

APPRAISING THE CAUSE AND IMPACT OF LAISSEZ-FAIRE LEADERSHIP STYLE AMONG TEACHERS IN PUBLIC SCHOOLS OF ANAMBRA AND EDO STATES, NIGERIA

¹Stellamaris Nkeiru Nwaogwugwu, ²Olufunmilayo Adigun, ³Angela Ebere Abaa, ⁴Ngozi Ursulla Nwogwugwu, ⁵Steve Ogwu AGBO & ⁶Ikechukwu Ezekiel Emeka

¹Pasgorett Agro Allied Company Limited, Lagos State.
stellamarisujo@gmail.com, +2348166831461

²Oyo State SUBEB Teaching Service, Ibadan, Oyo State.
skyworld1657@gmail.com, +2348033105698

³Faculty of Education, National Open University of Nigeri, Jabi, Abuja.
aabaa@noun.edu.ng, +2347030393573

⁴Department of Microbiology, Federal University of Technology, Owerri,
nkengoziji@gmail.com; +2348037494720

⁵National Conflict Early Warning Situation Room,
Institute for Peace and Conflict Resolution,
ogwukojoja@gmail.com, +2348167806872.

⁶Department of Microbiology, Federal Polytechnic Oko, Anambra State,
ike.emeka@federalpolyoko.edu.ng, +2347087832212

Abstract

This study explored the causes and impact of laissez-faire leadership style in public secondary schools across Aguata LGA, Anambra State, and Edo North Senatorial District, Edo State, Nigeria. A descriptive cross-sectional study was adopted, and a random sampling technique was used to recruit 184 principals and 128 teachers from public secondary schools. Data were collected using a well-structured questionnaire on socio-economic characteristics and leadership styles. The impact of the laissez-faire leadership style was evaluated using a 5-point Likert scale, while the relationship among salary, experience, and the laissez-faire approach was analyzed using Chi-square in SPSS 2024. 51.9% and 48.1% of the respondents were female and male teachers, and most of them held a first degree or its equivalent (52.9%) with ≥ 4 years' leadership experience (51.9%), mostly in mixed schools (83.7%) located in urban (38.5%) areas whose average population (67.6%) was greater than 100 students. Most of the teachers earned an average salary of N70,500. The leadership styles used by the principals and teachers were democratic, autocratic, and laissez-faire approaches. The findings showed that there were strong relationships between years of leadership experience, monthly salary, and laissez-faire leadership style ($p < 0.05$). The overall impact of laissez-faire leadership style used by teachers on the general conduct of students was negative ($\mu = 2.65^*$). In conclusion, laissez-faire leadership style is the cause of the low standard of education in public secondary schools. Periodic seminars on leadership and timely government interventions are recommended to bring our education system back to the standard.

Keywords: Laissez-faire style, Discipline, Cause, Impacts and Management experience

Introduction

Leadership plays a vital role in shaping disciplinary tone, organizational climate, and outcomes in schools. The leadership style adopted by a head of school can either reinforce the institutional discipline or undermine it (Parveen et al., 2022). The laissez-faire style is a free-reign leadership approach in which the leader abdicates their statutory authority, allowing subordinates wide latitude in the decision-making process (Parveen et al., 2022). In an

organizational context, leadership can inadvertently bring about a permissive culture, adversely affecting students' behaviour and the enforcement of discipline at a given time. School leadership remains a critical determinant of effectiveness and discipline in educational institutions. In Nigeria, growing concerns about students' misconduct, insufficient teacher accountability, and deteriorating educational performance have refocused attention on school leadership methods. Makundi & Juliet (2024) reported that the characteristics of laissez-faire leadership are closely linked to low involvement in school activities among staff and students, under-supervision, and the undermining of authority within the institution. This has increasingly been negatively impacted by the destruction of institutional discipline and governance structures, according to Parveen et al. (2022) and Imhangbe et al. (2019).

Where there is Laissez-faire leadership, enforcement of rules and regulations becomes very low, which is the opposite of transformational or transactional leadership that actively sharpens the behaviours of both staff and students. In an institution where the authority shows little concern for the activity of the subordinates, prodigal performance such as truancy, examination malpractice, unseriousness, bullying, and low participation in the institutional activities will become the order of the day (Adedeji & Adewale, 2024). Adedeji & Adewale (2024) reported that there was a high level of indiscipline, poor performance of students, disobedience, and disorderliness among principals of Zamfara State, Nigeria, because of a laissez-faire attitude; a similar report was received in Rivers State.

In school settings, discipline requires more than just punitive measures (Taylor et al., 2023). It involves proactive regulation of the behaviours of everyone who works within the institution: the students, administrators, and teachers. It requires total enforcement of rules, inculcation of values, and implementation of corrective measures every time, while making it flexible for attitudinal adaptation (Ndlovu et al., 2023). Discipline is crucial in maintaining order, enhancing students' learning ability, and fostering safe school environments, as reported by Taufiqurrahman & Nabilah (2023), Taylor et al. (2023), and Ndlovu et al. (2023). Indiscipline, on the contrary, undermines efficiency and proactiveness, leading to indifference, irresponsibility, apathy, and a laissez-faire attitude.

Most studies have focused on the active leadership roles of school management in determining the impact on students' intelligence, neglecting laissez-faire leadership, especially in the southern part of Nigeria. This study would be one of the works that have revealed the negative effects of laissez-faire leadership on our educational system, especially in Edo and Anambra States. Currently, students and teachers do not read anymore. Everybody depends on information from Artificial Intelligence (AI). Originality has diminished because no one has time to bend down and read again. During external examinations in secondary schools, the institution, because of laissez-faire leadership, aids and abets the use of smartphones that can easily provide answers for them, to the detriment of the school, parents, and society. Furthermore, the supervisors who were supposed to oversee the proper conduct of the examination permit malpractice because of personal gain. Makundi & Juliet's findings in Tanzania reported that laissez-faire leaders are known for low professional engagement and a general breakdown of policy enforcement mechanisms. In Edo State, precisely, the study by Imhangbe et al. (2019) showed that there was a strong relationship between a laissez-faire attitude and a reduction in teacher job performance, which connotes a strong weakness of the Nigerian educational system. This has tremendously affected students' behaviour, lack of discipline, and overall low school ratings. Nevertheless, while these studies examine critical trends, relatively few have investigated how laissez-faire leadership, specifically in Anambra and Edo States, manifests in student misconduct or poor disciplinary standards.

Understanding the effect of a laissez-faire attitude among schools in Edo and Anambra States is both timely and paramount. Without a detailed and deep understanding of how laissez-faire leadership influences school discipline in these two states, education stakeholders would lack

the necessary evidence and baseline information for educational reformation. Schools in these states are complex. Most of them are mixtures of urban and rural school environments, varied cultural values, and diverse administrative capacities (Edeh & Onwusa, 2021). The effectiveness of school discipline in such regions is significantly based on the role of the principal. Despite growing evidence of the adverse effects of laissez-faire leadership, most scholarly research has been directed at Northern and North-Central Nigeria, leaving a notable gap in understanding how this leadership style affects schools in the South-East and South-South geopolitical zones (Edeh & Onwusa, 2021; Muhammad, Aliyu, Yahaya & Ibrahim, 2025).

Most school administrators and principals feel lackadaisical about what happens in the school environment nowadays because of the monetary gain involved (Imhangbe et al., 2019; Okoro & Umeh, 2023). Why they do so is the study gap that this research seeks to address. This has caused moral decadence among schoolchildren and has made society more complex. Secondary school children are no longer attentive to morals and natural culture. Teachers are now independent of the teachers and administrations in many schools in Edo and Anambra States, especially those owned by the government. It is on this note that this study tried to determine i. the socio-economic factors of the principals and teachers involved in the study ii. Different leadership styles they adopt to discipline students; iii. The relationships between years of leadership experience, salary of teachers, and laissez-faire leadership style; and iv. The impact of laissez-faire leadership on the standard of education in Edo and Anambra states.

Literature Review

Imhangbe et al. (2019) and Okoro & Umeh (2023) studied different leadership styles; they reported that laissez-faire leadership is the least effective leadership style owing to its passive and non-interventional nature. They further reported that leaders who adopt this style typically fail to reward, reprimand, or actively engage with their subordinates, resulting in a leadership vacuum. They further said that such leadership could also result in apathy, which can engender increased indiscipline, weakened authority structures, and decreased student accountability. Maqbool et al. (2024) reported that contingency theory suggested that laissez-faire leadership could be functional in environments with strong internal structures and accountability mechanisms. However, such systems are often underdeveloped or inconsistently enforced in many Nigerian public secondary schools, making the laissez-faire approach largely ineffective. Fadipe & Uwaechia (2023) explored behavioural leadership theory. They reported that leaders can communicate values and expectations through their behaviour. Fadipe & Uwaechia (2023) underscored that passive leadership can inadvertently signal tolerance for misconduct, thereby lowering staff morale and reducing student compliance.

Laissez-faire leadership in Nigerian public schools is generally perceived as an absence of authority and direction (Adedeji & Adewale, 2024). This leadership style, characterized by minimal involvement in school affairs, decision-making, and supervision, tends to create an environment where rules are haphazardly enforced. This also promotes indiscipline. In Sokoto and Zamfara States, schools led by laissez-faire principals reported significant issues such as weak academic monitoring, a decline in teaching quality, and rampant student indiscipline (Adedeji and Adewale, 2024). These schools were marked by administrative laxity and a general sense of neglect.

Amaefule & Amaechi (2020) found that schools in Rivers State under the care of laissez-faire principals were associated with disengagement and the absence of coordinated disciplinary structures. This void in authority created a chaotic organizational climate, leading to declining student compliance and weakening staff morale.

In Edo State, Imhangbe et al. (2019) reported that laissez-faire leadership elements within the transactional leadership framework contributed to poor classroom discipline and caused a sharp

decline in teacher performance. The absence of direct supervision, delayed feedback, and irregular monitoring of academic activities led to inconsistent rule enforcement and a rise in student insubordination.

In Anambra State, Ikechukwu & Chinweze (2023) examined the teachers' laissez-faire classroom management styles and students' discipline in secondary schools. Both researchers discovered that teachers' laissez-faire attitude in the management of their students has little effect on the students' discipline.

Methodology

A descriptive cross-sectional study was conducted between February and November 2025, adopting a method used by Nwosu et al. (2021).

This study was conducted in the Aguata Education Zone of Anambra State and the Edo North Senatorial District of Edo State, Nigeria. Anambra State is in the Southeast of Nigeria, while Edo State is in the South-South. Aguata Local Government Area has an estimated average population of 527, 200 people, while that of Edo North Senatorial Zone is 1,420,000, according to the National Population Commission (2022) population census projection. The total population of the study area was 1, 947, 200 people. Yamane's formula was used to estimate the sample size.

The estimated margin of error (e) = 0.056609.

$$N_o = \frac{N}{1 + Ne^2}$$
 Where N = estimated population of Edo North and Aguata LGA = 1,947,200

N_o = sample size,

$$N_o = \frac{1947200}{1 + 1947200 \times 0.056609^2} = 312 \text{ people.}$$

A simple random sampling method was adopted, as used by Imhangbe et al. (2019). One hundred and eighty-four (184) principals across government-owned secondary schools in Edo North Senatorial Zone and 128 schoolteachers from Aguata Educational Zone of Anambra State were engaged, making a total of 312 people who were engaged.

Data were collected using the Laissez-faire Leadership and Disciplinary Standard Questionnaire (LLDSQ) as used by Nwosu et al. (2021). The collection focused on variables including gender, type of highest certificate possessed, years of leadership experience, type of school, type of environment where the school was located, and average population of the school, which invariably impacted principals'/teachers' utilization of democratic, autocratic, and laissez-faire leadership styles in enforcing students' disciplinary standards. The impact of a laissez-faire attitude on students was determined using a 5-point Likert scale to determine the weighted mean. A weighted mean greater than 2.5 is impactful ($\mu \geq 2.50$).

Four statisticians were given copies of the questionnaire to examine. They scrutinized the items and determined if they were in line with the objectives of the study. After the scrutiny, their suggestions were used to modify the questionnaire to suit the research. Test-Retest reliability was conducted using 5% of the sample size (i.e., 38) of respondents using a method adopted by Florence & Christopher (2026). The instrument was administered twice. The scores from the two administrations were analysed using the Pearson product-moment correlation coefficient method. A correlation coefficient of 0.89 was obtained, which showed that the instrument was reliable. Frequency tables were used to present the results. Chi-square was employed to determine the significance of the relationship between years of experience, monthly income, and laissez-faire attitude using the SPSS computer software package, version 2024.

Results

Socio-demographic characteristics

Table 1: Socio-economic characteristics (n = 312)

Variable	Frequency	Percentage (%)
Gender		
Male	150	48.1
Female	162	51.9
Total	312	100
Type of higher certificate possessed		
Diploma/NCE	95	30.4
HND/First Degree	165	52.9
Master Degree	50	16.0
PhD	2	0.64
Prof.	0	0
Total	312	312
Years of leadership/classroom management experience		
≤1	20	6.4
2	30	9.6
3	100	32.1
≥4	162	51.9
Total	312	100
Type of school		
Boys	21	6.7
Girls	30	9.6
Mixed	261	83.7
Total	312	100
Type of environment where the school is located		
Rural	92	29.5
Semi-urban	100	32.0
Urban	120	38.5
Total	312	100
Average population of the school		
≤100	101	32.4
≥100	211	67.6
Total	312	100
Monthly Income (₦)		
≥20,000	3	0.96
21000-40000	82	26.3
41000-60000	61	19.6
61000-80000	89	28.5
81000-100000	54	17.3
≥100000	23	7.4
Total	312	100

Table 1 shows that more female teachers (51.9%) were involved in the study than male teachers (48.1%), and many of them held a first degree or its equivalent (52.9%), followed by NCE/Diploma holders. Based on leadership/classroom management experience, 51.9% of the respondents said that they have had ≥4 years' experience, which might have been in mixed

schools (83.7%) located in urban (38.5%), semi-urban (32.0%) or rural (29.5%) areas. Teachers who managed schools whose average population (67.6%) was greater than 100 students recorded higher responses. Teachers whose average monthly earnings fell within 61000-80000 naira were more (28.5%).

Leadership styles employed in enforcing students' discipline

Table 2: Leadership style employed to enforce discipline among students in the schools

Variable	Responses			
	Yes	No	Sometimes	None of the above
Laissez-faire	145 (46.4%)	56 (17.9%)	100 (32.1%)	11 (3.5%)
Democratic	200 (64.1%)	50 (16.0%)	8 (2.5%)	54 (17.3%)
Autocratic	183(58.6%)	41 (13.1%)	65 (20.8%)	23 (7.3%)

(n = 312)

Key: % = percentage.

Table 2 shows the responses of the teachers to three leadership styles adopted by secondary school managers. From the responses obtained from the principals and teachers in Edo and Anambra states, 46.4% and 32.1% of the respondents said that they employed laissez-faire leadership most of the time. 64.1% said that they employ a democratic strategy; others said they do not use any of the above. 58.6% of the respondents adopted an autocratic leadership style to instill discipline. 13.1% said no, citing that they explore other leadership styles. From the results below, the respondents applied democratic, autocratic, and laissez-faire leadership styles in abating students' indiscipline in secondary schools in Edo North Senatorial District and Aguata, Anambra State.

Laissez-faire style in leadership/classroom management experience among teachers

Years of leadership experience/classroom mgt * Laissez-faire style crosstabulation

			Laissez-faire style				Total
			No	NoA	Sometimes	Yes	
Years of leadership/classroom management experience	≤1	Count	0	0	0	20	20
		Expected Count	3.6	0.7	6.4	9.3	20.0
	≥4	Count	48	9	99	6	162
		Expected Count	29.1	5.7	51.9	75.3	162.0
	2	Count	0	0	0	30	30
		Expected Count	5.4	1.1	9.6	13.9	30.0
	3	Count	8	2	1	89	100
		Expected Count	17.9	3.5	32.1	46.5	100.0
Total	Count	56	11	100	145	312	
	Expected Count	56.0	11.0	100.0	145.0	312.0	
Chi-Square Tests							
	Value	df	Asymp. Sig. (2-sided)	Monte Carlo Sig. (2-sided)	95% Confidence Interval		
					Lower Bound	Upper Bound	
Pearson Chi-Square	253.414 ^a	9	.0001	.000 ^b	.000	.010	
Likelihood Ratio	323.880	9	.0001	.000 ^b	.000	.010	
Fisher's Exact Test	302.771			.000 ^b	.000	.010	
N of Valid Cases	312						

Key: p<0.05 is statistically significant. NoA = None of the above

From Table 3, there is a strong association between years of classroom management and the use of Laissez-faire style (p = 0.001). Classroom teachers who adopted a laissez-faire leadership

style were significantly correlated with those who have managed a classroom for at least 3 years.

Monthly income and laissez-faire leadership style among teachers

Table 4: Effect of laissez-faire style on leadership/classroom management experience among teachers

Laissez-faire style * Monthly income Crosstabulation									
			Monthly income (₦)						Total
			≥10000	≥20,000	21000-40000	41000-60000	61000-80000	81000-100000	
Laissez-faire style	No	Count	0	0	0	4	52	0	56
		Expected Count	4.1	.5	14.7	10.9	16.0	9.7	56.0
	NoA	Count	9	0	2	0	0	0	11
		Expected Count	.8	.1	2.9	2.2	3.1	1.9	11.0
	Some times	Count	11	0	0	1	34	54	100
		Expected Count	7.4	1.0	26.3	19.6	28.5	17.3	100.0
	Yes	Count	3	3	80	56	3	0	145
		Expected Count	10.7	1.4	38.1	28.3	41.4	25.1	145.0
	Total	Count	23	3	82	61	89	54	312
		Expected Count	23.0	3.0	82.0	61.0	89.0	54.0	312.0
Chi-Square Tests									
	Value	df	Asymp. Sig. (2-sided)	Sig.	Monte Carlo Sig. (2-sided) 95% Confidence Interval				
					Lower Bound	Upper Bound			
Pearson Chi-Square	471.550 ^a	15	.000	.000 ^b	.000	.010			
Likelihood Ratio	470.351	15	.000	.000 ^b	.000	.010			
Fisher's Exact Test	437.272			.000 ^b	.000	.010			
N of Valid Cases	312								

From Table 4, there is a strong association between monthly income and use of Laissez-faire style ($p < 0.05$). A greater number of teachers adopt laissez-faire to manage their classes, and it is common among those who earn relatively well.

Key: $p < 0.05$ is statistically significant. NoA = None of the above.

Impact of laissez-faire leadership style on the general conduct of students

Table 5 shows the effect of the laissez-faire leadership style on the general conduct of students. It was observed that the teachers usually give students freedom to make decisions on their own, which negatively impacts their behaviours and most times affects them negatively. This leadership style prevented the teachers from completing important tasks because of a lack of discipline and creativity, which resulted in general misconduct and irresponsibility among the students. The overall rating of laissez-faire leadership on students is negatively impactful ($\mu = 2.65^*$).

Table 5: laissez-faire leadership style on the general conduct of students

Items	Responses							Remark
	A	O	S	R	N	WM		
How often do you give students freedom to make their own decisions?	125	56	100	10	31	3.80		Freedom
How often does this freedom affect the students' behaviour positively?	40	10	56	8	200	2.00		Negative
Does a laissez-faire leadership style motivate you to complete tasks?	58	21	50	60	123	2.45		Negative
How often does minimum supervision increase affect students' level of discipline?	60	14	43	50	145	2.34		Decrease

How often does a laissez-faire leadership style increase the creativity of students?	23	12	21	55	201	1.45	Decrease
How often does a minimal leadership style result in misconduct by students?	221	44	16	13	18	4.40	Misconduct
Do you think laissez-faire leadership encourages students to take responsibility for their actions?	43	22	35	45	167	2.13	Discourage
Mean of weighted mean = overall impact of laissez-faire leadership style by teachers						2.65*	Negative

Key: A: Always (5), O: Often (4), S: Sometimes (2), R: Rarely (2), N: Never (1), WM: Weighted mean

Discussion of Findings

51.9% of respondents were female teachers, while 48.1% were male teachers, indicating that more females were leading and maintaining discipline among government secondary schools in Edo and Anambra states. This is like the report of Nwosu et al. (2021) and Adewale & Olajide (2024). A substantial proportion of them (52.9%) held a first degree or its equivalent, whereas 30.5% held an NCE/Diploma, which is the essential preliminary certificate required to become a secondary teacher, and this corroborates the report of Nwosu et al. (2021) and Ughamadu & Ugwu (2025) in their research in Edo and Anambra states. 51.9% of respondents reported having ≥ 4 years of leadership/classroom management experience, which aligns with the report of Imakpomwan, Erhabor & Adeyemi (2022), who confirmed that the style and years of leadership experience positively affect the attitude of secondary school teachers towards work. The experience gained was either in mixed schools (83.7%), urban (38.5%), semi-urban (32.0%), or rural (29.5%) regions. Teachers who oversee schools with an average size of more than 100 students (67.6%) had higher response rates. Teachers with average monthly incomes between 61000 and 80000 naira earned more (28.5%), followed by those earning 41000-60000 naira (19.6%). Many researchers, including Grub (2020), Adekanmbi & Ukpere (2021), and Obionu, Ughamadu & Obiagwu (2024), maintained that teachers earned less in the teaching profession and could influence their leadership perspectives and classroom management.

To instill discipline in students, teachers use a variety of leadership philosophies. Three leadership philosophies were assessed and discussed with the teachers in Aguata LGA and Edo North District. According to responses from principals and educators in these study areas, 46.4% and 32.1% of respondents, respectively, stated that they typically used laissez-faire leadership. 64.1% of respondents claimed to utilize a democratic approach, while others claimed to use none of the above. To enforce discipline, 58.6% of the respondents used an autocratic leadership style. 13.1% responded negatively, stating that they experiment with different leadership ideologies. From the findings, the respondents applied democratic, autocratic, and laissez-faire leadership styles in instilling discipline among students in secondary schools in Edo North Senatorial District and Aguata, Anambra State. The responses of these teachers align with the reports of Adedeji & Adewale (2024); Amaefule & Amaechi (2020); Ikechukwu & Chinweze (2023) and Fadipe & Uwaechia (2023). These authors, in one way or another, reported that teachers applied different leadership approaches to instill discipline in their students, but fingers have been pointing at the laissez-faire leadership style as a method that has contributed to disobedience and insubordination among students and teachers (Edeh & Onwusa, 2021).

A hypothesis was explored to examine the association between years of experience in leadership/classroom management and instructors' laissez-faire attitudes. The findings demonstrated a strong link between years of classroom management and a laissez-faire approach ($p < 0.05$). According to the findings, people who have managed classrooms for more than three years were likely to use a laissez-faire leadership style in disciplining their students. Inherent reasons might be tiredness, lack of zeal, remuneration, age, family pressure, etc. This is consistent with the findings of Imhangbe et al. (2019), Okoro & Umeh (2023), and Makundi & Juliet (2024). A laissez-faire leadership style approach to enforcing discipline among students has contributed to students' misbehavior in all aspects (Makundi & Juliet, 2024),

creates a non-reading spirit among them, and has a negative impact on the teacher's mental development (Nwosu et al., 2021). According to Ikechukwu and Chinweze (2023), the decline in Anambra State's educational standards is directly related to the laissez-faire leadership style. Imhangbe et al. (2019) and Attah (2025) also attributed poor student performance and misconduct to laissez-faire leadership. Furthermore, in schools where principals and teachers employ a laissez-faire leadership style marked by minimal involvement in day-to-day disciplinary oversight would likely lead to increased rates of absenteeism, classroom disruption, rule-breaking, and disrespectful conduct (Makundi & Juliet, 2024; Imhangbe et al., 2019). Leadership disengagement often brings about weakened institutional control and a rise in student indiscipline.

Preliminary findings from the study also indicated a statistical correlation between monthly income and laissez-faire leadership ($p < 0.05$) of the teachers on student discipline in public secondary schools across Anambra and Edo States. The monthly earning structure of the teachers who responded to the study varied. Irrespective of their earnings, they maintained that they adopted a laissez-faire leadership; after all, a greater portion of the national cake is taken by the politicians, caring less for the poor teachers. The impact of teachers' monthly income on the leadership style in the management of their classrooms is corroborated by the reports of Grub (2020), Adekanmbi & Ukpere (2021), and Obionu, Ughamadu & Obiagwu, (2024), who linked good salary as a driver to passionate and transformational leadership. This implies that if teachers are well paid, they will do more and manage their classrooms effectively.

Generally, the laissez-faire leadership approach of controlling students in Edo North, Edo State, and Aguata, Anambra State, negatively impacts the educational system generally ($\mu = 2.65^*$). This is consistent with the report of Parveen et al. (2022), Makundi & Juliet (2024), and Florence & Christopher (2026). Obviously, this leadership approach contributes tremendously to a high rate of examination malpractice among private and public secondary school students, weakening education not only in the study area but in the entire country of Nigeria. It has reduced the ability of teachers to complete important tasks ($\mu < 2.45$), such as covering the terminal curriculum, disciplining students to stay quiet, and improving study habits. Teachers would rather allow students to make decisions on their own and take responsibility for their actions without proper guidance and monitoring ($\mu = 3.80$). Things would continue to go out of hand if principals and teachers cannot adopt a radical approach to leadership style in managing their classroom environments (Nwosu et al., 2021).

Conclusion

A laissez-faire leadership style marked by passive oversight, non-intervention, and minimal engagement with school affairs is a major contributor to the plummeting trend in student discipline in public secondary schools across Anambra and Edo States. From the findings, teachers' years of experience and monthly salary also contribute to the laissez-faire leadership style they adopt in the management of the students in different government-owned secondary schools.

Recommendations

- Strengthening the role of Parent-Teacher Associations (PTAs) in monitoring school discipline is a necessity.
- Organizing periodic leadership seminars, symposia, and workshops to update school leaders on contemporary behaviour management strategies and policies.
- The government should increase teachers' salaries and give them incentives periodically.

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