

Types of Leadership in the School Context in Morocco: An Exploratory Study

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Abstract: This study bridges theory and practice by examining leadership philosophies in Morocco's private educational institutions. The most common leadership philosophies identified by semi-structured interviews with directors, administrators, and educators are transformative, strategic, and democratic. The effectiveness and self-efficacy of teachers are positively impacted by these techniques. The examination indicates a range of approaches customized to the particular requirements of the establishments, underscoring the significance of leadership within the Moroccan educational framework.

With a dominance rate of 32.5%, transformational leadership encourages creativity and drive, resulting in an energetic learning atmosphere. In order to ensure the survival of institutions, strategic leadership (20%) focuses on long-term planning and effective resource management. The school community's participation and collaboration are valued by the Democratic leadership (12.5%), which strengthens the sense of community and cooperation. There are also other leadership philosophies, like transactional, servant, and adaptive leadership, each of which has unique benefits based on the institutions' goals and circumstances. This diversity of techniques emphasizes how different approaches can support high-quality education and a healthy school environment, underscoring the significance of flexibility and adaptability in the management of private schools in Morocco.

Keywords: Transformational Leadership, Strategic Leadership, Democratic Leadership, Private Education, Morocco.

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1. Introduction

Effective leadership in schools is essential to raising student achievement and allocating both human and material resources wisely. After the caliber of instruction, leadership is the second most significant factor affecting students' learning, according to [1]. Additionally, [2] provided evidence that kids' academic achievement is positively impacted by competent school leadership. According to their research, principals have an impact on teacher motivation, instructional strategies, and school culture. Private secondary schools in Morocco can be identified by their resources, teaching approaches, and organizational design. [3] Claims that because to their smaller class sizes, better-paid teachers, and more flexible curricula, these institutions are frequently thought to provide a superior education than public ones.

These schools do, however, confront particular difficulties, such as the need to draw students in a cutthroat market and the pressure to maintain high success rates. In order to live up to the expectations of their parents and the local community, they must so adopt successful leadership styles. This study's primary goal is to identify and examine the leadership philosophies used by Moroccan principals of private secondary schools. The following are the precise goals:

- To explain the traits of the many leadership philosophies that was seen.
- To evaluate how these styles affect pupils' academic achievement.
- To investigate the connection between teacher satisfaction and leadership philosophies.

By examining these facets, this study seeks to offer suggestions for enhancing leadership practices in Moroccan private schools, which will enhance the caliber of instruction and facilitate more efficient school administration.

2. Literature Review and Status Statement

2.1. Theories of Leadership

Examining the primary leadership theories is crucial to comprehending the leadership philosophies used by principals of private secondary schools in Morocco. These theories offer conceptual frameworks that make it possible to analyze and comprehend leadership behaviors in a range of educational settings. The definitions, traits, and applications of several leadership styles in the setting of schools are compiled in Table 1.

Table 1. Characteristics of Leadership Styles and Their Application in the Educational Context

Auteurs	Definitions	Characteristics	Applications in the Educational Context
Transactional Leadership Theories			
Burns (1978) Northo use (2019)	Transactional leadership is described by James MacGregor [4] as a method in which leaders encourage subordinates through exchanges or transactions. With this style of leadership, the relationship between the leader and followers is built on a number of mutual	-Contingent Rewards: Transactional leaders employ incentives to acknowledge and encourage desired behavior and performance from their subordinates. -Active Management by Exception: Supervisors keep a close eye on their staff members' performance and correct problems before they arise.	-Teacher Performance Management: Encouraging teachers to meet learning goals through incentives (bonuses, recognition). -Maintaining Discipline: Enforcing rules and regulations and using penalties to deal with misbehavior or failure to meet expectations.

understandings: the leader rewards followers for their performance and loyalty with incentives like pay raises or promotions.

Transactional leadership is a style of leadership that is based on interactions between the leader and subordinates, according to [5]. Using a system of rewards and penalties, leaders encourage follower cooperation in this manner.

-Passive Management by Exception: Leaders only step in when major issues come up or objectives are not achieved.

Transformational Leadership Theory

Burns (1978)
Yukl (2019)

James [4] makes the following statement: "Transformational leadership occurs when one or more persons engage with each other in such a way that leaders and followers raise one another to higher levels of motivation and morality."

Transformational leadership, according to [6], is a process by which leaders influence and inspire followers to reach better performance levels by changing their beliefs, attitudes, and actions.

- Idealized Influence (Charisma): Leaders inspire respect and adoration by serving as role models.
- Inspirational Motivation: Future visions that are inspiring and motivating are communicated by leaders.
- Intellectual Stimulation: By questioning presumptions and looking for fresh approaches, leaders foster creativity and innovation.
- Individualized Consideration: Team leaders provide careful thought to each member's needs for personal development and advancement.

-inspirational Teachers: By including them in inspirational educational missions and visions, school principals may inspire teachers.
-Promotion of Pedagogical Innovation: Motivate educators to create fresh approaches and novel instructional strategies.

Charismatic Leadership Theory

Max Weber (1947)
Conger et Kanungo (1998)

Three categories of legitimate authority traditional authority, charismatic authority, and rational-legal authority were used by [7] to characterize leadership in his 1947 study. These three categories of authority clarify how bosses might rightfully use their position of control to sway their subordinates. Conger and [8] created a charismatic leadership model that has a few essential components. They focus on the particular actions and procedures that charismatic leaders use to enthuse and encourage their followers.

- Capacity to express an inspiring and coherent future vision.
- The ability to communicate ideas with passion and persuasion.
- Extreme self-assurance in their skills and goals.
- Creative acts that go against accepted conventions.
- Compassion and comprehension of the needs and worries of followers.
- A readiness to take chances in order to succeed.
- Act as a moral example and role model.
- Encourage and inspire followers to work toward shared objectives.

-Teachers' and students' mobilization: Dynamic and exciting school environments can be created by charismatic administrators, stimulating teachers' and students' interest and participation.

Strategic Leadership Theory

Ireland and Hitt (2005)
Schoemaker, Krupp,

Strategic leadership is defined by [9] as "the ability to anticipate, envision, maintain flexibility, think strategically, and work with others to initiate changes that will create a viable and valuable future for the organization."

- The capacity to formulate a distinct and aspirational future vision for the company.
- The capacity to keep plans and strategies flexible and quickly adjust to changes.

-Create and share a concise vision for the school's future.
-Adjust to evolving technology, new educational regulations, and students' shifting demands.
-Plan for future developments in education and the need for students to modify their course load and delivery

and Howland (2013)	The six key characteristics of strategic leadership are anticipation, questioning, interpretation, decision-making, alignment, and learning, according to [10]. They stress how important it is for leaders to acquire these skills in order to function in challenging and unpredictable circumstances.	<ul style="list-style-type: none"> -The capacity to foresee trends, opportunities, and dangers before they manifest themselves. -The readiness to question received wisdom and promotes a critical thinking and questioning culture. -The capacity to reach important judgments that match the organization's long-term objectives with its available resources and efforts. -The ability to coordinate material, financial, and human resources with the goals and plans of the company. The capacity to persuade and enlist the support of internal and external stakeholders in order to implement the strategic goal. 	<p>style.</p> <ul style="list-style-type: none"> - Ascertain that the school's objectives and plans are understood by all parties involved, such as instructors, support personnel, parents, and students. To improve the educational experience of students, encourage innovation in curricula, instructional strategies, and extracurricular activities. -Encourage administrative personnel and teachers to participate in ongoing professional development so they may remain current on the latest findings in education and best practices.
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Democratic Leadership Theory

Bernard Bass & Bruce Avolio (1994) Peter G. Northouse (2019)	Democratic leadership was incorporated by [11] into their transformational leadership theory. They underlined that democratic leaders encourage creativity and innovation by involving their followers in decision-making. Democratic leadership, according to [5], is a style in which the team member participates in decision-making, promotes candid communication, and works toward consensus.	<ul style="list-style-type: none"> -A setting where reciprocal communication is encouraged and team members' contributions are recognized; -Members actively participate in decision-making. -Members develop a sense of dedication and responsibility as decisions are made collaboratively. -This type of leadership fosters creativity and innovative problem-solving by urging involvement. 	<ul style="list-style-type: none"> -When it comes to decisions on educational plans, procedures, and professional development opportunities, school administrators and teachers are encouraged to participate. -Schools host team training sessions and interactive workshops to foster a collaborative learning environment where educators exchange best practices for professional growth. -Democratic leadership promotes a shared accountability culture in which all members of the school community take ownership of the institution's success.
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Servant Leadership Theory

Spears (2010)	[12] Defines servant leadership as a leadership style that emphasizes serving others rather than seeking power or control.	<ul style="list-style-type: none"> - A servant leader actively listens to the worries and needs of others, making an effort to comprehend and address those needs. -By acknowledging and appreciating others' emotions and experiences, a servant leader demonstrates empathy for others. -A servant leader supports the personal and professional growth of others by assisting in the healing of their emotional and psychological scars. -The surroundings, circumstances, and needs of those in their immediate vicinity are all known to the servant leader. The leader can better grasp how to serve by having this awareness. -A servant leader actively seeks to create possibilities for their followers' fulfillment because they are really invested in their personal development. 	<ul style="list-style-type: none"> -To comprehend the issues and requirements of the teaching and administrative staff, school administrators use an active listening strategy. -School administrators prioritize the professional growth of educators by offering chances for ongoing education and advancement. - By assisting students and staff in realizing their potential and achieving their goals, school leaders foster their personal and professional development. -School administrators create a cooperative and encouraging atmosphere where all students, faculty, and staff collaborate to accomplish shared objectives. -School administrators should not impose their will on their team; instead, they should utilize influence and persuasion to inspire and motivate them.
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Adaptive Leadership Theory

<p>David, S. (2016) Linsky, M., & Heifetz, R. A. (2002)</p>	<p>According to [13], adaptive leadership is the capacity to successfully negotiate difficult situations and emotions in order to adapt to changes and promote a flexible and resilient work environment.</p> <p>Heifetz's associate [14] elaborates on the concept of adaptive leadership by highlighting the role that leaders play in handling conflict and opposition to change. According to him, adaptable leaders need to prepare their followers to deal with the conflicts and opposition that come with change in addition to guiding them through difficulties.</p>	<p>-Leaders have to assist their teams in adjusting to difficult and evolving situations that call for significant changes in attitudes and actions.</p> <p>-To effectively lead their teams through required transitions, adaptive leaders must be able to negotiate opposition and disagreements.</p> <p>-Understanding and controlling emotions is a crucial part of adaptive leadership in order to create a flexible and resilient work environment.</p> <p>-To discover fresh approaches to challenging issues, adaptive leaders promote experimentation and taking calculated risks.</p>	<p>Educators must modify curricula to accommodate students' evolving demands, new standards, and technology breakthroughs.</p> <p>-To better meet the needs of children and comply with social norms, adaptive leaders evaluate and amend school policies.</p> <p>-School administrators create a climate in which educators are inspired to try out novel instructional strategies and fresh techniques.</p> <p>-Adaptive leaders recognize the training needs of educators and offer customized chances for professional growth.</p> <p>-Administrators modify procedures and guidelines to foster a welcoming and inclusive learning environment that honors and values the variety of its students.</p>
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Autocratic Leadership Theory

<p>Yukl, G. (2013). Stephens, P. Robbin s et Timothy A. Judge (2019)</p>	<p>According to [15], an autocratic leader is one who has direct and concentrated authority over the group and makes decisions without consulting the team or taking their input into consideration. This approach may work well in settings that demand precise organization and guidance.</p> <p>According to [16], autocratic leadership is a style in which the leader exercises the majority of decision-making authority and enforces rules without consulting or receiving opinion from subordinates. This design is frequently linked to meticulous management and a rigid hierarchical structure.</p>	<p>-The team or organization is concentrated under the leader's direction and decision-making authority. Rarely are team members involved in or consulted during the decision-making process.</p> <p>-The leader establishes a tight hierarchy, stringent rules, and constant oversight.</p> <p>-This approach can be useful when making snap judgments or in circumstances when tight control is necessary, but it can also result in poor team member motivation and limited innovation.</p>	<p>-When faced with unexpected events or security concerns, school administrators quickly make judgments by using an autocratic approach.</p> <p>-Autocratic leadership ensures uniform adoption of new policies or processes by implementing them without discussion.</p> <p>This approach is used by leaders to control disruptive behavior and impose uniform, stringent regulations.</p> <p>-By centralizing decision-making, autocratic leadership can facilitate efficient collaboration when planning extracurricular activities or school events.</p>
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Coaching Leadership Theory

<p>John Whitmore (2009)</p>	<p>According to [17], a leadership coach is a strategy in which a leader takes on the role of a coach by assisting individuals in thinking through, developing their skills, and achieving their goals rather than just giving commands. According to [18], a leadership coach is a type of leadership that focuses on helping people develop their skills and abilities through structured coaching processes. The role of the leader-coach is that of a facilitator, helping the team members identify their goals, get past roadblocks, and perform better.</p>	<p>-The coach-leader employs coaching strategies to concentrate on helping people develop their skills and abilities. -The coach-leader assists team members in coming up with ideas on their own and accomplishing objectives on their own. -The coach-leader offers helpful criticism to boost output and promote development on both a personal and professional level. -The coach-leader leads the reflection process by posing challenging questions and serving as a facilitator rather than a dictator.</p>	<p>-School administrators employ coaching to support teachers in developing their professional and pedagogical abilities. -Coaches, along with leaders and school counselors, assist students in defining and achieving both personal and academic objectives. -By encouraging communication and understanding, coaching leadership is utilized to resolve issues between students or between staff members. -Using coaching, school administrators assist teaching teams in identifying and putting into practice tactics that enhance academic results. Students' leadership qualities are developed through coaching leadership.</p>
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1.2. Leadership Style and How It Affects the School Environment

The Impact of Transformational Leadership on School Climate and Teacher Motivation: A Study in the Context of Primary Schools" is a study by [19] that looks at the relationship between transformational leadership and teacher motivation in elementary schools. The findings demonstrate how transformational leaders enhance teacher motivation and foster a positive school atmosphere by motivating and assisting educators.

An additional investigation by [20] entitled "Autocratic Leadership and Student Achievement: A Quantitative Analysis in Secondary Schools" delves at the connection between academic achievement of secondary school students and autocratic leadership. The study finds that while rigorous adherence to regulations can be ensured by autocratic leadership, it frequently has a detrimental effect on student involvement and satisfaction, which can then have an influence on students' performance.

Similar to this, a research named "Servant Leadership and Teacher Engagement: Evidence from Elementary Schools" was carried out in 2022 by [21]. The impact of servant leadership on elementary school teacher engagement is examined in this study. The findings suggest that servant leaders, who prioritize the development and support of educators, foster increased levels of happiness and engagement within the teaching staff.

In 2021, [22] Carter carried out a study titled "Adaptive Leadership and School Resilience: Navigating Challenges in Changing Educational Environments." The study investigates how adaptive leadership, particularly in times of crisis, aids educational institutions in navigating quickly evolving learning environments. The researchers discovered that more resilient schools are a result of having adaptable leaders who can act fast in the face of change and guide their personnel through adjustments.

[23] Carried out a second study titled "The Role of Coaching Leadership in Enhancing Student Performance and Teacher Development." This study looks at how coaching leadership can improve teacher development and student achievement. The findings demonstrate that coaching leaders, who assist and grow educators through coaching methods, also enhance the academic performance of their students.

"Democratic Leadership and School Climate: A Study of Secondary Schools in Urban Areas" is the title of a study done in 2023 by [24]. The effect of democratic leadership on the educational environment in urban secondary schools is examined in this study. The findings demonstrate that democratic leadership

promotes a more upbeat and welcoming school environment by encouraging teachers and students to participate in decision-making.

Another quantitative study was done in 2019 by [25] a sample of 260 high school teachers in the Plaridel district, SDO-Bulacan during the 2018-2019 school years dealing with the transformational leadership styles of school principals and their effects on teacher self-efficacy. The results of the regression analysis indicate that the eleven variables of school principals' transformational leadership styles affect teacher self-efficacy to a different extent, as shown by non-zero coefficients.

[26] In 2023 conducted a study on Relationship between Principals' Leadership Styles and Teachers' Behavior. This study applied a quantitative research method on a sample of 213 teachers. The result obtained can guide the Malaysian school; indeed Principals choose the leadership style that best suits the behavior of teachers.

[27] In 2019 did a quantitative study on Principal Relationship Leadership to Work Motivation, Moral Teacher and Teacher Performance of State Junior High Schools. The total population of this study is 122 teachers of SMP Negeri Banjarmasin East, Banjarmasin City, sampling uses random proportional sample, sampling technique, and data is collected using questionnaires. Analysis Data Uses a Likert. The results of this study should be useful for improving work. Teacher motivation, morale and performance in the performance of teaching tasks and indirectly improve the leadership of the principal himself.

[28] In 2021 conducted a qualitative study on The Principals' Leadership Styles and Teachers' Performance of Selected Elementary Schools at The District of Norzagaray Eas. The study was conducted in six elementary schools in the East Norzagaray district. The overall findings of the study are that teachers consider key leadership style practices to be "often true" to be authoritarian and democratic, while they are rarely true to practice laissez-faire. In addition, the work performance of most teachers was rated as "very satisfactory" and there is no meaningful relationship between the leadership style of principals and teacher performance.

Similarly, in 2019, [29] conducted a qualitative study on PRINCIPAL LEADERSHIP STYLE AND ITS EFFECT ON TEACHERS PERFORMANCE. The subject of this research is the secondary school in the North Galesong district, Takalar district. This study used a sample of 47 people. The results showed that the leadership style had a positive and significant effect on teacher performance, and the dominant leadership style that influenced teacher performance was the delegator leadership style.

Other authors such as [30] made another quantitative study in 2022 on the leadership styles of school principals and its impact on teacher performance at the college level. Data from this study were collected from 300 college teachers using random sampling. A self-administered questionnaire. The results of this study suggest that principals should adopt the leadership style according to the level of teachers. Leadership style should be changed with specific situations in colleges.

These recent studies show that the setting of the school is affected differently by various forms of leadership. While authoritarian leadership may have a negative impact on student motivation and performance, transformational and servant leadership are frequently linked to gains in school atmosphere and teacher involvement. While democratic leadership encourages an inclusive and collaborative atmosphere, adaptive and coaching leadership styles are successful in managing change and fostering professional development. These results highlight how crucial it is to choose the right leadership style to match the unique requirements of educational communities and schools.

2. A Case Study

We now enter the period of bringing theory and practice face to face in this empirical portion. The purpose of the literature review was to examine the scientific literature pertaining to the two main subjects of our study, which are the private education industry and leadership style. In order to streamline our field investigation and create a thorough interview guide that addresses every facet of leadership styles in the private school industry, we have organized the data.

2.1. Sampling

Which leadership philosophies are used in Morocco's private educational institutions is the subject of our research topic. We looked into the specific actions that Moroccan private schools might take to improve teacher performance and self-efficacy. These actions included changing management strategies and leadership philosophies.

Our sample is broad and consists of directors, administrators, and professors from all private educational institutions in Morocco in order to answer our research topic as thoroughly as feasible. By gathering already-existing data, we also include firsthand observation of these institutions. Because we believe that participant gender is not significant in the context of private education in Morocco, our study will not take this into account in order to maintain a fair and impartial approach. The following table summarizes the different interviews.

Table 2. Summary of Interviews Conducted in the Exploratory Phase.

Secondary school	Function	Number of years of experience.	Duration
Al Jabr School Group, Casablanca	School Principal	10 years	25min
Al Medina School, Marrakech	Academic Coordinator	06 years	45min
Lyautey High School, Casablanca	Director of Academics	12years	40min
LaSalle College, Casablanca	Teachers	10 years	50min
La Résidence High School, Casablanca	Teachers	11 years	35min
Anfa School Group, Casablanca	Administrator	15 years	25min
Louis Massignon French International High School, Casablanca	Academic Coordinator	09years	30min
College-High School Léon L'Africain, Casablanca.	Administrator	10 years	45min
André Malraux High School, Rabat.	Academic Coordinator	11years	32min
Jacques Chirac School Group, Rabat.	Teachers	06 years	27min
Al Manar School Group, Marrakech.	Director of Academics	14 years	35min
French High School of Fes.	Administrative Coordinator	08 years	38min
Preschool and Primary School Group 'The Explorers,' Fes.	Administrator	08 years	40min
Al Amal High School, Fes.	Teachers	07 years	45min
Al Iman Middle and High School, Fes.	Academic Coordinator	12years	42min
International School of Fes.	Administrative Coordinator	05 years	39min
Al Fadl School, Tangier	Director of Academics	08 years	42min
Aliskandaria School Group, Tangier	Administrator	10 years	34min
Le Détroit School Group, Tangier	General Supervisor	12 years	25min
Adrien Berchet School, Tangier	Administrator	14years	35min

2.2. Technique for Gathering Data:

We decided to use a qualitative analytical approach to carry out our investigation. The topic focuses on examining the leadership philosophies that Morocco's private educational institutions have adopted. I started looking into the leadership philosophies used by Moroccan private schools in March 2024. I did this by using the internet, social media, accountancy and consulting businesses, as well as making direct connections with some authorities via our network. I submitted queries to around twenty professionals in the industry (teachers and administrators) and about ten heads of private schools. Only a small percentage of respondents volunteered to answer my questions, and I received a sizable number of no responses. This constituted one of the obstacles faced throughout the investigation.

In order to properly conduct our semi-structured individual interviews for the scientific study, we will first create an interview guide. For our practical inquiry, however, the semi-structured interview will serve as the primary data source. Quivy and Campenhoudt (1995) state that "the semi-structured or semi-guided interview is certainly the most used in social research," highlighting the significance of this data source. It is neither totally open nor directed by a lot of particular questions, making it semi-structured. Usually, the interviewee is asked a series of open-ended leading questions regarding which the

researcher needs to gather information. But not every inquiry is asked by the researcher in the precise order or language that was first intended.

The investigator will make every effort to "let the interviewee speak freely, using their own words and in the order they choose." When the interview veers off topic, the researcher's only goal will be to bring it back on track by asking the interviewee any questions they do not bring up themselves, at the best possible time, and in the most organic way (p.195).

Our empirical base was primarily created by a series of discussions with private institution management and teachers. We conducted semi-structured interviews with managers and leaders of private schools that operate in Morocco during this first exploratory phase. One qualitative research technique for examining social interactions and organizational procedures is semi-structured interviews. In addition to allowing for a more flexible examination of participants' thoughts and experiences, they entail the use of a predetermined set of open-ended questions (Paquet, G., Schooten, V., & Simon, S., 2020).

Semi-structured interviews can be especially helpful in understanding and investigating the leadership philosophies used by private schools since they enable researchers to collect comprehensive data on participant ideas and experiences related to organizational culture and leadership. To investigate the different leadership philosophies used by private schools and their attributes—such as worker autonomy, flexibility and agility, teamwork and information exchange, group decision-making, and corporate social responsibility semi-structured questions can be modified.

Researchers can get rich, contextualized qualitative data with this research method, which can then be examined to find emergent themes and patterns and to comprehend the subtleties and complexity of social connections and organizational processes.

2.3. Presentation of the Different Schools:

In this section, we will provide an overview of the various private schools included in our study. This will encompass a detailed description of each institution, including their educational approaches, leadership styles, and organizational cultures.

Table 3. Presentation of the different Schools

Schools	Presentation
Al Jabr School Group, Casablanca	The Al Jabr School Group employs a strict strategic planning process to guarantee educational excellence and growth. Effective resource management and ongoing adaptation to changing educational requirements are made possible by strategic leadership. This school group exhibits democratic leadership by valuing the active involvement of educators, parents, and students in decision-making.
<i>Al Madina School, Marrakech</i>	Al Madina School is unique in that it takes a staff-and student-centered approach to education. In addition to emphasizing moral and emotional support, servant leadership is demonstrated by the nurturing environment that is fostered in schools. The school is also praised for its swift adaptation to evolving student demands and new trends in education, which is consistent with an adaptive leadership approach.
<i>Lyautey High School, Casablanca</i>	The French school Lycée Lyautey in Morocco uses a transformational leadership approach by supporting instructional innovation and academic performance. In order to preserve order and good academic standing, transactional leadership is combined with tight guidelines and protocols.
<i>LaSalle College, Casablanca</i>	Collège LaSalle uses a transactional leadership approach to uphold rigorous discipline and strong academic standards. Staff members and students are motivated by rewards and penalties. The school is able to keep its position as a leader in private education in Morocco because of its strategic leadership, which is demonstrated in its long-term planning and efficient resource management.
<i>La Résidence High School, Casablanca</i>	By inspiring and motivating the faculty, staff, and students with his charm, Lycée La Résidence's principal creates a vibrant and stimulating learning atmosphere. Active involvement in decision-making by educators, parents, and students promotes a sense of community and teamwork, which is a hallmark of democratic leadership.
<i>Anfa School Group, Casablanca</i>	In order to maintain centralized administration and prompt decision-making, the Anfa School Group employs autocratic leadership, which can be useful in situations that call for severe discipline and unambiguous guidance. The creation of long-term plans for the

	school's expansion and ongoing improvement is made possible by strategic leadership, which guarantees efficient resource management and change adaptation.
Louis Massignon French International High School, Casablanca College-High School Léon L'Africain, Casablanca.	The emphasis at Lycée Louis Massignon is on creative and innovative pedagogy. The encouragement of innovative teaching strategies and critical thinking is a clear sign of transformational leadership. There is also participatory leadership, where parents, instructors, and students actively participate in decision-making processes, promoting a sense of community and teamwork.
André Malraux High School, Rabat.	Transactional leadership uses rewards and sanctions to keep students motivated while upholding strong discipline and high academic standards. Simultaneously, transformational leadership encourages personnel and pupils to pursue excellence and implement cutting-edge teaching strategies.
Jacques Chirac School Group, Rabat.	Students' creativity is encouraged and creative educational projects are implemented as examples of transformational leadership. Coaching leadership is also crucial since it gives educators and students individualized support to help them grow as professionals and accomplish their objectives.
Al Manar School Group, Marrakech.	By prioritizing employee and student well-being, servant leadership fosters a compassionate and encouraging learning environment. Students and staff are motivated and encouraged to be innovative by transformational leadership, which inspires them to reach high achievement levels.
French High School of Fes.	In Fes, Morocco, the French High School of Fes is renowned for offering a French-language curriculum. Please inquire if you need information about it or if you have any special questions!
Preschool and Primary School Group 'The Explorers,' Fes	Transformational leadership is demonstrated by the emphasis on motivating teachers and students, as well as integrating new teaching methods to stimulate student interest. Servant leadership is also present, with a focus on supporting the individual needs of students and staff, creating an encouraging and supportive educational environment.
Al Amal High School, Fes.	To control student performance and uphold high academic standards, transactional leadership is employed. There are in place systems of incentives and penalties to promote academic performance. Long-term planning and efficient resource management at the school are examples of strategic leadership in action, supporting expansion and ongoing development.
Al Iman Middle and High School, Fes.	In order to modify teaching strategies in response to students' evolving demands and advancements in the field of education, adaptive leadership is essential. By encouraging parents, teachers, and students to participate in significant decisions, participatory leadership strengthens community within the organization and fosters cooperation.
International School of Fes.	The École Internationale de Fès places a strong emphasis on innovative pedagogy and the creation of a motivating vision for both staff and students, both of which are traits of transformational leadership. Another important component is coaching leadership, which offers instructors and students customized support to help them grow as professionals and accomplish their objectives.
Al Fadl School, Tangier	This institution is renowned for its cutting-edge facilities, which include well-stocked labs and libraries, as well as its demanding academic program. It emphasizes holistic education to support students' growth and wellbeing and accepts students at all levels.
Aliskandaria School Group, Tangier	From kindergarten through high school, this institution provides a complete education with a focus on a balanced curriculum that incorporates academics, the arts, athletics, and environmental awareness. The school group sets itself apart with its unique approach to teaching, especially in middle school, and offers high school students a range of activities that allow them to specialize and broaden their knowledge base.
Le Détroit School Group, Tangier	This institution is well-known for its facilities and instructional strategies, and it offers high-quality education. It meets the demands of many age groups and educational levels.
Adrien Berchet School, Tangier	a reputable school that provides thorough instruction at the elementary and secondary levels. Both academic achievement and extracurricular involvement are highly valued.

2.4. Interview Results:

A table was created based on the interview results. The kinds of questions we asked our interview subjects are given here. The aim is to juxtapose their answers and identify commonalities. It became clear that my inquiries focused on three areas: the goals of the school, the socioeconomic background, and the organizational culture of the institution, since our research topic sought to comprehend and investigate the various leadership philosophies used by private educational institutions in Morocco.

We introduced ourselves and the interviewee before we started. Then, we looked at a number of subjects, beginning with comprehending the leadership philosophies used by private schools. The school's culture, goals, socioeconomic setting, teamwork, utilization of cutting-edge technologies, flexibility, staff engagement, and stakeholder integration were then covered. We also talked about the effects of creativity and innovation.

2.5. Interview Analysis

Our initial course of action will be identifying commonalities among diverse responses pertaining to distinct themes, as determined by the data collected.

After examining the data from the interview guide, we find that there are many private schools in Morocco that provide top-notch education, making the country's educational environment rich and varied. These organizations are notable for their leadership philosophies as well as for teaching practices. In addition to inspiring instructors and students and allowing the school to innovate and adapt to the ever-changing demands of the educational landscape, leadership in schools has a major impact on the caliber of instruction.

We examine a range of approaches to leadership through an examination of leadership styles in different Moroccan private secondary schools. These approaches include transformational leadership, which focuses on inspiring and motivating people through vision and innovation, and transactional leadership, which emphasizes structure and discipline. Depending on the needs of the context and the objectives of the school, some schools choose democratic leadership, which values engagement and cooperation among all community members. Other schools, on the other hand, choose more strategic, servant, or adaptable leadership philosophies.

A review of the leadership philosophies and distinctive features of private secondary schools in Morocco is provided in the following table, which shows how each establishment aims to establish a vibrant and stimulating learning environment.

Table 4. Summary of Interviews Conducted in the Exploratory Phase.

School	Characteristics	Leadership Style
Al Jabr School Group, Casablanca	Planning and management	Strategic and Democratic
Al Madina School, Marrakech	Service and support, Adaptability	Servant and Adaptive
Lyautey High School, Casablanca	Vision and excellence, Structure and compliance	Transformational and Transactional
LaSalle College, Casablanca	Structure and discipline, Planning and management	Transactional and Strategic
La Résidence High School, Casablanca	Inspiration and charisma, Active participation	Charismatic and Democratic
Anfa School Group, Casablanca	Centralized decisions, Long-term planning	Autocratic and Strategic
Louis Massignon French International High School, Casablanca	Vision and innovation, Participation and engagement	Transformational and Participative
Léon L'Africain College-High School, Casablanca	Collaboration and participation, Adaptability	Democratic and Adaptive
André Malraux High School, Rabat	Structure and discipline, Inspiration and innovation	Transactional and Transformational
Jacques Chirac School Group, Rabat	Vision and innovation, Support and development	Transformational and Coaching
Al Manar School Group, Marrakech	Service and support, Inspiration and innovation	Servant and Transformational
French International School of Fes, Fes	Vision and innovation, Participation and collaboration	Transformational and Democratic

Explorers Kindergarten and Primary School Group, Fes	Inspiration and motivation, Service and support	Transformational and Servant
Al Amal High School, Fes	Structure and performance, Planning and management	Transactional and Strategic
Al Iman College-High School, Fes	Flexibility and responsiveness, Collaboration and engagement	Adaptive and Participative
International School of Fes, Fes	Vision and innovation, Personal development	Transformational and Coaching
Al Fadl School, Tangier	Vision and innovation, Planning and management	Transformational and Strategic
ALISKANDARIA School Group, Tangier	Vision and innovation, Active participation	Transformational and Democratic
Le Détroit School Group, Tangier	Vision and innovation, Planning and management	Transformational and Strategic
Adrien Berchet School, Tangier	Vision and innovation, Flexibility and responsiveness	Transformational and Adaptive

This study emphasizes the unique tactics used by each school to attain academic achievement and foster students' personal growth, contextualizing and appreciating the diversity of approaches in educational leadership.

In order to visualize the distribution of various leadership styles, the following table presents an overview of the most popular leadership styles among the private secondary schools in Morocco that were surveyed.

Table N 5. Identified Leadership Styles (each school may have multiple)

Leadership Style	Effective	Frequency
Transformational	13	32,5
Strategic	08	20,0
Democratic	05	12,5
Servant	03	07,5
Adaptive	03	07,5
Transactional	04	10,0
Charismatic	01	02,5
Autocratic	01	02,5
Coaching	02	05,0
Total	40	100,0

3. Results Analysis and Discussion:

3.1. Results Discussion:

An examination of the leadership philosophies used in private schools indicates a significant variation in the strategies used. According to the findings, transformational leadership is notably commonplace, as 32.5% of institutions have implemented it to encourage both academic and personal success. Simultaneously, strategic and democratic leadership occupy prominent roles, indicating different goals in cooperation and administration. This diversity of leadership philosophies highlights the various approaches used to satisfy the particular requirements of school communities and accomplish learning objectives.

- Transformational (32.5%): Among the private schools examined, transformational leadership is the most prevalent type. A motivating and creative vision that pushes faculty and students to reach the highest standards of academic and personal achievement characterizes this style. Schools that follow this approach aim to encourage educational innovation and personal growth while inspiring and motivating students.
- Strategic (20.0%): Another common leadership style is strategic leadership, which places an emphasis on efficient resource planning and management. With this approach, schools may uphold a long-term goal and adjust to the ever-changing requirements of their students while still maintaining strict oversight of the educational process.
- Democratic (12.5%): A sizable portion of schools have embraced this leadership style, which is indicative of a collaborative and participatory culture. By actively involving educators, parents, and

students in the decision-making process, this approach fosters a school climate in which each person's opinion is respected and heard.

- Transactional (10.0%): Organizations that use this style of leadership emphasize performance, discipline, and structure. This approach uses a system of incentives and penalties to keep students motivated and academic standards high.
- Servant (7.5%): Servant leadership prioritizes staff and student well-being by fostering a compassionate and encouraging atmosphere. While less popular, this approach is nonetheless crucial for educational institutions that emphasize moral and emotional support.
- Adaptive (7.5%): Some schools use this method because it allows them to easily adapt to new trends in education and to the needs of their pupils. This approach encourages adaptability and creativity in instructional strategies.
- Coach (5.0%): Coach Leadership is goal-oriented and centers on the individual, offering teachers and students tailored assistance to help them reach their objectives.
- Autocratic (2.5%) and charismatic (2.5%): These are less typical leadership philosophies. While an autocratic approach guarantees centralized control and rapid decision-making—both essential in certain situations charismatic leadership inspires and motivates.

3.2. Analysis of Results

- Prevalence of Transformational Leadership: In Morocco's private schools, there is a clear tendency toward creativity and innovation as seen by the prevalence of transformational leadership. This is indicative of a desire to provide dynamic, captivating learning environments that inspire teachers and students alike.
- The significance of strategic planning is demonstrated by the strong strategic leadership present in schools, which indicates that they lay a special emphasis on efficient management and long-term planning. This is essential to guaranteeing the long-term viability and ongoing development of educational establishments.
- Participation and Collaboration: The importance of active participation and collaboration within school communities is highlighted by the notable presence of democratic leadership. In order for pupils to succeed academically and to feel good about themselves, this teaching approach fosters a sense of community and cooperation.

4. Conclusion

Private secondary schools in Morocco have adopted a variety of leadership styles based on their objectives, cultures, and unique requirements. The most common style is transformational leadership, which is defined by its emphasis on innovation and inspiration. It is supported by strategic components that stress long-term planning and efficient resource management, as well as democratic elements that promote active participation and collaboration within the school community. Transactional leadership, with its system of rewards and sanctions, helps to maintain high standards of academic performance and discipline.

These several leadership philosophies can be combined in schools to generate high-performing, creative, and collaborative learning environments. Educational institutions can efficiently and adaptably address today's educational difficulties thanks to this varied approach. Additionally, it fosters students' holistic growth by developing not just their intellectual but also their personal, social, and emotional competencies.

As a result, private secondary schools in Morocco are essential to advancing high standards of instruction and equipping students for success in a world that is changing quickly.

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