

The Selection of Didactic Principles by Teachers in the Field of Economics: An Exploratory Factor Analysis

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ABSTRACT The overarching purpose of every lesson is the planning of a teaching-learning situation. These planned lesson outcomes can be achieved in the most purposeful manner possible if teachers are familiar with the didactic principles. To be able to make a responsible choice in respect of the teaching strategies, the teacher should have a sound knowledge of the didactic principles that apply to the teaching of a school subject. This study investigates the selection of didactic principles by teachers in the field of Economics in Free State secondary schools. Data were factor-analysed using a Kaiser-Meyer-Olkin (KMO) for sampling-adequacy and a Principal Component Analysis (PCA) for varimax rotation. Four factors emerged from the analyses, namely: learner *centredness*, *classroom management*, *problem solving* and *assessment*. These didactic principles were discussed by using exploratory factor analyses in the context of teaching and learning in Economics.