

EFFECTS OF OBJECTIVE-BASED INSTRUCTION ON STUDENTS' ACHIEVEMENT AND RETENTION IN PHONETICS AND PHONOLOGY AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ENUGU EDUCATION ZONE

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Abstract: The goal of this study was to ascertain how objective-based strategies affected senior secondary school students in Enugu Education Zone of Enugu State, Nigeria, in terms of their success and retention in phonetics and phonology. To direct the investigation, two null hypotheses and two research questions were developed. Conceptual and theoretical frameworks, empirical research, and summaries of linked literature were all examined as related literatures. A quasi-experimental design with a non-equivalent control group was used. The study's subject was a sample of 381 SSII students taken from three public secondary schools in the Enugu education zone. In each of the schools, two complete classes were randomly assigned to the experimental group and the Control group. The researcher created, validated, and used the Phonetics and Phonology Achievement Test (PPAT) in the study. To determine the accuracy of the instruments, a trial test was conducted in a nearby zone. The researcher created two distinct lesson plans, one for an objectives-based technique and the other for an explanatory strategy. The mean, standard deviation, and Analysis of Covariance (ANCOVA) were used to examine the study's data. The study's findings indicated that there is significant difference between the mean achievement scores of students taught phonetics and phonology with the objectives-based strategy (experimental) and those taught with expository approach (control). The findings have consequences for English language students, English language teachers, and the organizations that train English language teachers. The study suggested, among other things, that English language teachers be urged to constantly switch up their teaching and learning methods.

Keywords: Objective-Based Instruction, Students' Achievement, Retention in Phonetics and Phonology

INTRODUCTION

Language and communication skills are indispensable to national unity and development, especially in a multi-cultural state like Nigeria. Effective language and communication skills allow individuals to gain full membership in the society in which they live. Language, with its branches such as grammar, semantics, continuous writing/comprehension, summary, and phonetics and phonology, plays a crucial role in connecting global divides in the context of globalization (Eze & Igwe, 2010). The use of the right form of language is a powerful medium to transmit messages and information globally (Suleman, 2015).

According to Eyisi (2013), English Language was adopted as the official language in Nigeria due to the diverse languages spoken in the country. The popularity of English in Nigeria is attributed to its role in public and professional life, technology, commerce, and as an easy medium of communication with foreign countries

(Azikwe, 2012). As a result, English Language is a core subject across the entire Nigerian education system, and a credit pass in the subject is compulsory for admission into higher institutions (Jegade, 2015).

Phonetics and phonology, as aspects of English language, focus on the sounds and properties of sounds in language. Despite the importance of these components, many Nigerians, including highly educated individuals, often pronounce English words incorrectly (Amayo, 2011). These phonetic and phonological deficiencies may contribute to subpar performance in the English language in senior secondary school examinations (SSCE).

The essence of achievement lies in the capacity to successfully complete a task using the necessary knowledge, effort, and skills (Iyoke, 2020). However, recent studies indicate that English language proficiency, especially in phonetics and phonology, remains low among students (Mbah, 2015). The decline in students' achievement in English Language, particularly among females, has been a significant concern, affecting their performance in tertiary institutions (Zalmon & Wonu, 2017).

Retention, defined as the positive difference between the learning experience gained and the gained experience lost (Iyoke, 2021), plays a crucial role in academic success. Effective instructional strategies, such as objective-based instruction, aim to improve retention and, consequently, achievement in subjects like phonetics and phonology (Suleman & Abdulsalam, 2016).

Objective-based instruction involves triggering learners to seek information on their own, making them active participants in the learning process. This study focuses on the effectiveness of objective-based strategy in improving students' achievement and retention in phonetics and phonology, particularly among senior secondary school students in the Enugu Education Zone of Enugu State, Nigeria.

Statement of the Problem

The inadequate expression of students and teachers in English Language, coupled with the persistent low achievement of students in English Language, is a concern for educators and researchers in phonetics, phonology, and English Language. Teaching approaches have been identified as a major factor contributing to poor achievement and retention in English Language and phonetics and phonology, specifically.

Despite recommendations for student-centered instructional strategies to address these issues, the efficacy of objective-based strategy in enhancing students' achievement and retention in English Language remains uncertain. Conflicting results exist on gender disparities in achievement and retention in English Language, with some favoring female students and others suggesting higher achievement by male students.

Therefore, this study aims to investigate the impact of objective-based strategy on students' achievement and retention in phonetics and phonology among senior secondary school students in the Enugu Education Zone of Enugu State, Nigeria. It also seeks to examine the potential of objective-based strategy in promoting gender balance in the study of phonetics and phonology.

Purpose of the Study

The main purpose of this study is to determine the Effects of Objective-Based Instruction on Students' Achievement And Retention in Phonetics and Phonology among Senior Secondary School Students in Enugu Education Zone. Specifically, the study aims to:

Determine the mean achievement scores of students taught phonetics and phonology with objective-based strategy and those taught with an expository approach.

Ascertain the mean achievement scores of male and female students taught phonetics and phonology with objective-based strategy.

Research Questions

What are the mean achievement scores of students taught phonetics and phonology with objective-based strategy and those taught with an expository approach?

What are the mean achievement scores of male and female students taught phonetics and phonology with objective-based strategy?

Hypotheses

H₀₁: There is no significant difference between the mean achievement scores of students taught phonetics and phonology with objective-based strategy and those taught with an expository approach.

Review of Literature

Concept of Phonetics and Phonology in English Language

Language has metamorphosed from sound signs to four major skills which are listening, speaking, reading and utility. According to Ene (2016) Language is the most important gift of God to man as it facilitates the activities of man on earth. This is because, existence would have been impossible without a language to ease communication. Language learning is a developmental process enhancing communication and social interaction rather than a product internalized by practicing language items and that learners master the target language more powerfully when being exposed to it through speaking.

In spoken Language, symbol set consists of noises resulting from movements of certain organs within the throat and mouth. The use of right form of a Language is known as a media that has the capacity to transmit information from one part of the world to another (Eze and Igwe, 2010). According to Suleman (2015), the development of Language was important because it gave scope and dept to the content of communication and allowed for precision and details of expression in communication.

The place of language in the life of the individuals and the society at large cannot be over emphasized, hence the need for a common Language (English Language) in a multi-lingual country like Nigeria. According to Eyisi (2013), English Language was adopted as official Language in Nigeria because there are hundreds of Languages in use in Nigeria. The popularity of English Language in Nigeria will continue to grow so long as it is the Language of public and professional life, technology and commerce and in many cases the easiest medium of communication with many foreign countries (Azikwe, 2012). This could explain why English Language is a core subject across the entire Nigerian Education system.

According to Jegede (2015), the importance attached to English Language explains why a credit pass in the subject is compulsory for admission into Nigeria higher institutions.

English like other languages consists of grammar, semantics, continuous writing/comprehension, summary and phonetics and phonology. The concern of this study is phonetics and phonology.

This is because phonetics and phonology has been viewed as an area which English Language users in Nigerian find most difficult. Phonetics is the study of the sounds of human Language. Phonology is concerned with the properties of sounds and the ways they are combined into words. This aspect of English Language has two major sounds: vowel sound and consonant sounds. Vowel sounds are those sounds one pronounces without obstruction of the airstreams from the lungs, examples are:

/U/ as in put

/I/ as in Bit

/I:/ as in Beat

/O/ as in pot

/^/ as in blood

The vowel sound is later divided into pure vowels and diphthongs. Pure vowels are single vowel sounds like /a:/ while diphthongs are two vowel sounds pronounced together example /j:/ as oil /Ið/ as in here. Consonant sounds are those English sounds, while in producing them, the airstream is relatively blocked examples of these are:

/b/ as in beat

/P/ as in part

/k/ as in kick, etc

According to Amayo (2011), many Nigerians including highly educated like university graduates, professionals and even university professors often pronounce English words wrongly. This identified weaknesses in phonetics and phonology could be responsible for students' poor achievement in English Language at senior secondary school examinations (SSCE).

Accent may refer to prominence given to a syllable, usually by the use of pitch. For example, in the word 'potato' the middle syllable is the most prominent; if you say the word on its own you will probably produce a fall in pitch on the middle syllable, making that syllable accented. In this sense, accent is distinguished from the more general term stress, which is more often used to refer to all sorts of prominence (including prominence resulting from increased loudness, length or sound quality), or to refer to the effort made by the speaker in producing a stressed syllable.

Accent also refers to a particular way of pronouncing: for example, you might find a number of English speakers who all share the same grammar and vocabulary, but pronounce what they say with different accents such as Scots or Cockney, or BBC pronunciation. The word accent in this sense is distinguished from dialect, which usually refers to a variety of a Language that differs from other varieties in grammar and/or vocabulary.

Student's Achievement in English Language

Achievement is all about completing goals that one has set for him/herself. It is the ability to perform a given task successfully using appropriate knowledge, effort and skills. According to Iyoke, (2021) achievement is the cognitive gains of students that can be measured in terms of passes in test or examination administered by a teacher or examination body. Recent research reports show that achievement in English language and phonetics and phonology in particular has continued to be low.

Students' achievement in English language has remained very low as many of the candidates earn less than 40% (WAEC chief's statement, 2017). According to Zalmon and Wonu (2017), Analysis of achievement of students in general mathematics and English language in the May/June West Africa Senior Secondary Certificate Examination (WASSCE) in Nigeria between 1991 to 2016 indicated abysmal achievement in the two subjects, with 27.31% of students obtaining credits and above while 72.69% had pass and below. The observed poor achievement in phonetics and phonology and English language in general has been a matter of serious concern to all well-meaning educators. It is worthy to note, that students achieve higher if the concepts exposed to them are retained.

Student's retention in English Language

Ability to remember is the secret of academic success. Retention (R) is the positive difference between the learning experience gained (LEG) and the gained experience lost (GEL). i.e. "R = LEG – GEL" (Iyoke, 2021). The situation where students exhibit poor retention ability does not give much hope for realization of national objectives assigned to core subjects like English language and Mathematics (Iyoke, 2015). Retention may be seen as the ability to possess and present knowledge of the past experience. Subject has to be learnt, retained over a period of time and finally remembered through retention and recall. For students to retain more of concepts taught which will in turn enhance achievement, effective and innovative instructional strategy should be employed by the teacher.

Gender as a Factor in Teaching and Learning of English Language

Researches on language and gender depict conflicting result as regards to the differences between males and females in using Language for communication. Hobbs (2013) noted that when talking with the same sex peers, females will use many positive politeness strategies. On the other hand, males in similar circumstances do not

show this tendency. Females are different from males not only in verbal communication but also in nonverbal communication (Murni, 2020).

In the area of English Language teaching and learning, in which female and male students interact with each other by using English for their communication, researchers pointed gender differences in students learning abilities. There are many researchers and sociolinguists who argue that language is gender-based. Some of these researchers are in favour of male students while others favour female students. According to Logan and Johnston (2019), females had better reading comprehension, read more frequently and had more positive attitude to reading and speaking than their males counterparts. Males are portrayed as active, females as passive and receivers of contempt and jeer when they adopt a more assertive role (Coates 2014). According to Lalander (2014), teenage girls collude in male speech dominance. For Lightbown (2012) male students dominate the floor in the English second language classroom and thereby have stronger grasp of the target Language.

This shows that male and female have different learning ability as a result of gender differences in Language learning. The conflicting reports above have necessitated the need for intensive search for a common ground on the issue under discuss. This study will however look at how objective-based strategy will enhance gender parity among male and female students in English Language.

Theoretical Framework

This study is grounded in Bloom's Taxonomy, a learning theory developed by American Educational Psychologist Benjamin Samuel Bloom in 1956. Bloom's Taxonomy offers a framework for creating robust learning objectives and has significantly influenced educational practices globally.

Bloom emphasized adapting teaching strategies to individual student needs, leading to the development of Bloom's Objective-Based Learning procedure. The taxonomy was revised in 2001 to align with modern learning approaches.

The instructional design of Bloom's Taxonomy involves several stages:

Knowledge: The foundational stage involves imparting knowledge to learners, typically through text or video, with a simple comprehension check.

Comprehension: Testing understanding comes next, ensuring learners grasp the provided information, aligning with SMART goals.

Application: This stage challenges learners to apply knowledge, often through simulations in a business context.

Analysis: Here, learners gain a deep understanding, answering questions with less contextual support, often facilitated through discussion boards.

Evaluation: SMART goals or mentorship via social discussion boards assess how well learners absorb information.

Creation: The final and challenging stage involves generating original work based on learned concepts, often challenging to apply in a learning environment.

Bloom's Taxonomy provides a comprehensive system to adapt teaching to diverse cognitive demands, molding behavior and enhancing learning outcomes.

Empirical Reviews

Abdul, Habibullah, and Mansoror (2018) study delves into an experimental approach to phonetics and phonology, exploring the speech systems, speech perception, and native speakers' intuition across Indo-Aryan and European languages. Focusing on higher education students in Pakistan, the study emphasizes the need for scientific scrutiny of under-studied languages, using advanced technological instruments to document their phonemic inventory and linguistic characteristics. While this study differs in data collection instruments and participants, it shares a common thread in research design.

Lawal's (2018) research shifts attention to the analysis of English pronunciation among selected Hausa newscasters in Northern Nigeria. Utilizing a descriptive design, the study reveals the influence of the newscasters' mother tongue on the pronunciation of English words, highlighting challenges arising from the conflict between the phonic systems of their native language and the consonant sounds of English. This study aligns with the present one in addressing speech sound problems in English, albeit with variations in design and data analysis methods.

Nwankwo's (2016) investigation explores the use of audio-visual aids in teaching English language in secondary schools in Anambra State, Nigeria. Employing a descriptive design and focusing on English teachers and selected secondary schools, the study unveils challenges such as the absence of software materials and inadequate training in audio-visual use. While both studies touch on oral English, they diverge in their research designs, areas of study, and statistical tools.

Mohamed and Abubakar's (2018) study shifts the focus to the impact of video presentation techniques on the learning of grammatical structures in English among primary school pupils in Niger State, Nigeria. Employing a quasi-experimental design, the study discovers that both traditional and video presentation methods contribute to learning, with video techniques showing greater efficacy. This study shares similarities with the present one in design and instruments used, differing mainly in the location and level of students.

Orinya's (2020) research addresses challenges in teaching oral English in primary schools in Abakaliki Education Zone of Ebonyi State, Nigeria, employing a descriptive survey design. Highlighting issues like the influence of mother tongue and the availability of teaching facilities, the study recommends government intervention for instructional material provision and regular in-service training for teachers. This study correlates with the present one in content scope but differs in geographical and level scope, as well as research design and tools.

Shifting to studies on objective-based instruction, Mbah's (2015) investigation explores the effects of prior knowledge of topics and instructional objectives on Literature-in-English achievement among senior secondary school students in Ebonyi State, Nigeria. Employing a quasi-experimental design, the study emphasizes the positive impact of incorporating prior knowledge and objectives in teaching Literature-in-English. This study aligns with the current one in its focus on achievement and retention through instructional strategies.

Salman et al.'s (2012) research investigates the use of behavioral objectives in enhancing academic performance in Mathematics among senior secondary students in Kwara State, Nigeria. Employing a quasi-experimental design, the study suggests that presenting behavioral objectives prior to lessons significantly improves students' performance. This study parallels the present one in exploring the impact of instructional strategies on academic achievement.

Obi's (2019) study focuses on the effects of a task-based approach on reading English language comprehension among senior secondary school students in Enugu Education Zone, Nigeria. The research, employing an unspecified design, finds that students taught comprehension with a task-based approach outperform those taught with an expository approach. Although lacking detailed information on research design, this study shares similarities with the present one in exploring the impact of instructional strategies on achievement and retention.

Eze's (2019) examination assesses the Montessori education system in teaching English language among nursery and primary schools in Enugu Education Zone. Utilizing a descriptive survey design, the study highlights the availability of instructional materials for teaching Montessori pupils. While focusing on a different educational approach, this study correlates with the current one in exploring innovative teaching methods.

Research Methodology

Research Design:

The study utilizes a non-equivalent control group quasi-experimental design, as explained by Ozofofor (2012). This design involves the random assignment of intact classes to experimental and control groups, considering the

limitations of assigning subjects randomly in a classroom setting. The design is illustrated using a diagram, highlighting the stages of randomization, pretest, treatment, posttest, and retention test.

Area of the Study:

The research is conducted in public secondary schools in the Enugu Education zone, encompassing Enugu East, Enugu North, and Isi-Uzo local government areas. This choice is motivated by the researcher's personal experience as a teacher in the area, where a need for diverse teaching strategies in English language lessons is observed.

Population of the Study:

The population comprises 4158 senior secondary school students (SSII) in the Enugu Education zone, with a gender distribution of 1586 males and 2572 females. The study involves 31 public schools in the zone.

Sample and Sampling Technique:

The sample size is 381 students (187 males and 194 females), selected using a multi-stage sampling technique. Co-educational schools are purposively chosen, and random sampling is employed to select schools from each local government area. Two intact classes are chosen from each school, with the assignment of experimental and control groups determined by a coin toss.

Instrument for Data Collection:

The Phonetics and Phonology Achievement Test (PPAT) is chosen as the data collection instrument. The test comprises 40 multiple-choice items, and its face validity is ensured through vetting by specialists in Measurement and Evaluation and English Language Education.

Validation and Reliability of the Instrument:

The PPAT is face validated by experts, and its reliability is confirmed through trial testing on SSII students, yielding a reliability coefficient of 0.94.

Experimental Procedure:

The fieldwork involves pre-testing both experimental and control groups, treatment by research assistants using distinct teaching approaches, and post-testing. Retention tests are conducted two weeks later.

Scoring of Instrument:

PPAT items are scored out of 80 marks, with correct answers earning two marks. The correct options are provided in an appendix.

Method of Controlling Extraneous Variables:

To control potential sources of error, the researcher implements measures such as organizing a uniform teaching program for research assistants, controlling pre-test sensitization, and guarding the test instrument to prevent familiarity.

Method of Data Analysis:

Data analysis involves arithmetic mean and standard deviation for achievement and retention scores, while Analysis of Covariance (ANCOVA) is used for hypothesis testing at a 0.05 level of significance.

Results

Research Question 1:

What are the mean achievement scores of students taught phonetics and phonology with objective-based strategy (experimental group) and those taught with expository approach (control group)?

Table 1: Mean Achievement Scores and Standard Deviation of Experimental and Control Groups in PPAT

Groups	N	Pre-PPAT		Post-PPAT		Mean Gain
		Mean	S	Mean	S	
Experimental	192	39.82	12.80	62.24	10.85	22.42
Control	189	40.10	12.55	49.68	14.63	9.58
Mean Diff		0.28		12.56		12.84

From the data in Table 1 above, the pre-PPAT mean achievement scores and standard deviation (S.D) of the experimental groups were 39.82 and 12.80 respectively while those of the control groups were 40.10 and 12.55 respectively. This showed mean difference of 0.28, indicating that the students' knowledge of the phonetics and phonology used in the study are relatively the same in experimental groups and control groups before the commencement of any treatment.

However, the mean and standard deviation scores of post-PPAT indicated that experimental groups achieved higher mean of 62.24 with lower S.D of 10.85 unlike the control groups which achieved lower mean of 49.68 with higher S.D of 14.63. The achievement mean gain scores of experimental were 22.42 (from 39.82 to 62.24) which are higher than that of control groups 9.58 (from 40.10 to 49.68). Though, learning took place in both groups, experimental groups achieved higher as indicated by the post-PPAT mean gain and its S.D.

Research Question 2:

What are the mean achievement scores of male and female students taught phonetics and phonology with objective-based strategy?

Table 2: Mean Achievement Scores and Standard Deviation of Male and Female Students in Experimental Group

Groups	N	Pre-PPAT		Post-PPAT		Mean Gain
		Mean	S	Mean	S	
Males	94	38.39	13.43	62.40	10.67	24.01
Females	98	39.28	13.42	62.47	10.69	23.19
Mean Diff		1.11		0.07		0.82

From the data in Table 2 above, the pre-PPAT mean achievement scores and standard deviation (S.D) of male students were 38.39 and 13.43 respectively while those of female students were 39.28 and 13.42 respectively. This showed mean difference of 1.11, indicating that the students' knowledge of the concept used in the study are relatively the same irrespective of gender before the commencement of any treatment.

However, the mean and standard deviation scores of post-PPAT indicated that both genders achieved at almost equal rate in experimental group. The mean difference scores of two genders is 0.07 indicating insignificant difference between the achievement of male and female students in experimental group.

Test of Hypothesis

There is no significant difference between the mean achievement scores of students taught phonetics and phonology with objective-based strategy and those taught with expository approach.

Table 5: Analysis of Covariance (ANCOVA) of Between-Subjects Effects for Achievement

Source	Type III Sum of Squares	SumDf	Mean Square	F	Sig.	Dec.
Corrected Model	26401.946 ^a	4	6600.486	39.809	.000	
Intercept	104299.394	1	104299.394	629.054	.000	
Covariate (Pretest)	40.535	1	40.535	.244	.311	
Group (Methods)	25821.740	1	25821.740	135.777	.000	S
Gender	199.764	1	199.764	1.105	.073	NS
Group * Gender	105.447	1	105.447	.536	.046	NS
Error	62176.294	375	165.803			
Total	1198495.000	381				
Corrected Total	88578.239	380				

The F-calculated of 135.777 has an associated probability of 0.000 which is less than 0.05. The null hypothesis of no significant difference is rejected. This means that there is significant difference between the mean achievement scores of students taught phonetics and phonology with the objectives based strategy (experimental) and those taught with expository approach (control). The direction of the difference is in favour of experimental groups which had a higher mean post-test achievement score as shown in Table 1.

Discussion of Findings

The results in the table one, answered the research question one on the mean achievement scores of students taught phonetics and phonology with objectives based strategy and those taught with expository strategy. The Pre-PPAT mean achievement scores and standard deviation (S.D) of the experimental groups were 39.82 and 12.80 respectively while those of the control groups were 40.10 and 12.55 respectively. This showed mean difference of 0.28, indicating that the students' knowledge of the phonetics and phonology used in the study are relatively the same in experimental groups and control groups before the commencement of any treatment.

However, the mean and standard deviation scores of Post-PPAT indicated that experimental groups achieved higher mean of 62.24 with lower S.D of 10.85 unlike the control groups which achieved lower mean of 49.68 with higher S.D of 14.63. The achievement mean gain scores of experimental were 22.42 (from 39.82 to 62.24) which are higher than that of control groups 9.58 (from 40.10 to 49.68). Though, learning took place in both groups, experimental groups achieved higher as indicated by the post-PPAT mean gain and its S.D.

The above findings were confirmed by tables five which indicated that teaching strategy is a significant factor in students' achievement in phonetics and phonology. This means that the students taught using objectives based strategy achieved better than those taught with expository approach.

This finding supported Mbah (2015) whose study revealed that treatment group taught Literature-in-English with prior knowledge topics and instructional objectives performed better than the control group taught Literature-in-English without prior knowledge of topics to be taught with their instructional objectives. The findings equally agree with Salman, etal (2012) whose study showed that the experimental group significantly performed better than the control group because experimental group were presented with set behavioural objectives prior to the lesson in order to enhance students' full participation in the lesson.

Educational Implications of the Study

The results of this study have implications for all stake holders in Language education. The use of objectives based strategy has proved to be effective in enhancing achievement and retention of phonetics and phonology.

Since the efficacy of the strategy in enhancing students' achievement and retention is obvious, as indicated by the result of this finding, English Language teachers, English Language curriculum planners and Institutions that train English Language teachers should adopt such approach so as to enhance meaningful teaching and learning process in English Language. If relevant authorities that oversee the affair of education should sponsor conferences, seminars and workshops for English Language teachers to keep them abreast with such innovative strategies, there will be improvement in approach to English Language instruction.

Conclusion

In conclusion, the study provides compelling evidence in favor of the widespread adoption of the objective-based strategy in the realm of teaching phonetics and phonology. The results underscore not only its capacity to foster enhanced learning outcomes but also its remarkable gender-neutral impact, making it a versatile and inclusive educational approach. The observed divergence in post-test achievement scores between the experimental group, exposed to the objective-based strategy, and the control group, utilizing an expository approach, speaks to the pedagogical efficacy of the former. The substantial mean gain in the experimental group, coupled with a lower standard deviation, suggests a more consistent and significant improvement in comprehension and retention of phonetics and phonology concepts. This reinforces the notion that the objectives-based strategy effectively engages students, providing them with a clearer understanding of the subject matter. Moreover, the study's exploration of gender differences within the experimental group reveals a noteworthy finding—the strategy's equitable impact on both male and female students. The minimal mean difference in pre- and post-PPAT scores indicates that the benefits of the objective-based strategy extend uniformly across genders. This gender neutrality not only promotes inclusivity but also challenges traditional stereotypes, reinforcing the strategy's adaptability in diverse educational settings.

The strategic approach's promise extends beyond the confines of this specific study, offering a beacon for educators seeking effective methodologies to elevate the quality of education, particularly in language-related disciplines. The emphasis on clearly defined objectives, as encapsulated by the objective-based strategy, serves as a guiding principle for instructional design, facilitating a more targeted and goal-oriented teaching approach. In essence, this study's advocacy for the objective-based strategy goes beyond a singular recommendation; it encourages a paradigm shift in instructional methodologies. It invites educators to reconsider and reimagine their approaches, embracing strategies that not only enhance academic performance but also promote inclusivity and equality in the pursuit of knowledge. As education continues to evolve, the objective-based strategy stands out as a beacon, guiding the way towards a more effective and equitable educational landscape.

Recommendation

1. Given the substantial positive impact observed in the experimental group exposed to the objective-based strategy, it is recommended that educational institutions consider integrating this strategy into the curriculum design for phonetics and phonology courses.
2. Recognizing the potential of the objective-based strategy to significantly improve learning outcomes, it is essential to provide professional development opportunities for educators. Workshops, training sessions, and resources should be designed to familiarize teachers with the principles and methodologies of the objective-based strategy.

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