

Learners Cease to be the Pride of their Society: Effects of a Conditioned Mind

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ABSTRACT The paper aims at generating fresh insight on why current African secondary school learners care less about their own schooling. Such knowledge could provide a direction on what to do to salvage the future of such learners which is currently in jeopardy. The paper is conceptual and empirical in nature within the qualitative research paradigm. Three of the principal observations are that educators regard learners to be operating with chained minds. Parents view learners to be grossly indifferent towards schooling. Learners regard educators and parents not to be understanding them exactly how they are. The researcher concludes that neglecting schooling by learners is a complex issue requiring more stakeholders for overcoming and resolution.