Navigating Leadership: Examining the Impact of Leadership Roles in School-based Educational Clubs on Students' Development and Academic Performance

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Abstract

This study explores the effects of leadership roles in educational clubs on students' personal and academic growth. It involved 15 public high school students in Tetouan, Morocco who participated in extracurricular school activities. E-questionnaires and observations were used to gather primary data on their views of their club experiences. Research findings suggest that students who hold leadership roles in their educational clubs improve in self-confidence, collaboration, problem-solving, and effective communication. Leadership roles, across the various clubs, impact student-student relationships, the climate of the club, promote personal growth, and enhance academic performance. These soft skills are transferable and conducive to many aspects of academic life. It is essential to note the clubs' supervisors' accounts of students, who demonstrate educational clubs' positive effects on students' emotional intelligence, cognitive abilities, self-confidence, and social skills. This research suggests a confluence of the relationship between leadership and educational clubs. The findings

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suggest that schools could enhance students' leadership capacities, cultivate their total growth, and optimize their school connectedness with leadership development programs tailored to these clubs. The integration of such programs into school life will not only encourage and prepare students to assume roles of leadership in the future, as researchers argue, but may also prove much more effective in equipping them for life with the skills and qualities required for success in a world increasingly oriented toward knowledge, expertise, and constant innovation.

Keywords: academic achievement**,** educational clubs, student development, student role, decision-making, social skills, school culture

* Introduction

Educational clubs are critical to students' academic progress and general growth. These extracurricular activities provide valuable opportunities for students to pursue their interests, gain important life skills, and foster leadership traits. Leadership in educational clubs has received a lot of attention in recent years because of its ability to improve students' personal and academic performance. Despite growing research on the advantages of educational clubs, there is a lack of extensive studies on the particular function of leadership roles within these institutions and its impact on students.

The extensive study on leadership development in student development has accentuated their re-orienting power in the determination of critical thinking, decision-making, self- confidence, interpersonal skills and much more.

Astin (1984), Chambers and Phelps (1993), Garrecht et al. (2018), among many others have displayed that arranging and being in authority in any set learning setting faces a number of positive outcomes. Their studies have revealed that there is a close connection between students being involved in educational clubs and their personal grow4th, academic achievement improvement, and work readiness.

Unfortunately, many studies have not undertaken in-depth the investigation of the relationship between educational clubs and academic achievement. The objective of this study is, hence, to address that gap that exists by delving into how the

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students are affected by the roles of students in educational clubs.

A total of 15 students from 10 student within a public high school in Tetouan, Morocco, participated in this study. They are between 15 and 18 (mean age of 17) and represent a mix of both males and females. An online questionnaire, which consists of six distinct parts (i.e., closed, semi-closed, and open-ended questions), was employed to gather data related to participants' club involvements and leadership positions. Additionally, 7 club supervisors (in-service teachers) completed an online questionnaire developed to gain a deeper understanding of the impact of leadership on their students' development as individuals and as learners.

Results from this study provide strong support for the role of leadership in educational clubs when examining personal and academic outcomes. Students' reported a number of positive impacts as a result of their leadership, including greater self-confidence, collaboration, the ability to solve problems, and communicate effectively. A club's supportive atmosphere and interactions among members played a big role in this academic development.

According to the data extracted from students responses, engagement in educational clubs supports school achievement in an indirect manner, since the clubs help develop "transferrable" qualities like collaboration, leadership, creativity and self-expression. What is more, such club activities are conducive to the often low-stress, and high encouragement environments. The students' and supervisors' responses also reveal a growing body of evidence that educational clubs are linked to students' cognitive and social skills, and their motivations, according to the study.

In conclusion, it is clear that the theoretical findings show that taking different roles in the educational clubs helps the improvement and the amplification of the personal development and the academical results of the students. The findings, however, indicate that there is a need for training programs that are tailored and effective and which are entrenched within the more general organizational structure of the educational setting in order to attend to the student leadership needs and aspirations. These settings

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ought to gain sensitization onto leadership and the methods whereby leadership skills are acquired in different club platforms across schools. These skills will create a conducive and inclusive climate among students to prepare them to assume roles of leadership in the future, making sure that their academic performance is at an exemplary level.

* Literature Review

Several academic studies have shown that school-based clubs improve students' skills and academic performance (Buckley & Lee, 2018; Chambers & Phelps 1993; Dempster & Lizzio 2007; Lizzio et al. 2011; Mozghan et al. 2011; Pepper & Thomas, 2001; Smith 2016). However, there has been little research on the precise role of leadership within these groups and their influence on students. The broad idea of "leadership" sometimes lacks specific study in terms of different styles and their function within various club situations. This section seeks to shed light on these elements as well as to investigate the current research gap.

* Leadership and Student Development

A multitude of scholarly investigations have addressed the subject of leadership from various perspectives. Nevertheless, limited research has been conducted on the intricate and significant connection between leadership and the development of students. (Astin, 1984; Buckley & Lee, 2018; Chambers & Phelps, 1993; Mozhgan et al., 2011; Pepper & Thomas, 2001) emphasize the favorable influence that leadership opportunities can exert on the growth and progress of young individuals and the significant impact of accepting leadership positions and engaging in educational contexts, whether at the secondary or higher education level.

Astin (1984) underscored the significance of student participation and engagement within the collegiate context as a key catalyst for student growth. According to his theoretical framework, the extent to which students engage in several dimensions of college life, such as academic endeavors, co-curricular activities, and contacts with peers and professors, has a substantial impact on their personal and intellectual development. Astin's research demonstrates the importance of active involvement and shows that it has a positive impact on students' cognitive and emotional growth, leading to enhanced self-confidence,

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critical-thinking skills, and overall student satisfaction with their college experience. Astin's research shows that active participation is considered crucial in creating the kind of friendly and inclusive learning environment. Moreover, active participation, in both academic and extracurricular activities, is both encouraged and expected, sought as a blueprint for a truly comprehensive and transformative college experience. In this way- as well as for his strategic initiatives on student affairs and higher education practices- Astin's ideas have been amazingly influential, making their way into the policies and practices of a number of institutions who have sought to bolster student involvement and overall success in the last fifty years.

Chambers and Phelps (1993) conducted seminal research on the effects of leadership roles and student involvement in school clubs on students' development. The results of their study demonstrated that students who actively participated in leadership positions had heightened levels of self-confidence, self-efficacy, and a high feeling of accountability. By taking on leadership responsibilities, students were encouraged to step out of their comfort zones, develop effective

communication skills, and foster a greater sense of autonomy. In addition to that, students who take active roles in their clubs have undergone change "in attitudes, knowledge, behavior [and] contributed to institutional vitality (Chamber & Phelps, 1993, pp.20-23).

Garrecht et al. (2018) examined how leadership experiences affect students' educational club decision-making. Students who led these groups made better decisions, according to the research. These experiences helped them grow personally and strengthen their ability to critically assess events and make educated life judgments by frequently making informed choices and resolving club issues. Decision-making is a critical skill, especially in socio-scientific concerns connected to sustainable development. With its interdisciplinary and informal structure, educational clubs are ideal for promoting decision-making abilities, particularly in complicated and urgent sustainable development decisions. Education for sustainable development extracurricular activities help integrate sustainability concerns and decision-making, enabling the translation of sustainable development ideas into informed choices and real-

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world actions. Extracurricular activities foster students' decision-making skills by providing a participatory, interdisciplinary, and real-world learning context, especially in sustainable development, which gives students the "ability to discuss issues from multiple viewpoints" (Garrecht's et al., 2018, p. 2).

Moreover, investigations by Marchant et al. (2001), Mozghan et al (2011), Seow and Pan (2014), have shed light on the connection between leadership roles and academic performance. These studies revealed that students who actively participated in leadership positions within their school environment exhibited higher levels of academic achievement and "students with higher grades have higher leadership abilities" (Mozghan, 2011, p. 1619). This association can be attributed to the fact that engaging in leadership roles fosters time management, organizational skills, and a heightened sense of commitment to both academic pursuits and extracurricular responsibilities.

Furthermore, leadership experiences have been found to cultivate essential career readiness skills in students. Buckley and Lee (2018) explored the correlation between leadership opportunities, career preparedness, and the beneficial additionalities offered by extra-curricular activities which should be endowed by complementary skills and driven by marketization, highlighting that student who held leadership positions demonstrated a greater ability to work collaboratively, think critically, and adapt to changing circumstances. These traits that are highly valued in the professional world as the "economic outcomes mandates that institutions be responsive in providing students with the skills that are demanded by future employers" (Buckley & Lee, 2018, p. 2).

Overall, the literature consistently suggests that leadership roles within educational clubs and organizations serve as a powerful catalyst for fostering various dimensions of student development. These roles not only contribute to personal growth but also positively influence academic performance and career readiness. The insights gleaned from these studies underscore the significance of providing ample opportunities for students to assume leadership positions, as it can yield lifelong benefits and contribute to their holistic development.

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* The Role of Educational Clubs

Educational clubs are vital to schools, according to research. It shows how such clubs affect student growth and academic achievement. Lizzio et al. (2011) examined high school students' extracurricular activity motivations. They found that educational clubs promote student engagement, social skills, and academic accomplishment, which are needed "to engage in formal and informal leadership in their school" (Lizzio et al., 2011, p.85). Additionally, students who engaged in clubs (extracurricular activities) were more motivated, enthusiastic, and committed to their academics. Additionally, participants have a feeling of identity, connection, positive school orientation, closeness, membership, and involvement (Lizzio et al., p.88). These groups allow students to discover new hobbies, interact with like-minded friends, and feel more connected to their schools.

Additionally, Durlak and Weissberg (2007) examined how clubs in a school can help students improve their social skills. The experiment found that getting involved in clubs enabled the development of social skills that include communication, teamwork, and empathy. Through the process of interaction in the club arenas, students were trained to be good leaders who can handle group dynamics, conflicts resolution, and develop communication skills, which are key for their future career be it in academic or real-world contexts. The researchers concluded that two important findings were highlighted:-

1- Youth who participate in after-school programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance. [...] They also reduced problem behaviors (e.g., aggression, noncompliance and conduct problems) and drug use.

2- It was possible to identify effective programs: Programs that used evidence-based skill training approaches were consistently successful in producing multiple benefits for youth (Durlak & Weissberg, 2007, p. 7).

Research has placed special emphasis on the distinctive influence of academically focused groups on student learning. The studies conducted by Fakhretdinova et al. (2021) and Alexander et al. (2021) examined the impact of academically

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oriented clubs on the development of critical thinking, problem-solving, and teamwork abilities. The findings of the research suggest that students who participated in subject-specific clubs had enhanced comprehension of academic topics and improved analytical skills by engaging in practical projects and engaging in conversations. These groups provided a favorable setting for cultivating intellectual inquisitiveness, originality, and inventive thinking.

Educational clubs have shown their efficacy in fostering the development of leadership attributes among student individuals. As students engage in different positions and adopt corresponding duties within the club structure, they get significant leadership experience, fostering the development of proactive behavior, accountability, and effective decision-making abilities. The involvement in leadership opportunities has a crucial role in fostering the holistic development of students, equipping them with the necessary skills and experiences to assume leadership positions in their academic and professional trajectories. Educational clubs significantly contribute to the holistic development of students, including both their intellectual and personal advancement. The influence of extracurricular activities goes beyond the confines of the educational setting, as they offer students with avenues to actively participate in their areas of interest, cultivate essential interpersonal competencies, and enhance their scholastic achievements. Clubs with an intellectual emphasis contribute significantly to the development of critical thinking and problem-solving abilities. As educational institutions recognize the value of educational clubs, there is a rising need to give strong support and assist the growth of these extracurricular activities. This is critical for promoting students' overall growth and improving their academic performance.

* The Interplay of Leadership and Educational Clubs

Several studies have examined how educational clubs based on leadership affects students' growth. These studies include Ford et al. (2023), Pepper & Thomas (2001), and Smith (2016). Their research focused on instructional, transactional, inspiring, and transformational leadership; they are significant because they explore the importance of

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leadership in education. Leadership in schools may improve school culture, self-confidence, and social skills. Moreover, leadership positions increase students' self-confidence as they take on responsibilities, make more rational judgments, and help their classmates. These leadership positions have also helped children develop social skills including teamwork, communication, and problem-solving. This suggests that empowering kids to lead in schools might change internal dynamics and enable them to develop social skills external to the educational setting. Furthermore, the school culture is shaped by administration and teacher leadership.

In contrast, McKeirnan et al. (2022) examines stress and time management issues in educational club leadership. Their study found that student leaders commonly experience stress from balancing academic and extracurricular commitments. Pressure may raise stress and make time management harder. Leadership activities may be rewarding, but they frequently involve a lot of responsibility and time, which can affect students' well-being and academic performance. It is important to recognize that the effects of leadership roles in these institutions vary depending on individual circumstances, club dynamics, and student leader support.

To better understand this dynamic relationship, future investigations should examine the leadership positions and roles, student leader support and training, and club environment. By critically assessing the pros and cons of educational club leadership, educators and administrators may improve learning outcomes, system, and tailor leadership opportunities to students' needs.

The existing research suggests that educational club leadership may boost student self-confidence and interpersonal skills. It also raises awareness of stress and time management issues. To maximize the benefits of educational club leadership and minimize the drawbacks, a more thorough examination of this relationship is needed. This strategy allows schools to foster leadership and personal growth in pupils.

* **Research Gap and research questions**

Even while research on educational club leadership positions has advanced, little is known about how different club types and leadership

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styles affect student growth. Research on how different clubs affect students who run them is scarce. Limited and overgeneralized research on these leadership tasks and academic success in club types exists. Understanding these differences is essential for creating club leadership development programs that match students' interests and career ambitions.

This study uses a mixed-methods approach to investigate the varying effects of leadership roles in educational clubs to address this research vacuum. E-surveys, frequent inspections, and club coordinator interviews will examine the link between leadership, club kinds, student progress, and academic success. To fill this gap, our findings may enlighten educators, administrators, and legislators on the pros and cons of diverse leadership experiences in different club settings. Our results may also enable more targeted and inclusive club activities, allowing students to head clubs that fit their interests and goals.

This research aims to answer the following questions:-

1- How do specific types of educational clubs influence the developmental outcomes of students who assume leadership positions within them?

2- What is the impact of leadership roles within diverse club types on students' academic performance?

3- How can the findings inform the design of targeted and effective leadership development programs within educational clubs to align with students' interests and career aspirations?

* Methodology

* Participants

The study involved 15 students from a public high school in Tetouan, Morocco, which contains about 1400 students. The sample comprised both male and female students, with an average age of (17 years). The age range of the participants varied from (15 years) to (18 years). The student sample (n=15) was carefully selected to represent Imam Al Ghazali technical public high school as a case study; and only members of the clubs were allowed to participate in the survey comprising 100 students (7.14%). In terms of cultural background, most students were identified as belonging to middle-working-class families. The e-questionnaire was sent to 100 students and only 15 students filled it back (15%). This little sample was due

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to the end of the school year and other socio-economic factors. It should be noted that 7 club supervisors (7%) from 100 teachers working in the high school participated in a respective e-questionnaire to gain more insight into the concept of leadership and compare the findings with the ones gained from the students' questionnaire.

* Measures

To cover many aspects of the research, the e-questionnaire consisted of six parts. Questions varied between closed, semi-closed, and open items. The items vary from closed to semi-closed to open questions targeting different aspects of clubs' impact on students' development and academic performance as the following table demonstrates.

Table 1 survey's data

Number of sections	Section 1	Section 2	Section 3	Section 4	Section 5	Section 6
Targeted areas	*Demographic data*	*The Club's data*	*Leadership type data*	*The Club's Culture*	*The Club's Impact*	*Self-Assessment*
Number of items	one question	six questions	three questions	three questions	six questions	five questions
Type of items	closed	- closed (4) -semi-closed (2)	- open (2) - semi-closed (1)	- open (2) - semi-closed (1)	-closed (3) - open (2) -Semi-closed (1)	- closed items (3)

* Procedure

The students' participation in the study was entirely voluntary and anonymous. Students were informed that the survey aimed to explore their perceptions of their experiences being members and active participants in the established school clubs at the school. Before sharing the survey, the administration received the idea encouragingly to illicit the students' perceptions. In addition to that, I am grateful to the administration for providing the required factual data mentioned above in the methodology section. The survey was shared beforehand with the school principal and clubs' supervisors[1] for a collaborative assessment. The completion process took approximately 10 minutes for students and five minutes for the supervisors to express their experiences and prospective vision of the clubs in the school.

* Findings and discussion
* Research question 1

Our results offer solid evidence that educational clubs have a favorable influence on students' personal and social development, especially when they assume leadership roles. We obtain further insights into the transformational implications of leadership positions inside these clubs

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[1] Club supervisor is more commonly used in Moroccan context than club coordinator and club advisor.

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when we explore the data shown in Table 2 and Figure 1.

Table 2 Students' roles in their clubs

| Student[2]	Type of Club	Students' Roles/duties
Student 1	English Club	President - Responsible for delivering news from teachers to club members (translated).
Student 2	Human Development Club	Organizing Committee Member - Occasional participation (translated).
Student 3	Sports Club	Racing and longitudinal Jumping.
Student 4	Sports Club	Main Distributor (position not specified).
Student 5	English Club	Public Speaking Contestant.
Student 6	Music Club	Musician - Organizing Committee Member (translated).
Student 7	Music Club	Singer.
Student 8	Public Speaking Club	Advisor, Presenter, and Organizer.
Student 9	Initiative Club	Supervisor responsible for documenting club activities and presenting them to the club coordinator (translated).
Student 10	Health and Environment Club	Organizing Committee and Designer.

Figure 1 Leader's characteristics[2]
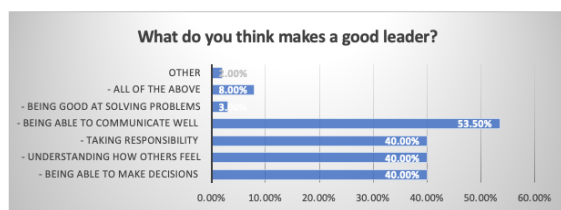
Table 2 shows the wide diversity of student roles and responsibilities within their individual groups. Notably, both the English Club and the Human Development Club include students with leadership and organizational duties. As President of the English Club, *Student 1* is tasked with conveying information from professors to club members. Such a job naturally improves communication skills as well as the ability to successfully manage club events. Similarly, in the Human Development Club, *Student 2* acts as a member of the Organizing Committee, giving

occasional involvement and demonstrating how leadership duties extend beyond official titles.

Meanwhile, the Sports Club promotes athletic endeavors, and *students 3* and *4* display their abilities as racers, jumpers, and distributors. Though the responsibilities may not seem to be directly related to leadership, it is critical to note that such active participation within the club helps to enhance cooperation and collaboration, both of which are key skills for great leaders.

Student 5's participation as a contender demonstrates the English Club's effect on public speaking, highlighting the club's emphasis on improving communication and presenting abilities. Furthermore, the Music Club displays how *students 6* and *7* participate as musicians, vocalists, and Organizing Committee members. These positions demonstrate how creative expression and organizational efforts within a club context may help to develop leadership traits like flexibility and aesthetic vision.

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[2] It is important to note that the questionnaire was also translated into Arabic due to two key reasons: Initially, to ease comprehension for the students and secondly, to involve those students whose second foreign language is Spanish instead of English.

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The engagement of *Student 8* in the Public Speaking Club as an adviser, presenter, and organizer demonstrates the diverse nature of leadership responsibilities. These duties demand good planning, decision-making, and mentoring, all of which contribute to personal development and the capacity to inspire others.

Furthermore, the Initiative Club highlights *Student 9*'s duty as a supervisor in charge of recording and presenting club activities to the club administrator. This kind of job allows students to take ownership of their club's efforts while also emphasizing the necessity of good communication, organization, and responsibility in positions of leadership.

Finally, the Health and Environment Club promotes *Student 10*'s involvement in the Organizing Committee as well as his/her role as a Designer. This demonstrates how leadership in this group is not restricted to conventional duties but also extends to creative initiatives, exhibiting flexibility and invention as important characteristics.

Figure 1 adds to our knowledge of successful leadership in these groups. Students' comments stress the significance of traits such as collaboration, cooperation, understanding, conflict resolution, and consideration of others' viewpoints. These attributes highlight the need of emotional intelligence and empathy in leadership, both of which are developed and enhanced inside the club context.

Finally, our examination of the chart and figure broadens our awareness of the many responsibilities and attributes connected with leadership in educational clubs. The evidence suggests that certain types of educational clubs can significantly impact students' development outcomes when they take on leadership roles. The results highlight the transforming impact of club membership, in which students not only gain crucial leadership abilities but also demonstrate personal development and increased social competencies. We obtain significant insights into targeted leadership development programs by recognizing the multidimensional nature of leadership positions and the diverse benefits across different club kinds. This improves students' overall growth and future performance.

The provided responses highlight other aspects of effective

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leadership within the clubs, such as coordination, cooperation, understanding, addressing conflicts, taking others' opinions into account, preparation, and positive qualities of a leader.
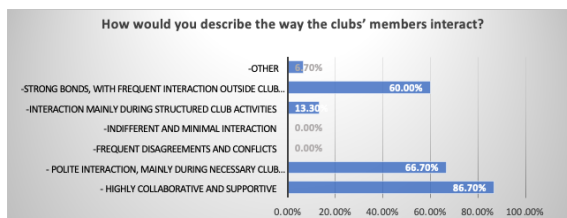
* Research question 2

To answer the second research question, our findings suggest that the type of club and leadership style significantly influence leadership skill development among students. Interestingly, the impact on academic performance varied depending on the type of club and the leadership style employed. Overall, this question can be approached from three angles (interaction, culture of the club[3], and academic performance:-

* Student-student interaction and culture of the club

86,7% of participants admitted having a high collaborative, supportive relationship, and having polite and strong bonds with each other.

Figure 2 Club's members interaction

These statistics align with the open reactions (open-ended questions) as many students expressed their highly contented point of views to the gains of the interaction between the members of the clubs. Among these responses we find:-

1- Deriving noble values and learning valuable insights from others (translated).

2- Appreciating their assistance and collaboration (translated).

3- Acknowledging that understanding and embracing positivity are essential for effective leadership (translated).

4- Being capable of influencing others and proposing ideas for improving club services (translated).

5- Finding interactions with others transformative in personal growth and development (translated).

One noteworthy reaction by student was expressed in English (without any rectifications) was the following:-

Absolutely. Before, I was a bit selfish while playing basketball which was just a reflexion of my teammates' behavior. So, last year we were qualified to play in the regional competition but lost in the finals which

[3] Regarding the interaction and culture, they will be amalgamated into one point of discussion due to the close and somewhat repetitive nature of the responses.

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made everyone upset and blame the others although it wasn't a bad achievement for non-professional players but I confess that I could have played better. Well, considering that I moved to another school I was met with other teammates, although they weren't as good as the previous ones but they were cooperative. So, we played in this year's competition and although we only won the 2nd place in the local comp. but I was satisfied with my performance and was qualified as the shooter of the league. So, being with supportive team helped me give my best without feeling all the weight on my shoulders and I could make decisions comfortably knowing that no one of them will get upset if it was for the team's best. I even learnt how to accept a loss and make everyone work harder not lose hope.

The statistics revealed that a considerable percentage (86.7%) of participants reported having strong collaborative and supportive relationships within their clubs. This highlights the positive influence of interactions among club members on academic performance. The open-ended responses provided further insights into students' experiences, with many expressing how these interactions allowed them to gain valuable insights, propose innovative ideas, and develop collaborative values. Such collaborative environments create and promote competitiveness and motivation which lead to the increased achievement among the members of the club. Also, the students accentuated the assistance and support elements they received from their club peers, reaffirming the fact that the team and group dynamics are vital pillars of the success within the club environment. Furthermore, being in a good team environment enabled the students to get better grades and learn faster- without the feeling they have to do everything alone. Such positive team dynamics created a certain atmosphere in which the choices were taken in the viewpoint of all the club members, therefore, resulting in the improvement of the academic results.

A notable testimony from a student in the basketball team exemplifies the transformative power of a supportive club environment. The students' experience showed how the cooperative nature of their new teammates led to personal growth and learning. Accepting a loss and working together to improve demonstrated

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resilience and determination, positively impacting both their sports performance and academic success.

The findings of this point indicate that leadership roles within diverse club types have a significant impact on students' academic performance. Positive interactions, supportive relationships, and cooperative team dynamics play essential roles in fostering personal development and enhancing academic achievements. Creating inclusive and supportive club environments can positively influence students' overall growth and academic outcomes, providing them with enriching experiences within their educational journey.

* Academic performance

Although 81.3% (compared to 100% of clubs' supervisors) admitted having benefited a lot academically owing to the club's membership in an open question (Do you think being in the club has helped you do better in school?), students' responses were not helpful to decide *how* and in *what* school areas or subjects. They were somehow reserved. However, their answers (14 students who reacted to this question) as demonstrated in the following table, is highly informative about the academic side:

Table 3 Students' reactions classifications

Student	Club	Response (translated)[4]	Intelligence [5]Focus	Skills and Interests gained
1	English club	"I owe this club a lot... now look at me!... proud of my achievement with this wonderful club."	Intrapersonal Intelligence	Personal Growth, self-efficacy
2	Human Development Club	"Because the club helps everyone to improve... be more responsible and respectful."	Interpersonal Intelligence	Social Skills, Responsibility
3	Sports Club	"As a Bac student... joining those clubs made me... enjoy something other than just studying."	Intrapersonal Intelligence	Personal Interest, Recreation
4	English Club	"Public speaking helped me... develop my English language and... an amazing experience."	Linguistic Intelligence	Language Skills, Experience
5	Arts club	"Because it makes you enjoying your school life."	Intrapersonal Intelligence	Personal Interest, Recreation
6	English Club	"Yes, it improves my English."	Linguistic Intelligence	Language Skills
7	Music Club	"Being closer to the club... gain new skills... confidence... self-reliance."	Intrapersonal Intelligence	Confidence, Personal Growth
8	Music Club	"Frankly, participating in the club gave me self-confidence... which I lacked before."	Intrapersonal Intelligence	Self-Confidence
9	Initiative Club	"For me to have friends to give everything I have."	Interpersonal Intelligence	Friendship, Giving
10	Health and Environment Club	"Belonging to the club... fosters values of giving, perseverance, and diligence."	Intrapersonal Intelligence	Values, Perseverance
11	Health and Environment Club	"Being engaged in the club made me excel... all members are academically outstanding."	Intrapersonal Intelligence	Academic Excellence, Growth
12	Music Club	"Joining the music club... enhanced my creativity... passion for composing melodies."	Musical Intelligence	Creativity, Music
13	Human Development Club	"Participating in the art club... express myself through painting and drawing... self-esteem."	Visual-Spatial Intelligence	Artistic Expression, Self-Esteem
14	English club	"Raises an individual's confidence."	Intrapersonal Intelligence	Confidence

The responses provided by students regarding the impact of club participation on their academic performance offer valuable insights, despite their lack of direct reference to specific academic areas. Instead, their feedback primarily revolves around the intrapersonal, interpersonal, linguistic, and musical aspects of their club experiences. These responses suggest that club involvement plays a significant role in fostering students' holistic development, encompassing emotional intelligence, self-confidence, and effective communication. The transferable skills mentioned, such as teamwork, leadership, creativity, and self-expression, can also have indirect effects on academic success. Improved

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communication skills, for instance, may enhance students' ability to articulate ideas effectively in written assignments or presentations. Furthermore, the students' intrinsic motivation to participate in club activities showcases the potential for increased academic engagement and achievement. By finding joy and passion in their club experiences, students are likely to be more driven to excel in their academic pursuits. Additionally, the development of creativity and artistic expression within the club setting may extend beyond the artistic realm and positively impact problem-solving and critical thinking skills in academic settings. Moreover, the sense of social support and well-being fostered within the clubs can contribute to reduced stress levels and increased motivation, indirectly influencing academic performance. While the students' responses did not explicitly address improvements in academic studies, the diverse skills, and qualities they highlighted suggest that club participation can indirectly contribute to their overall academic journey. Nonetheless, future research could delve further into direct measures of academic performance to provide a more comprehensive

understanding of the precise impact of clubs on students' educational achievements.

These findings are consolidated by the schoolteachers (club supervisors) who participated in their assigned survey. Their answers are translated without affecting the meaning and message of their point of views:

Table 4 Supervisors' responses

Supervisors	Impact of Club on Students' academic development	Supervisors' responses (translated)
Supervisor 1	Yes	« Certainly, the club is an opportunity to hone talents and mentor students' cognitive abilities. It also contributes to opening up students to academic learning methods, such as working on developing projects or useful programs.
Supervisor 2	Yes	« The sense of self and working on its cognitive development. The club opens the door for students to hone their talents, unleash their potential, and acquire important life and social skills that help them succeed in their academic and educational journey. »
Supervisor 3	Yes	« Acquiring skills, abilities, and competencies that qualify them to work within the framework of the project. »
Supervisor 4	Yes	« Firstly, it improves the relationship between the student and the facilitator and gives the latter an opportunity to get to know other aspects of the learner's personality up close. »
Supervisor 5	Yes	« Certainly, the club is an opportunity to hone talents and mentor students' cognitive abilities. It also contributes to opening up students to learning methods. »
Supervisor 6	Yes	« Working differently through collaboration within the group to develop a project or program. »
Supervisor 7	Yes	« Many students now aspire to implement the idea from start to finish and invite others to participate. »

The clubs' supervisors' responses are identical to the students' answers in reacting to the impact of school clubs on students' academic life. Both of them (supervisors and students) acknowledge the positive influence of school clubs on various aspects of students' development, including cognitive abilities, self-confidence, interpersonal skills, and academic performance. The teachers' responses mirror the students' perspectives, indicating a shared understanding of the benefits of club participation in enhancing students'

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academic experiences and personal growth. This alignment of views between teachers and students reinforces the notion that school clubs play a crucial role in supporting students' overall development and academic success.

Both the students' and the supervisors' responses reveal the positive impact of club participation on their overall academic development, including leadership skills and personal growth. These insights will inform the design of targeted and effective leadership development programs within educational clubs, aligning with students' interests and career aspirations.

* Research question 3

The study demonstrates that the leadership positions' experience within the various club categories are very crucial in the students' development toward improved academic performance. The mentioned outcomes in regard to personal growth, communication skills, and students' collaboration confirm a perfect way of clubs application for getting leadership skills better. From the outcomes of this research the development of such customized and purposeful leadership development projects inside educational clubs is increased. The way which is more pivoted to the interests and professional objectives of students.

For that, we could describe the different kinds of leadership skills that are taught in club environments. Putting studying responses and conversations from the clubs on the background it is possible to make a list of the prime ingredients which are essential for getting the desired results. It is essential to assess what kind of activities whether attending public speaking event, team games, help in communication and teamwork and based on a research, club activities should be incorporated into leadership programs specifically to match each clubs' capability.

Beyond that, the owner of the club can have a better understanding of the student viewpoint that is closely associated with a welcoming environment provided by the club which can make possibilities of leadership positions which build self-confidence, and a sense of belonging. We can design programs that will cater to the broad spectrum of student interests and aims by considering the factors which lead into an enhanced club experience. In this manner, the

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club environment can be made more cohesive and fulfilling.

We might investigate the next measures that are likely to be taken by school educational organizations and administrators in that regard. We may preach for works of leadership-based clubs to be included in school programs and activities, and emphasize positive impacts of such initiatives. We may include in our plans that we would also talk to the club supervisors and instructors with regards how they can be the instrumental people in developing students' leadership skills.

* Conclusion

The primary objective of this research study is to investigate the influence of leadership positions held within a range of academic clubs on the personal growth and academic achievement of high school students. By exploring data drawn from a sample of 15 students and 7 club supervisors at a public high school in Tetouan, Morocco, we shed light on the relational dynamics between leadership and club experiences.

The results of the study showed that taking leadership roles in educational clubs seems to have a beneficial impact on the development of high school students' personal

characteristics and life skills. Furthermore, learners who hold leadership positions significantly boost their self-confidence, social skills, critical thinking, and communicative skills. The findings are consistent with other studies that show leadership role experiences have a powerful impact on students' cognitive and emotional growth during high school. In addition, the study revealed that leadership roles in such clubs might be a critical factor for the near-term academic success as well.

Although the students' responses were not specified in terms of the academic advancements offered by the school clubs, it is worth considering the cultivation of those transferable skills- cooperation, leadership, creativity, self-expression- to have a potential positive impact on numerous soft skills, multiple intelligences and in turn, academic performance. Moreover, the club environment of support and encouragement not only served to reduce stress levels, but it also boosted motivation which meant a stronger academic trajectory for the students overall.

The congruence between the replies of students and supervisors

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served to strengthen the corroborative evidence of the beneficial impact of educational clubs on students' cognitive capacities, self-assurance, and interpersonal competencies. The mutual comprehension between students and instructors serves to underscore the importance of leadership positions within extracurricular organizations in promoting the comprehensive growth of students.

The findings of this study necessitate the implementation of focused and efficient leadership development initiatives inside educational organizations. By connecting these programs with the interests and professional objectives of students, educational institutions have the potential to enhance the learning experience in a more significant and meaningful manner. These programs aim to cultivate students' readiness for future leadership positions, provide them with vital life skills, and augment their academic achievements.

While we can glean much from this study, it is worth noting some limitations. Specifically, the generalizability of the results is limited given the small sample size. Further, the study was conducted within one cultural milieu, which may restrict the findings. Future research should include more extensive and heterogeneous participant samples to replicate and extend the findings of the current study.

In sum, the current study emphasized the fundamental role of leadership on educational club environments for student individual development and scholastic achievement. The observed positive impact has important implications by highlighting the importance of institutional allocation of resources in the direction of facilitating leadership experiences across varied club categorical distinctions. By adopting such perspective, educators and administrators will empower themselves with the potential to create a context within this school that is nurturing and inclusive, and serves to promote students' academic and personal achievement. Such an approach would also result in students that are better prepared to excel in their various future educational and vocational endeavors.

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