

**Teacher Efficacy: The Use of Cooperative Learning Techniques in
Economics Education in Free State Secondary Schools**

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KEYWORDS Free State Secondary Schools. Teacher Efficacy. Cooperative Learning Techniques. Economics Education

ABSTRACT This study investigates Economics teachers' experiences with and the application of cooperative learning techniques in Free State secondary schools. A descriptive quantitative research design was selected for the purpose of conducting this study. A structured questionnaire was designed for collecting the data. The questionnaires were distributed to 200 Economics teachers in Free State secondary schools and 74% (N=148) completed questionnaires were returned. Results revealed that only 65.6% of Economics teachers were not exposed to cooperative learning techniques. Further, thirty percent of respondents indicated that they used cooperative learning techniques to a small extent in teaching Economics. Strategies were recommended to empower Economics teachers in the successful application of cooperative learning techniques in the classroom.