International Journal of Academic Research and Development
ISSN: 2455-4197; Impact Factor: RJIF 5.22
Received: 05-07-2020; Accepted: 20-07-2020; Published: 06-08-2020
www.academicjournal.in
Volume 5; Issue 4; 2020; Page No. 92-97

Challenges affecting primary schools in the implementation of the production unit policy: a case of selected schools in Lusaka district-Zambia

Maurice Moono[1], Julia Matimba[2], Likando Simamuna Mubita[3], Christine Chongo[4], Chisha Mubanga[5], Mwizukanji Sinkala[6], Edith Habwanda[7]

[1] Chalimbana University, School Humanities and Social Sciences, Zambia
[2] Chalimbana University, School of Vocational and Practical Skills Studies, Zambia
[3-7] Chalimbana University, School of Education, Zambia

Abstract
The study aimed at establishing the challenges of implementing the production unit policy in primary schools in schools in Lusaka province. The objectives of the study were to; establish production unit activities in primary schools and to determine the challenges of implementing the production unit policy in primary schools in Lusaka province.
A descriptive survey was used in conducting this research. The study used both qualitative and quantitative methods of data collection. The sample consisted 92 respondents: 50 female teachers and 42 male teachers, in selecting the participants, simple random sampling technique was used. The study employed the questionnaire and focus group discussion to ensure validity of the findings. The quantitative data was analyzed using the statistical package for social sciences computer software while the qualitative data was analyzed by coding and grouping the emerging themes. The study has revealed that production unit has equipped teachers and pupils with entrepreneurship skills. This is evident from 60.9% of teachers who said that production unit has equipped them with entrepreneurship skills. Further, the study has shown that 62.8% of the respondents indicated that production unit has made their schools financially independent. It has also emerged from the study that the most common production unit activity in primary schools is chicken rearing as evident from 47% of respondents who indicated that their schools rear chickens, the least production unit activity is fish farming, only 11.8% of the respondents indicated that their schools are engaged in fish farming.
Arising from the findings of the study, the following recommendations are made; 1. Production unit activities must be regularly supervised by DEBS office to ensure that primary schools implement the production unit policy.

Keywords: production unit policy, entrepreneurship skills, multidimensional thinking and competiveness

Introduction
Zambia is undergoing a time of deep economic and social frustrations characterised by increasing urban and rural poverty, hunger and malnutrition, unemployment, rural immiseration, continuing urban migration, and a large gap in incomes between those who have and those who don't have. The agricultural sector has been neglected and as such sustained self-sufficiency in food for the whole population has not been achieved (David, 1997). Due to the decline of copper prices in the world-market, government revenue from the dominant copper-mining industry is low to support schools in terms of money to manage their daily activities.
In view of these problems, the Ministry of General Education has instructed schools in all provinces in general to revamp the policy of production unit if they are to remain self-reliant. The chairperson of the Technical Centre for Agricultural and Rural Cooperation (2002) [13] argued that the production unit policy if well utilized will help schools meet the many needs. He further urged all head teachers to embrace the concept of production unit. He added that this will help schools reduce dependence on government grants.
The goal of production unit is to produce commodities and help schools remain self-reliant, and reduce dependence on government grants. In addition, John (1916) [9] advocated a School-Based Enterprise (SBE) which if well managed can lead to productive activity that provides a product or service for the school or the community. Sometimes a SBE if utilized may help schools meet several arising needs. School-Based Enterprise is important for several reasons: it provides relevance, context, and concreteness to abstract material learned in the classroom; it supplies a product or service that is lacking in the school or community; it challenges the individualized nature of modern education by engaging learners in a cooperative endeavor; it increases learners' awareness of the connections between work and community well-being; it enables learners to take pride in their work; and it allows them to develop confidence in their leadership capabilities.
Examples of SBE include growing crops and keeping animals, manufacturing household items, operating a radio station, selling beverages and pastries, managing a restaurant, repairing old homes, maintaining local parks, and providing child-care services. This form of learning through production is not new. Schools in many countries, including in the United States, have used structures similar to SBE for decades (Borstel, 1991). In addition, the revenue realized from production unit may enable the schools meet the cost of paying their own utility bills.

Statement of the problem
Zambia is enduring a period of deep economic and social dilemma characterized by increasing urban and rural

poverty, hunger and malnutrition, unemployment and underemployment, rural immiseration and a large gap in incomes between the rich and the poor. The above situation is due to the decline of copper prices on the world-market. Government revenue from the dominant copper-mining industry has proved to be low to support the education system in the country. Thus, the Ministry of General Education acted by instructing schools in all the provinces in the country to revamp production unit policy so as to remain self-reliant. However, since the establishment of the policy the challenges affecting the schools are not known, therefore this study attempts to investigate the challenges primary schools face when implementing the production unit policy.

Purpose of the study

The purpose of the study was to investigate the challenges primary schools face when implementing the production unit policy.

Objectives

The objectives of the study were to

- Establish the production unit activities in primary schools.
- Examine the challenges affecting primary schools in implementing the production unit policy.

Research Questions

- What are the production unit activities in primary schools?
- What challenges do primary schools face when implementing the production unit policy?

Significance of the study

This study may make policy makers become aware of different challenges affecting primary schools in implementing the production unit policy.

Literature review

The Concept of Production Unit

Production unit has been defined differently by different scholars. Chukwu (2018) [5] saw production unit as an industrial sector where goods and/or services are produced by students under the supervision of qualified instructors. School production unit is a government encouraged mechanism for enhancing the relevance of schools with the view that the programme integrates classroom learning and learning transference through creativity and innovations in making goods/items and providing.

Establishment and operation of production unit in schools is expected to provide on-the-job training of students and provide commercial activities to sustain the day to-day running of the school. According to Ogumbe (2015) [12] production unit is set up for the production and sales of products while ensuring students' acquisition of sufficient practical skills, adequate knowledge and attitudes of production in line with area of specialization, and certify a student's level of readiness to face the world of work before graduation. Production unit also serves for the profiting and sustenance of hosting institutions. Ananda & Mukhadis (2016) [2] argued that the major aim of school production unit is to offer direct working experience in the industry, inculcate entrepreneurial spirit, creativity and innovations and offer on-the-job training.

If schools are established to provide solutions that serves the societal needs, efforts towards ensuring that graduates are listed as 'best job creators' with job creating abilities as against 'list of employable graduates' can be made possible through the early inculcation of entrepreneurial spirit, creativity and innovative skills which production unit affords. Entrepreneurial spirit makes one ready for job creation over job searching. It is imperative therefore that entrepreneurship through production units has the capacity to transform the copper economy to production-based economy using the wealth of knowledge, attitudes and skills available in institutions. This can be extended as well when individual recipient of education transfers successfully the idea of production as observed and inculcated. Production unit is required as a cure to the dependency culture.

Culture is defined as people's way of life or a way we do things. In this era of struggling economy, our culture to economic survival is expected to change. Therefore, there is need for production at every scale. Production needs to become our culture if our government dependency is to be lessened. The industrialists' consciousness aimed at turning knowledge, skill and attitudes into wealth is the competency requisite to make schools serve dual purposes.

The concept of entrepreneurship

Entrepreneurship has a broad definition, which includes economic, social and cultural factors. Therefore, entrepreneurship is a dynamic and social process in which a person, either individually or in joint groups, identify opportunities for innovation and action to transform the idea into exercise and actions that have been targeted in the context of social, cultural, or economic Eka *et al* (2015) [3]. In other words, entrepreneurship rests on a broad range of skills and characters, ranging from a multidimensional thinking skills with the ability to detect new opportunities and put the ideas into practice.

Entrepreneurship has been recognized as an important basis for economic changes in many countries because of its effect on the macro and micro level. In addition, entrepreneurship is important because it can give birth to new ideas, create new companies and jobs, and improves the economy of a country as a whole. Thus, all the mentioned proves that, in today's world, countries that consider economic development cannot ignore the 'entrepreneurship.

According Henry *et al*. (2003) [8] entrepreneurship is accepted as a necessary factor in the knowledge-based economy to support the fields of employment, economic development and innovation. He further explained that creativity is emphasized because of its role in bringing the competitiveness of the enterprise environment. It is claimed that the new entrepreneurial movement will increase productivity and will put pressure on the improvement of the efficiency of the organization, the market, and others. Then the results will improve competitiveness in the economy, which means that the new company, new jobs, opportunities and a decrease in the unemployment rate.

School-based entrepreneurship (SBE)

Donath *et al*. (2010) argued that School-based entrepreneurship (SBE) is a productive activity of vocational school learners who produce a product or service to the school or community. SBE provide a course that is not tied to the academic curriculum. SBE is very important for several reasons: it provide linkages, context, and realize

the learning resources that are not learned in the classroom, it provide a product or service to the problems that exist in the community or school; it faces the challenges of a different nature with modern education to engage learners in a cooperative effort, it increases learners' awareness about the relationship between social welfare and employment, it allows the learners to feel proud of their work and allow them to develop confidence in their leadership abilities.

The production unit is also recommended by Tuatul & Pardjono (2012) who states that schools requires factual activities to engage learners in real business activities that provide skills to decrease the unemployment rate when learners leave school. Vesper & Gartner (1996) [14] describes four kinds of useful knowledge for entrepreneurs, namely: the general knowledge of the business, the general knowledge of the company, specific knowledge about business opportunities, and specific knowledge of the company or business. Meanwhile teachers learn about the entrepreneurial process, identification of opportunities, entered the business strategy, market opportunities and marketing, creation of a successful business plan, financial projections, venture capital, financing in the form of debt or other external assistance to start a business and small business, legal and tax issues, intellectual property rights, franchising, harvesting, as well as an entrepreneurial economy.

Basing on the ideas above, it appears that in order to achieve the objectives of production unit in schools, we need proper education model. The literature has many models assessing entrepreneurship education, ranging from content -based (theoretical), practical, and a combination of both. Albert (2004) makes a teaching model of entrepreneurship education through three stages, namely sensitization, specialization, and experimentation. The first phase teaches entrepreneurship case studies, business reproductions, and business plan competitions. The second phase teaches the real nature of case studies and company projects. The last stage, leads to realization.

Additionally, Katz (2003) postulated that cleverness needs to be done to empower all human resources and educational services owned and establish cooperation with the stakeholders through mutualism contributions, procurements, networking, exchanges, cooperative and joint ventures that can be developed through the School-based entrepreneurship.

Methodology

Research Design

A descriptive survey design was used when conducting this research. Since the research sought to collect information about the respondents' opinions on the topic at hand, the descriptive research design was ideal. The study used both quantitative and qualitative methods of data collection.

Target Population

The population for this study comprised all teachers in Chongwe district in Zambia.

Sample Size

The sample consisted of 92 respondents.

Sampling Procedures

In selecting the schools which participated in this study, purposive sampling technique was used. Simple random sampling procedure was used to select teachers who participated in this study. This was in order to provide each population element an equal probability of being included in the sample (Bless & Achola, 1988).

Research Instruments

In this research, structured questionnaires and focus group discussions were used to collect data.

Data Collection Procedure

The researcher got permission from the District Education Board Secretaries (DEBS) for Chongwe. The researcher distributed a consent form and questionnaires to the respondents who were sampled and willing to complete them. Enough time was given to the respondents so that they could complete the questionnaires, after which the researcher collected the questionnaires. After collecting the questionnaires, the researcher randomly selected twelve teachers at each school so that they could take part in focus group discussions. During focus group discussions, the researcher moderated all discussions and used a voice recorder so that, the flow of the discussions could not be disturbed. The recorded discussions were later transcribed and analysed.

Data Analysis

McCaig (2010, P. 45) describes data analysis as "a process that involves organising what you have seen, heard and read, so that you can make sense of what you have learnt." The data for this study was analysed both quantitatively and qualitatively. The quantitative data was analysed using the statistical package for social Sciences (SPSS) computer software to generate tables of frequencies and percentages which were used in describing distributions of the variables. Qualitative data was analysed by coding and grouping the emerging themes.

Coding is an interpretative technique that both organises the data and provides a means to introduce the interpretations of it into certain quantitative methods. Most coding requires the analyst to read the data and demarcate segments within it. Each segment is labelled with a "code" – usually a word or short phrase that suggests how the associated data segments inform the research objectives. When coding is complete, the analyst prepares reports via a mix of, summarising the prevalence of codes, discussing similarities and differences in related codes across distinct original sources/contexts, or comparing the relationship between one or more codes (Denzin, 2005).

Ethical Considerations

The study took into consideration ethical issues. The information that was collected was kept strictly confidentially. Consent was sought from all the respondents and their participation was voluntary.

Presentation of findings

Whether schools have got enough land for production unit activities

Teachers were asked if their schools have got enough land for production unit activities. Figure 1 below displays their responses.

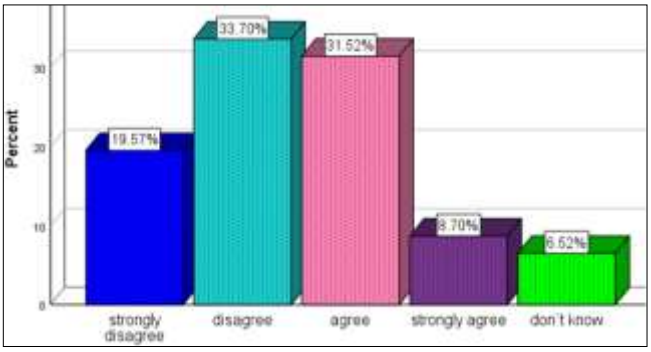

Fig 1: Whether schools have got enough land for production unit activities

Figure 1 above displays that (33.70%) respondents showed that schools haven't got enough land for production unit activities. Another category comprising (31.52%) agreed and (19.57%) strongly disagreed while (8.70) strongly agreed leaving only (6.52%) who indicated that they didn't know if school hasn't got enough land for production unit activities.

In a focus group discussion one teacher said, "*Our school is surrounded by compounds, we only have a small piece of land for growing vegetables that are regularly stolen by the members of the community."*

Security of production unit in primary schools

Teachers were asked to indicate whether production unit products in their schools were secure. Figure 2 below indicates their responses.

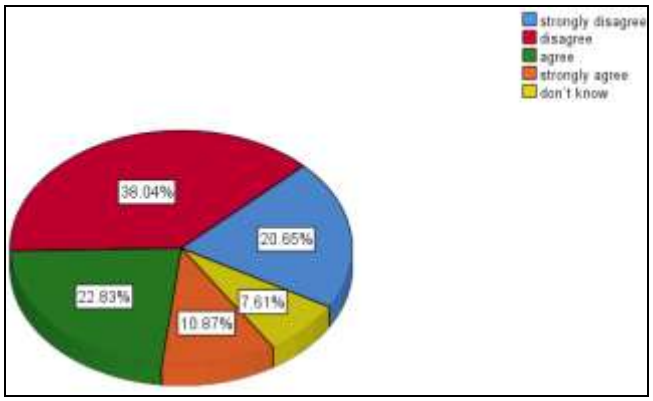

Fig 2: security of production unit products in primary schools

Figure 2 above shows that (38.04%) disagreed to the statement that there is too much theft of production unit products at their schools. (20.65%) strongly disagreed while (22.83%) agreed. Another category comprising (10.87%) strongly agreed leaving only (7.61%) who indicated that they didn't know anything.

In a focus group discussion one teacher said, "*sometimes production unit is so discouraging because of regular thefts of especially vegetables by the members of the community."*

Whether production unit is mainly about vegetable growing

Teachers were asked whether production unit is mainly about vegetable growing. Figure 3 below shows their responses.

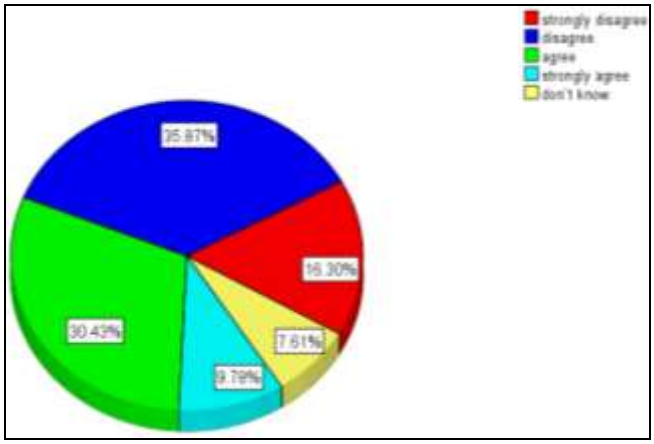

Fig 3: Whether production unit is mainly about vegetable growing

Fig 3: Above shows that (35.87%) of the teachers disagreed that production unit is mainly about vegetable growing while (30.43%) agreed. Another group comprising (16.30%) strongly disagreed while only (9.78%) strongly agreed leaving only (7.61%) who said that they don't know anything.

One teacher said, *The land our school has, is very small so we mainly grow vegetable."*

Whether production unit is mainly about maize growing

Teachers were asked to show if production unit at their is mainly about maize growing. Their responses are presented in table 1 below.

Table 1: Our production unit is mainly about maize growing

	Frequency	Percentage
Strongly disagree	21	22.8
Disagree	34	37.0
Agree	22	23.9
Strongly agree	6	6.5
Don`t know	9	9.8

Table 1 above shows that (22.8%) of teachers strongly disagreed that their production unit is mainly about maize growing. (37.0%) disagreed while (23.9%) agreed. (6.5%) strongly agreed only leaving (9.8%) who indicated that they don't know whether their production unit is mainly about maize growing.

One teacher said, "*At least we have enough land for maize farming."*

Whether production unit is mainly about fish farmng

Teachers were asked to show if their production unit is mainly about fish farmng. Their responses are presented in figure 4 below

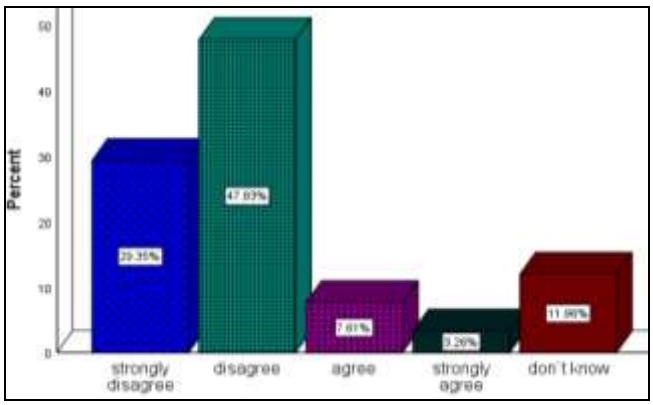

Fig 4: Whether production unit is mainly about fish farmng

Figure 4 above shows that (47.83%) of the teachers disagreed that production unit is mainly about fish farmng. (29.35%) strongly disagreed while (7.61%) agreed leaving only (11.96%) who said that they don't know anything.

Whether production unit is mainly about chicken rearing

Teachers were asked to show whether production unit at their school was mainly about chicken rearing. Their responses are presented in the table 2 below.

Table 2: Whether production unit is mainly about chicken rearing

	Frequency	Percentage
Strongly disagree	28	30.4
Disagree	42	45.7
Agree	10	10.9
Strongly agree	2	2.2
Don`t know	10	10.9

Table 2 above shows that (30.4%) of teachers strongly disagreed that their production unit is mainly about chicken rearing. (45.7%) disagreed while (10.9%) agreed. (2.2%) strongly agreed and only leaving (10.9%) who indicated that they don't know whether their production unit is mainly about chicken rearing.

Whether schools raise money through the school tuck-shop

Teachers were asked to show if their schools raise money through the school tuck-shop. Their responses are presented in figure 5 below.

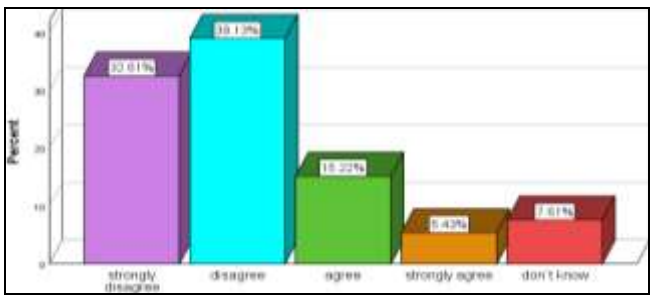

Fig 5: Whether schools raise money through the school tuck-shop

Figure 5 above shows that (39.13%) of the teachers disagreed that school raises money through the school tuck-shop. On the other hand (32.61%) strongly disagreed while (15.22%) agreed and (5.43%) strongly agreed and only leaving (7.61%) who said that they don't know anything.

Whether production units in schools grow a variety of crops

Teachers were asked to show if their pruduction unit grow a varities of corps. Their responses are presented in figure 6 below,

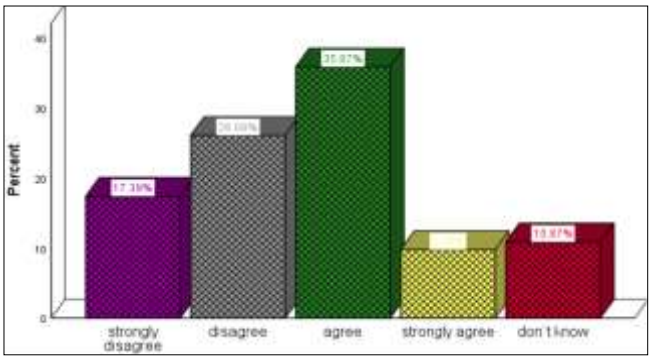

Fig 6: Whether production unit grow a variety of crops

Figure 6 above shows that (35.87%) teachers agreed that their production unit grow a variety of crops. On the other hand (26.09%) disagreed while (17.39) strongly disagreed leaving (10.87%) who said that they don't know anything

Whether production unit has equipped teachers and pupils with entrepreneurship skills

Teachers were asked to explain if production unit has equipped teachers and pupils with entrepreneurship skills. Their responses are presented in figure 7 below.

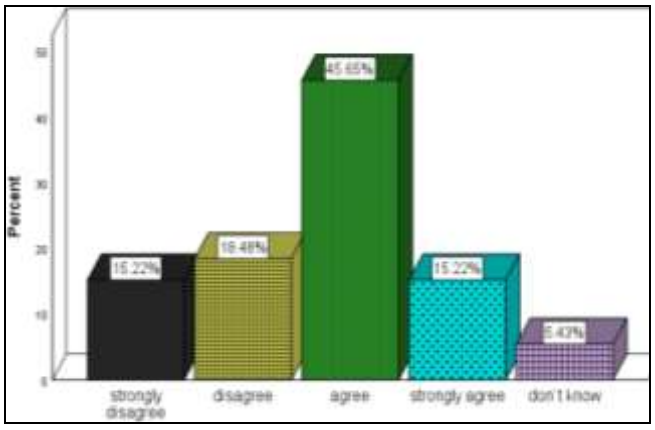

Fig 7: Whether production unit has equipped teachers and pupils with entrepreneurship skills

Figure 7 above shows that (46.65%) teachers agreed that their production unit has equipped teachers and pupils with entrepreneurship skills. On the other hand (18.48%) disagreed while (15.22) strongly disagreed and strongly agreed (5.43%) who said that they don't know anything.

Our production unit has made our school to be financially independent

Teachers were asked to explain if production unit has made their school to be financially independent. Their responses

are presented in figure 8 below.

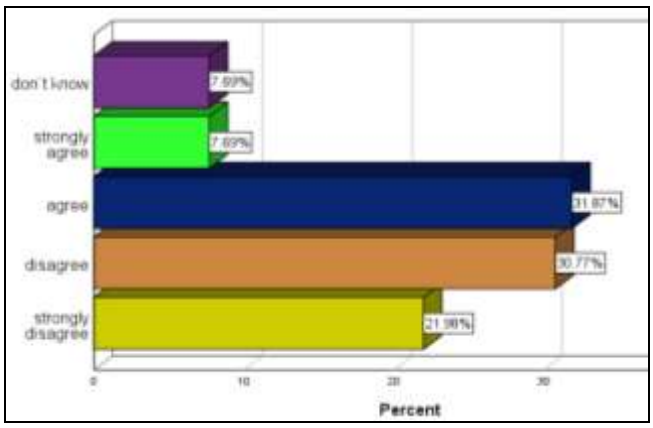

Fig 8: Our production unit has made our school to be financially independent

Figure 8 above shows that (31.87%) teachers agreed that their production unit has made their school to be financially independent. On the other hand (30.77%) disagreed while (21.98) strongly disagreed. (7.69%) said that they don't know whether production unit has made their school to be financially independent.

Discussion of findings

The study has revealed that the majority of schools (53.3%) do not have enough land for production unit activities. Most schools that do not have enough land are those that are located in urban areas. As regards to the types of production unit activities, it has emerged that most schools rear chickens (47.9%), followed by growing of vegetables (45.8%). The third common production unit activity is maize growing (30.4%), followed by school tuck shop business at (20. 6%).The study has shown that the least production unit activity in primary schools was fish farming represented by only (11.8%) of schools. 45.8% of the respondents however, indicated that their schools grow a variety of crops.

The study has also revealed that production unit has equipped teachers and pupils with entrepreneurship skills. This is evident from 60.9% of teachers who said that production unit has equipped them with entrepreneurship skills. Further, the study has shown that 62.8% of the respondents indicated that production unit has made their schools financially independent. 43.5% of the respondents indicated that production unit products usually get stolen by the member of their communication.

Arising from the findings of the study, the following recommendations are made;

1. Production unit activities must be regularly supervised by DEBS office to ensure that primary schools implement that policy.
2. The head teacher must allocate enough resources to production unit in order to enhance it.

References

1. Alberti F, Sciascia S, Poli A. Entrepreneurship Education: Notes on an Ongoing Debate. In: 14th AnnualIntEnt Conference, Italy, 2004, 4-7.
2. Ananda AF, Mukhadis A. Production unit as edupreneurship, cooperation business and industrial world with the school for the development of vocational student entrepreneurship mindset. AIP Conference Proceedings, 2016, http://dx.doi.org/10.1063/1.4965782.
3. Bruyat C, Julien PA. Defining the Field of Research in Entrepreneurship. Journal of Business Venturing. 2000; 16(2):165-80.
4. Bless C, Achola P. Fundamentals of Social research methods. Lusaka: Government printers, Business Venturing. 1988; 16(2):165-80.
5. Chukwu DU, Omeje HO. School production units: Nsukka. University of Nigeria, 2018.
6. Donath R, Olomi Deo Sabokwigina. Entrepreneurship Education in Tanzanian Business Schools: A National Wide Survey, 12 thInternational Conference on African Entrepreneurship and Small Business Development, Mei, 2010.
7. Eka DK, Panjaitan M. Evaluation of Entrepreneurship in Unit Production Vocational High School (SMK) Simalungun Northern Sumatra. American Journal of Educational Research. 2015; 3(9):1072-1076.
8. Henry C, Hill F, Leitch C. Entrepreneurship Education and Training. Ashgate Aldershot, 2003.
9. John Gugerty, Colleen Foley, Amanda Frank, and Christine Olson. Developing and Operating School Based Enterprises that Empower Special Education Students to Learn and Connect Classroom, Community, and Career-Related Skills: The Journal for Vocational Special Needs Education. 2008; 31:1-3.
10. Katz J. The Chronology and Intellectual Trajectory of American Entrepreneurship Education: 1876-1999. Journal of Business Venturing. B; 18(1):283-300.
11. McCaig E. Practical Research evaluation: A start to-finish guide for practitioners. London: Sage, 2010.
12. Ogumbe BE. Assessment of mechanical engineering craft practice production units in technical colleges in the south – south zone of Nigeria. An unpublished Ph.D. Research thesis submitted to Department of Industrial Technical Education, University of Nigeria, Nsukka, 2015.
13. Technical Centre for Agricultural and Rural Cooperation (2002). Production units for primary schools. Rural Radio Resource Pack 02/1:https://hdl.handle.net/10568/57287
14. Vesper KH, Gartner WB. Measuring Progress in Entrepreneurship Education. This paper presented at the National Academy of Management Association Meeting, Cincinnati, Ohio, and 9-14 August, 1996.