

Determinant of Students Educational Mindset (SEM) and the Implication for Life-Long Education in Bayelsa State, Nigeria

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ABSTRACT This study investigates the factors that determine students' educational mindset which are responsible for their decision-making in the life-long educational process. The sample comprised 400 SS1 students in ten secondary schools in the Yenagoa Capital City of Bayelsa State, Nigeria, selected through simple random sampling technique. A 4 point Likert questionnaire titled: Assessment of Students' Educational Mindset Questionnaire (ASEMIQ) and A Factor Influencing Students' Mindset Questionnaire (FISMIQ) were designed as instrument for data collection. The JSSC result of students was also obtained to determine students' achievement test. The reliability coefficient of the instruments was ascertained using the Split Half Method which gave the value of 0.72 and 0.69 respectively and two null hypotheses were formulated and tested at 0.05 alpha levels. A Stepwise Multiple Regression Analysis was further used to predict factor determining students' educational mindset. The study shows that Government and Peer influence have a significant part to play in determining the mindset of students' towards their academic achievement. It recommended that students should desist from negative vices and government should transform the schools as centres of excellence to motivate students for learning in the pursuit of their life-long educational career.

INTRODUCTION

A mindset could be described as the disposition of someone to embrace or refrain from the performance of an activity. In the educational process, a student may strive harder than the other to realize his innate capabilities and perform better due to the disposition of his/her mindset. The mindset therefore propels the student and sustains his willingness to strive for success at challenging tasks in order to meet certain standards of accomplishment. The mindset helps to eulogize the student's ability in the drive for motivation and achievement which Akaneme and Ngwoke (2010) asserted that it manifests on the individual's disposition to pursue set goals with some strength or vigour.

A mindset in decision and general systems theory thus, refers to a set of assumptions, methods or notation held by someone, people or group of people which is so established that it creates a powerful incentive within these people or groups to continue to adopt or accept prior behaviour, choices, or tools (Definition 2007). When students hold certain assumptions about education, it can therefore influence their thoughts and attitude to embrace their studies and all other issues concerning it.

In social relationships and the conduct of human affairs, Snyder (1996) noted that mind-

sets are important mental paradigms as they are acquired through one's past experiences. Snyder maintains that people tend to see the world-view through their mindsets and become intrinsically prejudiced. Therefore, mindset often becomes "a set of attitudes or fixed ideas that somebody has, and which are often difficult to change" Hornby (2000).

The understanding of the dynamism of mindset and the role it plays according to Trach (2012) helps an individual to be critical in receiving and embracing new ideas. Such an individual will be driven to take actions or strive in doing new things which the person previously avoided (Fogelman 2012).

Dweck (2006) describes everyone to demonstrate either a fixed mindset or a growth mindset. A fixed mindset is one in which an individual views his/her talents and abilities as static. Dweck explained that for a person with fixed mindset, his intelligence and talents are static and such a person goes through life avoiding challenges and failures. A growth mindset, on the other hand is an individual who sees his or herself as fluid, a work in progress and his or her faith is one of growth and opportunity.

In essence, a mindset can therefore be developed towards different areas of one's life. For instance, one can develop a mindset in politics, religion, sports, marriage, music, business, and

of course, education to mention but a few. Hence, a student's mindset about education will not only determine the students' value orientation in the acceptance or rejection of his studies. It will also affect the student's academic achievement in the life-long educational process as well as the successes and failures of other areas of life endeavours.

Factors Influencing Students Educational Mindset

In the process of education, the formation of student's mindset can be influenced by a number of factors. For instance, Torubeli (2007) asserted that the academic achievement of any student or society emerges with a combination of prevailing variables. In literature, scholars have enumerated different factors which influence academic achievement resulting from students' mindset in the pursuit of their studies. For instance, (Ilori 1995; Ogunniyi 1996; Okwilagwe 1999; Obemeta 2001) considered school quality and school environment respectively as an important factor which affects the perception of students for their overall achievements in the educational process. Thus, the school setting is bound to influence students in developing the proper frame of mind in the teaching and learning process.

A student's mindset could be influenced from the home background by the parents. According to Asuka (1997) and Nwankwo (2002), parents play dominant roles in the socialization process of the individual. A student could imbibe the norms, values, attitude and basic learning traits of his/her parents at home. The level of parental income for instance, the child rearing practice and the educational background of parents could go a long way in determining the students' mindset in the course of his/her educational career.

Another factor of consideration is the influence of the teacher. The National Policy on Education (2004) admits that no educational system can rise above the quality of its teachers. This axiom underscores the usefulness of the teacher in the career development of the learner. The teacher plays a remarkable role in molding the character of the learner (Abraham and Oluwuo 2009) in the overall educational process. The personal qualities of the teacher such as knowledge about what he teaches, his method

of teaching, the classroom leadership style, and the level of interest shown on the job is bound to affect the learner a great deal. As such, the teacher occupies a central position in the formation of students' mindset in the learners' personality and cognitive development (Oladele 1998).

Also, group interaction with peers is a considerable factor that could affect the mindset of students. The influence of peers through group association is considered by Ezewu (1990), Asuka (1997) and Marjoribanks (1985) not only as a means of role behavior, and social mobility, but also as an avenue for acquiring education which may affect the academic achievement of students in school. However, Sternberg et al. (1989) in the work of Adeoye and Torubeli (2008) pointed out that while parents do play a very influential role on learners in terms of plans for future schooling, the peer groups exert a more dominating influence like students attitude towards their school and efforts on home work. In whatever way, such factors will invariably affect the disposition of students' mindset towards their learning encounter.

The government is yet another important agency of education that is bound to exert a remarkable influence in the formation of student mindset. According to Farombi (1998), the influence of government is evident from the various policies on education as well as the implementation of such policies. The government builds and equips most of the school. It employs and trains the teachers and formulates the curriculum of schools. Besides, it is the government that maintains discipline in the institutions and bears almost all the financial expense connected to the basic education of students. The absolutism of government control of the educational system is bound to affect the perception of students as Orji (1986) observed that the influence government has on the education of our children is not only direct but domineering.

Generally, the desire of a student is to secure employment to earn a living after his educational programme. It is through the process of education therefore that students develop the attitude and productive mindset of an improved earning and investment in different forms (Obanya 2004). The prospects of a viable labour market thus influence students to put in their best with the hope of securing good employment upon the completion of their studies. In Nigeria, the high

rate of unemployment due to the depressed economy seems to make students loose fate in the educational system which prepares them for future employment. This fear according to Aremu (2001) affects academic achievement and crisis of stability in the implementation of educational policies and poor leadership resulting to job losses.

Statement of the Problem

It is no gainsaying that the disposition of ones' mindset makes the individual to develop the interest of work to realize set goals. In Bayelsa State, it was observed that students of secondary schools demonstrate lukewarm attitude towards learning resulting to poor academic achievement in public examinations (Asuka 2009). This observation corroborates Arubayi (2005) and Ikporukpo (2012) who described the rating of Bayelsa State as educationally disadvantaged in the Nigerian federation.

No doubt, the poor rate of academic achievement may not be unconnected with students' mindset about their studies in the educational process. For instance, it is not uncommon that quite a number of school-going students perpetrate anti-social vices such as oil pipeline vandalism, kidnapping and militant activities with the intent of getting rich quickly without much consideration to their educational pursuit.

Arising from these acts of misdemeanors, do these anti social activities shape the mindset of students in secondary schools? Would this thinking have any significant effect in the pursuit of students' educational career in their later years of life? This study seeks to investigate the factors that shape the educational mindset of students in Bayelsa State towards their life-long education.

Purpose of the Study

The purpose of this study is to determine students' educational mindset and the implication for life-long education. To achieve this purpose, the study generates the following specific objectives as follows:

1. to find out the educational mindset of secondary school students in the Yenagoa city centre of Bayelsa State, Nigeria;
2. to examine the relationship between students' mindset and the academic achievement;

3. to find out how peer group, teacher, parents, employment, the school and government constitute the factors that influences the educational mindset of students;
4. to analyze the pattern of relationship between the identified factors and the students educational mindset; and
5. to find out the factor(s) which most significantly predict students' mindset.

Hypotheses

The following hypotheses were tested in this study:

Ho 1: There is no significant relationship between students' mind set and their academic achievement.

Ho 2: There is no significant relationship between

- i. the school;
- ii. parents;
- iii. teachers;
- iv. peer group;
- v. government and
- vi. future employment and the influence of students' mindset.

MATERIAL AND METHODS

Population and Sample

The population for this study comprised all senior secondary school one (SSI) students in all the secondary schools in the Yenagoa Capital City of Bayelsa State. Ten (10) secondary schools were selected through a simple random sampling technique.

From each selected school, twenty (40) SSI students were selected through stratified random sampling method. One hundred and eighty (180) students were selected from the art classes, Ninety- five (95) from the commercial classes and one hundred and twenty- five (125) students were from the sciences. These gave a total of 400 students who participated in the study. Out of this, one hundred and twenty (120) students were males while one hundred and eighty (180) students were females.

Instrumentation

An Assessment of Students' Educational Mindset Questionnaire (ASEMIQ) was con-

structed by the researchers and was administered to the students. The questionnaire contained ten (10) statements which elicited information on the mindset of the students. Also, a Factor Influencing Students' Mindset Questionnaire (FISMIQ) was also administered to the students. It also contained ten (10) items eliciting information on the factors influencing students' mindset. The factors measured were school influence, teacher influence, parent influence, future employment and government influence.

A four (4) point Likert type scale of SA, A, D, SD was used for scoring the questionnaire. The scoring pattern followed the distribution as follows: SA=4, A=3, D=2 and SD=1. Both instruments were validated by two experts who are Senior Lecturers in the Department of Educational Foundations, Niger Delta University, Bayelsa State. The reliability of the instruments was also determined using the split half method. The reliability co-efficient were 0.75 and 0.67 for Assessment of Students' Educational Mindset Questionnaire and Factors Influencing Students' mindset Questionnaire respectively. Based on the results, the instruments were considered reliable. The junior secondary school certificate examination (JSSCE) results of the students for the 2008/2009 session in English Language, Mathematics, Social Studies and Integrated Science were also used as their academic achievements. The scores pattern also followed the distribution as follows: A=5, B=4 C=3, D=2 P= 1 and F= 0. The average score of each student represented the students' achievement score.

Data Collection Techniques

The questionnaires were administered to the selected students by the researchers in their respective schools. The questionnaires were retrieved immediately after completion. The JSSCE results of the students were also obtained from the various schools. The particulars of the students were used to trace their scores in English Language, Mathematics, Social Studies and Integrated Science.

Data Analysis Technique

Pearson's Product Moment Co-efficient (PPMC) which is symbolically represented as (i)

was used to determine the relationship between students' educational mindset and their academic achievement (Mac'Odo 1997). A correlation matrix of the relationship among the various factors examined in the study and the dependent variable was also presented. This was used to test hypothesis two.

Stepwise multiple regression analysis was also used to predict which of the factors significantly influence students' educational mindset.

RESULTS

The results of the study are presented beginning with the descriptive statistics.

The descriptive statistics in Table 1 showed that the mean academic achievement of the students is low (1.19) corresponding to pass level. The result also showed that among all the independent variables, parent influence had the highest mean (6.63), followed by teacher influence (6.38). The result indicated that government was less influential (mean of 4.59) on the students' academic achievement.

Table 1: Descriptive statistics of all the variables used in the study

<i>Variables</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>N</i>
Academic achievement	1.19	.37	172
Students mindset	21.73	3.87	172
Peer influence	5.55	1.41	172
Teacher influence	6.38	1.31	172
Parents' influence	6.63	1.18	172
Employment Influence	6.02	1.55	172
School influence	6.30	1.49	172
Govt influence	4.59	1.87	172

Having reported the descriptive statistical result, the result of the inferential statistics was then presented on the basis of the two null hypotheses stated and tested in the study. The null hypothesis one was tested using Pearson Correlation Co-efficient.

Ho 1: There is no significant relationship between students' mindset and their academic achievement.

The result of the Pearson Correlation Coefficient showed that academic achievement and students' educational mindset is negatively significant at 0.05 alpha levels (Table 2). This means that though the students' mindset is increasing, yet the academic achievement contin-

ued to decrease. This scenario requires further investigation to determine possible factors responsible for the decrease in academic achievement.

Table 2: Result of Pearson correlation coefficient

Variable	N	r-cal	r-table	Decision result
Academic achievement	172	-.19	0.02	*Sig
Students mindset	172			

*P≤0.05

Ho 2: There is no significant relationship between the school, parent, teacher, peer group, government and future employment and the influence of students' mindset.

The investigation concerned on the relationship among the independent variables and the dependent variable (students' mindset) and the extent to which the independent variable could be used to explain or predict students' academic achievement. Table 3 shows the correlation matrix of the relationship among the variables.

The result shows the correlations between the dependent and independent variables as well as the inter-correlations among the independent variables. Government influence had the highest positive correlation with student mindset (.34), parent influence was lowest (.02), while teacher influence, employment influence and school influence all had a negative correlation with students' mindset (-.13, -.11 and -.02).

On the other hand, the highest inter-correlation was recorded between teacher influence and parents' influence (.38), while the lowest inter correlation was recorded between employment influence and peer influence (.07). All the independent variables were positively correlated with each other. It was discovered that most of the independent variables correlated more highly with each other than with students' mindset. The

need to control their confounding effects on students' mindset led to the use of regression analysis which helps to predict the students' mindset. The result is shown on Table 4.

Table 4: Summary of the regression analysis of students' mindset

Analysis of variance	Df	SS	MS	F
Regression	3	451.206	150.402	12.006
Residual	168	2104.492	12.527	
Total	171	2555.698		

P≤0.05

Variables in the equation

Variables	B	Beta	Std Error	F
Government influence	.700	.337	.150	21.808
Peer influence	.5899	.214	.203	15.602
Employment influence	-.361	-.144	.176	12.006

P≤0.05

Variables entered on step 3: Multiple R = .42, R. Square = .18, Adjusted R. Square = .16, Standard Error = 3.54

The results reported in Table 4 show that the stepwise regression analysis yielded a multiple correlation of .420 between students' mindset and the other three variables listed with 2 per cent conservative estimate of the percentage of variance explained, and F ratio of 12.006 significant at .05 level. The independent variables predicted the objective measure of students' mindset.

To give more insight into the relationship between the independent and dependent variables, the detailed results of the stepwise solution analysis was carried out and reported. Tests were performed at each step to determine the contribution of each variable already in the equation, if it were to enter last. It was therefore possible to discard a variable that was initially a

Table 3: Zero order correlation co-efficient matrix of all variables

Variables	Student Mindset	Peer influence	Teacher influence	Parent influence	Employment influence	School influence	Govt influence
Student mindset	1.00	.29	.13	.020	-.11	-.02	.34
Peer influence	.29	1.00	.32	.15	.07	.25	.29
Teacher influence	.13	.32	1.00	.36	.16	.21	.28
Parent influence	-.02	.15	.36	1.00	.13	.10	.17
Employment influence	-.11	.07	.16	.13	1.00	.27	.07
School influence	-.02	.25	.21	.10	.27	1.00	.18
Government influence	.34	.29	.28	.17	.07	.18	1.00

P=≤ 0.05

Table 5: Summary of government influence of stepwise regression analysis of students' academic achievement at step 1

<i>Variables in equation</i>					<i>Variables not in the equation</i>			
<i>Variable entered</i>	<i>R</i>	<i>DF</i>	<i>Fb</i>	<i>F to Remove</i>	<i>Variable</i>	<i>Partial correlation</i>	<i>DF</i>	<i>F to Enter</i>
Step I. Government influence	.337	1/170	21.808	21.808	Peer influence	.218	1"170	2.905
					Teacher influence	.041	1"170	.537
					Parent influence	-.084	1"170	-1.090
					Employment influence	-.141	1"170	-1.854
					School influence	-.088	1"170	-1.150

Dependent Variable: Student mindset; Variable entered in Step I, Government Influence: Fb = Ratio for the overall at each step

good predictor. A level of $F \leq .05$ was specified for entering a variable into the equation and a level of $F \leq .100$ for removing a variable from the equation.

A variable which had an "F to remove" smaller than the pre-specified "F ratio" for removal, is removed from the equation and the next step is taken. The termination of the analysis took place when no variable had an "F to enter" that exceeded the pre-specified "F for entering" and no variable had an "F to remove" smaller than the pre-specified "F for removal. Only the results that are pertinent for the presentation and interpretation of the stepwise regression analysis were reported. Table 5 was divided into two major parts, one for variables in the equation and the other for variables not in the equation.

Government influence was entered first because it had the highest zero order correlation

with student mindset. R in the table was the same as the zero order correlation. The F to remove is also the same as fb because only one variable was considered at this step. The variable selected for the next step was peer influence. This is because it had the highest partial correlation (.218) and also had the highest "F to enter" (2.905) (Table 6).

Both Government influence and peer influence jointly had $r = .395$ and f ratio of 15.602. Both variables had Fs (3.746, 2.905) to remove exceeding the pre-specified F ratio for removal, therefore none was removed.

Since employment had the highest partial correlation (-.157), it was selected to enter next in the equation, and the result of the analysis is presented in Table 7.

At step 3, Government influence, Peer influence and Employment influence jointly had $r = .420$ and F ratio of 12.006. The variables also

Table 6: Summary of peer influence of stepwise regression analysis of students' academic achievement at step 2

<i>Variables in equation</i>					<i>Variables not in the equation</i>			
<i>Variables entered</i>	<i>R</i>	<i>DF</i>	<i>Fb</i>	<i>F to Remove</i>	<i>Variables</i>	<i>Partial Correlation</i>	<i>DF</i>	<i>F to Enter</i>
Step 2. Govt infl.	.395	2/169	15.602		Teacher infl.	-.018	2/161	-.234
Peer infl.				3.746	Parent infl.	-.110	2/169	-1.432
Govt. infl.		1/170			Empl infl.	-.157	2/161	-2.055
Peeri.		1/170		2.905	Schl infl.	-.141	2/169	-1.852

Table 7: Summary of stepwise regression analysis of students' academic achievement at step 3

<i>Variables in equation</i>					<i>Variables not in the equation</i>			
<i>Variables entered</i>	<i>R</i>	<i>DF</i>	<i>Fb</i>	<i>F to Remove</i>	<i>Variables</i>	<i>Partial correlation</i>	<i>DF</i>	<i>F to Enter</i>
Step 3. Govt Influence					Teacher Infl.	.004	3/168	.048
Peer Influence	.420	3/168	12.006		Parent Infl.	-.094	3/168	-1.223
Employment Influence					School Infl.	-.106	3/168	-1.374
Govt Influence		1/170		3.890				
Peer Influence		1/170		3.036				
Employment Influence		1/170		-2.06				

had Fs (3.890, 3.036,-2.06) to remove. Since, employment influence had F to remove (-.2.06), which is less than the pre-specified f ratio for removal (.100), it was removed from the equation. This however, terminated the analysis at this point. Government and Peer influence are therefore the most significant predictors of students' educational mindset.

DISCUSSION

In the study, the expected highest score on educational mindset was 48 while the expected lowest was 12. The mean score is expected to be 30. Therefore the score of 30 and above represents a positive mindset while the score of less than 30 represents negative mindset.

From Table 1, the mean mindset was 21.73 corresponding to a negative educational mindset. This shows that the attitude of Bayelsa students towards embracing their education had been marginal. This is in agreement with an earlier study conducted by Arubayi (2005) on the state of education in the Niger Delta whose final report has rated Bayelsa State to be educationally backward in the Nigerian federation.

The result in Tables 1 and 2 further showed that students performed poorly in their academics (mean achievement = 1.19), and the correlation between students' mindset and their academic achievement is negative. Though the students are beginning to understand the place of education by ensuring that Bayelsans take their rightful place in the nation, yet many factors are militating against the education of the students. These factors include poverty, lack of conducive environment for learning, poor parental background, negative peer influence, government neglect in administration of schools and so on.

In this vein, the study established a relationship between students' educational mindset and some independent variables. Government influence was found to have the highest correlation with the students' mindset ($r = .337$). In other words, the activities of government (both federal and state) are bound to impact on the education of youth in Bayelsa State. For instance, the physical neglect of schools and exorbitant tuition such as toiletries, WAEC, desk fees and other levies collected by school administrators could be inimical to the growth of education in the state. Some of these obnoxious policies car-

ried out by government agents only justify the assertion where government is seen as an instrument of oppression used by the capitalist or bourgeoisies to exploit the masses (Haralambos and Heald 2006). This development portrayed government in bad light which was largely responsible of influencing students' mindset negatively as shown in the study.

Other factors that have correlation with students' mindset are peer influence and teacher influence ($r = .293$ and $.130$). This therefore shows that the type of friends or peer group kept by a student will eventually determine the students' educational mindset. A student whose company do not cherish the values of education will similarly detest the love of education as the New International Version of the Bible (2001) admonishes "that do not be misled, bad company corrupts good character" (1 Corinthians 15:33). Similarly, the teacher is found to have the capacity of influencing students' mindset in a number of ways. This could be in his lifestyle, language, knowledge of the subject matter or the teaching methodology. However, it seems that secondary school teachers in Bayelsa state have not started to occupy this important position in the life of their students, hence the low correlation coefficient ($r = .130$).

Another factor that makes a significant impact on the mindset of students is parental influence. Parents play a remarkable role in the socialization of the young ones through their interaction with them at home. This influences the development of their mindset towards many areas of life endeavors including education. In this study, a negative relationship was established between parents influence and students mindset ($r = .020$). This shows that the parents' influence on the students results in a negative educational mindset in the students. Could it be that the parents of the students do not understand the importance of education or the perceived marginalization of the state has also produced a rejection of the education industry which is seen by some as a government institution? It may also be that in order to forestall the exploration of oil in the state and take part in the share of oil proceeds, parents consider education as long route to fulfilling their desires and getting rich through the proceeds of oil exploration in the state and therefore discourage their children? All these have implication for education and the development of Bayelsa State.

Similarly, another factor that influences the educational mindset of students in Bayelsa State is employment ($r = -.108$). After the rigorous journey of education, what are the prospects of getting a good employment? How many industries and companies are in Bayelsa State and how many are willing to absorb the graduates? How many of the graduates are paid better than non-graduates who are factory workers in the oil industries? The answer to these questions calls for reflection and concerted efforts on the part of the Government of Bayelsa State.

Finally, the regression analysis showed that the most significant predictors of students' mindset as earlier noted are Government influence and Peer influence (see Tables 4, 5 and 6). These factors through their activities and interactions (directly or indirectly) affect the students' educational mindset to a greater level. They can also predict students' educational mindset.

THE IMPLICATION OF STUDENTS MINDSET ON LIFE-LONG EDUCATION

In the pursuit of education, the factors responsible for students to cultivate a progressive mindset have a role to play for a life-long education. The DVV International (2008) viewed the concept of life-long education as all forms of learning and schooling, from family, early and pre-school learning throughout the formal compulsory school years through tertiary education, work and adult life. This process involves the development of the human potential in a continuously supportive manner in various ways. The essence of a life-long education is to enable the individual acquire knowledge, values, skills and understanding required throughout ones lifetime and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environment (Longworth and Davies 1996).

The possibility of actualizing development in a young state like Bayelsa depends on how education is embraced by the citizenry. This means that the development of Bayelsa State will remain an illusion unless the culture of an enduring education is cultivated by students who are to be the driving force in the development of Bayelsa state. This implies that it is only a sound education that will provide the manpower needed for the socio-economic and political transformation of the state. Educated Bayelsans are needed so that they can occupy important positions of authority at all levels of government

to reduce the rate of marginalization being experienced by the citizens of the state. The youths of Bayelsa state must therefore be prepared to cultivate a positive mindset towards their education in order to take their rightful place in the nation's polity.

In Bayelsa State, the policy thrust for which the out-of-school youths are paid far beyond a fresh graduate employee on account of the federal government amnesty package to ex-militants could be seen as a blessing in disguise. With all intent and purpose(s), the amnesty programme ought to precede a genuine psychological re-orientation of the (ex-militants) youths in the Niger Delta to imbibe positive attitude towards education and capacity building. This is very important as the approach adopted by government is bound to impact a negative mindset on students in their career development. This is because Government influence has been identified as one of the factors that contribute positively or negatively to the education of its citizens.

Another significant aspect of mindset on the life-long education of students is the emergence of the linkage between acquisition of knowledge and its application in a technologically driven world. The utilization of life-long education implies that as long as one lives, one continues to learn new things either at the family level, the formal school setting or the basic informal education process on a daily basis. For one to move along the current trend in the global information and communication technology (ICT), there must be a favorable disposition of the mindset and an overall psyche for the right frame of mind. The disposition of the mind should be such that the individual is willing to be teachable and ready to learn to enable him become a well adjusted person in the society. When the right frame of mind is laid at ones early stages towards learning, all other things will fall in place as the individual progresses through the other levels of the educational system says Nzerem in (Nwaokolo et al. 2001). This is an important consideration which the youths of Bayelsa should take seriously if they are to realize their talents for the overall development of the state.

CONCLUSION

The evidence of this study gives credence to the fact that the disposition of the mindset is

influenced by various factors which goes a long way in determining the academic achievement of a student. The work established that government and peer influence are the prominent factors which are found to have significant relationship on student's educational mindset. Although, other factors such as the school, parental background and the teacher are quite remarkable, the logical interpretation of these factors by stakeholders will help to predict the propensity of a successful encounter in the teaching and learning process in our secondary schools. Therefore, these factors when adequately understood and applied by all concerned would benefit immensely students of Bayelsa extraction in their quest for an enduring education needed for the development of the society on a life-long basis.

RECOMMENDATIONS

Based on the foregoing the study recommended the following:

Parents and teachers should be exemplary in conduct by exhibiting lifestyle that will serve as role model for their children and students to emulate in order to inculcate in them a progressive mindset towards their academic pursuit in life.

Students should resist all forms of negative vices that would destroy their career through their association with their peer groups and imbibe those social skills that will promote learning for greater academic achievements.

Government, communities and public spirited individuals should collaborate to provide the schools with adequate teaching and learning materials to transform the schools to centres of excellence in order to create conducive learning environment for student to excel in their studies.

Government should create an enabling environment for the growth of the economy to stimulate job opportunities for young school leavers. This will make students see the prospects of future employment as basis for hard work in order for them to form a mindset that will result to greater academic achievements in the pursuit of education as a life-long career.

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