

**SECONDARY MATHEMATICS TEACHERS' EXPLANATION OF FACTORS
AFFECTING THEIR INSTRUCTIONAL PRACTICES**

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Abstract: *Sound pedagogical practices have been shown to have profound positive effects on students' mathematics achievement. A fundamental aspect of these practices is the use of recommended teaching strategies. This paper reports Dominican secondary mathematics teachers' explanations of factors affecting their use of 12 strategies recommended for teaching mathematics. Data was collected and analyzed in two phases. In the first phase, 47 fourth and fifth form mathematics teachers were surveyed for their use of these 12 strategies. The data obtained from this survey was analysed quantitatively. A sample of six teachers surveyed participated in a focus group discussion in the second phase. The results of a thematic analysis of the focus group data provided explanations for the factors affecting Dominican secondary mathematics teachers' practices. Group participants articulated that most Dominican secondary mathematics teachers did not frequently use recommended strategies and, in some instances, misused these strategies.*

Keywords: *teaching strategy, mathematics achievement, teacher education, mathematics education*

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