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Challenges Faced by Novice Teachers in Implementing the Business Studies Curriculum at a Secondary School in the Mahwelereng Circuit, Mogalakwena District, Limpopo Province, South Africa

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Abstract: The study investigated challenges that new Business Studies teachers in secondary schools encountered while trying to implement the Curriculum and Assessment Policy Statement (CAPS) in the Mogalakwena District, Limpopo Province, South Africa. The researchers used semi-structured interviews and classroom observations with five novice teachers to collect data. The results indicated that these teachers faced a complex range of interconnected challenges, including insufficient teaching resources, overcrowded classrooms, low learner motivation, and inadequate guidance on curriculum interpretation. The teacher's reliance on informal peer support and self-initiated strategies implies that they have limited access to formal mentoring and professional development. Observations revealed that learners' learning was limited by problems of classroom management, teacher-centred instruction, and few practical activities. The difficulties experienced by the teachers were made worse by insufficient infrastructure and lack of administrative support which in turn, affected the teachers' confidence and self-efficacy negatively. The research findings point out that an organized mentorship program, ongoing subject related professional development, better access to teaching materials, and a school environment that supports, are factors that will lead to an improvement in the instructional effectiveness of newly qualified teachers. Enhancing teacher collaboration and the availability of support from the school can create further opportunities for professional development and bring about an improvement in learner outcomes. These findings offer an important knowledge base for policy makers, school management teams, and other education stakeholders that are committed to improving curriculum delivery in rural schools of South Africa.

Keywords: Business Studies; Curriculum and Assessment Policy Statement (CAPS); curriculum implementation; novice teachers; teaching challenges

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INTRODUCTION

A teacher's first year of work marks the transition from training to full practice and often involves both professional and emotional challenges. This is the case for teachers who are new to the teaching of Business Studies in South African secondary schools and have to face these challenges on their own (Makhananessa and Sepeng, 2022). Business Studies is one of the most important subjects in the secondary school curriculum. The study of this subject enables the learners to acquire the necessary knowledge and skills in economics, finance and entrepreneurship, which are the foundation stones of their meaningful participation in society and the labour market (Mabaso, 2020). Newly qualified teachers often find themselves in situations where they are unable to turn the curriculum policy into classroom practice in which students can effectively learn. This is a problem which, among others, includes issues of understanding the curriculum, managing the classroom, designing and implementing assessment as well as sustaining the involvement of the learners. These problems are often exacerbated in schools with poor resources where the shortage of teaching and learning materials further limits the instruction quality and learners' achievement.

Various studies have revealed the different kinds of problems that new teachers have suffered in various educational settings. Among other things, Ahmed, Faizi, and Akbar (2020) considered lack of teaching experience, heavy workload, and inadequately conducted evaluation as some of the major problems that highly hamper the work of a novice teacher. Gojar (2024) explains that new teachers face difficulties teaching split-grade classes, as they must adapt to learners with varied backgrounds while also managing anxiety, insecurity, and depression. These studies have revealed the general problems of the new teachers that stand in the way of their success; however, they still raise the point that more research is needed to be done on subject specific challenges, especially within the teaching of Business Studies. One of the significant gaps in the literature is the limited emphasis on the experiences of beginning Business Studies teachers. There is a lack of sufficient empirical evidence that investigates how gender, specific factors, such as the complexity of the Business Studies curriculum, the shortage of industry, related examples, and the limited availability of practical teaching resources, affect the ability of novice teachers to deliver content effectively (Gcabashe, 2024).

Moreover, despite the implementation of induction and mentoring programmes in many schools, the extent to which they have been effective in supporting new Business Studies teachers has not been sufficiently researched. It is vital to address this gap as it is necessary for the implementation of targeted support strategies that are responsive to the specific requirements of Business Studies teaching.

Aim of the Study

The aim of this study is to investigate the challenges faced by novice teachers in delivering the Business Studies curriculum at a secondary school in the Mogalakwena District, Mahwelereng Circuit, Limpopo Province, South Africa, with the intention of identifying strategies to enhance their teaching effectiveness and professional development.

Research Questions

- What challenges do novice teachers face when delivering the Business Studies curriculum in a secondary school context
- How do difficulties related to curriculum interpretation influence the teaching of Business Studies by novice teachers
- How does the school environment affect the professional performance of novice Business Studies teachers

LITERATURE REVIEW

INTRODUCTION

The present literature review is based on three interrelated themes that represent the problems of newly qualified teachers in their teaching of the Business Studies curriculum: Firstly, challenges faced by novice teachers in delivering the Business Studies curriculum, secondly, the difficulties in curriculum interpretation, and thirdly, the effect of the school environment on the performance of novice teachers. The discussion is guided by Bandura's Social Cognitive Theory, which accounts for the interplay between personal factors, behavioural practices, and environmental conditions in learning and teaching. The review, thus, by examining empirical studies from this theoretical perspective, acknowledges the gaps in existing knowledge that have led to the present study's focus.

Challenges Faced by Novice Teachers in Delivering the Business Studies Curriculum

Research has been consistent in showing that novice teachers face a lot of challenges when teaching Business Studies especially in under resourced secondary schools. Gcabashe (2025) reveals that teachers who are new to the rural South African schools rarely have the necessary skills to handle large and diverse groups which inevitably leads to problems such as managing the class, preparing a lesson, and assessing the learners. In the same manner, Mbonambi, Ajani, and Gamede (2023) point to the lack of qualified teachers,

professional development opportunities, teaching and learning materials, and overcrowded classrooms as the main challenges that plague the education sector. Such situations put new teachers under a lot of pressure and also adversely affect learner participation and academic outcomes. Besides, low learner motivation and interest are other factors that exacerbate the situation of Business Studies classrooms not being effectively engaged (Schnitzler, Holzberger, and Seidel, 2021).

Similar issues have to be dealt with by new teachers in other parts of the world as well, apart from South Africa. Oladejo, Saheed, and Kolawole (2025) reported that new teachers in Nigeria experienced a lack of instructional resources, learner indiscipline, and professional development limitations, especially in classroom management and pedagogical flexibility. Ajani (2023) also points out that the differences in living conditions and availability of infrastructure between rural and urban schools make the problem worse. Mncube, Ajani, Ngema, and Mkhasibe (2023) say that teachers in remote schools are often deprived of even the most basic resources like the latest teaching and learning materials, computers, and internet connectivity,

Curriculum Interpretation Difficulties and Their Impact on Teaching

Difficulties in understanding the curriculum represent among the largest problems that first-time Business Studies teachers face. Novice teachers in Verster, Mentz, and du Toit and Brits (2024) found that teachers often misinterpret curriculum requirements, leading to mistakes such as teaching content incorrectly, omitting key themes, or focusing too much on exam preparation. These differences between the expected curriculum and what is actually happening in classrooms not only break the flow of instruction and affect students' progress, but also cause confusion among learners (Johnson, Boon, and Thompson, 2020).

The problems of understanding the curriculum, in most cases, have been attributed to the propagation of the curriculum reforms from the top hierarchy and, as a result, teachers being left out in the process of policy and decision making (Chimbunde and Mooreng, 2024). One of the effects of restricted teacher participation pointed out by Innocent (2022) is lowered teacher ownership and enthusiasm of the curriculum, with the teachers who have just started their careers not having the necessary skills to adjust the policy documents to the realities of the context. To add on this, Makoa and Segalo (2021) note that the present situation in-service training and professional development opportunities cannot sufficiently bridge the gap between the theory of curriculum and practice in the classroom.

Muhwezi (2023) reveals that in Uganda, insufficient training, lack of continuous support, and poor monitoring systems had a negative impact on

teachers' readiness to implement curriculum reforms. The observed situation in different countries points to the fact that the challenges of curriculum interpretation faced by novice teachers are not only a regional problem but also global ones and these have severe impacts in the rural and deprived areas like Mogalakwena, where access to resources is limited.

Influence of the School Environment on Novice Teacher Performance

The school context significantly influences the performance and adjustment of novice Business Studies teachers. Ali (2024) pinpoints that issues like overcrowded classrooms, poor infrastructure, and lack of instructional materials are the major factors which affect the quality of teaching. In some villages, the shortage of furniture lead some learners sit on the floor and this has led to a very bad learning environment that makes the work of new teachers even more difficult (Kashif, Arshad, and Shehzadi, 2021). Such situations not only double their work but also put them under a lot of pressure, especially those who are not experienced enough.

Nevertheless, besides these, school atmosphere and leadership have a great impact on the life of a novice teacher. Stewart and Jansky (2022) say that along with teacher induction, administrative support, collegial collaboration, and structured mentorship are the main factors. On the contrary, weak leadership and lack of support may lead to the isolation, frustration, and burnout thus, the dropping, out rate at the beginning of the teaching career (MacNamara, 2020). On the other hand, schools with a supportive culture and which focus on mentorship and teamwork, among other things, help newbie teachers to gain more confidence and become professionally resilient (Diab and Green, 2024).

Language is also one of the major environmental factors that matter. According to Alharbi (2021) says in rural areas, Business Studies teachers have problems explaining difficult concepts, case studies, and assessment tasks when the English language is not the home language of the learners. These language barriers negatively affect learner comprehension and performance, particularly in written assessments.

The various pieces of research have shown that the physical setting and the culture of the institution are major factors that influence the professional growth of new teachers and their instructional effectiveness. The problems that have been pinpointed are largely those that mirror the local environment of the Mogalakwena District and thus they serve as an important indicator of the need to study the effect of the school environment on this research.

Theoretical Framework

This research relies on Bandura's Social Cognitive Theory, which is about the mutual influence

of a person's factors, the environment, and the person's behaviour. Bandura (1986) called this process reciprocal determinism. Luszczynska and Schwarzer (2020) say that the theory describes the way people learn and keep the same behaviours by seeing, copying, and modelling, and also that the self, efficacy is the most important motivational construct in the theory. Valtierra and Whitaker (2021) show that the framework helps new teachers see how their beliefs, confidence, and knowledge interact with factors like leadership support, resources, and classroom conditions to shape their teaching. Self-efficacy is the main idea tied up in Social Cognitive Theory and the most sensible one to be pointed out in this research. Lazarides and Warner (2020) depict teacher self-efficacy as the conviction that one can successfully plan and carry out the instructional activities. If one encounters teachers at the beginning of their career who have the self-efficacy, such a person will in general show the attributes of motivation, it will be strong in the face of the challenges, and such person can find the strength and courage in itself when faced with the complex task of curriculum, lack of resources, and student misconduct (Hussain, Khan, and Bidar, 2022). On the other hand, low self, efficacy is liable to bring with it nervousness, dissatisfaction, and burnout. It has also been found that the provision and implementation of good leadership practices can, among teaching novices, bring about the self-efficacy through professional development, the gaining of feedback, and also support of the emotional nature, therefore instructional quality will be improved, and teacher retention (Stripling, 2023). Reciprocal determinism explains that the educational methods of recently hired teachers are affected by the interaction of their abilities and surroundings (Woodcock & Tournaki, 2023). For example, a teacher might become less self-assured due to a large number of students in a class and lack of materials, but support from a mentor and colleagues can provide the teacher with ways and thus, make the outcome a good one (Sezer, 2017; Buzic, 2024). The variation of the newly qualified teachers' success can be attributed to this model.

Social Cognitive Theory also puts a heavy weight on learning by observing and modelling. Novice teachers often improve their teaching through mentoring, peer collaboration, and instructional coaching, as these facilitate the opportunities to see the effective teaching strategies and to get involved in the reflective practice (Rhodes, 2017; Ewing, 2021). The studies reveal that the collaboratives are the places for professional growth as they enable one to try, get the feedback, and continue the improvement (Cojorn, 2024). The situational factors also get their fair share of the influence on the teaching behaviour as pointed out by the research thereupon. Liou *et al.* (2024) observed that new teachers who were functioning in a cooperative and well, resourced setting were more flexible and confident in curriculum delivery. On the other hand, the lack of strong leadership and the scarcity of collegial support were found to be the causes

of professional seclusion and decline in the growth. In fact, these results resonate quite well with the conditions existing in the Mogalakwena District.

METHODOLOGY

Research Design

A qualitative case study design was used by this research to find out the educational challenges of new teachers in delivering the Business Studies subject at a secondary school in the Mogalakwena District, Mahwelereng Circuit. By using a case study, the researchers were able to closely examine the complicated interactions between curriculum interpretation, classroom management, and school resources and how these factors affect teacher performance. The study, guided by the research questions, aimed to uncover the professional, curricular, and environmental challenges that were mostly ignored in broader studies of teaching difficulties. Qualitative methods are especially effective in reflecting the views and experiences of the participants in their natural settings; hence, this design was suitable for the study of novice teachers in a rural area of South Africa (Garcia, 2019).

Population and Sampling

The target population was the novice Business Studies teachers, i.e. the ones with less than five years of experience. A sample of five teachers was drawn from a secondary school in the Mahwelereng Circuit by means of random sampling thus giving all the eligible participants an equal chance of selection (Gravetter, Wallnau, Forzano, & Witnauer, 2020; McEwan, 2020). The sample size was quite small; however, it was enough for a qualitative study and thus made an in, depth and detailed exploration of the participants experiences possible. The sample mirrored different professional backgrounds, which led to the findings becoming more comprehensive.

Data Collection

Data were collected through semi-structured interviews and classroom observations to enable methodological triangulation. In order to understand their experiences of delivering the Business Studies curriculum, all five participants were subjected to the interviews. The interviews lasted from 20 to 30 minutes and were held in private, quiet places to ensure confidentiality and comfort. A set of predetermined open-ended questions served as a guide for discussions about curriculum interpretation, classroom management, learner engagement, and school support structures, while also providing the opportunity to investigate the newly arisen issues. With permission given by participants, interviews were audio-taped and recorded and were accompanied by detailed notes for accurate transcription. Additionally, classroom observations were used to capture teaching practices. The emphasis was on lesson delivery, teacher and learner interactions, classroom management, engagement, and the use of resources.

Field notes recorded the dynamics of the classroom, the progression of the lesson, learner participation, and the physical conditions of the room, with questions for clarification asked during the follow, up. The combined use of interviews and observations has thus increased the validity of the findings as they provide both the self, reported experiences and the observable evidence of teaching practices.

Data Analysis

The data were analysed through thematic analysis, comprising multiple stages to facilitate an in-depth interpretation. All the interviews were transcribed literally and were read several times in order to gain an overall understanding of the participants' experiences. The researchers coded the segments of the text that were most meaningful to the study by applying both inductive and deductive methods, thus themes were allowed to emerge from the data while also considering the theoretical framework and research questions of the study. The codes were then combined into larger categories, which constituted the main themes that reflected the recurring challenges and the patterns that the participants shared. Also, the observational notes were used in the analysis to confirm the findings and to verify the self, reported experiences with the observed classroom behaviours. The researchers used the technique of constant comparison, looking again at the transcripts and notes to change the codes and to ensure that they agreed. This iterative process allowed the researchers to find the subtle professional, curricular, and environmental challenges that the novice teachers faced in delivering the Business Studies curriculum. Data analysis was done in a systematic manner in order to preserve the trustworthiness of the study and the researcher's paid attention to the credibility, dependability, and confirmability of the results.

Ethical Considerations

This study was conducted in accordance with established ethical standards to safeguard the rights and well-being of all participants (Head, 2020). Ethical clearance was obtained from the Turfloop Ethics Committee, and permission to carry out the study was granted by the school principal. Participants were fully informed about the purpose of the research and voluntarily provided informed consent prior to participation. Adhering to these ethical procedures ensured compliance with both institutional and professional standards and contributed to the credibility and trustworthiness of the study.

Participants Biographical Overview

The research involved five newly trained Business Studies teachers responsible for teaching Grades 10 and 11. Table 1.1 summarises their posts, teaching experience, and gender. This personal information gave the researchers an insight into their views regarding the challenges of teaching the Business Studies curriculum.

Table 1: Participant's biographical data

Participant code	Position occupied in school	Teaching experience	Gender
Teacher 1	Business Studies Teacher	2 years	Female
Teacher 2	Business Studies Teacher	3 years	Male
Teacher 3	Business Studies Teacher	1 year	Female
Teacher 4	Business Studies Teacher	4 years	Female
Teacher 5	Business Studies Teacher	2 years	Male
TOTAL NUMBER OF TEACHERS	FEMALES	MALES	
5	3	2	

FINDINGS

Semi-structured interviews and classroom observations were used to examine the challenges faced by newly appointed educators in implementing the Business Studies curriculum under CAPS. The examination of the data revolved around the issues experienced in teaching and learning, problems with the curriculum interpretation, and the impact of the school environment. The themes arose from the combined analysis of the interview responses and classroom observations, depicting the intricate interaction of personal, professional, and contextual factors that influenced the experiences of novice teachers.

Theme 1: Resource Limitations and Teaching Constraints

Findings reveal that a shortage of teaching resources and over-crowded classrooms are the main factors that limit new teachers in delivering their lessons effectively. Due to outdated textbooks, lack of visual aids, and limited access to technology, teachers were unable to conduct interactive classes and provide support to individual learners.

Teacher 1 shared: *"It is the lack of resources that trouble me the most. We only have a few very old textbooks, and sometimes students have to share one book among four or five. In such a situation, it is almost impossible to give classwork or homework that is meaningful because some students simply do not have access to the material. Moreover, I find it difficult to bring in real, life examples because there is no one business magazine, internet, or visual aids that could help in making the lesson more attractive. It seems as if I am teaching theory in a vacuum, and students lose interest very fast."*

Teacher 2 added: *"It is very overcrowded in my classes, sometimes I have almost sixty learners in one room. It gets difficult to move around and monitor their work properly. Some learners talk a lot and don't take the subject seriously because they were placed in Business Studies, not that they chose it."*

The observations confirmed these issues, showing that teachers had to handle large groups of learners in cramped classrooms and that there were not enough teaching materials. Teachers, however, were

inventive in giving examples that were relevant locally despite the constraints, though such methods could not wholly make up for the lack of resources.

Theme 2: Curriculum Interpretation and Alignment

Based on the findings, beginner teachers have a hard time understanding and aligning the CAPS curriculum with their teaching in the classroom. Teachers confessed that they were unsure of the lesson depth, pacing, and assessment and that they often depended on peers or informal guidance, which influenced the level of their teaching.

Teacher 3 said: *"I feel like my biggest issue is understanding the curriculum. The CAPS document is very general and sometimes it confuses me, especially when I am not sure about the depth of each topic I have to teach. There is hardly any support from the district or senior teachers because everyone is busy."*

Teacher 5 elaborated: *"Sometimes I still feel that interpreting topics such as business sectors and forms of ownership is difficult. I wish there were workshops just for Business Studies teachers that could help us with lesson planning and pacing the content."*

The observations also confirmed the teachers' worries showing that there were inconsistencies in the pacing of the lessons and that the teachers relied on the lecture method, thus, limiting the learners' practical and learner, centred activities.

Theme 3: Classroom Management and Learner Engagement

According to the study, disruptive behaviour of learners and low motivation of learners are the main factors that inhibit effective teaching. Inexperienced teachers could not keep the class in order in the overcrowded classes, so the flow of the lessons was interrupted, and the time for instruction was shortened.

Teacher 1 shared: *"One of the things I find most difficult is managing the classroom, especially when there are so many learners. It is very long to bring them back to focus when the class gets noisy. It affects my confidence and forces me to rush through the content just to be able to finish the syllabus"*.

Teacher 4 added: *"When learners get bored, they start to misbehave, and this causes the lesson to*

be disrupted. Due to the fact that the classes are overcrowded, it is difficult to keep everyone involved. The noise level is high, and I end up concentrating on keeping the order rather than on explaining the concepts in depth”.

Interferences with the flow of lessons, learners being off, task, and the limited participation in practical activities were confirmed by the observations. Teachers tried to engage learners through group work, role, plays, and contextual examples, but the size of the classes and the lack of resources made it difficult to carry them out.

Theme 4: Professional Development and Mentorship Needs

The data show that newly qualified teachers need a well, organized support system from a mentor and continuous subject, related professional development to deepen their instructional skills and to raise their self, esteem.

Teacher 2 was saying: *“An experienced Business Studies teacher mentoring us on how to plan lessons, create assessments and manage time would be great. I don’t know if it’s because of the topics but if I had someone there to ask when I was not sure, it would be a whole different thing”.*

Teacher 3 said: *“It would be so much better if the Department could take the initiative of arranging subject, specific professional development sessions that give a clear explanation on how to integrate the theory with the practical examples. There are times that we are instructed on what to teach, however, making it relevant to the learners’ lives is not discussed”.*

There were hesitations in delivering lessons and some gaps in pedagogical content knowledge as per the observations. The teachers agreed that a well, organized mentorship program and specially designed workshops were their top priorities to becoming more effective in the classroom.

Theme 5: Influence of School Environment

Findings indicate that school physical conditions and administrative support have a major impact on the quality of teaching and teachers’ motivation. The use of overcrowded classrooms, old furniture, and impolite lack of access to ICT tools impeded interaction and practical teaching.

Teacher 3 said: *“The infrastructure does not help the efficient teaching. There are some classrooms that are overcrowded, the desks are old, and there is no projector or access to ICT tools. Business Studies lessons require the use of visual examples and videos to make topics such as entrepreneurship more practical”.*

Teacher 5 also said: *“The school environment influences our motivation as well. Occasionally we experience a lack of motivation because we are trying to teach in bad conditions. There is a limited amount of support from the management, and we often feel that our subject is not given priority over others such as Maths or Science”.*

Observations revealed that classrooms were poorly ventilated, there was a limited number of desks, and instructional technology was restricted, which hindered the implementation of learner, centred teaching approaches and teachers’ morale was affected.

Theme 6: Learner Behaviour and Motivation

The research indicates that low learner engagement, off, task behaviour, and language barriers are major obstacles in the effective delivery of the curriculum. The situation is made worse, however, by teacher apathy and parental disengagement.

Teacher 1 pointed out: *“Business Studies is perceived by a large number of learners as an easy subject that does not require much effort. They do not take it seriously, and as a result, their participation and performance are affected. ”*

Teacher 4 brought up the issue of language barriers: *“A lot of learners have difficulty understanding English, particularly when we are discussing business terminology. They lose their interest when they can’t follow because they are not able to understand what is being taught. ”*

Disengaged learners and limited participation in practical activities were confirmed by the observations.

Theme 7: Use of Learner-Centred Strategies

The findings showed that beginner teachers used learner, centred strategies to bring in learner engagement, but their implementation was not consistent because they had large classes, lacked resources and had limited time.

Teacher 2 indicated: *“We motivate learners by giving them small group projects and allowing them to present in class. They enjoy participating when lessons are interactive rather than just theory, based. ”*

Teacher 3 disclosed: *“On some occasions I tell the success stories of business owners who made their start from a small turn. This energizes learners to consider the subject as a tool that can be of help to them in the future. ”*

Observations confirmed that these strategies were used occasionally. Learner, centred approaches were at times applied and thereby they achieved engagement which is an indication of their potential if

there would be enough infrastructure and professional guidance.

DISCUSSION OF FINDINGS

Teaching and Learning Constraints in a Resource, Limited Environment

Results show that novice Business Studies teachers in rural areas have to deal with a lack of resources for their teaching and are also burdened with overcrowded classes, which puts them in very difficult situations. The shortages of textbooks, the nonexistence of visual aids, and the scarce access to technology make it difficult for teachers to deliver their lessons and also for students to interactively learn. These restrictions lowered the teachers' confidence levels and their instructional effectiveness, which is in line with Bandura's Social Cognitive Theory that, among other things, explains that teachers' personal, behavioural, and environmental factors are in constant interaction and have an influence on teachers' work (Khuhro, 2024).

Disruptive Learning Environments and Low Learner Engagement

Data presented by the study point out that the existence of a disruptive learning environment coupled with the low learner engagement situation constitute further factors that inhibit the teachers' teaching effectiveness. The problems caused by overcrowding, noise, and students' off-task behaviour are the loss of instructional time and interruptions that destroy the flow of the lesson. Bronfenbrenner's Ecological Systems Theory is an appropriate tool that helps to understand these problems, as it shows that both the immediate classroom environment (microsystem) and the wider institutional structures (exosystem) affect the teacher's ability to manage the learners (Vakili, Vakili, Ajilian Abbasi, & Masoudi, 2024). Due to inadequate institutional support, new teachers are left on their own to face these problems, which not only makes them feel very frustrated but also leads to a decrease in the quality of their instruction.

Limited Curriculum Interpretation Skills and Reliance on Peer Support

The analysis reveals that limited skills in curriculum interpretation make new teachers dependent on peer support. Assessment directions are not clear, and the lesson pacing is often so that the help of a colleague is needed. Vygotsky's Sociocultural Theory mentions that professional competence is achieved through social interaction, instruction, and joint problem solving (Daramola, Okunade, Jegede, & Okeya, 2024). Nevertheless, due to the absence of formal mentorship programs, there are fewer opportunities for guided learning which in turn leads to slow development of pedagogical skills and confidence.

Translating CAPS Curriculum into Practical Classroom Application

The data show that the new teachers have trouble in translating the CAPS curriculum into a practical classroom application. Theoretical and practical parts are difficult to be balanced because of limited resources and lack of contextual examples. Constructivist theory supports the view that learners actively construct knowledge by interacting with the content and the context (Al Abri, Al Aamri, & Elhaj, 2024). In this research, the shortage of hands-on materials and provision of guidance limited the teachers' ability to engage students in meaningful learning; thus, the instruction was mostly theoretical.

Professional Development and Mentorship Needs

The research indicates that a focus on subject-specific professional development as well as a well-organized mentorship program are primary needs. Deficiencies both in content knowledge and pedagogical skills have been found to work as barriers to the implementation of innovative teaching practices. According to Knowles' Adult Learning Theory, training that is both effective and efficient should, among other things, directly and immediately tackle the challenges faced in the workplace, encourage the learner's autonomy as well as self-direction in learning (Govindaraju, 2021). Precisely planned workshops together with a systematic approach to mentorship therefore come as the only means to the enhancement of the instructional skills of novice teachers.

School Environment and Resource Constraints

The factors on the ground that have been identified through the research are those limiting the delivery of the curriculum effectively due to the school's environment. These factors include the overcrowding of classrooms, inadequate infrastructures, and the shortage of teaching materials, besides other things. Referring to Maslow's Hierarchy of Needs Theory one can say that recognition of the trend of such environmental problems should lead the authorities to the inevitable conclusion that these deficits negatively affect motivation and performance of teachers and students in the school as the latter are basic needs e.g. sufficient and adequate workspace and instructional resources have not been met yet (Calicchio, 2023). Hence, these environmental deficits are making teachers unable to implement creative as well as effective instructional strategies.

Learner Behavioural Challenges and Motivation

The findings reveal that student behavioural issues including lack of engagement, low discipline, language of instruction barriers, and even limited parental involvement significantly contribute to the obstacles teachers face in their work. According to Skinner's Behaviourist Theory, the major factors that influence the behavior of any individual are the reinforcement given to the behavior and the consequences that follow it (Sari & Rahmani,

2024). Thus, one of the main reasons for learner disengagement can be the inconsistency of disciplinary measures used in schools as well as the absence of recognition of good behavior.

Learner Centred Strategies

An analysis reveals that student centred methods such as collaborative tasks, dramatization, and providing real, life examples have the potential to attract students' attention and motivate them to study at a deeper level if they are implemented successfully notwithstanding the existent problems. However, it has been found that big classes, lack of materials, and limited time are the main factors that hinder the frequent usage of such strategies.

RECOMMENDATIONS

The first recommended step to improve the situation of newly qualified Business Studies teachers in the Mogalakwena District is the establishment of well-organised mentorship and induction programmes. These activities should aim at putting the new teachers under the guidance of experienced mentors who will provide them with support in the classroom and give them advice and direction regarding their professional development. With the help of these mentors, teachers will be able to understand the CAPS curriculum, learn to handle their classes well, and gain teaching confidence.

Secondly, conducting workshops for the continuous professional development of teachers in their respective subjects is essential and should not be overlooked. These workshops may include activities such as curriculum interpretation, lesson planning, assessment designing, and the use of business examples from everyday life. The training sessions are supposed to be very active, a problem, solving approach should be used and after that support from subject advisors should be available in order to consolidate the knowledge gained.

Thirdly, schools and education departments should prioritise the provision of adequate teaching and learning materials, including textbooks, visual aids, and ICT tools. A reduction in class sizes will make it possible for teachers to give more individual attention and thus maintain discipline. Besides this, a professional learning community can support teachers in sharing strategies, engaging in reflective practice, and providing mutual support through teacher collaboration. The leadership of the school should, therefore, make sure that the support of the teachers' emotions, administration, and instruction is available to novice teachers in their first years of teaching. Research in the future could highlight the long, term effects of mentorship and professional learning communities on teacher performance and retention. The investigation of the ICT Integration situation along with conducting comparative studies between rural and urban schools might open up more significant insights into the challenges and solutions of different contexts.

CONCLUSIONS

Findings from the study reveal that beginner Business Studies teachers experience considerable difficulties arising from insufficient resources, overcrowded classrooms, limited mentorship, and challenges in curriculum comprehension. However, teachers have found ways to survive through their resilience, dedication, and their readiness to enhance themselves through self, learning and interaction with fellow teachers. Providing teachers with mentorship, continuous professional development, and adequate teaching materials is likely to enhance their confidence, instructional effectiveness, and learner engagement. Moreover, the enhancement of school based support structures and the promotion of collegial collaboration will be additional avenues for professional development. The removal of these difficulties will lead to an improvement in teaching quality, an increase in learner outcomes, and the general growth of the education system in rural areas like the Mogalakwena District.

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