

# Influence of the School Orientation of the High School Students on their School Career

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**ABSTRACT:** *The orientation allows the individual to develop the capacity to become aware of his personal characteristics and to develop them in order to choose his studies, his training and his professional activities, in all the conjunctures of his existence, with the joint concern for the collective future of solidarity and the fulfillment of one's personality and responsibility». (Danvers, 1992, p. 190). This advice states that: orientation is a process closely associated with education and formation. It becomes effective if the steps include broad information on education and trades, and focuses on the social development and moral construction of the individual. The objective of this survey is to show the influence of the orientation of the pupils at the time of their passage from the middle school to the high school on their school course. It aims to find the causes of their misdirection to minimize its negative impact on their academic performance, on the choice of their higher education and subsequently on their future. Our research is based on an analysis of the results of a questionnaire intended for students of the common core (first year of high school) of the scientific, literary and technical, public institutions of the secondary school located in the region of Casablanca – Settat (Morocco), exactly in the regional direction of Moulay Rachid-Sidi Othman, during the school year 2016/2017. It was preceded by a series of interviews with students, teachers, guidance counselors, and the director of the provincial center for information and help to orientation as well as with other stakeholders in the field of the education for the calibration of the vocabulary and Themes landed. Our survey allowed us to discover very important results on the influence of the orientation of the pupils on their school course that we are going to present and to discuss.*

**Keywords:** School Orientation, High School Student, Orientation Counselor, School Streams, Influence of Orientation, Process of Orientation

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## 1. Introduction

In order to promote the quality of the Moroccan school, its benefits and its yields; a strategic vision of the 2015-2030 reform of the education system is implemented. This vision proposes a set of measures and changes that concern several components and cycles of the Moroccan school.

Our study allowed us to detect very important results on the influence of the orientation of the pupils on their school course that we are going to present and to discuss. During orientation, the pupil should not be left, normally, to himself. In addition to his family, he may require the help of some of his teachers and guidance counselors, but also his friends, the media and the internet; which expands the student's horizon and helps him to project himself into the future.

Considering adolescence, it is a tumultuous stage in human development. As teenagers enter high school. they face the emotional changes that come with the challenges and pressures of approaching adulthood (DaGiau, 1997). High school years are full of growth, promise, excitement, frustration, disappointment and hope. It is the time when students begin to discover what the future holds for them (ASCA, 2013). Therefore, the students' academic, vocational, emotional, social and personal development and harmony should be attended to considering their age and developmental tasks (Ersever, 1992)[1].

At present, we expect the education system to give individuals opportunities to improve themselves as a whole and to help them to become effective, productive and compatible individuals.

In order to meet this expectation, we need several social and emotional skills which direct the nature of individuals' personality and behavior as well ascertain cognitive skills (Tan, 1992:31, Özgüven, 2001:3). Based on psychological counseling and guidance definitions of Jones (1963:8), Strang and Morris (1964:23), Miller (1968:7), Shertzer and Stone (1971:40), Keçeoğlu (1999:13), and Kuzgun (2009:5), we can reach to this common definition: Psychological counseling and guidance is a systematic and professional process of assistance which aims to let the individuals to understand and administer themselves, to recognize surrounding facilities, to solve personal problems and to fulfill themselves by making the right decisions. In 1960s, developmental approach, which defines counseling as a study aiming to teach the developmental competencies, emerged. In this approach, students are given more chance to learn about themselves and the others. With the help of developmental guidance, students learn how to interact positively and effectively, thus they become active learners and acquire a positive school environment (Külahoğlu, 2004:133, Nazlý, 2005:33) [2].

Theoretically, the role of the guidance counselor is to distinguish between students who can successfully pursue their secondary or vocational studies and those who are not. However, before reaching this stage of selection, the counselor starts by giving information to the students on the different pathways. It is thus supposed to know and describe all the "school orientation", all the institutional devices that make it possible to succeed in subsequent studies [3]. In fact, the task of the guidance counselor is to ensure, as envisaged in the education and formation charter it herself, the complete and relevant information of learners and their parents about the possibilities of study and training. Also to assess the learning abilities and difficulties of learners, to advise the necessary pedagogical support actions, and finally to help those who wish to formulate their choice of personal projects.

That's why orientation is the key to success. This evidence is unfortunately not always well assimilated, both by the educational body and by guidance counselors in schools. This research consists of identifying the various factors that influence the educational orientation of students, and proposing some recommendations and suggestions to improve the process of educational guidance. For this, we will seek to answer the following questions:

- What are the different factors that influence school orientation, and subsequently, school course?
- How to make more effective and more just the school orientation of the mid school in the Moroccan high school in order to succeed the school course?

## **2. Methodology**

To carry out this study, a survey was conducted in five public high school of the secondary cycle (high school) located in the region of Casablanca-Settat (Morocco), exactly in the regional direction of Moulay Rachid-Sidi Othman, during the school year 2016/2017.

The population targeted by our study is made up of 600 students from the common core of the following streams: scientific, literary, technical and professional.

For the collection of information on the influence of orientation on students' schooling, we used a questionnaire as an

investigative tool, given the large number of students studied and the questions that are summarized in 25 , some of which are closed and others open and which include the following domains:

- The type of our population and the streams chosen by the student;
- The situation, the profession, the cultural and social level of the parents;
- The nature of the student's school streams since primary school;
- The subjects preferred and hated by the student;
- The people involved in the orientation of the student;
- The number of visits of the guidance counselor to the establishments and the means of communication used by this last;
- The representation and the pupil's projection in the future by the choice of orientation to a streams;
- The factors influencing positively and negatively his school course.

### 3. Results and Discussions

The results collected from the questionnaire are represented in the form of tables and figures. The treatment of the results was done by Excel.

#### Personal information on our population

##### - The gender

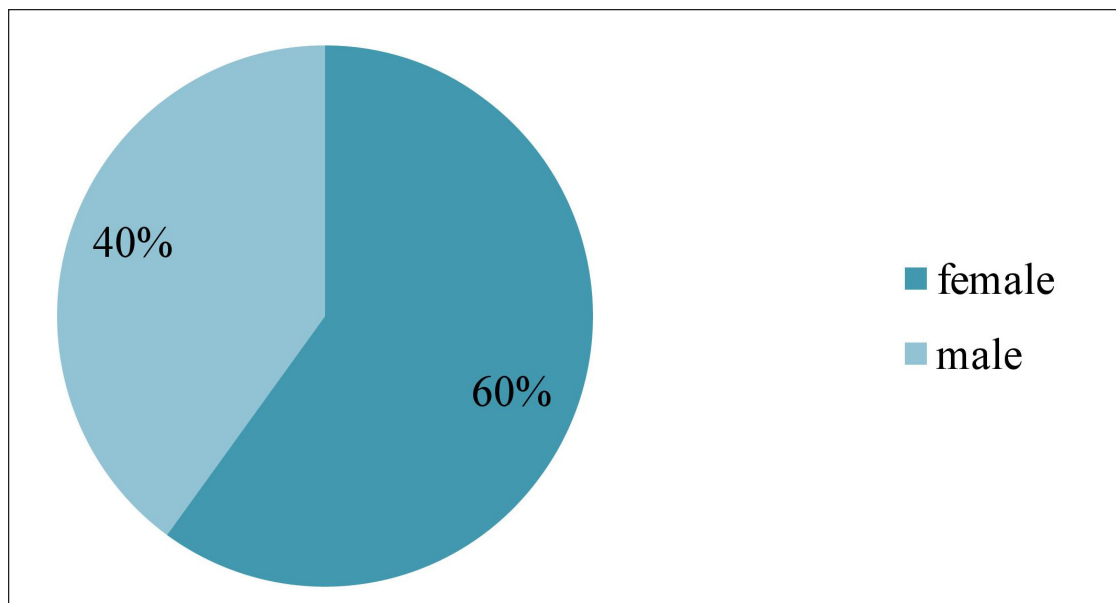


Figure 1. Percentage of the gender of our population

• 60% of our populations are of female (either 360 girls) and 40% are of male (either 240 boys). The female kind dominates our population slightly.

From the figure 2, we see that the majority of students in our population integrate scientific streams with a percentage of 67%, and only (27%) integrate the literary streams, while the technical and professional streams present a minority (3% each) because the number of classes in these sectors is limited in the regional direction of Molay RchidSidi Othman.

**- The streams**

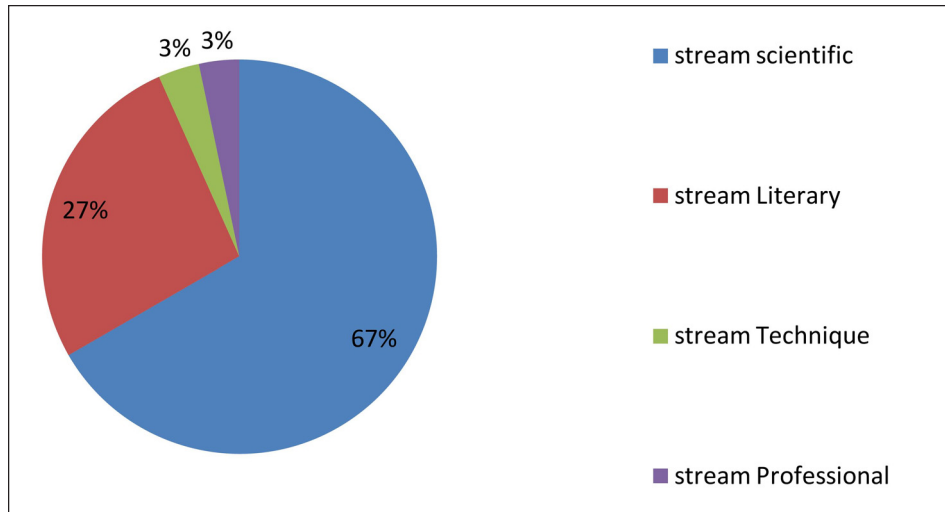


Figure 2. Percentage of different stream of the common core

**Situation of the parents**

In this part, we analyzed four questions that deal with:

- The family situation (presence or absence of the parents), the school level and the profession of the parents.
- The nature of the family relationship of students.
- The social and economic level of the family.
- The nature of the family's home and the pupil's residence.

**- Family situation**

**- Presence or absence of parents**

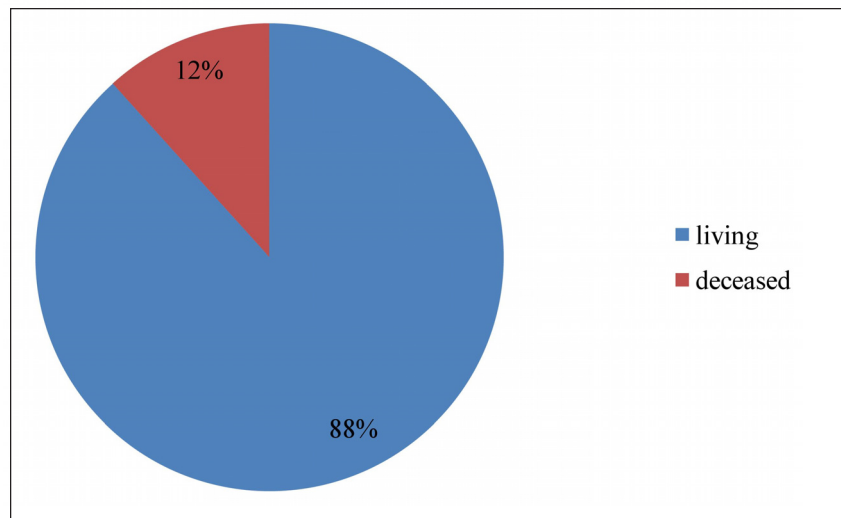


Figure 3. Percentage of living and deceased fathers

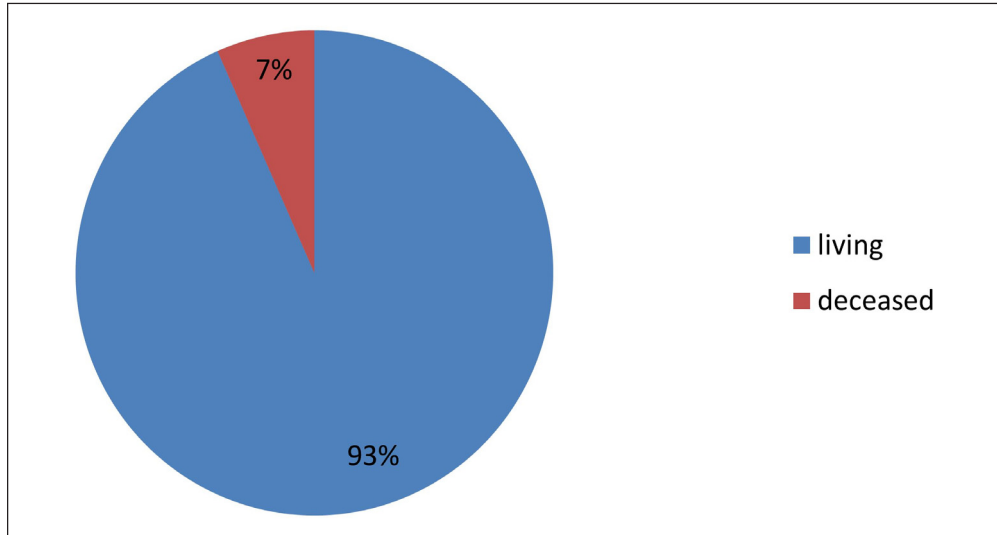


Figure 4. Percentage of living and deceased mothers

From the figure 3 and 4, we can conclude that most students in our population live in normal families that contain a father and a mother because the number of deceased parents is low (7%) for mothers, and (12%) for fathers.

**- School Level of the parents**

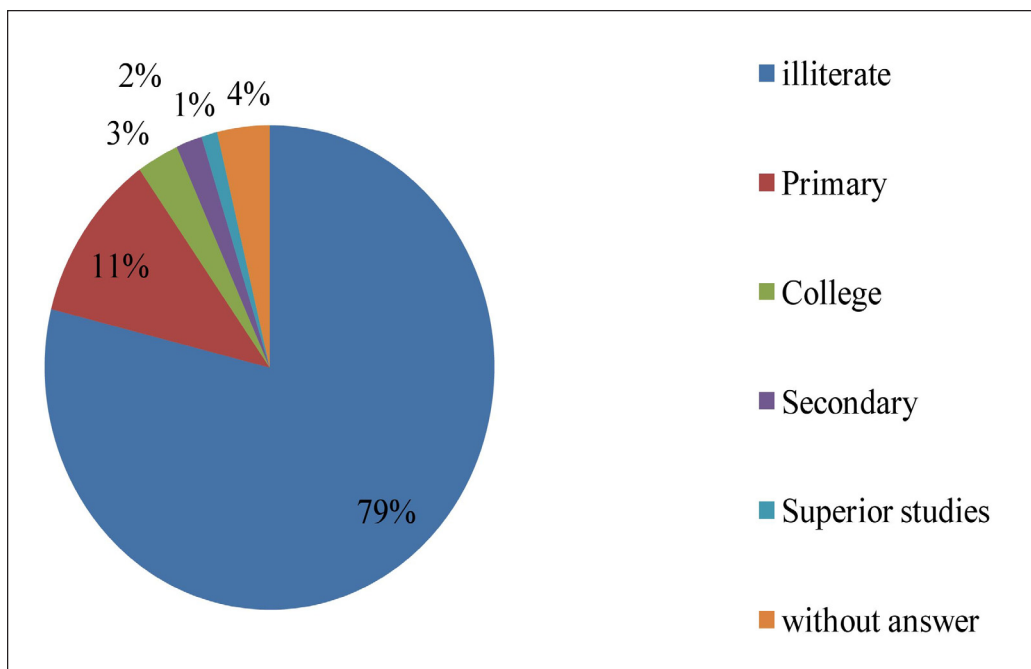


Figure 5. Percentage of each grade level of fathers

Figure 5 and 6 show that the majority of parents of high school students in our population have never studied at school, they are illiterate (79%) for fathers and (89%) for mothers, whereas a minority have a secondary school level (1-3%), and only 1% of fathers have completed their education, whereas no mother has attended higher education.

So, the educational level of the majority of parents of students in our population shows that they are unable to help their children in the choice of school orientation.

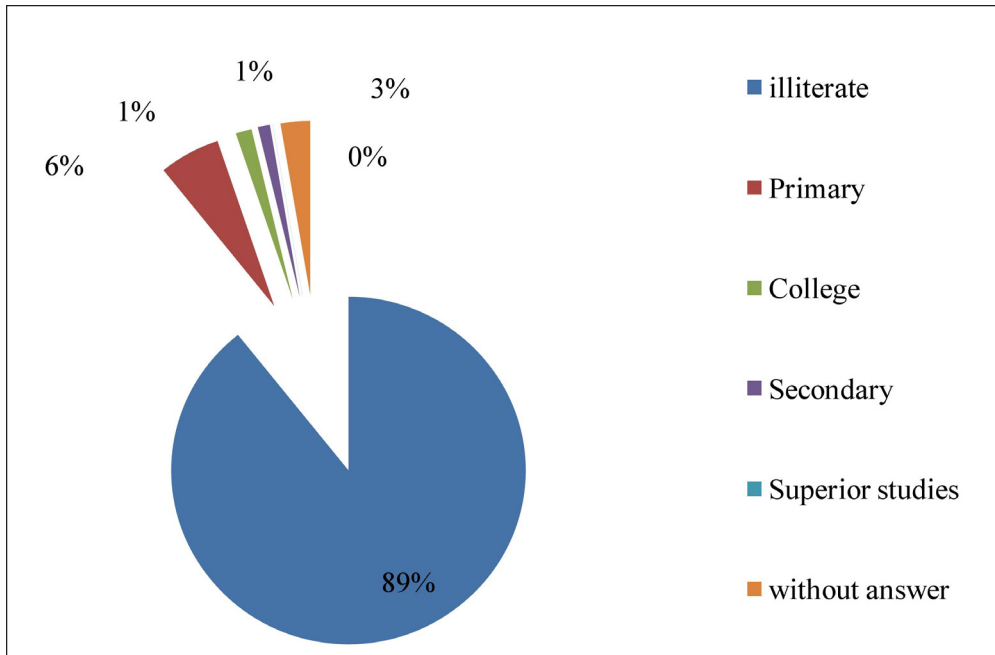


Figure 6. Percentage of each grade level of mothers

**- Professions of the Parents:**

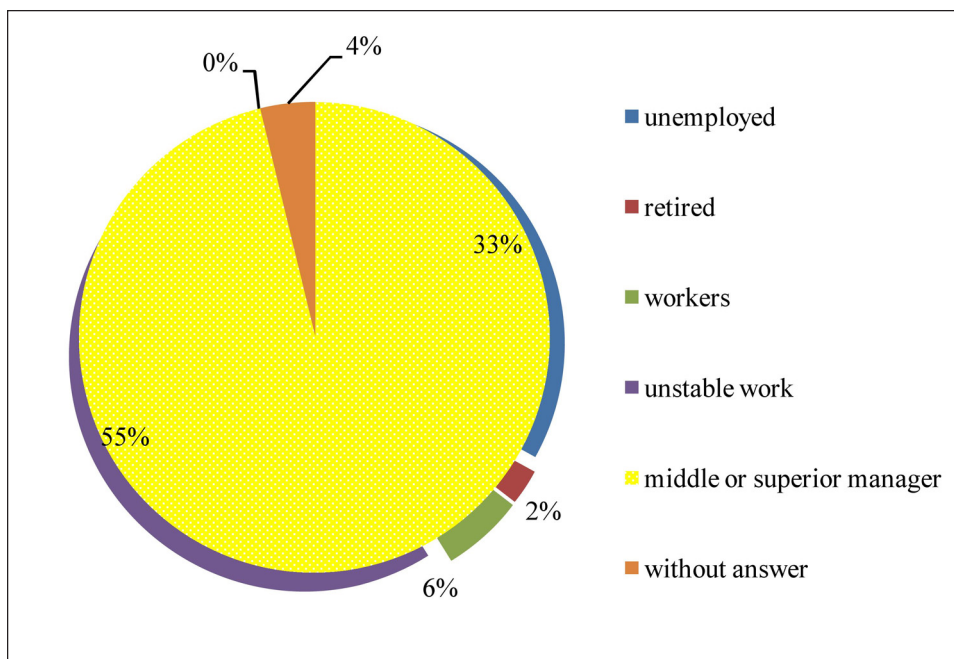


Figure 7. Percentage of each profession of fathers

From Figure 7 and 8:

- 1/3 of fathers (33%) and 2/3 of mothers (69%) of our population are unemployed;

- 55% of fathers and 23% of mothers have unstable work;

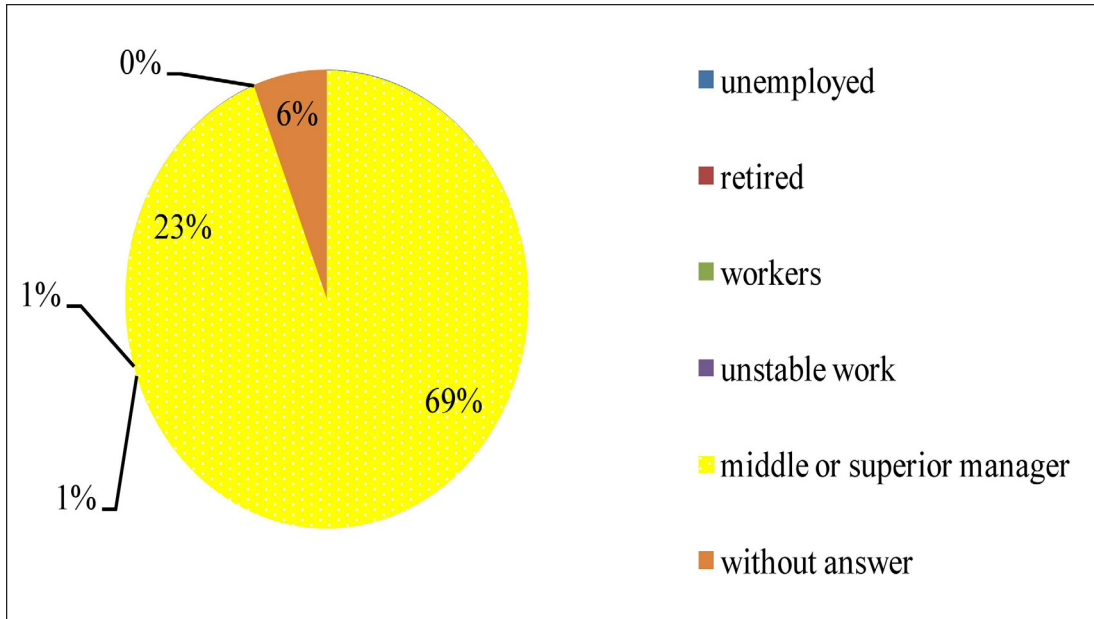


Figure 8. Percentage of each profession of mothers

- High percentages of parents (1 to 2%) are workers or retirees

These results show that our population comes from a poor background whose parents are unemployed or have unstable jobs.

Therefore, the family situation, the grade level and the poverty of the parents of our students population are factors that negatively influence the school career since parents are unable to help their children in the right choice of school orientation.

#### - Family Relations

Family Relations	good		Normale		Bad		Very Bad		Séparation	
	number	%	number	%	number	%	number	%	number	%
Between parents	128	21.33	230	38.33	200	33.33	-	-	42	7
Between the student and his mother	82	13.67	470	78.33	30	5	18	3	-	-
Between the student and his father	30	5	79	13.17	379	63.17	112	18.67	-	-
Between the student and his brothers and sisters	129	21.5	323	53.83	85	14.17	63	10.5	-	-

Table 1. Family Relations

**From the tab1 we find:**

- More than half of the parents of students in our population have a good or normal relationship (59.66%) while one-third of parents have a bad relationship;

- Almost 2/3 of students in our population have a bad relationship with their fathers.

- 92% of students in our population have a good or normal relationship with their mothers.

-3/4 of students in our population have a good or normal relationship with their siblings.

From these results, we can conclude that the mothers, brothers and sisters of the students of our population are understanding what can relatively help them in their school courses.

**- Social and Economic level of the Family**

**- Economic Situation of the Family**

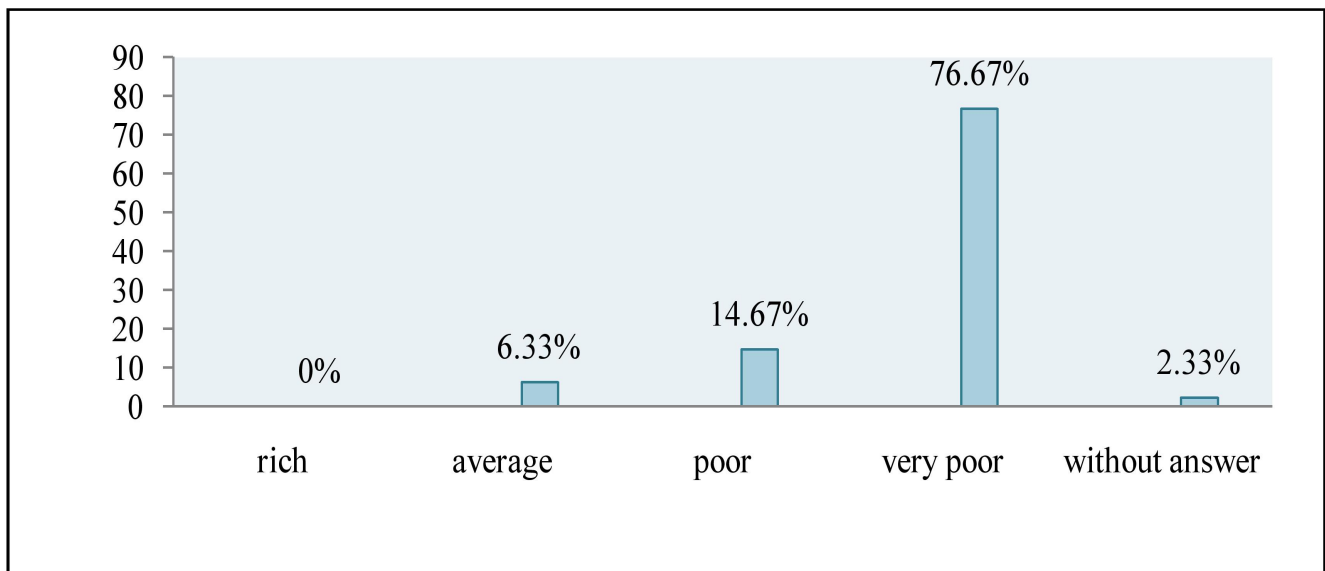


Figure 9. Percentage of the family's economic situation

Thus, according to figure 9, most students in our population come from very poor families (76.67%). As a result their standard of living is low, which confirms the previous results.

**- Number of brothers and sisters**

The figure 10 shows that more than half of our population comes from large families (5 to 8 brothers and sisters).

**- Type of dwelling of the family**

**- Type of dwelling**

The fig 11 shows that:

- Almost 3/4 high school students (76.67%) live in shantytowns



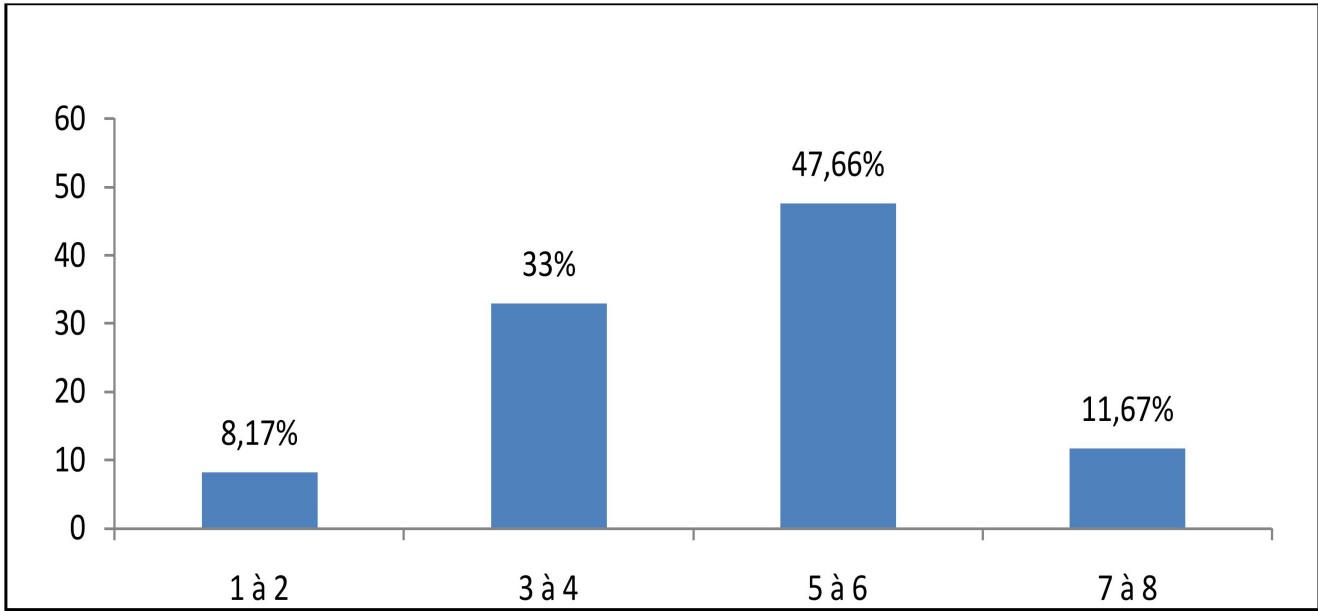


Figure 10. Percentage of number of the brothers and sisters

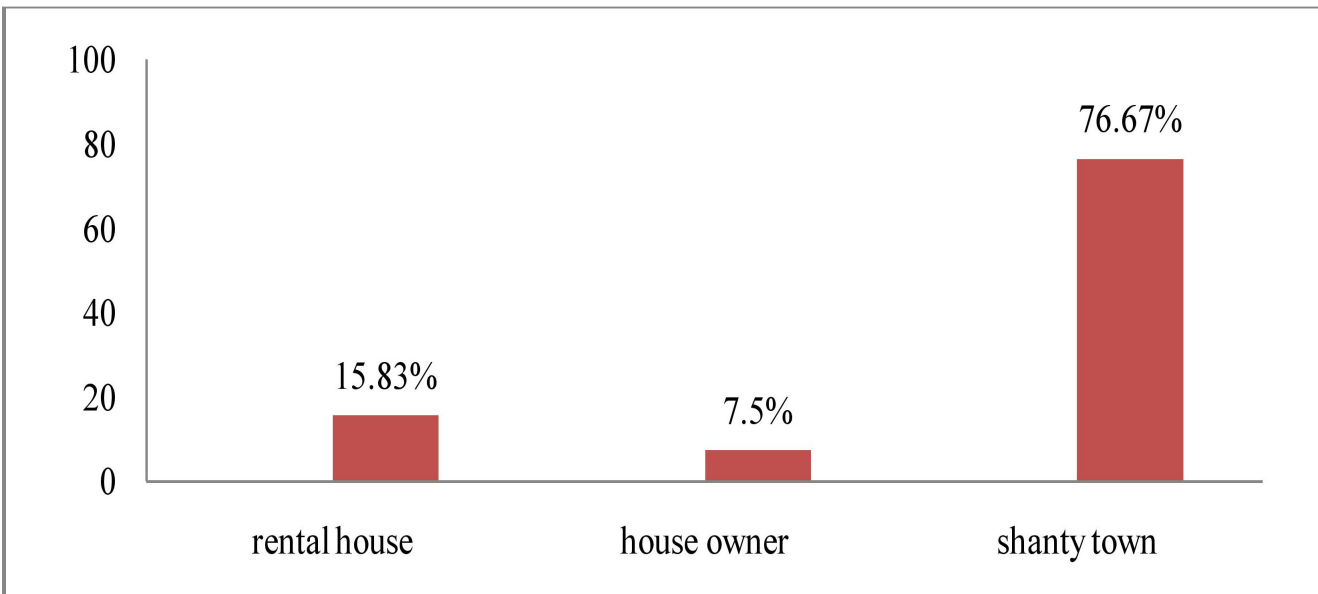


Figure 11. Percentage of dwelling type

The figure 12 shows that:

- The number of pieces is limited from 1 to 2 for (92.5%).
- These results show that students in our population have uncomfortable family housing, which affects their educational pathways.

**- Residence of the student during the period of schooling**

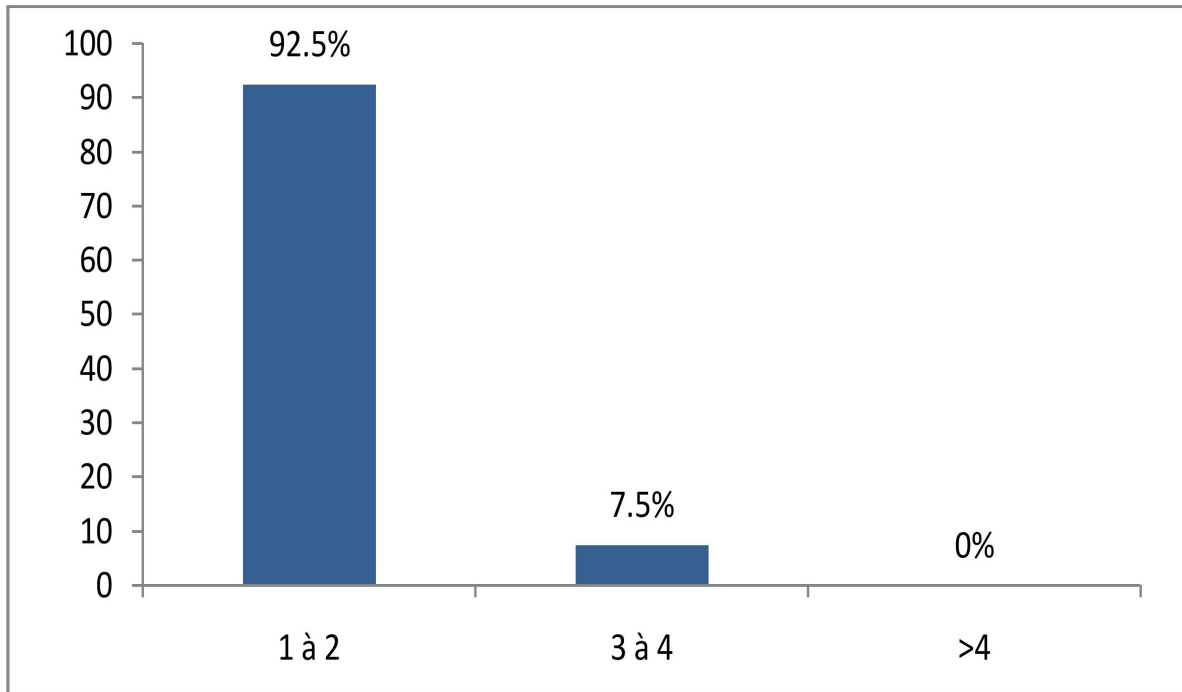


Figure 12. Percentage of number of rooms in dwellings

<b>Residence during schooling</b>	<b>Number</b>	<b>%</b>	<b>Place of free time</b>	<b>Number</b>	<b>%</b>
With the parents	430	71.67	School library / public library	28	4.67
With the mother	82	13.67	House	334	55.67
With the father	40	6.67	Youth club	11	1.83
With loved ones	30	5	Street	201	33.5
Other	18	3	Other	26	4.33

Table 2. Location of the residence during the pupil's schooling

From the table 2, we find that:

- ¾ of students in our population (71.67%) live with their parents,
- More than half (55.67%) of students spend their free time at home, and 1/3 pass it on the street (33.5%).

We see that the majority of students reside with their parents and that most of them do not engage in extracurricular activities for example in clubs, youth centers and libraries.

Based on these results, we can conclude that the institutions surveyed are home to socially disadvantaged students. The results of the factors listed above cannot in any way help students in our population to choose a good school orientation.

The school path followed by our population

In this part, we will analyze three questions that deal with:

- The number of years spent by the pupil in primary, secondary school and common core,
  - The school subjects preferred by the pupil throughout his school career,
  - The subjects hated by the pupil throughout his school career.
- Number of years spent by high school student in each grade**

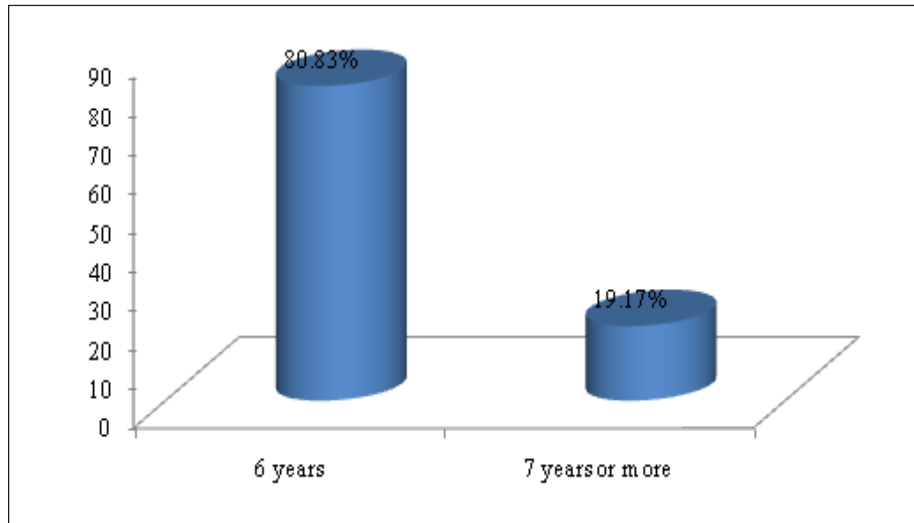


Figure13. Percentage of years spent in elementary school

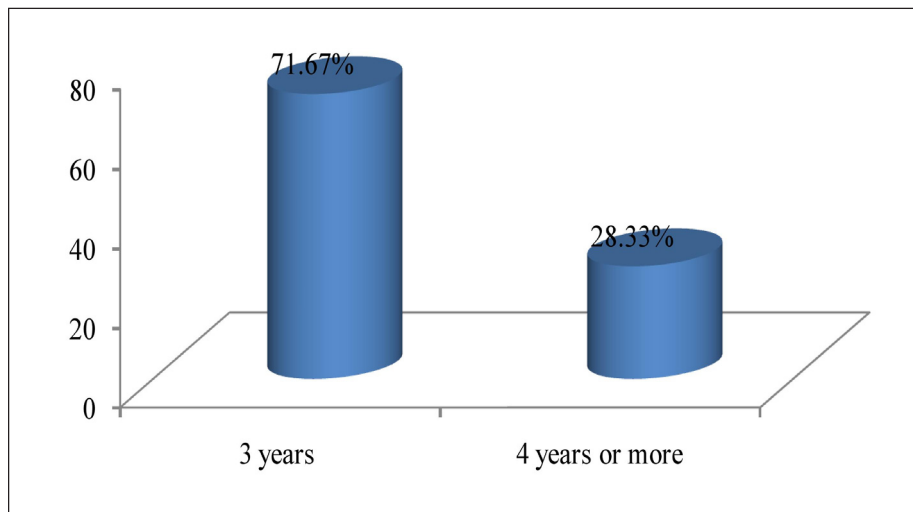


Figure14. Percentage of years spent in mid school

From Figure 13, 14 and 15, we noted that the percentages of repetition increase from primary to high school through mid school. We can explain this increase by the passage of our population from the period of childhood to that of adolescence.

The increase in the percentage of repetition is not a sign of an improvement in academic achievement, but the opposite, this

academic delay is an indicator to judge the importance of the educational orientation of students in our population and its impact on the quality of life school course. Two conclusions are needed in this regard. The higher the number of repetitions, the more the pupil is not well oriented towards the desired course.

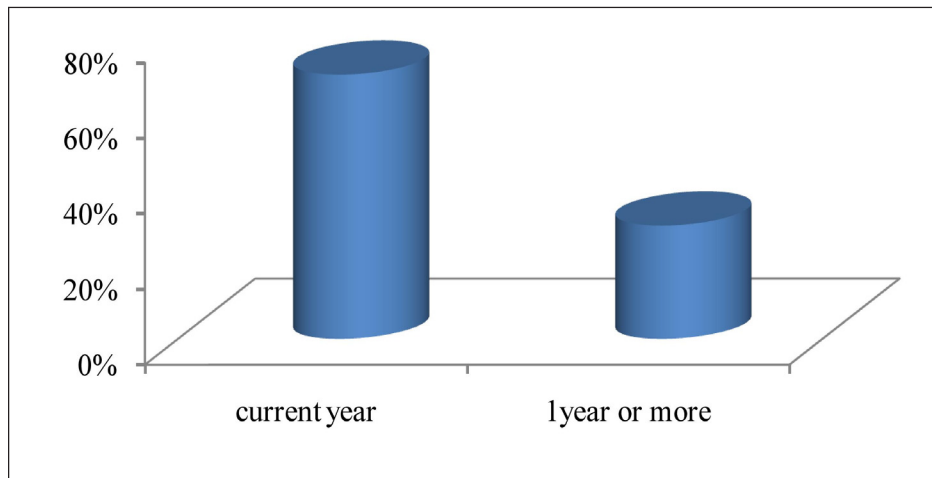


Figure15. Percentage of years spent in the common core

**- Degree of interest of students in our population in the subjects taught for each cycle of schooling**

School cycle	Subject	% Interest
Primary	Arabic language	76.67
	French language	11.5
	Without answer	8.83
Midl school and high school « common core »	Physical education	98.33
	Arabic language	72.17
	Islamic educations	68.67
	Life and Earth Sciences	54
	History and Geography	52
	Mathematical	49.67
	Physical and Chemical Sciences	45
	Technology	30.83
	French Language	18.67
	Without answer	13.67

Table 3. Percentage of degree of interest in the different taught subjects

The most preferred subject during primary school is the Arabic language, while the French language is not liked by our population, although it is the second language in Morocco.

- The most preferred subjects during high school and high school are successively physical education, the Arabic language, while the percentages for other subjects decrease more and more until the French language which represents the lowest percentage, knowing that most graduate studies are taught in French.

Therefore, the majority of students in our population may have problems in their schooling and later in their higher education because they have a setback for the language of instruction in this cycle.

The students' perceptions of the different subjects studied during their school career can not only influence their orientations and academic results, but also can be the basis for interrupting their schooling.

**Reasons for varying levels of interest by students in taught subjects.**

<b>Student's appreciations about the school subjects</b>	<b>Reasons given by the student</b>	<b>%</b>
The favorite subjects	<ul style="list-style-type: none"> <li>• I like the subject because I understand it well</li> <li>• The good behavior of the teacher</li> <li>• The teachers are competent</li> <li>• Presence of the favorable conditions within the class</li> <li>• Work of group</li> <li>• Without answer</li> </ul>	87.5 83 83.66 76 15 12
The subjects Hated	<ul style="list-style-type: none"> <li>• I don't like the subject because it doesn't meet my expectation</li> <li>• Is not interesting for my future</li> <li>• The bad behavior of the teacher</li> <li>• A lot of coercive rules to the establishment and to the class</li> <li>• I feel targeted by teachers and students make fun of me</li> <li>• No desire of schooling</li> <li>• Often the bad notes</li> <li>• Absence of school activities</li> <li>• Without answer</li> </ul>	70.83 66 10.33 20.5 44.33 51.66 54.16 41 10
The subjects of which the student is excellent	<ul style="list-style-type: none"> <li>• I like the subject because I understand it well</li> <li>• The good behavior and competence of the teacher</li> <li>• Interesting for my future</li> <li>• Presence of the favorable conditions within the class</li> <li>• I always have good grades</li> <li>• Without answer</li> </ul>	79.33 59.33 86.66 16.67 81.5 5
The subjects of which the student is weak	<ul style="list-style-type: none"> <li>• I don't like the subject stream</li> <li>• The subjects are difficult to understand</li> <li>• I am often decentralized</li> <li>• Absenteeism and desire to quit</li> <li>• Absence of school support</li> <li>• Difficulties with the class group</li> <li>• Family poverty and family problems</li> <li>• Without answer</li> </ul>	83.33 77.67 87.5 68.66 65 22.5 90.83 6.67

Table 4. Percentage of Reasons for Variation in Interest Rates

The results in Table 4 show that interest in the subjects taught depends on several factors, among which we can cite those with a high percentage and who are:

- The family situation;
- Absence of school desire;
- The subject taught;
- The absence of school support;
- Working conditions in the classroom;
- The teacher and his skills.

**The choice of sectors by students in our population: The process of school orientation.**

In this part, we will analyze and interpret:

- The reasons for the choice of certain streams by the students of our population;
- Collect information on the processes of school orientation

**- The reasons for choosing the sectors**

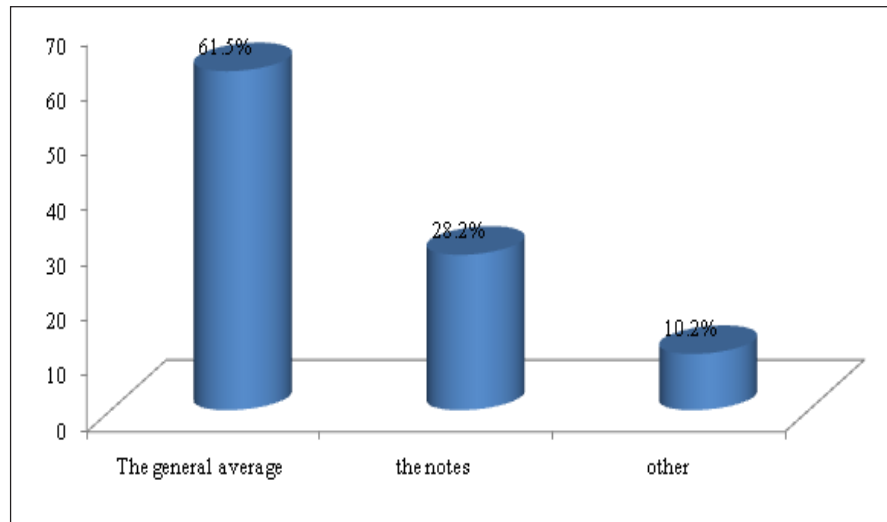


Figure 16. Percentage of reasons for the choice of streams

Apart from Fig 16, 17 and 18, we can cite the reasons for the choice of certain courses by the students of our population, for the academic orientation to the common core (from midl school to high school):

- The chance (just a choice) with a very high percentage, which reflects the lack of support on the part of the guidance counselor and other stakeholders.
- The overall average with a percentage of 61.5% which is not objective because generally students with a high general average are oriented to the scientific branches without taking into account their skills in science subjects.
- The help of friends in the 50.83% school orientation that only takes into account successful examples of the neighborhood.

So we can say that there is a lack of information on the various sectors and also an absence of freedom of choice of school guidance. The orientation is still subject to the school map, the influences of friends and colleagues, teachers ‘councils and parents’ obligations. It can be confirmed that the choice of a pathway by the student himself is a better progression that would

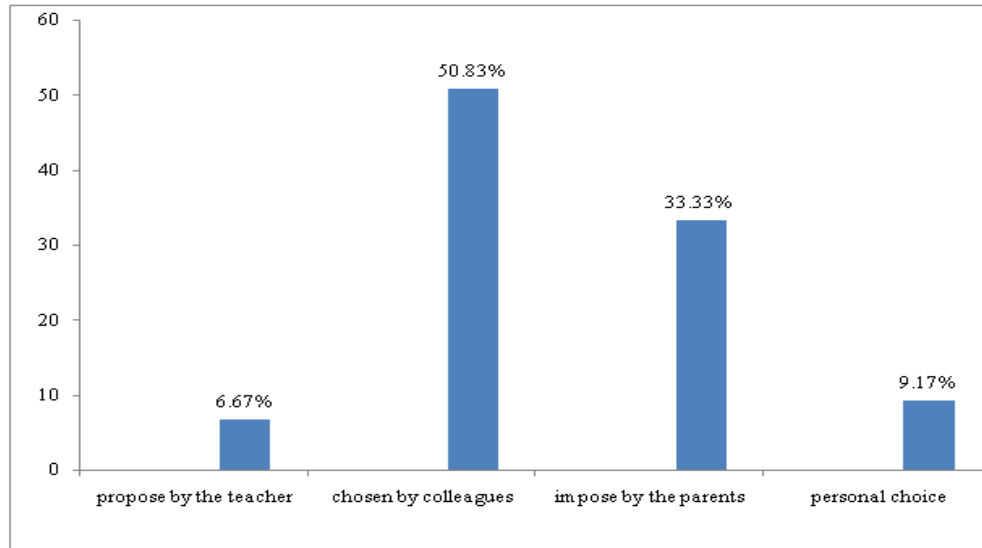


Figure 17. Percentage of each actor's intervention in the orientation

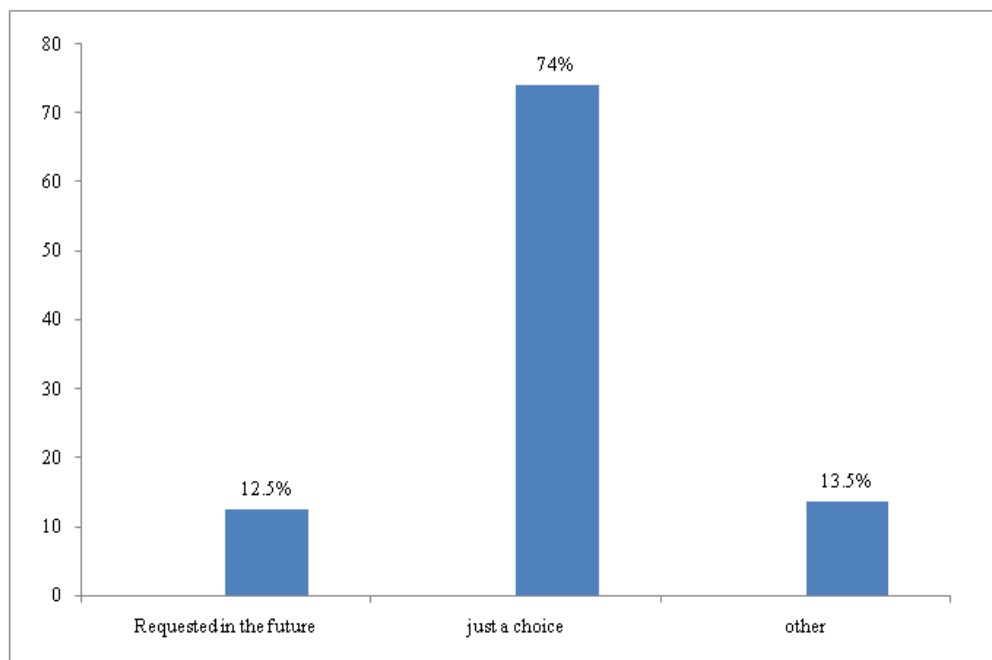


Figure 18. Percentage of other reasons for the choice of streams

have consequences on his behavior in terms of work and learning then on his school career and his future.

#### - Sources of information on streams for students

The figure 9 shows that only (5%) information is received from guidance counselors.

These results make it possible to conclude that the most reliable source of information on the sectors represented by guidance counselors is almost absent.

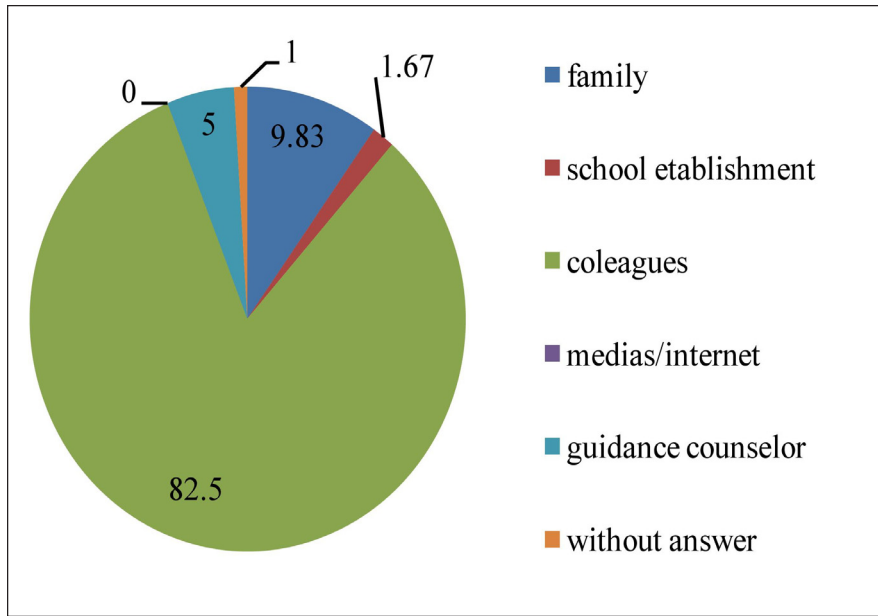


Figure 19. Percentage of each source of information on value chains

#### The frequency of visits by guidance counselors per year

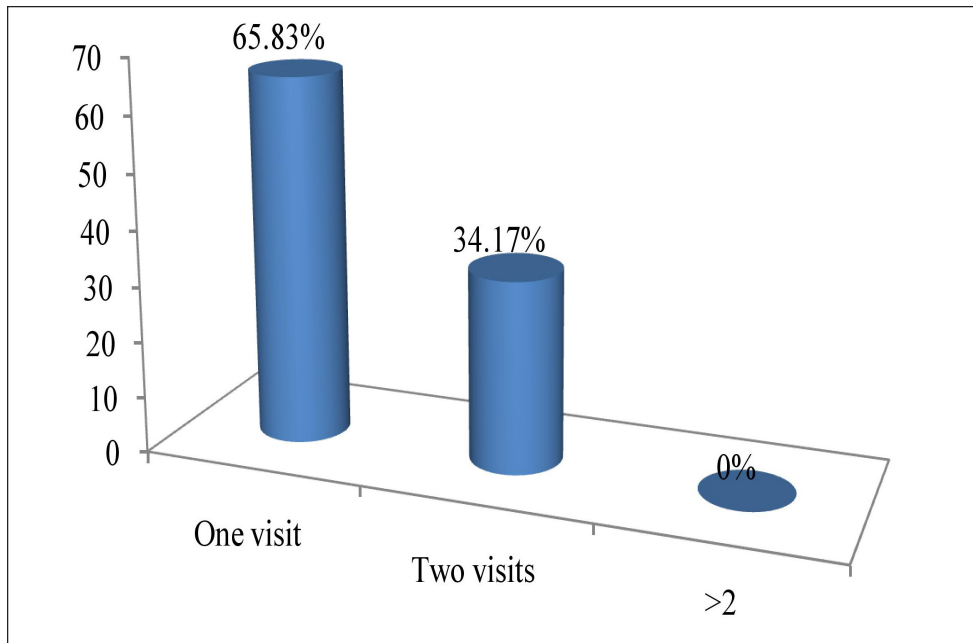


Figure 20. Percentage of Visiting Counselor Visit Frequency

The figure 20 shows that most students in our population (65.83%) reported that guidance counselors visit their school once a year and 34.16% of them confirmed that this visit a year.

Thus, the frequency with which guidance counselors visit schools is very low and insufficient to meet the needs of students for school guidance.



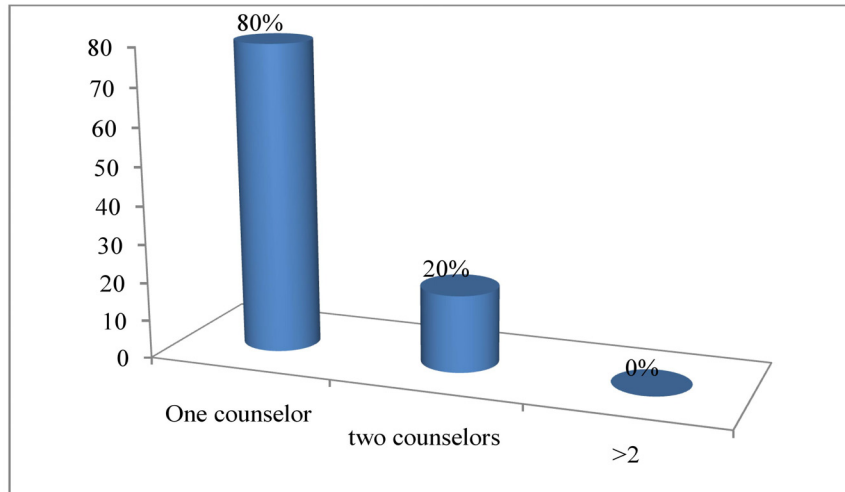


Figure 21. Percentage of Counselors Visiting the School

The figure 21 shows that:

- 80% of students in the study population confirm that only one guidance counselor visits their school, and only 20% confirm that there are two.

-This is consistent with the previous results and leads us to believe that there is probably a lack of guidance counselors at the provincial level of Moulay Rachid. As a result, difficulties in the process of school guidance are inevitable.

Numerous studies carried out in different countries (France and Canada) show that counseling sessions with guidance counselors and programmed activities make it possible to overcome the difficulties encountered by students in making decisions about their school orientations. These sessions give them the opportunity to speak, express themselves and integrate and better identify their choices. And since the students in our population come from disadvantaged backgrounds, they need more guidance counselors, so that they are not influenced by their disadvantaged environment.

**- Student feedback on counseling sessions with counselors and percentages of meetings at the school and at the provincial information and guidance**

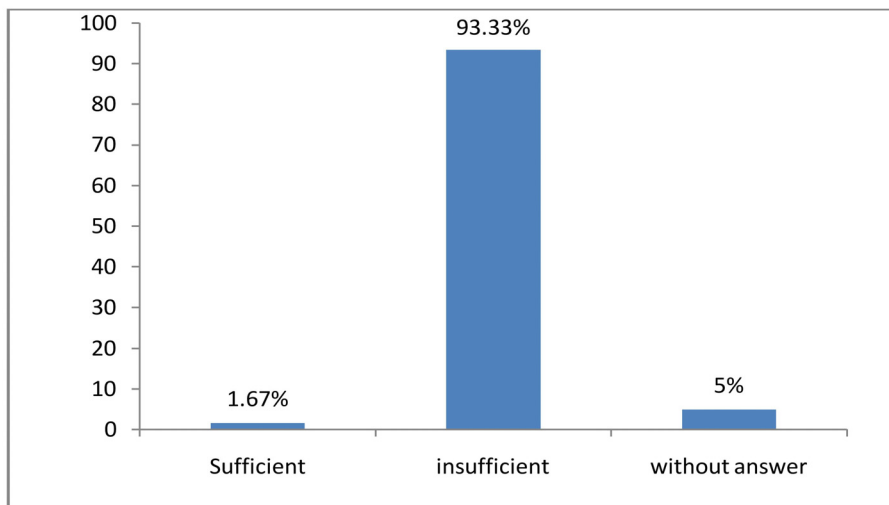


Figure 22. Percentage of counseling sessions with guidance counselors

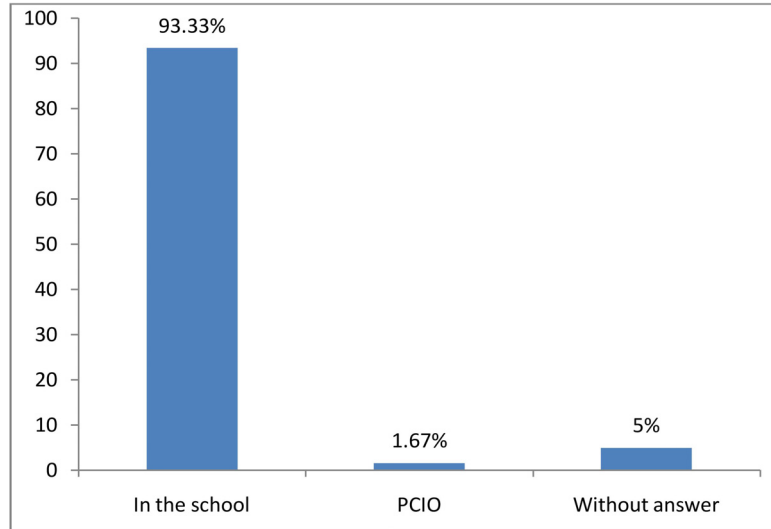


Figure 23. Percentage of guidance counselors' Meeting Location

- The figure 22 and 23 show that:

-The majority of students in our population (93.33%) confirm that meeting sessions with the guidance counselor within the school are insufficient.

- (93.33%) of students confirm that they meet with the school guidance counselor at the school, while only (1.67%) of students meet with the guidance counselor at the provincial center for information and orientation (PCIO).

As a result, our population suffers from a lack of guidance counselor because the visits of the main actor, the guidance counselor, are insufficient.

**- Process of the school counseling process**

In this paragraph we will try to know if the guidance counselors gather all the tracks and all the school levels to give them the same speech on the orientation or the meetings are done in a separate way.

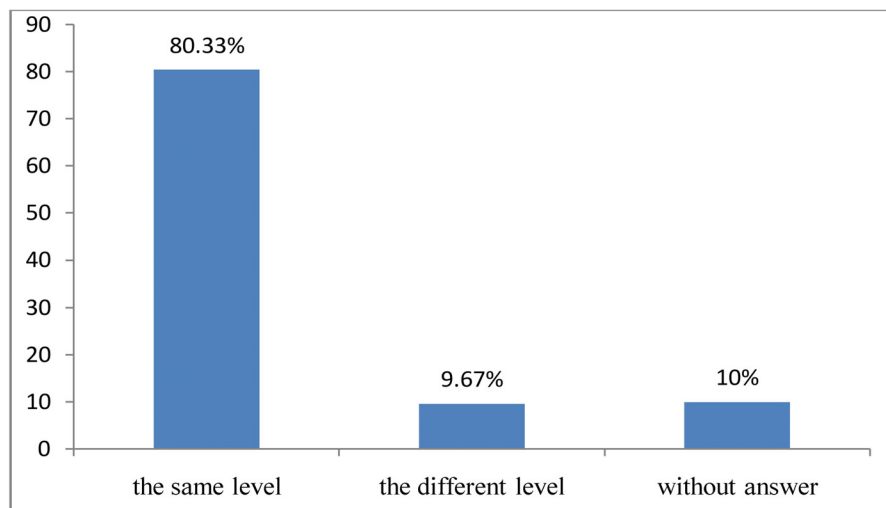


Figure 24. Percentage of meeting with students of the same or different grade level

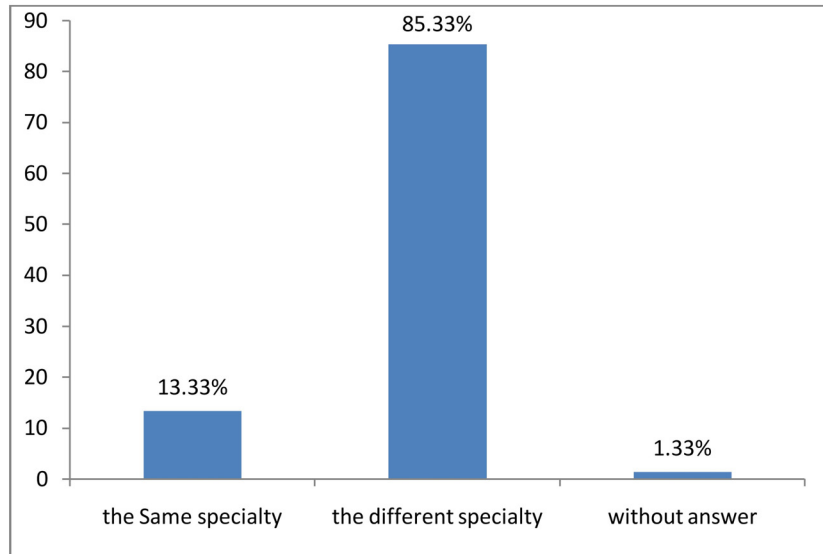


Figure 25. Percentage of meeting with students of the same or different specialty

- The figure 24 and 25 show that:

- The majority of students (80.33%) say that meetings with guidance counselors are conducted with students of the same level while a minority (9.67%) says the opposite.

-(85.33%) of students report that meetings with the guidance counselor are conducted with students from different streams in the same session while (13.33%) say the opposite.

We can conclude that the school guidance sessions, conducted by the guidance counselors, respect the students' academic level but do not take into account the pathways. These orientation sessions are therefore ineffective for students.

**- The means of communication used during the school orientation session**

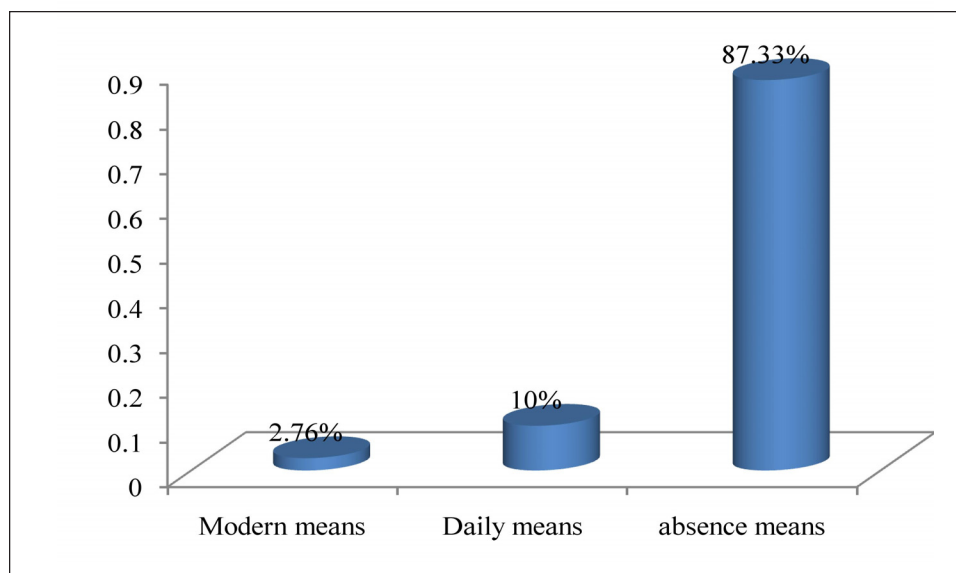


Figure 26. Percentage of each means of communication

-The figure 26 shows that:

- (87.33%) students showed the lack of means of communication, (10%) showed the use of daily means (posters, verbal communication, use of tables ...), and very few (2.67%) have shown the use of modern means.

It can be said that the most prevalent factor is the lack of communication facilities that would facilitate interaction and communication with the student during a guidance session.

**- The means of communication used by Guidance Counselors**

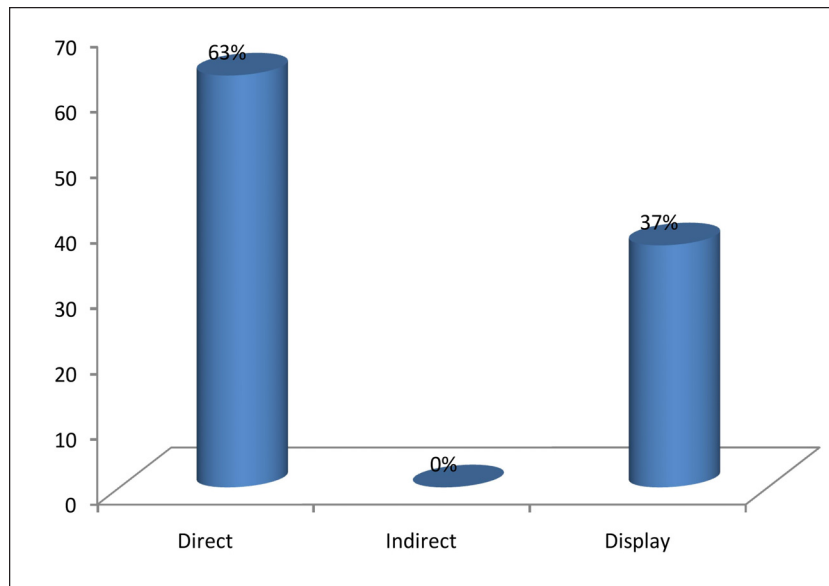


Figure 27. Percentage of types of communication used by counselors

-The figure 27 shows that:

- (63%) students in our population make direct contact with guidance counselors, while (37%) only view posters.

These responses confirmed that communication with the guidance counselor is limited only to direct contact within schools and is very insufficient to achieve the desired objectives since this contact is only done once a year according to previous results.

The results in Table 5 show that:

-All students confirm that their parents are not informed about the courses they have chosen to continue their studies.

- More than  $\frac{3}{4}$  of the population is dissatisfied with their choices.

- The majority of the population has no difficulties regarding integration into the school.

- Most students have no idea about the location of the provincial information and guidance center or the reorientation.

- A large majority of students (76%) say they have no information (student response: I do not know) about the relationship between the chosen pathway and higher education.

From these results we can report that students in our population were generally pessimistic about school guidance. They did not even know the relationship between the chosen pathway, the follow-up of higher education and the desired occupation in the future, and this may indicate that our population needs more sources of information on guidance school. We can conclude that

**- Opinions of the students on the choice of their stream and on the future of their studies**

<b>Information</b>	<b>% of yes</b>	<b>% of no</b>	<b>% of Anyreply</b>
Are your parents already informed by the guidance counselor about the path you have chosen?	00	100	00
Are you satisfied with your choice for orientation?	16.67	79.16	4.16
Have you been able to integrate easily in high school?	2.5	97.5	00
Do you have any idea about the location of the provincial center for information and guidance?	6.67	91.67	1.66
Do you know that you have the right to change orientation and reorientation conditions?	00	97.33	2.67
In your opinion, can the streams that you have chosen, allow you to pursue your desired higher education?	12.33	21.67	76

Table 5. Percentage of general information on student orientation

the high school student must learn about current events and their extensions in the future, also about the importance and the added value of visiting the provincial center of information and orientation, on the possibility and conditions of reorientation. And also give importance to socio-pedagogical relationships between the parents and the guidance counselor that can be a good for the student's guidance school.

The guidance counselor must make contact with the parents, it makes sense to schedule the meetings, call them and invite them to meetings to learn about and discuss all the difficulties and problems that the student may encounter during the period its academic orientation, as well as the criteria that must be implemented to guide and guide the pupil to a particular streams in order to satisfy the student on his or her orientation and succeed in school.

**Conclusion and Perspectives**

the educational guidance practice is important for student's school commitment and to avoid the risks of premature school dropout. She permits, in addition to guide students in positive school trajectories, allows students to have vocational perspectives to develop sustainable life projects (Savickas, 2012) [4].

The results of this study, have shown that several factors influence the educational orientation of high school students of the provincial leadership of Moulay Rchid and disrupt their educational background. Among these factors we can mention:

- The disadvantaged social, economic and cultural level of parents of students in our population.
- The orientation of the majority of students according to exam scores and not according to the desire of the students.
- The behavior of teachers towards students;
- The influence of parents, friends and relatives on the orientation of students by referring to non-credible bases;
- The small number of guidance counselors and the very limited frequency of their visit to schools;
- Lack of student follow-up by guidance counselors within schools.
- Lack of information sharing about the future of different streams, the needs of higher education institutions and the need for the

job market.

These orientation problems do not prepare the student for higher education or adequate employment in the future, so the actors in the field of education must give more importance to the orientation process school.

In order to promote a school that is truly oriented in the light of the challenges of the strategic vision of the reform of the Moroccan education system 2015-2030, several levers must be taken into consideration by officials at the level of the Ministry of National Education:

- Increase the number of guidance counselors in provincial directorates and the number of visits to schools.
- Schedule meeting sessions with the guidance counselor outside the class sessions.
- Provide schools with adequate communication structures to inform students and their parents at various times about the different channels and conditions of access.
- Facilitate days by guidance counselors on choice and orientation in the different school stages by inviting students, parents, teachers, company officials, directors of higher schools and public and professional higher institutes and private.
- Organize coaching sessions and personality development.
- Animate school and extracurricular activities that encourage the student to be creative and encourage them to do mini-projects since elementary school ...
- Review the criteria for the distribution of students to the sectors according to their wishes and desires.
- Give the importance also to the reorientation.

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