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## Assessment of Perception of Nursing Students Towards Assisting Patients with Mobility Impairment at Usmanu Danfodiyo University, Sokoto

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### ABSTRACT

Mobility impairment is a great health challenge that affects patients' independence, quality of life, and overall well-being. Nurses play a critical role in supporting such patients by assisting with mobility, rehabilitation, and activities of daily living. The attitudes and perceptions of student Nurses toward helping patients with impaired mobility are very important, as these perceptions can influence the quality of care they provide in clinical settings. Understanding these perceptions is essential for identifying potential gaps in training and fostering positive attitudes that promote patient-centered care. Therefore, this study aims to investigate the knowledge, attitudes, and practical preparedness of nursing students to provide mobility care to patients with mobility impairments at Usmanu Danfodiyo University, Sokoto. A descriptive cross-sectional research design was employed, and data were collected from 188 nursing students using a structured, self-administered questionnaire. Data were analysed using descriptive statistics, and results were presented in frequencies, percentages, means, and standard deviations. Findings revealed that nursing students demonstrated high theoretical knowledge (97.3%) and awareness of mobility impairments, with most identifying conditions such as cerebral palsy and spinal cord injuries. However, only 63.3% expressed confidence in their ability to identify specific patient needs, indicating a gap between theory and practice. The study concludes that while nursing students possess sound conceptual knowledge and positive attitudes toward assisting patients with mobility impairments, their clinical preparedness remains insufficient. It recommends curriculum reforms that emphasize simulation-based learning, ergonomic, communication skills, and interdisciplinary collaboration to improve nursing students' readiness for mobility care and ensure safer, more inclusive patient outcomes.

### INTRODUCTION

Mobility is a fundamental component of human health, significantly influencing an individual's independence, social participation, and overall well-being. Impaired mobility can lead to numerous complications, including pressure ulcers, muscle atrophy, and social isolation, thereby increasing healthcare burden (Maresova *et al.*, 2023). In healthcare settings, nurses play a crucial role in facilitating mobility, which is integral to recovery, rehabilitation, and disease prevention. Given their essential role, nursing students must acquire the knowledge, skills, and competencies needed to effectively assist patients with mobility impairments.

The World Health Organization (WHO) underscores that mobility limitations can contribute to a cascade of adverse health outcomes, including an increased risk of chronic illnesses and mental health disorders (WHO, 2022). This highlights the importance of ensuring that healthcare professionals, particularly nurses, are well-trained in mobility-assistance techniques.

In nursing education, clinical training provides students with hands-on experience in patient care, including mobility assistance. A study by Aryuwat *et al.* (2022) found that nursing students who underwent comprehensive mobility training exhibited greater confidence and competence in managing patients with mobility impairments. Similarly,

Al-Za'areer *et al.*, (2023) surveyed nursing students and reported that only 60% felt adequately prepared to assist mobility-impaired patients. These findings suggest a gap in nursing education that requires standardization to ensure all students develop the necessary competencies. Additionally, nursing students' attitudes and perceptions toward patients with mobility impairments significantly affect the quality of care provided. Polikandrioti *et al.* (2020) conducted a qualitative study revealing that some nursing students harbored misconceptions about mobility-impaired patients, influencing their willingness to engage in mobility assistance. The study recommended targeted educational interventions to correct misconceptions and promote positive attitudes.

Beyond formal education, mentorship programs have proven to be an effective strategy for bridging the gap between theoretical knowledge and practical application. Khalil *et al.* (2023) found that nursing students paired with experienced mentors demonstrated higher confidence and competence in assisting patients with mobility impairments. Similarly, technological advancements, such as virtual simulation training, have enhanced students' skill acquisition. A randomized controlled trial by Kim & Kim (2020) showed that nursing students who participated in virtual simulations outperformed those who received only traditional instruction in mobility assistance.

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Despite these advancements, challenges persist in adequately preparing nursing students to assist mobility-impaired patients. Resource constraints, limited clinical exposure, and curriculum variations contribute to inconsistencies in training (Akyüz & Ergöl, 2022). Moreover, nursing students with disabilities themselves often face barriers in their education and clinical training. Research highlights the importance of supportive policies and individualized accommodations to ensure equitable learning opportunities for all students (Obah, 2024). Addressing these challenges is crucial to fostering an inclusive learning environment and preparing all nursing students to deliver competent and compassionate care.

The Faculty of Allied Health Sciences, Usmanu Danfodiyo University Sokoto (UDUS), established in August 2019, aims to train healthcare professionals, including nurses, to deliver high-quality patient care. The Usmanu Danfodiyo University Teaching Hospital (UDUTH) serves as a primary clinical training site, offering nursing students exposure to patients with various health conditions, including mobility impairments. However, the extent to which nursing students at UDUS feel prepared and competent in assisting patients with mobility impairments has yet to be systematically assessed. This gap highlights the need for a localized study to examine students' perceptions, knowledge, and clinical preparedness in this area.

This study, therefore, seeks to assess the knowledge and perceptions of nursing students at UDUS towards assisting patients with mobility impairments. Specifically, the study examines students' understanding of mobility impairment and their attitudes towards providing assistance, with the aim of identifying areas where further educational interventions may be required to strengthen competency and preparedness.

## LITERATURE REVIEW

The study presented a comprehensive review of scholarly literature on nursing students' perceptions of assisting patients with mobility impairments, with an emphasis on factors influencing knowledge, attitudes, and readiness in academic and clinical learning environments. A systematic and structured search of the relevant literature was conducted between January and May 2025, focusing on academic works that directly align with the objectives of this study. Databases and platforms used for the literature search included Google Scholar, PubMed, ScienceDirect, and Research-Gate. The review is organized into three major sections: the conceptual review, which defines key concepts and constructs; the empirical review, which summarizes findings from previous studies; and the theoretical framework, which outlines the models that underpin this research. This structure ensures a coherent flow from foundational concepts to evidence-based insights and the relevant theoretical perspectives guiding the present study.

The literature on nursing students' perceptions of assisting patients with mobility impairments identifies

mobility limitations as a critical healthcare concern requiring competent and compassionate nursing intervention. Mobility impairments, which arise from neurological, musculoskeletal, or systemic conditions, significantly affect patients' independence and predispose them to complications such as pressure ulcers, muscle atrophy, and social isolation (Maresova *et al.*, 2023; WHO, 2022). Within nursing education, knowledge encompasses both theoretical understanding and practical competence required for effective patient care, while perception reflects the attitudes, beliefs, and readiness of nursing students to assist patients. Evidence from the literature indicates that although nursing students often demonstrate adequate theoretical knowledge of mobility impairments, a persistent gap remains in translating this knowledge into clinical practice, particularly in identifying patient-specific needs and applying safe mobility techniques (Aryuwat *et al.*, 2022; Al-Za'areer *et al.*, 2023).

Empirical findings further highlight that educational exposure and training significantly influence students' competence and preparedness. Nursing students who receive structured, comprehensive mobility training tend to exhibit greater confidence and improved clinical performance compared with those with limited exposure (Aryuwat *et al.*, 2022). However, inconsistencies in curriculum implementation and variations in clinical learning environments contribute to disparities in students' readiness, as some students still report inadequate preparation to assist mobility-impaired patients (Al-Za'areer *et al.*, 2023; Akyüz & Ergöl, 2022). Clinical exposure plays a vital role in bridging this gap, as students who engage in hands-on practice and real-life patient interactions develop stronger skills, confidence, and clinical judgment in mobility care.

The literature also emphasizes the importance of nursing students' attitudes and perceptions in determining the quality of care provided. Positive perceptions, often shaped by education and clinical experience, are associated with empathy, willingness to assist, and improved patient outcomes, whereas negative perceptions may stem from misconceptions, fear of causing harm, or sociocultural beliefs about disability (Polikandrioti *et al.*, 2020). Interventions such as mentorship and guided clinical practice have been shown to enhance students' confidence and competence, with evidence indicating that students paired with experienced mentors demonstrate improved ability in assisting patients with mobility impairments (Khalil *et al.*, 2023). Furthermore, exposure to innovative teaching strategies, such as virtual simulation, has been found to significantly improve students' performance and skill acquisition compared with traditional teaching methods (Kim & Kim, 2020).

Despite these advancements, several challenges affecting nursing students' preparedness are consistently reported. Limited practical training opportunities, inadequate resources, and insufficient clinical exposure contribute to reduced confidence and competence in mobility care (Akyüz & Ergöl, 2022). In addition, students often

experience physical strain and the risk of injury during patient handling, as well as communication barriers when interacting with patients with complex needs, which may further hinder effective care delivery (Mohamed *et al.*, 2024). These challenges underscore the need for improved training approaches that emphasize experiential learning, ergonomic techniques, and effective communication skills.

Theoretical support for these findings is grounded in the Theory of Planned Behavior and Orem's Self-Care Deficit Nursing Theory, which provide a framework for understanding the interplay between knowledge, perception, and practice in nursing care. The Theory of Planned Behavior explains that students' willingness to assist patients is influenced by their attitudes, perceived social expectations, and confidence in their abilities, highlighting the role of perception and perceived competence in shaping behavior (Sansom, 2021; Khanlou *et al.*, 2022; Cremer *et al.*, 2023; Wati *et al.*, 2021). Complementarily, Orem's theory emphasizes the responsibility of nurses to support individuals who are unable to meet their self-care needs, reinforcing the importance of equipping nursing students with the knowledge and skills necessary to assist patients with mobility impairments effectively (Tanaka, 2022; Khademian *et al.*, 2020; Hartweg & Metcalfe, 2021).

Overall, the reviewed literature consistently demonstrates that while nursing students possess a strong theoretical foundation and generally positive attitudes toward assisting patients with mobility impairments, their clinical preparedness is often limited by insufficient practical training and exposure. The recurring gap between knowledge and practice, along with the influence of perception on care delivery, justifies this study's focus on assessing nursing students' knowledge, attitudes, clinical experiences, and challenges. These insights provide a foundation for understanding the factors influencing students' readiness and underscore the need for targeted educational strategies to enhance competence, confidence, and quality of care.

## MATERIALS AND METHODS

### Study Design and Setting

This study employed a descriptive cross-sectional design to assess nursing students' knowledge and perceptions toward assisting patients with mobility impairments. The study was conducted at the Department of Nursing Sciences, Usmanu Danfodiyo University, Sokoto (UDUS), Nigeria, which offers a five-year Bachelor of Nursing Science program.

### Population and Sampling

The target population consisted of all undergraduate nursing students in their clinical years (200-500 level) and post-graduate students. A sample size of 188 respondents was determined using Yamane's formula (1967), which is commonly used to calculate sample sizes in finite populations. The formula is:

$$n = (N) / (1 + N(e^2))$$

Where:

n = Sample size

N = Total population (356 nursing students)

e = Margin of error (commonly set at 0.05 for a 95% confidence level)

Substituting the values:

$$n = ((356) / (1 + 356(0.05^2)))$$

$$n = (356) / (1 + 356(0.0025))$$

$$n = (356) / (1 + 0.89)$$

$$n = (356) / (1.89)$$

$$n = 188$$

Stratified random sampling was used to ensure representation across academic levels.

### Instrument for Data Collection

Data were collected using a structured, self-administered questionnaire developed from the literature and adapted to the local context. The instrument contained sections on sociodemographic information, knowledge of mobility impairment, and perceptions toward assisting patients with mobility impairments. The questionnaire was validated by experts in nursing and public health, and a pre-test was conducted among a small group of students to ensure clarity and reliability.

To assess internal consistency, Cronbach's alpha was used. The Cronbach's Alpha Coefficient obtained for the entire instrument was 0.84, indicating good internal consistency (acceptable threshold).

### Data Collection Procedure

Respondents completed the questionnaires during lecture-free periods after obtaining informed consent. Participation was voluntary, and confidentiality was assured.

### Data Analysis

Completed questionnaires were coded and entered into the Statistical Package for Social Sciences (SPSS) version 26 for analysis. Descriptive statistics, including frequencies, percentages, means, and standard deviations, were used to summarize data. Results related to knowledge and perception were presented in tables and charts.

### Ethical Considerations

Ethical approval for the study was obtained from the Health Research Ethics Committee of the Department of Nursing Sciences, UDUS. Permission was also sought from class representatives before data collection. Informed consent was obtained from all participants, and anonymity was maintained throughout the study.

## RESULTS AND DISCUSSION

### Reliability Analysis of the Instrument

Prior to the main data collection, the reliability of the research instrument was assessed to ensure its consistency and stability. The internal consistency of the questionnaires was determined using Cronbach's Alpha,

while test-retest reliability was employed to evaluate the stability of the instrument overtime. A Pilot study was conducted with 20 nursing students from a similar

population, and the results of the reliability analysis are presented in Tables 1 and 2 below. A Cronbach's Alpha value of 0.84 for the entire

**Table 1:** Distribution of Cronbach's Alpha for each Section

Section	No. of Items	Cronbach's Alpha	Interpretation
Knowledge and Awareness	4	0.78	Acceptable
Attitudes and Perception	7	0.86	Good
Practical Training and Exposure	4	0.80	Good
Challenges Faced	4	0.82	Good
Overall Instrument	19	0.84	Good internal consistency

instrument indicates good internal consistency. All sections recorded coefficients above 0.70, meeting the recommended minimum reliability threshold. To assess the instrument's stability over time, the test-retest

method was used. The questionnaire was administered to 20 respondents on two occasions separated by two weeks, and the scores were correlated using Pearson's correlation coefficient. The results are shown below:

**Table 2:** Distribution of Test-retest reliability results

Variable/Section	r-value	Interpretation
Test-retest (Overall Score)	0.81	Acceptable stability

Pearson's correlation coefficient ( $r = 0.81$ ) indicates a high positive correlation between the two administrations

of the instrument, showing that the questionnaire is stable over time.

**Table 3:** Distribution of respondents by socio-demographic data

Socio-demographic data	Frequency	Percentage (%)
<b>1. Age</b>		
18-22	54	28.7
23-27	87	46.3
28-32	36	19.1
33 and above	11	5.9
Total	188	100
<b>2. Gender</b>		
Male	76	40.4
Female	110	58.5
Prefer not to disclose	2	1.1
Total	188	100
<b>3. Year of Study</b>		
Year 2	65	34.6
Year 3	45	23.9
Year 4	29	15.4
Year 5	42	22.3
Post graduate	7	3.7
Total	188	100
<b>4. Have you had any prior experience working with patients with mobility impairments?</b>		
Yes	110	58.5
No	78	41.5
Total	188	100

Source: Field Survey

From Table 3, the respondents are primarily young adults aged 23–27 years (46.3%), with a majority being female

(58.5%). Most are in their second year of study (34.6%), with representation across other academic levels, including

postgraduate students. Over half (58.5%) have prior experience working with patients with mobility impairments, indicating a moderate level of practical exposure within this predominantly young and female student population.

**Table 4:** Distribution of respondents based on Knowledge and Awareness of Mobility Impairments

Questions	Frequency	Percentage (%)
<b>5. Do you understand the term “mobility impairment” as a condition that limits a person’s ability to move?</b>		
Yes	183	97.3
No	5	2.7
Total	188	100
<b>6. Are you aware that conditions like cerebral palsy and spinal cord injuries are associated with mobility impairments?</b>		
Yes	179	95.2
No	9	4.8
Total	188	100
<b>7. Do you feel confident in identifying the specific needs of patients with mobility impairments?</b>		
Yes	119	63.3
No	69	36.7
Total	188	100
<b>8. Have you learned about mobility impairments through classroom lectures or clinical placements?</b>		
Yes	152	80.9
No	36	19.1
Total	188	100
<b>Aggregate Percentage</b>		<b>84.14%.</b>

Source: Field Survey

From Table 4, the majority of respondents demonstrate a strong understanding and awareness of mobility impairments, with 97.3% recognizing the term and 95.2% being aware of related conditions such as cerebral palsy and spinal cord injuries. However, confidence in identifying patients’ specific needs is lower, at 63.3%, indicating a gap between knowledge and practical

confidence. Additionally, 80.9% have learned about mobility impairments through formal education or clinical placements. Overall, the aggregate positive response rate of 84.14% indicates generally high levels of knowledge and awareness, though targeted efforts may be needed to boost practical confidence and application skills.

**Table 5:** Distributions of respondents based on Attitudes and perceptions towards Assisting Patients with Mobility Impairments

Q	Statement	Strongly Agree (5) – Freq	Strongly Agree (5) - %	Agree (4) – Freq	Agree (4) - %	Neutral (3) - Freq	Neutral (3) - %	Disagree (2) – Freq	Disagree (2) - %	Strongly Disagree (1) – Freq	Strongly Disagree (1) - %	Mean Score	Std Dev
9	I feel positively about assisting patients with mobility impairments.	89	47.34%	66	35.11%	16	8.51%	14	7.45%	3	1.60%	4.19	0.98

10	Patients with mobility impairments require specialized care	92	48.94%	84	44.68%	9	4.79%	1	0.53%	2	1.06%	4.41	0.73
11	I am comfortable communicating with patients who have mobility impairments.	75	39.89%	69	36.70%	23	12.23%	11	5.85%	10	5.32%	3.91	1.14
12	My personal experiences have influenced my attitude toward assisting these patients.	78	41.49%	57	30.32%	41	21.81%	8	4.26%	4	2.13%	3.91	1.07
13	I believe nursing education adequately prepares students to care for patients with mobility impairments.	44	23.40%	62	32.98%	37	19.68%	25	13.30%	20	10.64%	3.24	1.29
14	I feel confident in my ability to safely transfer or reposition patients with mobility impairments.	62	32.98%	49	26.06%	19	10.11%	32	17.02%	26	13.83%	3.17	1.48
15	I am willing to advocate for better resources/training for mobility care in my institution.	79	41.49%	58	30.85%	22	11.70%	15	7.98%	14	7.45%	3.87	1.24

Source: Field Survey

From Table 5, respondents show positive attitudes toward assisting patients with mobility impairments, with mean scores ranging from 3.87 to 4.41 and 72% to 93% agreement. Comfort and confidence are moderate (means of 3.17–3.91), with variability (SD up to 1.48). Nursing education adequacy scored lowest (mean 3.24), indicating a training gap.

**Table 6:** Distributions of respondents based on Practical training and practical exposure

Questions	Frequency	Percentage (%)
<b>16. Have you received formal training on how to assist patients with mobility impairments?</b>		
Yes	129	68.6
No	59	31.4
Total	188	100

<b>17. Do you feel that the training you received on assisting patients with mobility impairments was adequate?</b>		
Yes	125	66.5
No	63	33.5
Total	188	100
<b>18. Have you participated in simulation exercises or workshops focused on mobility care?</b>		
Yes	82	43.6
No	106	56.4
Total	188	100
<b>19. Have you assisted patients with mobility impairments during your clinical placements?</b>		
Yes	143	76.1
No	45	23.9
Total	188	100
<b>Aggregate Percentage</b>		<b>63.71%</b>

Source: Field Survey

From the table 6 above, the data shows that 68.6% of respondents have received formal training on assisting patients with mobility impairments, and 66.5% consider this training adequate. However, only 43.6% have participated in simulation exercises or workshops, indicating limited practical training opportunities.

Meanwhile, 76.1% have assisted patients during clinical placements. Overall, with an aggregate positive response rate of 63.71%, the findings suggest the need for moderate training and practical exposure, highlighting a need to increase hands-on simulation experiences to better prepare respondents for mobility care.

**Table 7:** Distributions of respondents based on Challenges faced in assisting patients with mobility impairment

Questions	Frequency	Percentage (%)
<b>20. Have you faced challenges due to a lack of training when assisting patients with mobility impairments?</b>		
Yes	142	75.5
No	46	24.5
Total	188	100
<b>21. Have you experienced physical strain or risk of injury when assisting patients with mobility impairments?</b>		
Yes	129	68.6
No	59	31.4
Total	188	100
<b>22. Have you encountered communication barriers when assisting patients with mobility impairments?</b>		
Yes	113	60.1
No	75	39.9
Total	188	100
<b>23. Do you feel that more simulation-based training would improve your ability to assist patients with mobility impairments?</b>		
Yes	171	90.4
No	18	9.6
Total	188	100
<b>Aggregate Percentage</b>		<b>73.81%</b>

Source: Field Survey

The data from Table 7 indicates that a majority (75.5%) of respondents have faced challenges due to inadequate training when assisting patients with mobility impairments. Additionally, 68.6% have experienced physical strain or risk of injury, and 60.1% reported communication barriers during care. Importantly, 90.4% believe that increased simulation-based training would enhance their ability to assist these patients. With an aggregate positive

response rate of 73.81%, the findings highlight substantial challenges linked to training gaps and emphasize a strong demand for more practical, simulation-focused education to improve care and safety.

**Discussion**

This study assessed the perception of nursing students toward assisting patients with mobility impairments at

Usmanu Danfodiyo University, Sokoto, with emphasis on knowledge and awareness, attitudes and perception, practical training and clinical exposure and challenges encountered in providing care. The findings revealed that the majority of respondents demonstrated a high level of theoretical knowledge and awareness of mobility impairments, as 97.3% understood the term mobility impairment and 95.2% were aware that conditions such as cerebral palsy and spinal cord injuries are associated with mobility limitations. This indicates that nursing students possess strong foundational knowledge regarding mobility-related conditions. This finding is in line with the study of Aryuwat *et al.* (2022), who reported that nursing students who underwent structured mobility training demonstrated strong knowledge and better understanding of disability-related care. It also supports the findings of Al-Za'areer *et al.* (2023), who found that nursing students generally possessed adequate theoretical understanding of mobility care. However, although knowledge was high, only 63.3% of respondents felt confident in identifying the specific needs of patients with mobility impairments, suggesting a gap between theoretical understanding and practical competence. This agrees with the report of Akyüz and Ergöl (2022), who noted that nursing students often possess conceptual knowledge but lack sufficient practical readiness due to limited clinical exposure. The study also found that nursing students generally had positive attitudes and perceptions toward assisting patients with mobility impairments, with mean scores ranging from 3.87 to 4.41 across most attitude variables. Most respondents expressed willingness to assist such patients and recognized that patients with mobility impairments require specialized care. This finding is consistent with Polikandrioti *et al.* (2020), who found that positive attitudes among nursing students improved willingness to provide supportive and compassionate care. Similarly, Khalil *et al.* (2023) reported that students exposed to supportive mentorship demonstrated stronger confidence and more positive perceptions toward assisting mobility-impaired patients. However, the finding that nursing education adequacy recorded the lowest mean score (3.24) indicates that many students believe their current educational preparation is insufficient. This is contrary to the expectation that positive attitudes should be matched by confidence in competence. This contradiction supports the findings of Mohamed *et al.* (2024), who reported that many nursing students experience uncertainty and reduced confidence despite showing willingness to help, mainly because of inadequate practical preparation. Furthermore, the study revealed that although 68.6% of respondents had received formal training on assisting patients with mobility impairments, only 43.6% had participated in simulation exercises or workshops focused on mobility care. This suggests that while theoretical and formal instruction exists, practical simulation-based exposure remains limited. This finding supports the findings of Aryuwat *et al.* (2022), who emphasized that hands-on practice improves confidence and competence in

patient mobility care. In this study, 76.1% of respondents had assisted patients with mobility impairments during clinical placements, showing that exposure exists in practice; however, the limited structured simulation opportunities may explain why confidence in actual performance remains moderate. This agrees with Akyüz and Ergöl (2022), who concluded that inconsistency in practical exposure contributes significantly to poor preparedness among nursing students.

The findings also showed that nursing students face considerable challenges in assisting patients with mobility impairments. A majority of respondents (75.5%) reported challenges due to lack of training, while 68.6% experienced physical strain or risk of injury, and 60.1% encountered communication barriers during care. This indicates that mobility care presents both physical and professional difficulties for students. This finding supports the study of Mohamed *et al.* (2024), who identified inadequate training, fear of causing harm, and reduced confidence as major barriers in mobility care among nursing students. It is also in line with Akyüz and Ergöl (2022), who found that insufficient ergonomic preparation increases students' risk of musculoskeletal injuries during patient handling. The communication difficulties reported also agree with Polikandrioti *et al.* (2020), who noted that misconceptions and discomfort in patient interaction can reduce the quality of care provided to mobility-impaired patients.

Importantly, 90.4% of respondents agreed that increased simulation-based training would improve their ability to assist patients with mobility impairments. This strongly suggests that students recognize simulation as an effective strategy for improving competence, confidence, and patient safety. This supports the findings of Khalil *et al.* (2023), who emphasized that guided practical experiences and mentorship strengthen students' clinical judgment and confidence. The strong support for simulation-based learning in this study highlights the need for curriculum improvement and reinforces the importance of experiential learning in nursing education.

Overall, this study found that nursing students possess good theoretical knowledge and positive attitudes toward assisting patients with mobility impairments, but their practical preparedness remains inadequate due to insufficient simulation-based learning, limited structured clinical practice, and challenges such as physical strain and communication barriers. These findings are consistent with previous studies and further justify the need for stronger curriculum reforms, improved practical training, and supportive learning environments to ensure nursing students are fully prepared to provide safe, effective, and compassionate care to patients with mobility impairments.

## CONCLUSION

This study demonstrated that nursing students at Usmanu Danfodiyo University, Sokoto, possess strong theoretical knowledge and positive perceptions toward assisting patients with mobility impairments. However, gaps

remain in their confidence in identifying patients' specific needs and in the perceived adequacy of their training, suggesting a disconnect between theoretical instruction and clinical preparedness.

It is therefore recommended that the nursing curriculum be strengthened with disability-focused modules and more practical training sessions, including simulations and supervised clinical demonstrations. Regular workshops on safe patient handling and transfer techniques should also be incorporated to improve confidence and skill acquisition. By addressing these gaps, nursing students can be better prepared to provide safe, effective, and compassionate care to patients with mobility impairments.

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