

Exploring Pedagogical Content Knowledge Challenges in Teaching Business Studies: A Transformative Perspective

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Abstract

This empirical study examines the pedagogical content knowledge challenges that Gr 10 Business Studies teachers encounter in teaching the subject. The study is grounded in Critical Emancipatory Theory, which seeks to empower the people affected by the problem to take part in resolving the problem. In the process, it brings hope and social justice to the marginalised people. The study's paradigm is transformative under qualitative research. Participatory Action Research was employed as the methodology to generate data, which was subsequently analysed using a thematic approach. A focus group discussion consisting of Business Studies teachers and the subject advisor was employed to answer the following research questions: What are the pedagogical content knowledge challenges facing Business Studies teachers, and how can teachers' pedagogical content knowledge be enhanced? The findings revealed, amongst others, that teachers do not have sufficient knowledge in specific content topics and there is a lack of in-service training programs. In view of the findings, the study recommended that the Department of Education should resume resident teacher development workshops that centre to address the deficiencies hindering effective teaching. Schools and teachers' unions should also initiate developmental programs to enhance teachers' and members' PCK. The study forged social dialogue among participants along with power sharing and equality as components of CER through discussions and participation on equal footing.

Keywords: Critical emancipatory theory, Focus group, In-service training, Participatory action research, Resident teacher development

Introduction

Pedagogical Content Knowledge (PCK) challenges faced by Business Studies teachers affect the mainstream educational objectives in teaching and learning environment. Some of the challenges emanate from a lack of professional development in the teaching fraternity. Sarkar et al. (2024) describe PCK as teachers' ability to blend subject matter and the teaching method applied during the lesson to various groups of learners, adapted to the learners' ability to learn during that lesson. The study's paradigm is transformative under qualitative research. Participatory Action Research (PAR) was used to generate data, which was analysed using a thematic approach. The participants were engaged through a group discussion to address the following research questions:

Research Questions

1. What are the PCK challenges faced by Business Studies teachers, and
2. How can teachers' PCK be enhanced?

Schools are overcrowded, and teaching materials are not sufficient to support teaching and learning (Mbonambi et al., 2023). Teaching approaches that address social justice in education have not been thoroughly incorporated into the teaching space, failing to integrate the PCK expected in teaching Business Studies (Percy et al., 2024). Ajani (2021) highlighted that some schools lack the teaching resources that enable effective teaching and learning. Du Plessis et al. (2019) also noted that a lack of teaching and learning resources in some schools impacts and contributes to poor academic performance among learners in rural educational institutions.

Mbonambi et al. (2023) identified the following key challenges that Business Studies teachers face in delivering the curriculum: what comprises the subject matter in Business Studies, what is the context in which the curriculum is taught and interpreted, and what are the various factors encompassing learners' motivation and classroom expectations. Furthermore, West (2023) observed that some teachers are unable to integrate knowledge and practice to make lessons more meaningful. Isa et al. (2020) reported that most teachers do not adopt a transparent approach when imparting knowledge, skills, and values in line with educational norms and standards. Additionally, some Business Studies teachers are not specialists in the subject (Mbonambi et al., 2023). Foundational knowledge and

specialisation are key components necessary for effective teaching in class. Adeleye (2017) observed that some teachers fail to integrate theory with practice and the subject content is not fully inculcated during the lesson, and theory is treated in isolation from the real world. The lesson does not address learners' practical skills. According to Briggs (2018), teaching is the transfer of knowledge from one person to another, and it requires interaction, demonstrations, and illustrations to be more meaningful. Teachers' inability to use and implement teaching methods relevant to the concept presented denies learners the opportunity to grasp and master the content as expected. It is critical to distinguish between content knowledge and the knowledge required to teach (PCK) any subject, and to use the appropriate teaching methodology when presenting lessons that enhance learners' skills to impact the corporate world in the near future.

Alshuraiaan (2023) highlighted that all stakeholders in education need to participate in creating a learning community. Additionally, Moreno and Ballena (2021) pointed out that teachers' understanding and perceptions of PCK in Business Studies lessons and how lessons are developed for daily classroom presentation revealed that in Indonesia, Business Studies teachers' PCK is divided into four elements, namely knowledge of content, pedagogy, learners, and the curriculum. Extensive knowledge equips teachers to be more efficient in classroom activities and ensures that their teaching is learner centred.

Consistent teacher practice, active participation, and time are required to guide and build a strong teachers' PCK, where the knowledge of teaching methods requires experience and demonstration, which should be repeated until they are fully mastered. Moreno and Ballena (2021) found that teachers' PCK was developed through copious sources, field experience, affiliation with and attendance at professional development bodies, and the identified and recognised need for further development in teaching Business Studies. Similarly, Tajik and Singer (2018) concluded that teachers should engage in conversations with other organisations to stay informed and abreast of current and emerging trends, thereby improving the relevance and presentation of subject matter in the classroom. Subject content delivery requires teachers to have specialised knowledge to deliver lessons effectively in class. According to Sakar et al. (2024), PCK is topic-specific and not domain-specific. Mostly, teachers are not specialists in all topics, which may affect their teaching approach due to poor planning, presentation, and reflection of the lesson.

Isa et al. (2020) argued that practical teaching approaches enable teachers to improve learners' academic achievement. The applied teaching methods make the learning process attainable through the teacher's positive approach and influence. The study emphasised that learners require specific guidance to facilitate their learning. The findings highlighted that the teaching methods employed in the classroom are crucial to overall class performance, particularly when most learners are either excelling or struggling. This finding has a direct impact towards the attainment of the educational objectives in terms of how teachers applied their PCK themselves. Muhwezi (2023) argued that Ugandan Business Studies teachers are not given proper in-service training, thus indicating minimal efforts by authorities to provide on-going professional development. Therefore, teachers lack of on-going development continues to impact teaching negatively in their respective classrooms. Teachers' continued support and on-going development have a direct influence on teachers' preparation and presentation of the lesson, blending their knowledge, and the required tools to affect a meaningful lesson presentation. When teachers apply their PCK well in class, it reflects their developmental level in solving classroom pedagogic issues. Muhwezi (2023) concluded that a significant investment in continuous teacher development initiatives is required to benefit the education sector.

Various stakeholders in education and schools in particular are expected to identify PCK challenges faced by teachers and try to mitigate them in their professional learning communities where possible and seek assistance in areas where they also fall short. This study has taken a critical emancipatory approach by involving teachers affected by the challenges, who would not have been considered to take part in the study. These teachers were invited to participate and give their inputs towards possible solutions. The study was conducted in the Fezile Dabi Education District, because no research has been conducted on this issue so far. The study focused on identification of challenges teachers face in delivering the subject matter.

Literature Review

Latip et al. (2023) stated that PCK was introduced by Shulman in 1986 as an approach aimed at improving how teachers blend their teaching methodology with the content to be taught. According to Ramaila and Mavuru (2023), pedagogy is a highly intricate phenomenon encompassing a diverse array of practices grounded

in principles acquired through formal training, professional experience, and personal understanding. Teaching is the imparting of knowledge to individuals and groups using different teaching approaches and techniques to enable learners to comprehend the lesson. Some teachers struggle to combine the theory and practical components of the lesson, which demonstrates inadequate application of the PCK in lesson presentation.

The subject Business Studies is located within Business, Commerce, and Management Sciences in the Further Education and Training (FET) Band, i.e., grade 10 – 12, which is a branch of the Economic and Management Sciences (EMS) learning area offered in the General Education and Training (GET) Band. EMS was introduced to give foundational knowledge of this learning area, from which Business Studies is taken, the subjects of choice in the FET band. According to Coetzee (2016), there is a lack of teacher training programs and content overload in EMS, which affects how the subject is presented. Lesson presentation requires the teacher to be confident; a lack of specialisation also becomes an impediment to effectively teaching the subject.

Molise (2021) argued that the teacher's inability to adjust to change in classroom would make them nervous and irritated, hence losing focus towards the attainment of the lesson goals. When teachers possess substantial knowledge, they are empowered in the classroom to foster social change, democracy, and equality. PCK is the teacher's ammunition towards a good lesson presentation geared towards fulfilling social change and democracy in enlightening and equipping learners to acquire new knowledge.

The incapacity of teachers to acknowledge the lack of professional development and lifelong opportunities is a hindrance towards improvement in delivering Business Studies content effectively (Mokoena, 2021). The school environment should create a platform in terms of opportunity for teachers to take part in things such as vodcasts and podcasts, which will make them interact with peers and ultimately improve their teaching (Isabirye, 2015). The subject content that requires the application of knowledge is achieved when teachers have practical knowledge of the content they are presenting and this impacts how the methodology is applied during such a lesson. The departmental head and subject advisor should come up with a plan to support teachers and the progress on implementation be

regularly discussed and reviewed. The lesson presentation is about communicating and expressing a concept and an idea during the lesson, which needs to be reinforced through various developmental programs for teachers to enable and improve the skills in facilitating lessons.

Abdurrahman et al. (2019) posit that the World Bank study supports the observation, indicating that deficiencies in subject matter knowledge are one of the competency gaps among Indonesian teachers. According to Hodgkinson-Williams and Arinto (2020), a participatory learner-centred pedagogy involves practices that encourage interaction among teachers as they collaboratively engage in problem-solving through dialogic inquiry, fostering opportunities to exchange ideas and draw on the cultural and linguistic “funds of knowledge” they bring to the classroom.

Theoretical framework

Critical Emancipatory Research (CER) is utilised in this study, with its relevance justified to achieve the study’s objectives. CER has emancipatory characteristics historically associated with freeing a child from the father’s control in decision-making. CER advocates for the inclusion of participants in addressing community-related matters, particularly people affected by the situation or problem, in the search for solutions. Brazilian educator Paulo Freire developed the theoretical foundation of CER, later popularised by the Frankfurt School in Germany during the late 1920s, under the leadership of Felix Weil’s father, Harman, to promote and advance Marxist ideals (Gilani-Williams, 2014). Tibbitts and Keet (2023) argue that CER promotes independence, equality, hope, intimacy, and the equal treatment of all individuals in power.

The primary focus of CER is to offer hope and empower groups that were the least served and could not be considered participants in the study. These groups include teachers engaged in finding solutions to core curriculum matters related to PCK in Business Studies. CER suggests approaches that empower Business Studies teachers to address their challenges by offering practical strategies to overcome them. Ultimately, it enables the teachers and all other participants in the study to make informed decisions relating to classroom practice. The newly acquired knowledge empowers teachers, bringing about social change, democracy and equality. Teachers’ empowerment promotes emancipatory practices by emphasising that acquiring knowledge is collaborative. PAR has been selected for this study, as

it complements the theoretical framework underpinning the study, grounded in a transformative paradigm within qualitative research.

Methodology

This study used a Transformative paradigm under Qualitative research and PAR as a research approach. This approach allows participants to share their experiences without limitations on the information they can provide. PAR is a research approach rooted in the community that considers the marginalised groups to participate in the study. It allows them to share their livelihoods and significantly contribute to empowering the community. Kurt Lewin is credited with developing PAR in 1946, in which a change can occur only when the situation is presented, and participants are empowered to change it. The study aims to advance and empower those affected by the problem, involving them in generating new solutions to the challenges identified through PAR. It emphasises the inclusion of voices often unheard in the public domain, like those with authority. Tallman et al. (2023) argued that while ensuring that the two aspects of PCK, teachers' capacities and the content aspect of teaching, are given much attention, as we have devoted to the elements of the teaching process, where teachers participate in designing a lesson, presenting and reflecting on it.

It fosters a collaborative process of knowledge production, leading to new insights for the researcher and those typically considered research subjects (Jacobs, 2018). The participants in this study included three Business Studies teachers, selected purposively for their expertise in the subject, and a subject advisor responsible for the subject at the district level. The participants engaged in a focus group discussion in which their roles in the study were clarified and power relations were addressed. They convened to formulate questions, initiate conversations, and make field notes; recordings of the talks were also made. All participants were selected from the school where the study was conducted, and the subject advisor was responsible for the subject at the district office. The study coordinator explained the study's aims. The chosen participants were relevant to this study. Therefore, the participants were made to feel comfortable by the same teachers who wanted to work with all participants to get solutions to simplify the teaching of the subject.

I applied for Ethical clearance from the Ethics Committee of the Central University of Technology and the Department of Education to conduct the study.

Consent letters were issued to participants, and their roles were thoroughly explained, and they were informed that their participation is voluntary. Thereafter, participants signed consent letters.

Participants had the opportunity to share their experiences during the meetings and to offer solutions where possible. The two questions the participants responded to during the focus group discussion were: What are the PCK challenges Business Studies teachers face and how should Business Studies teachers' PCK be enhanced? Data was gathered over three months due to challenges and various programmes that affected the teams' scheduled dates. Pseudonyms such as T1-T3 and S1 were used to protect participants' identities. A thematic approach was used to analyse data, and the study coordinator revisited the participants to ensure that all views were accurately captured. Data was generated through focus group discussions and lesson observations (Dlamini, 2018). Team members' discussion followed every lesson to reflect and suggest improvements to be made. The research site for this study is a selected school in Maokeng township, Kroonstad, recognised for its good performance in the National Senior Certificate examinations.

Results

The teacher's effective application of certain methods in class enables them to have a broader view and understanding of lesson presentation (Ntshangase & Mabusela, 2023). The study found several key issues that address PCK challenges faced by Business Studies teachers while imparting knowledge to learners.

The EMS curriculum introduces some topics in Grades 8 and 9, (GET phase) which are further developed in the Grades 10 to 12 (FET phase). Naidoo and Mabaso (2023) assert that the poor introduction of fundamental business concepts in Grades 8 and 9 impacts how these concepts are taught in Grade 10. To support the findings, verbatim expressions of participants' views were included to strengthen and validate them.

Some of the participants' responses are as follows:

PCK challenges teachers face in teaching Business Studies

PCK refers to the specialised knowledge required for effective teaching

(Shing et al., 2018). The teacher plays a critical role in imparting this knowledge, and any inability to deliver lessons that meet the specific objectives of Business Studies can negatively affect the education sector.

Question 1, theme 1: Content gap from GET to FET

A content gap refers to identifying and evaluating missing content elements that should align with the various stages of a target audience's needs. During meetings, teachers reported that learners progressing from lower grades in the General GET band to higher grades in the FET band often demonstrate limited knowledge of Business Studies (Festile, 2017). As a result, teachers are compelled to adjust their teaching approaches and cover topics that were either inadequately taught or completely omitted in the lower grades' annual teaching plans. Some teachers raised concerns about the new Gr 10 content, which may suggest that they have a challenge in presenting these content topics and were also not aware of the flow of content from lower to higher grades. The study found that some teachers lack confidence in presenting specific content topics due to their own content gaps.

Some of the Business Studies teachers are using traditional teaching methods, and learners are taken as non-responsive recipients of information rather than being actively engaged and critical thinkers. The study found that some teachers lack confidence in approaching specific content topics.

The participants responded as follows:

T 1:

“I have a challenge conveying content to the learners in the three business environments because the three circles in the textbook do not show any business structure”.

In response, T 3 indicated the following:

“Business environments” was a new concept, and it was difficult to convey information to learners by making examples depicting three environments, especially how businesses relate to the three circles.

T 1 further argued:

“I am struggling to make examples to make learning more meaningful.

Learners were expecting factors of production, and now I come up with business environments and to make an example depicting three business environments was not easy to relate to learners”.

The participants felt that there is no link between the new content presented and what was taught in the previous grades, which compounds the challenge in closing the learning gap. Mophosho (2014) posit that teachers should start from the concrete to the abstract while presenting a lesson. The views expressed by participants are aligned with the objectives of CER, which are aimed at addressing inequalities in society and promoting hope and equal opportunities for everybody, irrespective of their social status. Authorities should ensure that the curriculum change from GET to FET band is handled properly so that teachers can implement these reforms to enable individuals to shape their understanding of the world.

These responses indicate that some teachers struggle to comprehend subject matter and pose a threat to how they will impart it to learners. There are no efforts from those in authority at various levels to inculcate content mapping amongst teachers. Some teachers do not research some topics before presenting them in class.

Question 1, theme 2: Subject specialisation, allocation and workload

Subject specialisation facilitates mastery of specific topics or subjects and provides enhanced training to improve efficiency. Defining workload as the number of hours worked during the reference week. Schools must allocate work among teachers and non-teaching staff in alignment with the nature of their positions. While specific roles encompass a variety of duties and responsibilities, others focus on specific time allocations for tasks such as teaching, preparation, marking, administrative duties, meeting attendance, research, departmental functions, and other school-related activities (Boncori et al., 2020).

The participants responded as follows:

T 1:

“Business Studies is allocated to any teacher just to make him/her comply with the minimum education periods.”

A study conducted in Australia by Watson et al. (2015) supports the participants' point, suggesting that workload may be influenced or assigned based on the estimated hours required to complete the tasks.

T 2:

“I only did commercial subjects at the tertiary.”

S1 further argued that:

“The teacher seems to lack confidence and tries to avoid certain topics, which will also affect learners. Even after we had some discussion and agreed on how the topics should be done, when one returned, the topics were not covered as per the work program. This has its disadvantages for learners.”

The subject advisor made the above comment regarding the experiences of checking teachers' work against what needs to be done.

T 3

“The issue we encounter, especially as novice teachers, is that we get ready-made material. From that material, we are giving what we do not even understand as teachers.”

In support of what the other teacher said, T 1 said:

“We get question banks, which alone do not allow us to learn. The actual question bank comes with the memorandum, and sometimes we give them questions that we did not even verify to check their accuracy.”

Beerepoort (2023) corroborates T1's views, indicating that strategies were implemented to develop question banks. While using such papers is beneficial, it may also diminish teachers' creativity in developing their skills. Hope as an objective of CER is reflected in participants' responses as they believe that their inputs can be beneficial to the school. The participants believe that subject allocation is not aligned with teachers' strengths and expertise in their specialised fields. The subject allocation which does not recognise teachers' specialisation poses a threat to effective teaching in classrooms and undermines teachers' capabilities to teach

effectively.

Teachers' lack of subject knowledge poses a threat to imparting the required skills and the attainment of the envisaged results (Ertmer & Ottenbreit-Leftwich, 2010). Improvement in content delivery may be a result of including self and peer evaluations and taking part in creative activities such as generating questions and writing comments (Hancock et al., 2018).

Question 1, theme 3: Lack of awareness of various teaching methods

Teachers should have an in-depth knowledge of the content to differentiate their lessons in line with learners' progression and performance. This knowledge enables teachers to know the skill they are developing per lesson and how to develop it, and which method to apply when presenting content in relation to that skill. Some teachers' lack of awareness of various teaching methods disconnects theory from practice (Bogard et al., 2017).

Most teachers prefer the lecture/narrative method. As a result, some content topics are not adequately assessed, as teachers may struggle to apply diverse instructional methods effectively.

The participants responded as follows:

T 2

“As a teacher, sometimes, I do not know different methods that I can apply which could hinder the results.”

T 3

“Staff development workshops are no longer conducted to assist teachers.”

T 1

“Sometimes a teacher does not have Business Studies but a related subject and decides to try this subject, provided he will get support when we check, we are already in term 3, and the mentor who was supporting him has been promoted or had challenges and did not support the teacher, and now he is on his own and without subject knowledge.”

Major stakeholders in education, namely the Department of Basic Education, teachers, and teacher unions, remain responsible for leading initiatives to address teachers' PCK in the classroom. This includes exposing teachers to innovative teaching methods for effectively presenting various content topics.

Towards enhancing teachers' PCK in teaching Business Studies

Teachers' PCK refers to the teaching methodologies teachers apply in class (Jacob, 2018). This clearly addresses how teachers orchestrate classroom learning to instil learners' understanding. Iserbyt (2017) highlighted the positive impact of workshops on teachers' PCK. Teachers' PCK should not be left behind if we want to impact learners' academic attainment. Gyamfi (2020) stated that school authorities and the Ghana Education Service collaborate to offer teachers continuous professional development opportunities to enhance and utilise their classroom subject matter and PCK. This highlights the importance of on-going teacher development in fostering effective pedagogical practices in teaching Business Studies.

Question 2, theme 1: Content gap from GET to FET

Teaching is the art of interpreting content to learners in a way that enables them to derive meaning from it (Burnham & Kai-Kee, 2011). The participants identified the content gap and the lack of collaboration among teachers across the two phases (GET & FET) as a challenge, as they do not know the outcomes to be achieved at the end of each phase. Joint planning between Business Studies and EMS teachers is recommended to facilitate collaborative content mapping. Teachers' collaborative efforts bring equity, which is one of the aims of CER, to enhance classroom practice where teachers, irrespective of their level, come in one room to engage in issues of common interest to positively affect classroom practice.

T 3:

“I think there should be collaboration among teachers in both GET and FET to do content mapping together”.

T 1 added that:

“Content mapping can serve as a tool to inform teachers in lower grades which content topics they should treat in-depth, and they

should also start their lesson by starting with what learners know in class before moving to complex issues.”

T 2 further added that:

“PLCs can also help when topics are discussed; the teacher begins to pick up some important points there”.

Participants agreed that exchanging information among teachers is valuable, as it leads to more comprehensive content coverage and fosters discussions about teaching practices.

The emancipation of teachers instils hope in the community, as they play a crucial role in shaping their learners’ futures. The Professional Learning Community (PLC) aims to enhance learning and school life through on-going collaborative conversations among educators, parents, staff, and students (Sai & Siraj, 2015).

Question 2, theme 2: Subject specialisation, allocation and workload

School workload distribution is influenced by factors such as qualifications, experience, and specialisation. When allocating subjects to educators, several variables must be considered, including the number of lesson preparations, classes, and learners in each class (Mophosho, 2014). The participants indicated that the number of learners taught by the teacher is not considered during subject allocation and that only subject specialisation is considered. .

The participants said the following:

T 2 mentioned:

“Where a colleague is teaching a subject he has not specialised in, although he has a related subject, if we commit to giving him support, we should do so, and we should frequently monitor his work to ensure he is doing what he should. The other thing that we can do is to give him more strategies related to how he should deliver content”.

T3 supported the matter and said:

“He should have a mentor to guide him through this, and we should

not leave everything in his hands by providing him with a mentor to work with.”

T 1 added that:

“External help may be from the LF (learning facilitator), who can help if he is called and informed that we have such a person”.

The primary focus of CER is to offer hope and empower groups that were the least served and could not be considered participants in the study. We argue that School Management Teams (SMTs) must be well-informed about the school’s curriculum needs and understand the school’s objectives in the short-, medium-, and long-term. Participants further argued that schools should ensure that teachers’ competency and specialisation in the subject are considered when assigning subjects. Some School Management Teams are not profiling their teachers to determine the level of competency and specialisation of their staff when dealing with subjects, to ease the risk of clutching at straws while teaching without the required knowledge. Internally, schools have departmental heads and subject heads who are not being fully utilised, and the call for external support is already in teachers’ minds. Schools are not doing enough to evaluate themselves to determine the level of support they need. Assigning a subject to a teacher within the family of subjects clearly suggests that appropriate and relevant methods aligned with the subjects are not considered during different phases of the lesson.

Question 2, theme 3: Awareness of various teaching methods

One of the challenges raised by teachers is that the emphasis on teaching basics (lesson preparation, presentation and feedback, etc.) is no longer prioritised. Teaching practice is critical to teacher education programs. Effective teaching methods cannot be fully realised without the practical application of concepts. Participants indicated the following:

T 2 stated:

“I think this can be addressed when you look at what happened previously when teachers were still at school. They were taught about lesson preps and that you cannot go to class without them; we can go back to basics and do thorough lesson preps that include all elements, such as the topic and outcomes. The teacher will know

that after the lesson, the assessment follows:”.

T 1 responded:

“We have workshops, and we should be honest to attend, and PLCs can also help”.

T 2 further added that:

“When we have sectional meetings, we should check what is happening, and there were good things previously, such as class visits to give support without being judgmental”.

Teachers’ attendance at workshops could yield results if the acquired information from the workshop is enforced based on the topic presented. We argue that simulations, residential teacher development workshops, and role-play are practical teaching strategies that teachers should apply. Ziv et al. (2006) noted that simulation, when feasible, provides valuable moral and educational lessons. Additionally, continuous teacher development is strongly recommended, as evidenced by practices in countries such as Turkey and Hungary, where teachers must complete specific hours of in-service training (Yolcu & Kartal, 2017). Workshops present an opportunity for teachers to gain new knowledge and learn new methods to impact their classroom practice positively. District offices should assist teachers by creating platforms such as seminars on content topics to discuss approaches on how to present these topics, and review the impact analysis of these engagements to have a planned intervention strategy where extended support is needed for teachers.

The teachers’ misalignment between content and lesson objectives poses a challenge in transforming the teachers’ inability into strength. Attending workshops will not necessarily improve how teachers present a lesson. It also needs teachers to reflect on their participation in various stakeholders’ meetings, which may also contribute to improvements in the classroom outcomes. Teachers are expected to implement the knowledge learned in workshops and review their lessons to see where reinforcement is required and give feedback to peers and other stakeholders in terms of their own reflection towards the enhancements and the challenges observed in their teaching.

Conclusion and Recommendations

This study gave opportunities to teachers who are voiceless and could not have been considered to share their challenges relating to pedagogic content knowledge they face when dealing with lesson presentation to participate in the study. Findings related to content gaps, lack of subject specialisation and lack of knowledge relating to various teaching methods were established, and participants' proposed suggestions to solve the identified challenges. Challenges that can be resolved at the school level should be addressed promptly, and timelines towards improvement should be indicated because some solutions may not involve significant financial costs. Those that require district and provincial intervention should be communicated to those structures for intervention and support and thus promoting social justice, which is underpinned by CER. Failure to implement the recommendations could result in schools failing to provide learners with the exposure and skills needed, as teachers may not meet the demands of the current education system.

Joint planning among teachers and the establishment of joint PLCs to address content mapping are recommended for both phases, GET and FET, to share more insights into the key concepts to be emphasised in lower grades. This should be done at the beginning of every school term to streamline related concepts and topics that progress from one grade to another. Magnusson et al. (2023) posit that the collaboratively planned lessons in a lesson study 'provide opportunities for teachers to learn from one another, refine their practice, and work with others to deepen their understanding of the complexities of teaching'. Schools should analyse teacher profiles, subject allocations, pre-specialisation or major subjects, and workloads to ensure that subject allocation is fair and equitably distributed, considering teachers' post levels.

When doing subject allocation, SMTs should review the results achieved by the school and engage in the cost and benefit analysis of the implemented subject allocation against the target set, to find if they were met. Schools should develop tools to track down teachers' exposition of the subject matter in class, with the intention of supporting and enhancing teachers' content delivery in the specific subject. The developmental programme should include an action plan detailing activities and the person designated to carry it. The Provincial Department of Education should bring back residential teacher development workshops twice per

year. Subject advisors should monitor the impact analysis of the workshops on teaching and learning during the term and report on their effectiveness to the relevant authority to improve. They should also identify schools and novice teachers as well as develop programmes to support teachers monthly per cluster or town where teachers present such lessons and reviewed by peers and discuss feedback. Schools should also initiate programmes to help teachers master content delivery and the dynamics of teaching Business Studies through effective PLCs in their respective towns.

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