

The Importance of Teacher Cooperation in the Process of School Guidance for High School Students



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Abstract: *The purpose of this article is to examine the importance of involvement teachers in the school orientation process and its effectiveness in the way high school students choose their educational path. Interviews and a survey were conducted with 74 teachers of different seniority selected from five public high schools in three regional directorates, in the 2018/2019 academic year, Casablanca-Settat region. This study shows from a deep analysis, that the coordination and cooperation with teachers and students in the process of school orientation were very low or null.*

In this study, scientific research and my experience have shown that the attainment of the desired objectives of high school students' educational guidance can only be achieved through coordination and cooperation between the various actors in the school guidance process. Teacher's role is very essential since they are the closest to the student and the process of the student's educational orientation must be one of his main and fundamental tasks.

It is concluded that public schools with the integration of teachers in the student's educational guidance have more success in the school path, as the participation of teachers in the guidance of their students, improves the process and increases its effectiveness.

Our study has allowed us to detect very important results and information on the teacher's role who must be an advisor in his school and must be a requirement of the process of academic guidance of high school students that we will present and discuss.

Keywords: *teacher integration, school guidance, high school student, teacher advisor, school path*

I. INTRODUCTION

Orientation is the process of scientific and systematic support, is provided by the most qualified professionals, while ensuring that the skills and individual capacities are developed at the highest level (Özoğlu; 1997) (1).

The teacher, in the Moroccan educational system, plays an important and unique role in teaching and learning process. Differently put, he is not only a teacher, but a facilitator, and an advisor. His job goes beyond the pedagogical dimension as he pays attention to the educational, psychological, and social aspects of education as well.

In the school guidance process, high school students have difficulties regarding their orientations. They need an advisor and a counselor who can facilitate their decision making process and guide their intended choices for promising academic and professional future results.

The teacher then plays a major and important role in the process of school guidance, in fact, should be trained on counseling and academic guidance, so as to come up, under the school counseling management, with successful related activities for students.

To achieve the desired goal of the student's academic guidance process which is primarily to satisfy the student's orientation, school principals, school guidance counselors and teachers should work together, collaboratively and coordinately. In addition, they should be aware of each other's tasks and responsibilities in this process.

In order to give a clearer and more precise view on the importance of integration and coordination with the teacher in the process of school guidance for high school students in Moroccan public high schools, we will seek to respond to following questions:

- What practical tasks should the teacher have in the school guidance process?
- How can they proceed to facilitate the choice of students' orientation the future?
- How do teachers collaborate with guidance counselors to support and guide students to better orient themselves?
- What are the reasons that prevent the involvement of the teacher in carrying out the school guidance mission?
- The implementation and application of the teacher involvement in the school guidance process requires a number of concrete studies.

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II. METHODOLOGY

This study is carried out in three regional directorates of the Ministry of National Education within the Academy Casablanca - Settat in Morocco during the year 2018-2019, the choice of these directorates and institutions is meant to facilitate the research process.

The sample of this research is made up of 74 teachers, who were selected from five qualifying public high schools in this academy by random sampling method.

This research is designed using quantitative and qualitative data collection techniques. The data collection were done using an anonymous questionnaire that contains two types of questions: closed questions and semi-open questions giving teachers more freedom of response. The answer given to the majority of the questions is in the form "yes-no" and deep analyzes are carried out on the answers obtained.

III. RESULTS AND DISCUSSIONS

We have collected the results that we will present and discuss. They are represented in tabular form.

A. General information

In this paragraph we will try to treat general information about teachers in our population such as gender, specialties, academic degrees, and seniority.

1. The genre

Tab n ° 1: Percentage of the gender of teachers in our population

Genre	Number	%
men	27	36.49
women	47	63.51
sum	74	100

Our population (74) was chosen in a random way, the results of tab n ° 1 showed that 36.49% are male teachers and 63.51 are female teachers, so females dominate our population. It can be said that female teachers have become an important part of Moroccan schools and are also aware of their important role in contributing to the success of the school guidance process for high school students and the satisfaction of the of their choice students.

2. Academic diplomas, specialties and seniority of the chosen teacher

All teachers in our population are recruited through competitive exams and receive an initial one- to two-year training at the National School of Education (ENS) to obtain a vocational qualification in qualifying secondary education.

Tab n ° 2: Percentage of Academic Degrees Obtained

Qualifications	Number	%
Licence	74	100
Master	70	94.59
Doctorat	04	5.41
Professional skills	74	100

Tab n ° 3: Percentage of specialties

specialties	Nbre	%
Arabic	11	14.86
French	11	14.86
mathematics	10	13.51
physics and chemistry	9	12.16
biology geology	8	10.81
English	7	9.45
history geography	6	8.11
Philosophy	4	5.41
Islamic education	3	4.05
physical education and sport	3	4.05
economics	1	1.35
mechanical	1	1.35

Tab n ° 4: Percentage of seniority

Seniority	Number of teacher	%
less than 8 years	15	20.27
9 to 16 years	17	22.97
17 to 24 years	32	43.24
More than 25 years	10	13.51

Table 2 shows that:

- All teachers in our population have a bachelor's degree, followed by those with a master's degree with a percentage of 94.59%, and a minority has a post-graduate degree.

This result can confirm that the entire population has the necessary qualifications and scientific skills to play the role of a teacher advisor who can easily integrate into the tasks defined by the process of school guidance.

- Table 3 shows that the percentages of teachers assigned to teach the following subjects are high; Arabic, French, math, physics, biology geology; English. This is due to the high proportion of the hourly volume and the importance allocated to these subjects in the Moroccan education system.

- Table 4 shows that the majority of teachers have a seniority that exceeds 8 years with a percentage of 79.72%, it can be said that the years of seniority are one of the main factors expressing the acquisition of professional skills and allowing the possibility of contributing to the student's school guidance process.

This population has all the necessary criteria and basic skills (diplomas, specialties and seniority) to be chosen as important elements that will undergo well-defined and specific training in the field of educational guidance to facilitate their help and supervision to have decision making skills and choices in the high school student and to satisfy him of his orientation to succeed his school career and why not university and professional in the future.

B. Teachers' role in school guidance process of high school student

- In this paragraph we will try to treat the information on the role of teachers in the process of school guidance, to know their point of view in relation to the people in charge of the school orientation (guidance counselor), schools' directors and their degrees in order to fulfill the assigned task.

Tab n° 5: Percentage of different roles played by the teacher in the school guidance process

Questions	yes answers	%	answers no	%
1- Do you make a special effort to help students choose the branch and specialty that best suits their potential and their skills and abilities?	43	58.11	31	41.89
2- Are you responsible for guiding students? Do you try to identify the strengths and weaknesses of these students?	20 53	27.02 71.62	54 21	72.97 28.38
3-Do you think that the teacher is not interested in the orientation of the students and that it is the responsibility of the direction and centers of school and professional guidance?	38	51.35	36	48.65
4-Do you think that the teacher has the necessary and sufficient skills to carry out the tasks of guiding the student towards the decision-making and the right choice?	16	21.62	58	78.73
5- Is the number of teachers sufficient to help guide and supervise their students?	74	100	00	00
6- Is the hourly volume sufficient for the teacher to help guide and supervise their high school students?	74	100	00	00

Table n° 5 shows that 58.11% of teachers make special efforts to help students choose the branch and specialty that best suits their potential and their skills, 71.62% look for weaknesses and strengths in their students so to help them better orient themselves and to have the necessary skills to develop their personalities, 72.97% confirm (volunteers) that their work in this field is voluntary, These results show that the majority of secondary schools' teachers play a major role in supervising and supporting students in order to have the necessary competences; which reflect the construction of the personality and the habit of moving towards the right choice and decision-making. The question we can ask: do teachers really play these roles? Do they have the necessary skills? And do they have the means and the time to do so?

Reality confirms that a minority of teachers (27.03%) actually do the task of guiding and helping the students to have the appropriate orientation which suits their aptitudes, while the majority 72.97% teachers consider that their job is teaching and that school guidance should not be assigned to them but to guidance counselors.

We know that regional centers of trainee and teachers (RCTT) do not prepare the teacher to perform the task of guiding, and coaching students to have decision and the choice making skills, they only train them to teach the different disciplines. So how do teachers do the tasks defined by the school guidance process?

51.35% say that teachers are not concerned by student's educational orientation because it is the responsibility of the

school director and the school and vocational guidance centers, and 78.73% confirm that they are not trained and have the necessary skills and abilities to succeed in guiding students towards the different specialties that correspond to their aptitudes and desires.

All of the teachers interviewed confirmed that the number of teachers is insufficient and that the amount of time devoted to the courses is high, so it is difficult to participate in additional tasks such as coaching, guiding, and giving assistance to students to obtain the desired choice.

The teacher plays a great role in the process of school guidance, because he is most of the time in contact with students and he knows them more than anyone else. he is the only person able to communicate with them without any boundaries and he can satisfy their needs and wants in terms of school guidance.

C. The opinion and cooperation of the teacher in the school guidance process

This paragraph addresses a number of concerns related to the student's educational orientation, such as; the importance of teachers involvement or vice versa and the involvement of parents and students 'guardians in the process of school guidance, as well as the presence or absence of cooperation between the various actors in the field. School guidance of the high school student in the Moroccan institution.

Tab n° 6: Percentage of teachers' and parents' involvement in student orientation process

Questions	Answers yes	%	Answers no	%
1-Do those responsible for school guidance take the advice of teachers and invite them into the process of educational guidance?	6	8.10	68	91.89
2 - Are students forced to choose a specialty that may not suit their abilities and skills?	38	51.35	36	48.65
3. Do you agree with the cooperation of parents, and teachers with management and guidance providers to guide students to the desired choice?	64	86.49	10	13.51
4. Is an action plan developed by the teachers, guidance and management of the school to guide students to the desired branch?	32	43.24	42	56.76
5- Do you think that board discussions for guidance and assignment of students can achieve the goals set?	28	37.84	46	62.16
6- Do some parents of students protest against the orientation of their children towards a particular specialty or branch?	58	78.38	16	21.62
7- Are there special trainings for teachers in the field of educational and vocational guidance?	0	0	74	100



The Importance of Teacher Cooperation in the Process of School Guidance for High School Students

The results of tab 6 showed that:

(Question 1) 91.89% of teachers confirm that they do not participate and they do not give any opinion on the educational orientation of their students, they are not invited to treat their students' orientation as if they are not concerned and far from the subject of school guidance. While the reality is totally the opposite and shows that the teacher is the highly concerned with this matter. He still plays the role of a counselor within his class with his pupils, his situation in terms of orientation in the education system is not well known, it has to be changed to motivate him to do self-training and additional and specific training in the field of educational guidance. These trainings can allow him to take the initiative to do activities that contribute to improving and developing the necessary skills of educational orientation.

(Question 2) 51.35% confirm that in some cases, students are assigned to specialties and branches that do not match their abilities, skills and wishes, which may lead to protests. It is unfair to divide students into unintended streams, based on criteria other than the student's wishes and skills, and by giving priority to the school map. This assignment is threatening to the school path of the student and destroying his dreams and potentialities.

- (Question 3) 86.49% express their agreement concerning their agreement concerning their cooperation with the parents and guardians of pupils, the management of the school and those responsible for educational and vocational guidance (guidance counselor), provided that each of the actors in charge of the tasks and responsibilities until the school orientation leads to the desired objectives by the student especially high school student. In fact, consulting students' parents and inviting teachers to participate in guiding their students towards the different desired disciplines is a little more complicated and difficult, since there are always several constraints preventing its realization, such as non-awareness of the importance of school guidance, the number of teachers is insufficient and their teaching hours are very high as well as lack of responsibilities in the field of school guidance.

- (Question 4) (56.76%) indicated a weakness concerning the action plans developed by the various actors of the school guidance (teacher, school director, guidance counselor) to guide the student to the appropriate branch or specialty. The teachers also confirmed that there was no common work between them and the school administration and the school guidance authorities. This means that each of them works alone and that not everyone shares the advice and information that can improve students' skills especially high school student, knowing that the process of school guidance is a shared responsibility that must be assumed by a whole team.

(Question 5) 62.16% believe that the discussions taking place within the admission and guidance council do not reach the objectives set and desired, and this may be because of the imposition of the school map by the school guidance

committee. So what are the discussions if the conditions have been identified in advance and must be respected?

(Question 6) The results also showed that 78.38% of teachers confirm the large number of protests by parents and students themselves at the end of each school year as well as at the beginning of the following year, often because of their dissatisfaction with the assignment of the student to the different specialties and branches not desired. This can negatively influence the student's academic goals and his schooling and increase in school abundance.

(Question 7) All the teachers (100%) express the total absence of training and help in the field of school guidance, which enables them to participate in the realization of the school guidance process by helping, supervising and guiding students to have the necessary decision-making skills and to make the appropriate choice of aptitudes and to improve their educational path and achieve desired goals. For some teachers, it is easier to talk about their experiences and personal goals to their students. They are more friendly and patient in their dealings with them, students feel sleepy and feel they can communicate with the teacher and rely on their answers and experiences. Every teacher is the only person, if she is aware of her responsibility and the importance of her role of helping students to have the decision-making competence regarding their school life. (Fontana David, 2001, pq5q) (2).

School orientation often takes the form of a distribution taking into account some of the conditions previously defined by the central management and those responsible for educational and vocational guidance, such as the school map. This is unfair to the student and can damage his academic dreams and even sometimes can lead to protests from students and their parents regarding the unwanted assignment, always satisfying the student of his orientation since he is the main actor of the process, he needs an accompanist who can help him and advise him to choose the appropriate path and succeed in his schooling. The teacher is the only one who can guide, interact and communicate directly and easily with the student. He needs specific training in the field of educational guidance to develop his teaching skills. The school principal and guidance counselor must put plans to involve teachers and parents in the school counseling process to achieve the goals and most importantly to provide the student with guidance.

IV. CONCLUSION

Our analysis identifies information that can help students make the right choice in school counseling and succeed in school. Teachers are people who have intimate relationships with students and have the most influence over them, they have important responsibilities and play valuable role in coaching, personality development and student success. Student success is not easy, but results from the good involvement and support of teachers using their experiences and efforts in planning and carrying out the tasks defined by the school guidance process. We must not forget that the visualization of a better future of the student allows the development of each society and it depends on the number of teachers and their skills, so they must acquire the skills of giving advice, supervision,

guiding and using them to teach and solve students' problems and have the skill of decision-making and make the right choice. Therefore, their varied training in the field of educational guidance will be necessary. They are not counselors, but their role and function are important. So the camaraderie, the sympathy and the cooperation of the teacher, the school guidance counselor, the director and the parents in the school guidance of the student especially high school student will improve several skills in the student especially the skills of taking choice and to satisfy his orientation in order to avoid his protest, his abundance, to succeed his schooling and to reach the desired objectives of the process of the school guidance of the high school student.

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