized beta coefficient, Beta, t-test, and significant P.

Variables	b	β	t	P
Responsiveness	0.960	0.340	4.887	0.000
Tangible	2.778	0.179	2.430	0.005
Humanness	0.269	0.158	2.287	0.023
Reliability	0.128	0.147	2.064	0.040

The Beta value of responsiveness was the largest (0.340), which implies that responsiveness dimension made the strongest statistically significant contribution in explaining the criterion (overall satisfaction), when the variance explained by all other variables in the model was controlled for. The Beta value for tangible was 0.179 which implies that tangible made the second statistically significant strong contribution in predicting overall satisfaction. Humanness (Beta = 0.158) and reliability (Beta = 0.147) made the third and fourth statistically significant strong contribution in predicting overall satisfaction respectively. On the other hand, the significant value (P value) of predictors such as accessibility, communication, security, empowerment/enabling, competence and equity didn't make a statistically significant contribution in predicting the criterion, overall satisfaction.

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Conclusion

The findings in this study provided useful insights regarding the adoption and practice of internal quality assurance at universities. The first theoretically relevant insight emerged in this study is that establishing quality assurance mechanisms and policies could not guarantee a solution to quality problems of the Ethiopian higher education because most of the enabling factors in both the internal and external environment was absent. That is, the adoption and practice of quality assurance system at universities would remain a slogan or rhetoric in a situation where the enabling conditions are not met.

Findings confirm encouraging developments and efforts on the one hand low level of efforts on the other. It is highly encouraging to see increasing number of students enrolled in higher education system which was a rare opportunity for most citizens a few decades ago. Another positive development is the enrollment of students with diverse disability categories including the visually impaired, hearing impaired and those with motor difficulties. Effort made by the higher education institutions to provide special services to students with disabilities is equally commendable trend. Results show a long list of special services rendered particularly for students with visual impairment. With some variations among universities, there are visible efforts in making use of the technology and innovations that enhance students' learning. Efforts are also made in availing special support for those with hearing impairment. The quality and scope of services, however, is very low. Results also show rethinking and restructuring initiative almost in all universities to remove physical barriers that hinder students' access to essential services.

As a result, understanding and attempting to get better overhaul quality is becoming serious to educational institutions. The existing study attempted to evaluate the level of overhaul quality in universities as perceived by SWDs, investigate mean score difference on perception of overhaul quality as purpose of demographic variables and examine the weight of overhaul quality dimensions on student approval. The finding revealed that, taken as a whole SWDs rated service quality provided for them as low. Participants also rated all service quality dimensions below neutral suggestive of urgent need for overhaul quality enhancement endeavors by public universities. A strong optimistic relationship found between overhaul quality and Overall Satisfaction indicating an development in overhaul quality would lead to learner satisfaction ultimately leading to increased motivation and academic achievement. Consequently, HEIs should see their students as customers and should work assertively to improve their overhaul quality so as to boost client satisfaction and remain competitive by being primary choice of their students.

Results revealed multiple of carriers and limitations in participating universities in connection to rendering special support to students with disabilities. Poor communication and information disseminations mechanisms, lack of clear guidelines on placement issues, inadequate and, in some cases, in appropriate special support services, low level of awareness and negative attitudes, for instance, as well as experiences of questioning the learning and coping abilities of students with disabilities.

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