

However, despite the importance of mathematics in the scientific and technological development, students over the years have continued to achieve poorly in Senior School Certificate Examination (SSCE) in mathematics (Obioma & Ohuche, 2004). The poor achievement of students in mathematics has become a source of concern to students, parents, schools and the nation as a whole (Obodo, 2004) which now showed that the problem of poor achievement has not been resolved.

Moreover, so many factors have been found to contribute to the students' poor achievement in mathematics in SSCE. They include students' unfavourable attitude to mathematics, teachers' incompetence in teaching some mathematical concepts and the difficulty in understanding the technical language of mathematics (Obodo, 2004). Again Obodo (2004) in his studies found that students achieved poorly in public examinations which is attributable to poor method of instruction. He continued that some teachers do not care to use instructional materials while presenting concepts, thereby making the subjects uninteresting, boring and unattractive to students. There is then the need to look for alternative methods of teaching mathematics so as to enhance students' achievement. This gives credence to the fact that guided discovery method of teaching mathematics has to be designed in order to determine the extent to which it can help students achieve highly in mathematics in mathematics. Guided discovery, for instance, is based on curiosity and interest where the teacher leads the students, entices them with word and smile to learn, selecting for them the path of learning, choosing every step that leads to the objectives, notifying them of their errors, correcting them when they make mistakes (Young, 2006).

However, expository method of teaching involves verbalization and presentation of information on the chalkboard by the teacher. On the words of Dienye and Gbamanja (2007), expository method is teacher-centered, where the teacher is seen as the embodiment of knowledge and students considered ignorant. Furthermore, for many years, there have been a number of research studies which have demonstrated differences between sexes in various areas of mathematics achievement. Agwagah (2006) opined that male and female students are gifted in academic achievement and that none is superior to the other. Besides, Obodo (2004) stated that males, in junior and senior secondary schools do like mathematics better than female students do. It appears that findings on gender as factor in mathematics achievement are contradictory. Moreover, other methods of teaching mathematics could be designed to arouse the interest of students to understand mathematics better. This is so because, when for instance, other methods of teaching mathematics like guided discovery is employed, learning may be enhanced because it is based on curiosity and interest. It is therefore against this backdrop that this study was conducted with a view to ascertaining whether guided discovery method could enhance Secondary School Students achievement in algebra more than expository method.

Purpose of the Study

The purpose of the study was to determine the effect of Guided Discovery and Expository methods on Senior Secondary students' achievement in mathematics concepts. Specifically the study intends to verify the effect of Guided Discovery and Expository methods on students'