Guided Practice and Hybrid-Based Instructional Methods on Learning Outcomes in Basic Life Support Concept among Nursing Students in the South-Western Nigeria

Jacob Olusola Odelola Ph.D.[1], Yetunde Ganiyat Odetayo Ph.D.[2]

Department of Health Education Faculty of Education University of Ibadan, Ibadan Oyo State, Nigeria

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ABSTRACT

Basic Life Support (BLS), a concept in Nursing School curriculum is an important requirement for the registration of person as a nurse. This is because it is an activity that involves demonstration of life-saving skill in situations where a person is having cardiopulmonary arrest. This skill if not performed well within a very short time could lead to death of the victim. Previous studies on BLS focused on nursing theoretical knowledge but little on their ability to demonstrate BLS. Also, activity-based approach such as Guided Practice Instructional method (GPIM) and Hybrid-based instructional Method have not been used in the teaching of BLS. Therefore, this study investigated effect of GPIM and HBIM on nursing student's knowledge, attitudes and demonstration of BLS in the South-West Nigeria. The moderating effect of Technology Self-Efficacy (TSE) and gender were examined.

The Carl Roger's Experiential Learning Theory provided the framework, while the pretest-posttest control group quasi-experimental design of 3x2x2 factorial matrix was adopted. The multi-stage sampling procedure was used. The treatment lasted 10 weeks. Data were analysed using descriptive statistics Analysis of Covariance at 0.05 levels of significance. There were significant main effects of treatment ($F_{(2;163)}$=14.16; partial η^2=0.08) but not on attitude on BLS. The GPIM group obtained the highest mean score on knowledge (16.40) followed by HbIM (16.33) and the control (11.92) groups. The HbIM group obtained higher mean score in demonstration (14.37) than GPIM (13.40) and the control (10.14) groups. There was a significant main effect of TSE on demonstration ($F_{(1;168)}$=71.05' partial η^2=0.30) but not on knowledge and attitude. The participants with high TSE obtained a higher mean score in demonstration (16.13) than those with low TSE (9.15). There was no significant main effect of gender on knowledge, attitude and demonstration.

Guided Practice and Hybrid-based instructional methods enhanced public nursing students learning outcomes in Basic Life Support in South-West Nigeria. It was recommended that Nurse Tutor should adopt these methods in teaching nursing students.

Keywords: Nursing students in the South-west, Guided Practice Instructional method, Hybrid-Based Instructional method, Demonstration of Basic Life Support, Technology Self-efficacy.

INTRODUCTION

The emergence of cardiovascular disease as a leading cause of death worldwide and particularly a major etiology of morbidity in Nigeria has caught the attention of researchers of diverse disciplines. According to World Health Organisation (2017) an estimated 17.9 million people died from cardiovascular disease in 2016 and this represents 31% of global deaths and of these deaths, 85% are due to heart attack and stroke with over three quarters of the death found in low and middle-income countries of which Nigeria is one.

Cardiac arrest or cardiopulmonary arrest is an important cardiovascular disease. It can be aggravated by an electrical malfunction of the heart causing, it to beat abnormally. This abnormality can result into inability of the heart to pump blood to the brain, lungs and other organs causing the individual to lose consciousness with no pulse readable. Death can occur within minutes if the victim is left untreated. The frontline intervention to cardiac

arrest is basic life support. It is therefore expedient that health care personnel should be sufficiently prepared to deliver basic life support service.

Basic life support is a growing life-saving technique of modern health care delivery which comprises of a chain of survival or life-saving procedures. It comprises of chest comprehension and rescue breaths which bring back oxygen laden-blood to the vital organs of a person experiencing cardiac arrest. Basic life support, a care which first-responder health care professional provides can save a person going through cardiac arrest and obstructed airways.

Nurses are important health professionals saddled with the responsibility of delivering effective emergency care services. There is a growing concern that prospective nurses continue to record high scores in theoretical aspect of relevant course but lack adequate skill to deliver effective basic life service. However, Kose, Akin, Mendi and Gokta (2019) asserted that theoretical education alone is not sufficient for applying a successful cardiopulmonary resuscitation. They further suggested that in order to successfully apply cardiopulmonary resuscitation, current knowledge should be updated, technical skill should be consolidated and sufficient self-esteem related to the application should be established in accordance with training and manual guidelines prepared for the health team. Basic life support is a compulsory concept in nursing education. In Nigeria, the teaching of the concept is done using conventional method. Gaafar et al.(2019) reported that basic life support skills are difficult to learn and easily forgotten if not frequently practiced. It is therefore important that nursing students are adequately prepared in terms of exposure to theoretical and applied training with frequent demonstration of the basic life support so that they may be efficient in service delivery. The adequately prepared nurse is more likely to overcome the problem of anxiety and have enhanced self-efficacy when faced with the situation of emergency cases.

Guided practice and hybrid-based instructional methods are the two independent variables. Guided practice is beneficial to learner as it creates opportunities for them to rehearse, rework, elaborate, summarise and question new content, leading to sufficient rehearsal for deeper understanding of the learning process. Practising until achieving error-free attempts is critical for retention of skill. Research confirms that explaining problems is an essential part of learning a difficult task (Drew, 2019). According to Hediansah et al. (2020), hybrid learning is a partial online instruction which involves a combination between face-to-face and online learning where the mix between classroom and online instruction can vary based on consideration of differences in course content and the level of student comfort with online learning. The hybrid instruction is one of the most effective new instructional method as it can capture the best aspects of online and face-to-face. It was found in a study that blended/hybrid learning facilitates higher levels of retention when compared with traditional lectures (Iqba et al., 2021).

Learning outcome describes the measurable skills, abilities, knowledge or values that student should be able to demonstrate as a result of completing a course. It comprises of achievement and attitude. Learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the result of test on a particular subject matter. In this study, learning outcome is used to comprise knowledge attitude and demonstration. Literarily knowledge is information acquired through education. In this study knowledge is used to mean a level of information derived from the teaching of basic life support concept using Guided Practice, Hybrid-Based and Conventional Methods. Attitude is a disposition of an individual toward an issue. Sarwar, Bashur and Alam (2010) found in a study relationship between students' attitudes and academic performance. Demonstration is the act of describing a process practically. In this study demonstration means practical explanation of basic life support concept by nursing students in order for the instructor to determine the level of knowledge acquired and skill retained.

In an attempt to teach basic life support concept in school of Nursing, some factors can positively or negatively affect students learning achievement. Two of such factors are self-efficacy and gender. Self-efficacy refers to control over the feeling, thoughts and action of an individual. Students with low self-efficacy always believe that a task at is hand is hard enough to create depression and stress. Students with greater self-efficacy are more confident in their abilities to be successful when compared with those with low self-efficacy. Therefore, it is evident that self-efficacy is an important factor that determines individual level of achievement. A significant positive correlation between students' gender and academic achievement has been established. It was revealed

in a study that female performance is superior compared to male in resuscitation instruction given in a gender-segregated group, also male in standard group (male and female) were less distracted by their peers than the male only group (Sokpa, et al., 2013)

This study is anchored on experiential learning theory developed by Carl Rogers. The core of experiential theory is that individual has a focus to learn in a self-directed situation. It is a theory that put the needs of individual student as a priority, allowing adequate involvement of student to show his or her potential in learning process. Guided practice has relevance with experiential theory in that it allows the student to practice task independently after the teacher must have demonstrated the new skill in the classroom. Also the relevance of the theory to hybrid instructional method lies in the fact that the method allows the student to learn at his or her paces, studying the content persistently and applying the knowledge acquired in getting the skill required through the short video that consisted of various tools like graphic presentation of the steps involve in chain of survival in basic life support.

Nursing students, in this study are categories of students that gained admission into a three-year continuous programme in nursing schools and to be certified after completing the basic requirement and pass professional examinations from basic nursing to become registered nurses under the statutory body of the profession. The schools of nursing involved are Oyo State College of Nursing, Eleyele, Ibadan, Osun State School of Nursing, Osogbo and School of Nursing, Abeokuta, Ogun State. All of them are located in the South Western Nigeria.

Statement of the Problem

Cardiac arrest or cardiopulmonary arrest is a major cardiovascular disease that has continued to cause morbidity and mortality of larger number of people worldwide and particularly Nigeria. The survivor of cardiac arrest is likely to experience injury to the brain together with psychological stress such as anxiety, and post-traumatic stress disorders all leading to depression. Basic life support service is vital for prevention of sudden death associated with cardiac arrest. Nurses are expected to render effective emergency service to rescue individual experiencing cardiac arrest. Reports have it that nurses in training lack adequate skill in handling basic life skill despite high grades in the theoretical aspect of the course. Theoretical education alone is not sufficient for applying a successful cardiopulmonary resuscitation. The trend of morbidity and mortality associated with cardiac arrest may continue if appropriate intervention in form of improvement of basic life support knowledge and skill acquisition among future health care providers using teaching method which are modern, activity-based and student-oriented is lacking. Previous studies examined knowledge, attitude and psychomotor skills of nursing students (Al-Mohissen 2017 and Dau Sarpkaya, 2012). The study examined the effects of Guided Practice and Hybrid Instructional Strategies on learning outcomes on Basic Life Support among nursing students in the South-West Nigeria.

Objectives of the Study

The main objective of the study was to determine the effects of Guided Practice and Hybrid-Based instructional methods on Learning outcomes in Basic Life Support among Nursing students in South Western Nigeria. Specifically, the objectives of the study were set to achieve the following:

1. Establish the main effect of treatment on learning outcomes in basic life support among Nursing Students in the South Western Nigeria.

2. Determine the main effect of gender on learning outcomes in basic life support among Nursing students in the South-Western Nigeria.

3. Identify the main effect of self-efficacy on learning outcomes in basic life support among Nursing students in the South-Western Nigeria.

Hypotheses

1. There is no significant main effect of treatment on knowledge, attitude and demonstration of Basic Life Support skill among nursing students in the South Western Nigeria.

2. There is no significant mean effect of gender in knowledge attitude and demonstration of Basic Life Support skills among nursing students in the South-Western Nigeria.

3. There is no significant main effect of self-efficacy on knowledge, attitude and demonstration among nursing students in the South Western Nigeria.

METHODOLOGY

Research Design

The study adopted pretest-posttest control group quasi experimental research design.

The Population

The population of this study comprised 233 nursing students in the 3 schools of nursing in the South West Nigeria.

Sample and Sampling Technique

Multi-stage sampling procedure was adopted in the selection of the sample for the study.

Research Instrument

In this study research instruments used include:

(i) Instruction manual on basic life support

(ii) Achievement Test on Basic Life Support (ABLS) (0.73).

(iii) Attitude towards Basic Life Support (ASBLS) (0.78)

(iv) Demonstration Assessment Scale (DAS)

(v) Modified Sherer Self Efficacy Scale (MSSES) (0.79)

Procedure for Data Analysis

The data collected were analysed using descriptive statistics and Multivariate Analysis of Covariance at 0.05 alpha level of significance.

Hypotheses Testing

This section presents the results of the tested hypotheses.

Hypothesis 1(a): There is no significant main effect of treatment on knowledge of basic life support concept among nursing students in the South Western Nigeria.

Table One: Summary of Result showing the Pretest-Posttest effects of treatment, gender and self-efficacy on learning outcomes in basic life support concept among nursing students in the South Western Nigeria

Source	Dependent Variable	Type II SS	Df	MS	F	Sig.	Partial Eta Squared
Corrected Model	Knowledge	950.731a	11	86.430	11.833	.000	.437
	Attitude	394.169b	11	35.834	1.372	.190	.082
	Demonstration	3736.435c	11	339.676	33.651	.000	.688
Intercept	Knowledge	13060.192	1	13060.192	1788.092	.000	.914
	Attitude	56709.319	1	56709.319	2171.438	.000	.928
	Demonstration	9425.996	1	9425.966	933.812	.000	.848

Treatment	Knowledge	206.847	2	103.424	14.160	.000	.144
	Attitude	61.658	2	30.829	1.180	.310	.014
	Demonstration	148.719	2	74.359	7.367	.001	.081
Gender	Knowledge	1.372	1	1.372	.188	.665	.001
	Attitude	11.143	1	11.143	.427	.515	.003
	Demonstration	.597	1	.597	.059	.808	.001
TSE	Knowledge	4.334	1	4.334	.593	.442	.004
	Attitude	7.378	1	7.378	.283	.596	.002
	Demonstration	717.208	1	717.208	71.052	.000	.297
Treatment *Gender	Knowledge	5.979	2	2.989	.409	.665	.005
	Attitude	7.831	2	3.915	.150	.861	.002
	Demonstration	15.520	2	7.760	.769	.465	.009
Treatment *TSE	Knowledge	.748	2	.374	.051	.950	.001
	Attitude	11.398	2	5.699	.218	.804	.003
	Demonstration	10.814	2	5.407	.536	.586	.006
Gender * TSE	Knowledge	1.645	1	1.645	.225	.636	.001
	Attitude	16.876	1	16.876	.646	.423	.004
	Demonstration	3.123	1	3.123	.309	.579	.002
Treatment*Gender *TSE	Knowledge	24.237	2	12.118	1.659	.193	.019
	Attitude	5.862	2	2.931	.112	.894	.001
	Demonstration	58.550	2	29.275	2.900	.048	.033
Error	Knowledge	1227.069	168	7.304			
	Attitude	4387.492	168	26.116			
	Demonstration	1695.809	168	10.094			
Total	Knowledge	42498.000	180				
	Attitude	181439.000	180				
	Demonstration	34668.000	180				
Corrected Total	Knowledge	2177.800	179				
	Attitude	4781.661	179				
	Demonstration	5432.244	179				

a. R Squared = .437 (Adjusted R Squared=.400); b. R Squared = .082 (Adjusted R Squared=.022); c. R Squared = .688 (Adjusted R Squared=.667)

The result presented in table 1 showed that there was a significant main effect of treatment on knowledge of basic life support concept among nursing students in the South Western Nigeria.

The above table demonstrated that the treatment had a significant impact of the knowledge on Basic Life Support ($F_{(2,168)}$=14.160, $p<0.05$, η^2=.144). This shows that the treatment to a whole contributed to the range of the participants' scores on the subject of Basic Life Support knowledge. The eta value of .144 reveals that the participants contributed to learning about BLS about 15% when it came to the treatment.

Table 2a: Differentials in Knowledge of Basic Life Support among the Groups

Dependent Variable Treatments	Mean	Std Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Control group	11.918	.760	10.419	13.418
Knowledge Hybrid group	16.326	.587	15.168	17.485
Guided practice group	16.399	.440	15.530	17.267

Table 2a showed that participants of the guided practice group scored highest ($\bar{x}$=16.399), followed by those of Hybrid with a mean score of ($\bar{x}$=16.326), and those of the control group with the lowest mean score ($\bar{x}$=11.918). This demonstrates that the trainees in the guided practice group outperformed the trainees in the hybrid and control groups. At that point, it implies that guided practice instructional method actually had an impact on how participants are knowledgeable in basic life support concept.

Hypothesis 1(b): There is no significant effect of treatment on students learning outcomes (attitudes towards) in Basic Life Support

Table 1 showed that among trainees in South-West Nigeria, there was no significant effect of treatment on attitude toward basic life support ($F_{(2,168)}$=1.180,p<.05, η^2=0.14). This shows that different participants' scores on attitude toward basic life support were not entirely due to the treatment. The eta worth of 0.14 indicates that the treatment committed about 2% of the participants' attitude toward basic life support.

Table 2b: Differentials in Basic Life Support Attitude among the Groups

Dependent Variable	Treatments	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Attitude	Control group	31.977	1.436	29.142	34.812
	Hybrid group	29.596	1.109	27.406	31.787
	Guided practice group	31.454	.832	29.812	33.096

According to table 2b, the trainees in the control group scored the most on average ($\bar{x}$=31.977), followed by those in the guided practice group, who scored on average ($\bar{x}$=31.454), and those in hybrid group, who scored the lowest on average ($\bar{x}$=29.596). This demonstrates that the trainees in the control group outperformed those in the hybrid and guided practice groups in terms of attitude toward basic life support.

Hypothesis 1c: There is no significant effect of treatment on learning outcomes (demonstration) in Basic Life Support.

Table 1 demonstrated a central primary impact of treatment on the demonstration of basic life support ($F_{(2,168)}$, = 7.367, p.05, η^2=.081). This shows that the treatment played a significant role in the range of participants' basic life support results. According to the eta value of .081, the treatments had a contribution of about 9% to basic life support demonstration among the groups.

Table 2c: Differentials in Demonstration of Basic Life Support among the Groups

Dependent Variable	Treatments	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Demonstration	Control group	10.144	.893	8.381	11.907
	Hybrid group	14.376	.690	13.014	15.737
	Guided practice group	13.407	.517	12.386	14.428

Table 2c revealed that the trainees in Hybrid group ranked highest ($\bar{x}$=14.376), followed by the trainees in the guided practice group with a higher mean score of ($\bar{x}$=13.407) and the trainees in the control group with the lowest mean score ($\bar{x}$=10.144). This demonstrates that hybrid trainees outperformed guided practice and control group trainees in terms of demonstration of Basic Life Suport. Hence it implies that the participants' basic life support demonstration was impacted by hybrid based instrument method.

Hypothesis 2a: There is no significant effect of gender on learning outcomes (knowledge) in Basic Life Support.

According to the findings shown in table 1, there was no significant effect of gender on knowledge regarding basic life support ($F_{(1,168)}$, = .188, p>.05, η^2=.001). This shows that the members' scores on knowledge about Basic Life Support varied somewhat regardless of gender. The eta worth of .001 reveals that gender contributed less than 1% of basic life support.

Table 3a: Differentials in Knowledge of Basic Life support by Gender among the Groups

Dependent Variable	Gender	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Knowledge	Male	14.729	.645	13.456	16.002
	Female	15.034	.282	14.477	15.591

According to Table 3a, male members received a mean score of ($\bar{x}$=14.729) while female members received a mean score of ($\bar{x}$=15.034). This demonstrates that female members out performed male members in the knowledge on the basic life support. The implication is that females would be recommended to learn more about basic life support than their males.

Hypothesis 2b: There is no significant effect of gender on learning outcomes (attitude towards) in basic life support among public nursing school students South-west Nigeria.

According to the findings presented in Table 1, there was no significant effect of gender on attitude towards basic life support among trainees in the South-west Nigeria ($F_{(1,168)}$, = .427, p>0.5, η^2=.003). This indicates that there was some variation in the members; scores on their attitude toward basic life support notwithstanding their gender. The eta value of .003 reveals that the members' contribution to basic life support disposition was less than 1%.

Table 3b: Differentials in Basic Life Support Attitude by Gender among the Groups

Dependent Variable	Gender	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Attitude	Male	30.574	1.219	28.167	32.981
	Female	31.444	.534	30.390	32.497

Table 3b revealed that whereas male trainees received a mean score of ($\bar{x}$=30.574), female trainees received a higher mean score ($\bar{x}$=31.444). This demonstrates that female trainees outperformed male trainees in attitude toward BLS. This indicates that individuals who were female had a more positive attitude regarding BLS than the trainees who were male.

Hypothesis 2c: There is no significant effect of gender on students learning outcomes (demonstration) in BLS among public nursing school students in the south-west Nigeria.

According to the findings shown in Table 1, there was no significant primary effect of gender on the demonstration of basic life support (F(1,168),=0.59, p>0.05, η^2=.001). This shows that there was some variation in the participants' scores on the demonstration of basic life support by gender. The eta value of .001 shows that gender contributed less than 1% to exhibiting basic life support among the participants.

Table 3c: Differentials in Demonstration of BLS by Gender among the Groups

Dependent Variable	Gender	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Demonstration	Male	12.743	.758	11.246	14.239
	Female	12.542	.332	11.887	13.197

Male trainees scored better on average ($\bar{x}$=12.743) than female trainees ($\bar{x}$=12.542), according to Table 3c. This demonstrates that male trainees outperformed female trainees in the BLS demonstration. It follows that male trainees demonstrated BLS more effectively than female trainees did.

Hypothesis 3a: There is no significant effect of technology self-efficacy on learning outcomes (knowledge) in BLS

No significant impact of TSE on knowledge of BLS was found, according to the findings provided in Table 1 ($F_{(1,168)}$=.593, p>0.05, η^2=.004). This suggests that the difference in participant ratings on knowledge of basic life support was not significantly influenced by technology self-efficacy. The eta number of .004 indicates that technology self-efficacy contributed less than 1% to the trainee's understanding of Basic Life Support.

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Table 4a: Differentials in Knowledge of BLS by TSE among the Groups

Dependent Variable	Technology Self-Efficacy	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Demonstration	High	15.152	.552	14.062	16.242
	Low	14.610	.437	13.748	15.472

According to Table 4a, the trainees with strong technology self-efficacy scored higher on average ($\bar{x}$=15.152), whereas those with low technology self-efficacy scored lower on average ($\bar{x}$=14.610). This demonstrates that the trainees with strong TSE outperformed the trainees with low technology self-efficacy in terms of knowledge of the basic life support. This implies that the trainees with high levels of TSE knew more about BLS.

Hypothesis 3b: There is no significant impact of technology self-efficacy on learning outcomes (attitude toward) in Basic Life Support

According to the findings shown in Table 1, there was no primary effect of TSE on attitude toward BLS that was statistically significant ($F_{(1,168)}$, =.283, p>.05, η^2=.002). This means that the difference in participant scores on attitude toward the BLS idea was not significantly influenced by TSE. The eta score of .002 indicates that TSE among them contributed less than 1% to attitude toward BLS.

Table 4b: Differentials in Basic Life Support Attitude by Technology Self-efficacy among the Groups

Dependent Variable	Technology Self-Efficacy	Mean	Std Error	95% CI	
				Lower Bound	Upper Bound
Demonstration	High	31.363	1.044	29.302	33.424
	Low	30.655	.825	29.026	32.285

According to Table 4b, the trainees with high levels of TSE received higher mean score ($\bar{x}$=31.363) than those with low levels of TSE ($\bar{x}$=30.655). This demonstrates that the trainees with high TSE outperformed the trainees with low TSE in attitude toward BLS. Thus, those who had high levels of TSE had more positive attitudes regarding BLS, than others did.

Hypothesis 3c: There is no significant effect of TSE on learning outcomes (demonstration) in Basic Life Support

The findings in Table 1 demonstrated a strong primary effect of TSE on BLS demonstration. (F(1,168),=71.052, p<.05, η^2=.297). This suggests that TSE played a substantial role in the participants' ratings on the BLS demonstration. The eta value of.297 indicates that TSE contributed almost 30% to their BLS demonstration.

DISCUSSION OF FINDINGS

The result obtained in this study revealed that there was significant main effect of treatments on nursing student's knowledge in basic life support. Guided practice made the highest contribution, hybrid based had higher contribution while conventional method contributed the least to the effectiveness of the overall treatment on knowledge of the nursing student. In the result presented there was no significant main effect of treatment on attitude towards BLS. The result indicated that the participants taught using conventional method had best performance in attitude towards basic life support, those taught using guide practice performed better while the group taught with hybrid method had the least performance. The result is surprising but the fact that attitude is shifted by feelings and emotion depending on what is happening in the environment at the moment may have accounted for the result. Also in the result presented treatment contributed significantly to the variation in the nursing students scores on demonstration of basic life support skill.

Hybrid method group made highest contribution followed by guided practice group while conventional method contributed the least. Activity-based method of teaching is most preferred because of the truism that people easily learn by doing. Udo (2010) found in a study that students taught using guided-discovery method performed significantly better than the those taught with conventional methods. He further explained that the effectiveness

of the method is as a result of greater involvement of learner in the teaching and learning process as against the teacher dominated expository apsproach.

In this study, there was no significant main effect of gender on knowledge of basic life support among nursing students. However, it was revealed that female had a better knowledge of basic life support compared to male nursing students in the South Western Nigeria. In the same vein Udo and Eiubon (2011) found in a study that the influence of gender on students' performance in chemistry is not statistically significant and concluded that there was no significant difference between the performance of male and female students in chemistry when taught using computer-based science simulations teaching approach, guided-discovery and the conventional teacher-centred expository methods. Also, (Sokpa, et al., 2013) found in a study that female participants have superior performance in resuscitation instruction compared to their male counterparts.

The result of the study revealed that there was no significant main effect of gender on attitude towards basic life support among nursing students in South-Western Nigeria. However, it was shown that females have more favourable attitudinal disposition towards basic life support compared to male students. This could be as a result of the fact that females are naturally more caring than males. Furthermore, it was revealed from the result study that there was no significant main effect of gender on demonstration of basic life support among nursing students. Nwachukwu and Nwosu (2007) found in a study that gender is not a strong determinant of student achievement in chemistry rather the instrumental approach.

The result of the study revealed that there was no significant main effect of self-efficacy on knowledge of basic life support among nursing students in the South Western Nigeria. However, participants with high self-efficacy had better knowledge of basic life support. It was shown in the study results that there was no significant main effects of self-efficacy on attitude of basic life support among nursing student in the South West Nigeria. Notwithstanding, participants with high self-efficacy have better disposition toward basic life support skill. There was no significant main effect of self-efficacy on demonstration of basic life support among nursing students in the South-Western Nigeria.

CONCLUSION

The study concluded that both Guided Practice and Hybrid teaching were effective at improving knowledge, attitude and demonstration of Basic Life Support among nursing students in the South West Nigeria. Guided Practice and Hybrid teaching method can be used to effect changes in knowledge, attitude and demonstration regarding Basic Life Support on public nursing students irrespective of their gender. It was also concluded that Technology Self Efficacy is a potent factor for the effectiveness of Guided Practice and Hybrid-Based methods in improving demonstration of Basic Life Support among public nursing students.

RECOMMENDATIONS

Based on the findings of this study the following recommendations are made:

1. The findings of this study revealed the need for tutors at schools of nursing to be acquainted with the use of appropriate teaching method for good mastery of subject matter on the path of students, most especially courses involving practical.

2. This study revealed that the use of Guided Practice and Hybrid-Based methods enhanced students' academic achievement (knowledge and attitudes). Therefore, nursing tutor should adopt these methods of teaching in order to help students obtain high scores in courses that are within the cognitive and affective domains of educational achievement.

3. Since the study revealed that the use of Guided Practice and Hybrid Based methods enhanced students' academic achievement (demonstration), therefore nursing tutors should adopt hybrid method of teaching in order to help students obtain the required high scores in courses most especially in the aspect of the psychomotor domain of educational achievement.

4. School administrators should make available human and material resources required to make use of Guided Practice and Hybrid-Based method for teaching Basic Life support concept in the schools of Nursing.

5. Ministry of Education in conjunction with Ministry of Health should make it mandatory for teachers to update their knowledge in modern and innovative methods of teaching through regular attendance of conferences, seminars and workshop both in Nigeria and outside.

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