

# MOBILITY CHALLENGES FOR IMPAIRED TEACHERS AND STUDENTS IN USIM: INITIAL RESEARCH INQUIRY

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**Abstract:** Mobility impairments refer to a broad range of disabilities which limit functions of moving in any of the limbs, or in fine motor ability. Students and teachers with mobility impairments rely on assistive devices such as wheelchairs, walkers, canes, crutches, and artificial limbs to obtain mobility. Mobility impairments may involve limitations in performing certain acts such as entering classrooms, sitting for long periods of time, manipulating pencils and writing. For this, Ministry of Higher Education Malaysia has established the Guidelines for the Implementation of the Inclusive Policy of OKU (Orang Kurang Upaya @ disabled people) at institutions of higher learning. In response to the Disability Act of 2008 that mandates Disability Inclusion Policy at all education levels. This paper is a preliminary research review to start highlighting the need for designing facilities and classrooms that are accommodating and supportive for everyone, regardless of their physical abilities.

**Keywords:** Impaired mobility, OKU, physical disability, education.

## INTRODUCTION

Addressing mobility challenges for impaired teachers and students is crucial to creating an inclusive and accessible educational environment. We would like to explore various physical, logistical, and social barriers that individuals with mobility impairments might

face in educational settings, as well as identifying potential solutions to overcome these challenges.

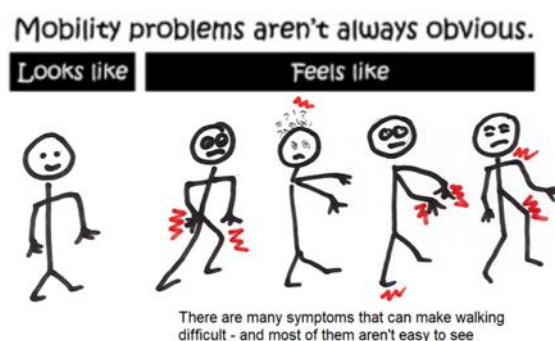


Figure 1

"Mobility impaired" is a term used to describe individuals who have limitations or difficulties in their ability to move around or perform physical activities due to various reasons such as physical disabilities, injuries, chronic health conditions, or other factors that affect their mobility. As visualized in Figure 1, mobility impaired encompasses a wide range of conditions and situations, including but not limited to:

**Physical Disabilities:** Conditions that affect muscle strength, coordination, or skeletal structure, such as paralysis, cerebral palsy, muscular dystrophy, or limb amputation.

**Injuries:** Temporary or permanent impairments resulting from accidents, falls, or other traumatic events.

**Chronic Health Conditions:** Conditions like arthritis, multiple sclerosis, or chronic pain that can significantly impact a person's ability to move comfortably.

**Age-Related Mobility Changes:** As people age, they might experience changes in mobility due to reduced muscle strength, joint flexibility, or balance.

**Temporary Mobility Challenges:** Temporary impairments resulting from surgeries, medical procedures, or short-term injuries.

**Sensory Impairments:** Visual or auditory impairments can also impact mobility as individuals rely on these senses to navigate their environment.

**Neurological Conditions:** Conditions like Parkinson's disease or stroke can affect mobility and coordination.

## **METHODS**

The method of this study involves a two-fold approach: firstly, conducting a comprehensive literature search, and secondly, proposing recommendations for the content that the study should encompass.

## **RESULTS AND DISCUSSION**

Mobility concerns of students and educators with disabilities is essential in tertiary education to ensure equal access, inclusion, and a supportive learning environment. Here are a few reasons why:

**Legal and Ethical Obligations:** Many countries have laws and regulations, such as the Americans with Disabilities Act (ADA) in the United States or the Equality Act in the United Kingdom, that require educational institutions to provide reasonable accommodations for individuals with disabilities. Failing to address mobility concerns could lead to legal and ethical issues.

**Inclusivity and Diversity:** Tertiary education should be accessible to all individuals, regardless of their physical abilities. Creating an inclusive environment fosters diversity and allows students and educators with mobility challenges to fully participate in academic and social activities.

**Equal Opportunities:** Addressing mobility concerns ensures that students and educators with disabilities have an equal opportunity to succeed academically and professionally (Aizan Sofia et al 2018) Without accommodations, these individuals might face unnecessary barriers that hinder their potential.

**Educational Quality:** When mobility challenges are properly addressed, students and educators can focus on their studies and teaching without being distracted by physical barriers. This enhances the overall quality of education.

**Positive Learning Experience:** By accommodating mobility concerns, educational institutions create a positive and welcoming learning experience for everyone. This can lead to increased retention rates and a better reputation for the institution.

**Preparing for the Workforce:** Providing accommodations in tertiary education teaches students with disabilities how to advocate for themselves and navigate environments that might not be fully accessible. This prepares them for future career settings (Rossi & Sabri, 2019).

**Promoting Innovation:** Embracing accessibility can lead to innovative design and teaching methods that benefit all students, not just those with disabilities. For example, technologies developed to address mobility concerns might also improve online learning platforms for everyone (Ulfa et al, 2018).

## CONCLUSIONS

In conclusion, addressing mobility concerns in tertiary education is not only a legal obligation but also a way to promote inclusivity, diversity, and equal opportunities for all individuals, contributing to a more positive and enriching educational experience.

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