

The Guidance Counselors Practices in the Process of School Guidance for High School Students

Chiboub N¹, Tridane M^{1,2}, et Belaaouad S¹

¹Laboratoire de Chimie Physique des Matériaux
LCPM Faculté des Sciences
Ben M'sik, B.P7955, Université Hassan II de Casablanca
Casablanca. Maroc

^{1,2}Centre Régional des Métiers de L'Education et de la Formation Casablanca-Settat
Bd. Standhal, Casablanca. Maroc
chiboubnawal@gmail.com



ABSTRACT: *The process of school guidance has continued to occupy an important place in the Moroccan educational system, since independence. Hence its improvement has become a major objective, in order to develop skills of choice making among high school students in the skill region. The purpose of this study is to conduct an analysis of the school guidance process in Morocco the latter can be achieved by an analysis of the practices of the school guidance practices counselors and the school guidance process implemented in high school.*

In this article, we are interested in guidance counselors who are responsible for guidance in Moroccan public schools (high schools); and who are responsible for helping the student to conduct his own reflection on the direction she wishes to give to his life, as well as their opinions on the process of educational guidance.

Our research is based on an analysis of the results of a questionnaire for school guidance counselors of public institutions located in Casablanca - Settat region (Morocco) during the 2017-2018 school year.

It was preceded by a series of interviews with guidance counselors, educational inspectors, directors of provincial centers for educational and vocational guidance, as well as with other stakeholders in the field of education for accuracy.

Terminology and the calibration of the topics covered. Our study allowed us to discover very important results on guidance counselor practices in the process of student guidance and their influence on the student's school career. These results have shown that the current conditions in Moroccan schools do not facilitate the best practice of the school guidance process by the counselor to help students make the right decisions, to orient himself better and to choose the path that suits him.

Keywords: School Counselor, School Guidance Process, School Guidance Counselors Practices, Decision-Making, High School Student

Received: 27 September 2019, Revised 13 November 2019, Accepted 26 November 2019

DOI: 10.6025/jitr/2020/11/1/12-30

© 2020 DLINE. All Rights Reserved

1. Introduction

Morocco has made considerable efforts to improve the quality of the educational system, including school guidance. Major reform projects have started since 2000, including the national charter for education and training, the 2009-2013 emergency plan, and the strategic vision 2015-2030. The latter which focused on improving the process of educational guidance to the extent that it highlights the extent to which youth's choices for the future fit into particular institutional contexts and are thus influenced by certain characteristics of these contexts. But students estimate their critical thinking development level as high, but it is found that it had not been manifested as part of its role as a regulatory, guidance and steering tool, «the school guidance is the pedagogical task of guiding school children in the choice of branches according to their aptitudes and tastes. School counselors or psychologists must perform this task » [1].

School counselors are individuals who apply cognitive, affective, behavioral, and systemic intervention strategies (Hackney & Cormier, 2008) to ensure that mentally healthy individuals (Myrick, 2003) can fully improve themselves in all of the personal, social, academic, and vocational domains (American School Counselor Association-ASCA, 2007); can cope with the problems they encounter in these domains; reinforce their mental health (Ergene, 2011); improve their psychological resilience, wellness, and empowerment (Korkut, 2003); and ensure their self-actualization (Kepçeoğlu, 1994). [2].

The guidance counselor and the teacher's support plays a major and important role in the process of school guidance. To give a more precise and clear view of the practices of school guidance counselors in public institutions, especially Moroccan high schools. According to High school years are full of growth, promise, excitement, frustration, disappointment and hope. 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) [3].

Answer the following questions:

- What are the best practices of guidance counselors?
- How do they proceed to facilitate the choice of the orientation of the students' future?
- How do guidance counselors support and guide students to better orient themselves?
- What are the reasons and objectives of the reorientation?

2. Methodology

The present study is carried out in six provincial directorates of national education within the Academy of Casablanca -Settat in Morocco during the year 2017-2018, the choice of these directions is related to reasons of facilitation of the research process.

Qualitative research method is used in this study which aims to evaluate guidance process applied at high schools through evaluations of school counselors working at these schools. Qualitative research method is an approach that allows you to examine people's experiences in detail, by using a set of research methods, such as indepth interviews, focus group discussions, observation, content analysis, visual methods, life histories and biographies (Hennink& Bailey, 2010) [4].

The population targeted by our study is made up of 45 school guidance counselors responsible for the process of educational guidance in public institutions, especially the qualifying secondary school.

Data collection was carried out using an anonymous questionnaire. The questions are of two kinds: closed questions and semi-open questions giving more guidance to guidance counselors. These questions are related to each part of the issue under study, they are conceived around the following points:

- General information about;
- The establishment and the space used for school counseling and guidance;
- The guidance counselor and his initial and continuous training;
- The school guidance process;

- Relations with other actors;
- Reorientation;
- Obstacles encountered by guidance counselors
- Proposals and recommendations;

3. Results and Discussions

We have collected the results that we will present and discuss. They are represented in the form of tables and figures. The results were processed by the Excel tool.

3.1. General Information

In this paragraph we will try to treat general information about school guidance counselors such as gender, academic credentials, and seniority.

The genre

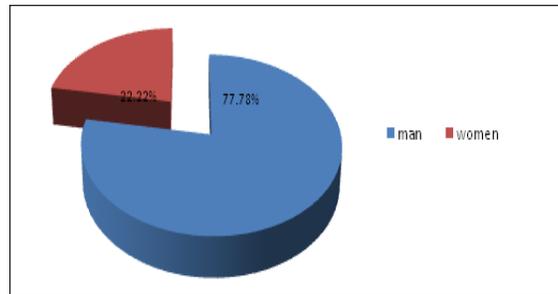


Figure 1. Percentage of the genre of our population

- Our population was chosen in a random way, the results of Figure 1 showed that 77.78% of our populations are men and 22.22% of women, so the male dominates our population. We can say that women are not attracted by the function of guidance counselor.

Academic Degrees and Seniority of School Guidance Counselor

All guidance counselors in our population are recruited through competitive exams and undergo initial two-year training in the Center for Educational Guidance and Planning (CEGP) in order to obtain the vocational guidance counselor diploma.

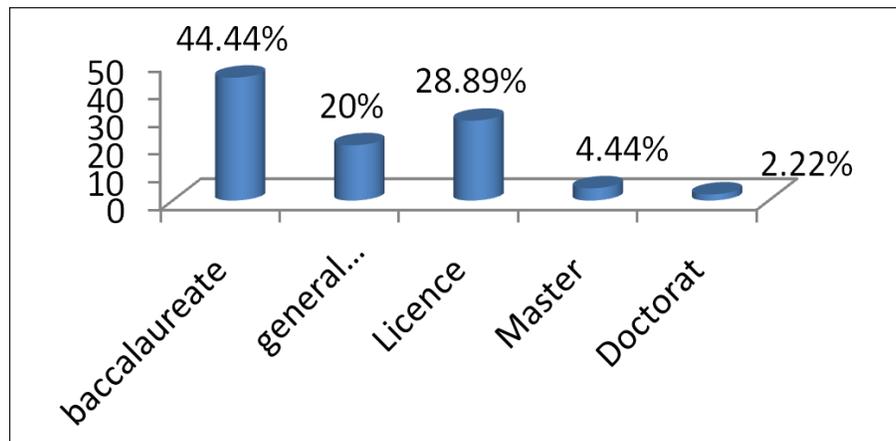


Figure 2. Percentage of academic degrees obtained

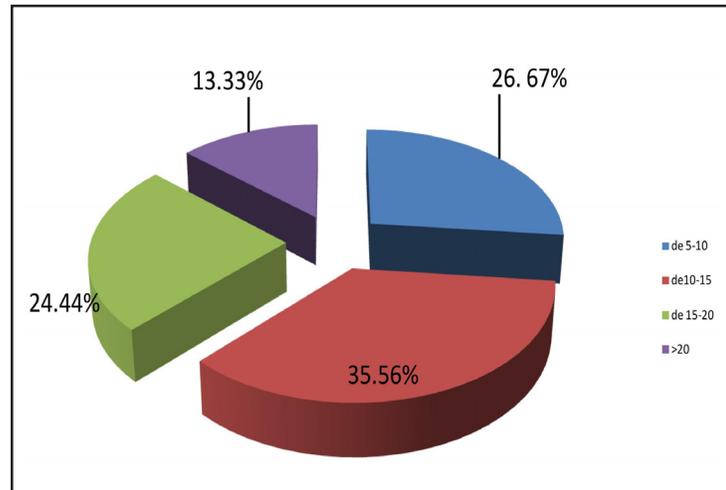


Figure 3. Percentage of seniority

- Figure 2 shows that:

- The majority of guidance counselors in our population have a bachelor's degree, with a percentage of 44.44%, followed by those with a license with a percentage of 28.89%.

- A minority of our population have a university degree higher than the master or doctorate.

This result may have a negative impact on the school guidance process, as most have not attended higher education institutions, although they have the vocational diploma (exit from COPE).

- Figure 3 show that half percentage of our population has seniority between 5 and 15 years, while the other half has seniority beyond 15 years. Therefore, they have the experience and the skills to assume their responsibilities in terms of student orientation.

3.2. The Number of Students and Institutions Supported by each Guidance Counselor

In this paragraph, we will collect information on the number of students and institutions supported by each guidance counselor.

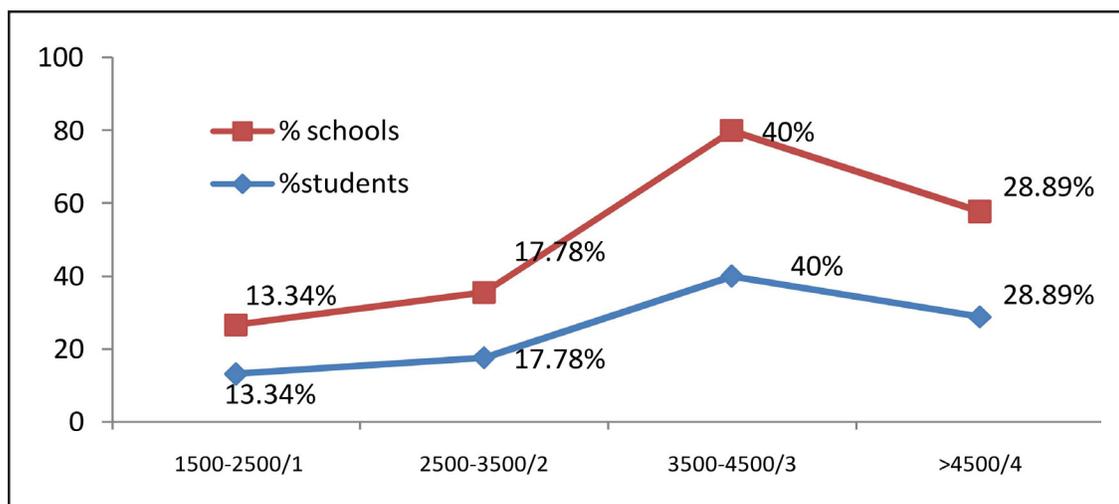


Figure 4. Percentage of students and institutions supported by each guidance counselor

- The analysis of the results presented in figure 4 shows that 40% of the guidance counselors of our population claim that each of them supervise three schools with a pupil size between 3500-4500, 28.89% supervise four schools with a student population of more than 4500, 17.78% supervise two schools with student enrollment between 2500-3500, and 13.34% supervise a single school with student enrollment between 1500-2500. Therefore:

-The distribution of students and schools among guidance counselors is not uniform;

-The number of pupils taken in charge by the same counselor is too high.

- The question that arises is as follows; can a guidance counselor guide and supervise this high number of students? Do these students find answers to their expectations in these conditions?

Logically, it is difficult for guidance counselors to know the needs of each student in orientation in these difficult conditions.

3.3. Spaces Dedicated to the Orientation of High School Students and their Equipment

In this paragraph, we will focus on the areas of school guidance, and equipment and work tools.

Areas of School Guidance

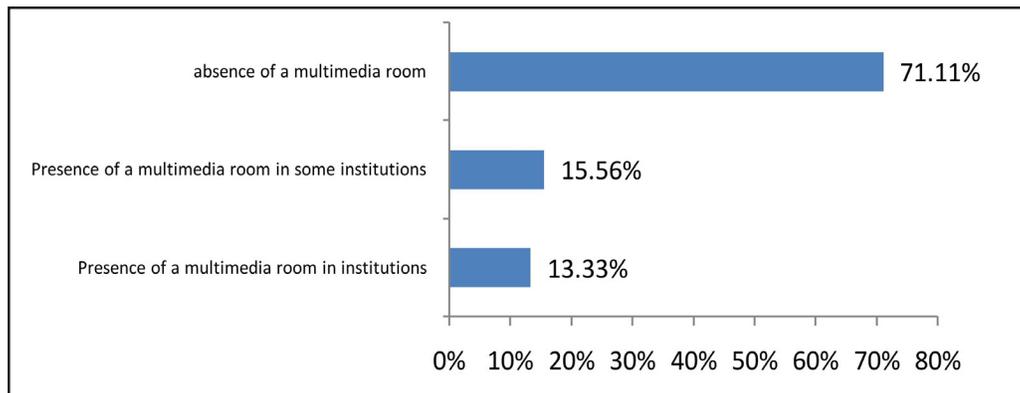


Figure 5. Percentage of presence or absence of an advisory and guidance space

The results of Figure 5 showed that most (71.11%) counselors do not have a multi-media room for counseling and school guidance assistance within the institutions. However (15.5%) showed that there is a multimedia room only in some institutions, while (13.33%) confirmed the opposite.

Equipment and Work Tools

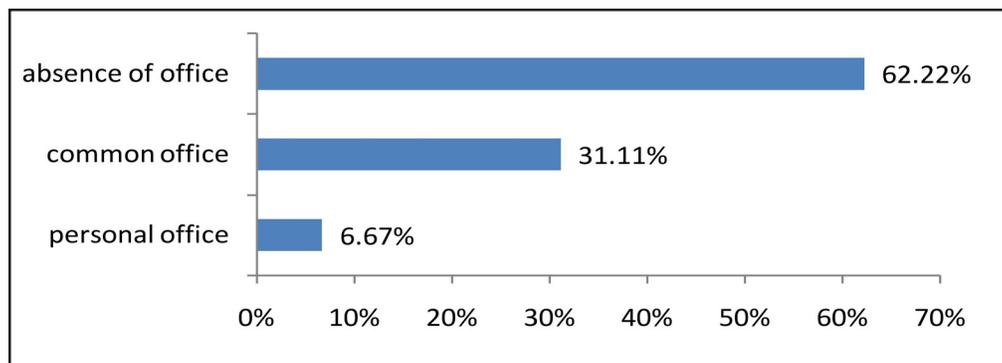


Figure 6. Percentage of presence or absence of a PCPSG counseling and referral office

Figure 6 shows that more than half of the counselors (62.22%) do not have an office within the Provincial Center for professional and school Guidance (PCPSG), almost one-third (31.11%) have a common office. and only (6.67%) have a personal office at the PCPSG

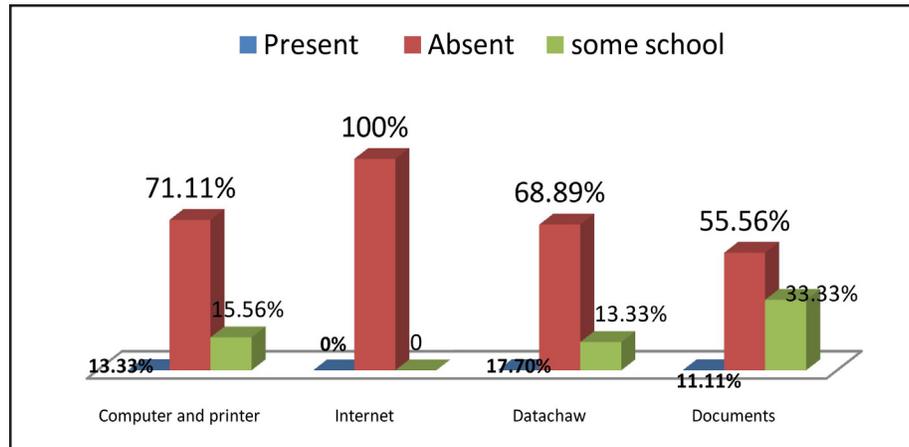


Figure 7. Percentage of presence or absence of work tools in offices

The results of figure 7 show that all the surveyed counselors do not have internet networks in all schools, 71.11% do not have a PC or printer, 68.89% do not have video projectors (Data Show), and 55.56% have no documents.

The results of Figures 5, 6 and 7 confirm that counselors encounter several obstacles that hinder the practice of their profession.

School Guidance Counselors wish to have the necessary equipment and tools that take into account the specified purpose of their function to facilitate communication, contact with students and achieve the desired goals, that of meeting the expectations of students in the field of guidance school.

3.4. Probable Criteria for a Good Counselor and Initial and Ongoing Training of Guidance Counselors

In this part, we will highlight the criteria of a good guidance counselor according to the opinion of the latter and their initial and

The criteria of a Good School Counselor	Effective	%
Adequate scientific competence and experience in the specialty	43	95.55
Honesty, patience, integrity, openness and confidentiality	34	75.55
Objectivity in the process of educational and vocational guidance of students	25	55.55
The sense of entrepreneurship and the perfect job	22	48.89
Knowledge in piloting, guidance, advice and news about the job market	21	46.67
Good communication and contribution with the educational staff	19	42.22
Good behavior and self-confidence	14	31.11
love of the job and the desire to develop	12	26.67
The strong personality	10	22.22
Great listening skills and deep interpersonal skills	9	20
Efficiency, seriousness and discipline	8	17.78
Efficiency, seriousness and discipline	7	15.55
The practice of languages	4	8.89

Table 1. The Percentage of Probable Criteria for a Good School Counselor

continuous training.

The Probable Criteria of a Good School CounselorX

According to the advice of school guidance counselors, the most likely criteria for a good counselor are ranked according to their importance in Table (1).

From the results presented in Tab 1, our population has given importance and priority to the proper scientific competence and experience in the specialty: honesty, patience, integrity, openness and confidentiality, objectivity in the process of educational and professional orientation of students, the sense of entrepreneurship and the perfect work, knowledge of piloting and advice and news about the job market. Concerning the choice of a good counselor of school guidance, these qualities are the main criteria for choosing the best skills that will help students in the educational guidance and satisfy him or her with his orientation.

Continuous and Initial Training

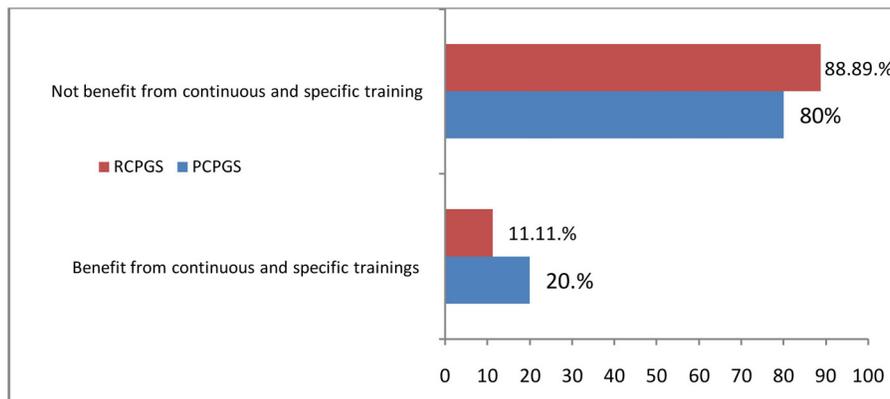


Figure 8. Percentage of benefits of continuing and initial training at PCPGS and RCPGS

The results of figure 8 show that the percentage of non-beneficiaries of continuous and initial training is very high, either at the regional center for professional and guidance school (RCPGS) is (88.89%), or at the provincial center of the professional and Guidance school (PCPGS) is (80%). While a minority benefited from this type of training (11%) at (RCPGS) and (20%) at (PCPGS). These results show a shortage of training for staff who take care of guidance.

The majority of guidance counselors in our population do not update their skills and techniques to adapt to industrial and scientific progress. Because these trainings are necessary to the tasks supported in the best conditions.

The Necessary Training for a Guidance Counselor

The training that can develop the mission and skills of the school guidance counselor	Effective	%
Training on the use of psychological tests	45	100
Training in adolescent psychology	38	84.4
Communication and development of individual interviews	36	80
Development of personal and professional projects	35	77.7
School coaching	33	73.3

Educational evaluation	28	62.2
Computer information	15	33.3

Table 2. Percentage of training that can develop the mission of the school guidance counselor

Table 2 shows that almost all counselors confirm their training needs, especially in psychology, communication, project framing and coaching. Thus, there is a lack of guidance counselors regarding training that can improve their quality of work, enable them to acquire skills adapted to industrial, technical and scientific developments, and to satisfy student in his orientation in public and private schools. especially in disadvantaged areas.

It is interesting to take into account the needs of guidance counselors who must have specific skills in school guidance to plan appropriate training to improve the effectiveness of information and solve major problems related to students educational guidance in particular and in each school and in society in general.

3.5. Stakeholders in Student Orientation and the School Guidance Process

Stakeholders in Student Guidance

In this section we have tried to answer the following questions: who are the speakers in the student's educational orientation? And what are they based on to intervene?

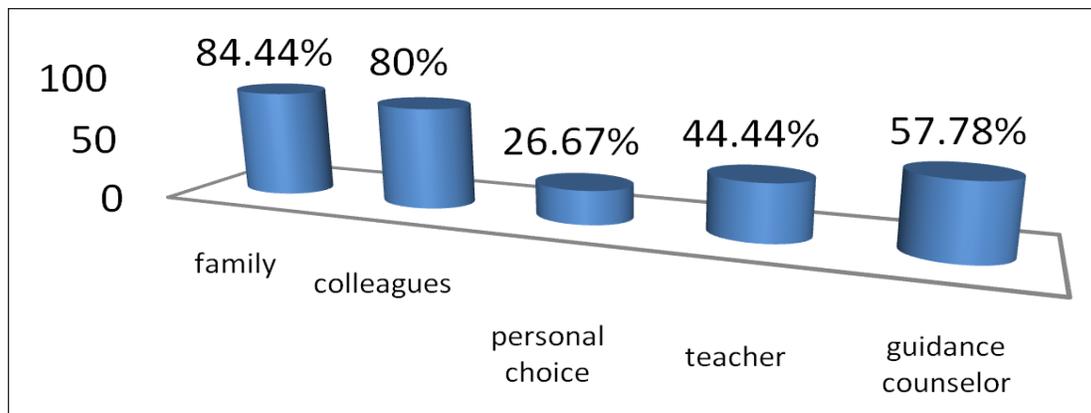


Figure 9. Percentage of actors influencing student choice

The results of Figure 9 revealed that only a minority (26.67%) confirmed that the choice of school guidance was personal, while the majority claimed the opposite, with a strong influence ranging from family to family to the teacher.

From these results, we can emit the observation that the student is no longer free to choose and to decide his orientation. However, students are faced with the need to organize and choose the right teaching for each of them, and to decide for themselves what they want to do with their lives.

Monitoring and Coaching Students by Guidance Counselors in the Referral Process

In this paragraph, we will focus on the monitoring and supervision of student, the type of monitoring performed by the counselor and the constraints that influence it, the degree of satisfaction of the student, and his behavior during the orientation sessions.

- The monitoring and supervision of students

Figure 10 shows that 75.55% of guidance counselors confirmed that they follow up and coach a few students, 22.22% follow up for all students and 2.22% do not follow up or coach.

From the results, it can be said that neither monitoring nor supervision covers all students, so they do not have the same chance

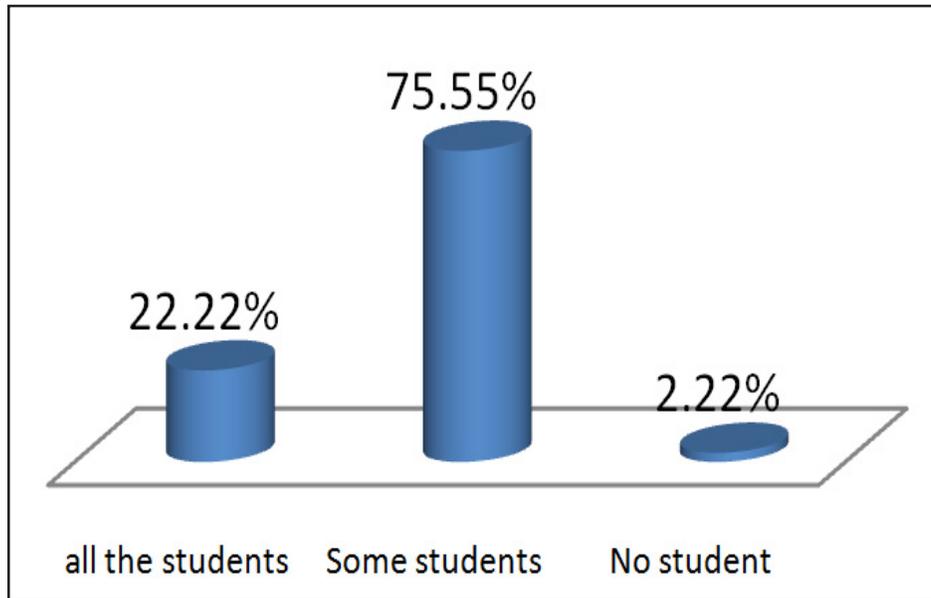


Figure 10. Percentage of student monitoring and supervision

to be informed about their orientation. One wonders why them?

- Type of student follow-up

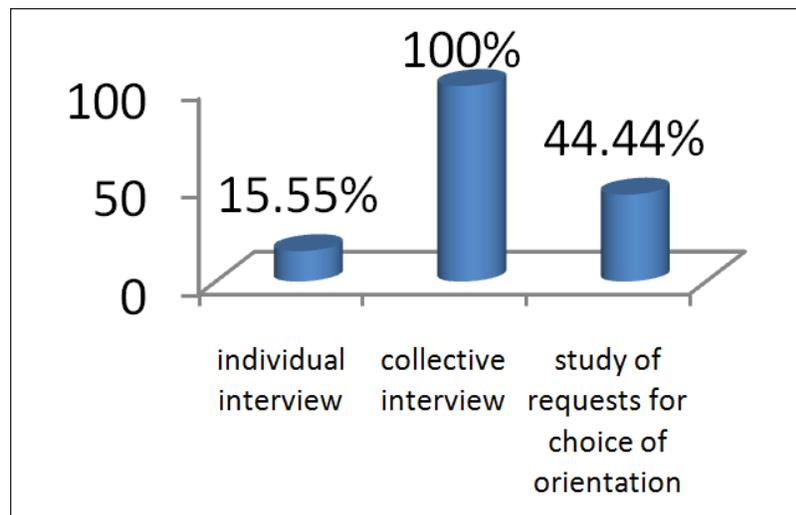


Figure 11. Percentage of type of student follow-up (interview or individual / collective advice)

The results in Figure 11 revealed that all advisors report that they are doing group counseling while only 15.55% say they are doing individual counseling.

So, we can say that these students do not have the same chance to have the necessary advice to meet their needs in terms of school orientation to choose the desired stream and occupation. Infact, high school student needs more monitoring and coaching and individual coaching to succeed in school.

- The constraints influencing the type of student follow-up according to the guidance counselors.

Some constraints that influence the type of follow-up	Number	%
High number of students	45	100
Several sectors and branches	40	88.89
Absence of means and necessary tools of work	38	84.44
Assign to perform other tasks	35	77.78
Insufficient training in the field of psychology	30	66.66
Other	20	44.44

Table 3. Percentage of types of constraints influencing student follow-up

The majority of counselors (table 3) confirm that the constraints that has negatively influenced the quality of the guidance counselor's assignments to accompany and follow high school students are:

- The high number of students;
- The diversity of the sectors;
- The lack of means and tools of work;
- The completion of guidance counselors to other additional tasks;

- Student Satisfaction in the Sector

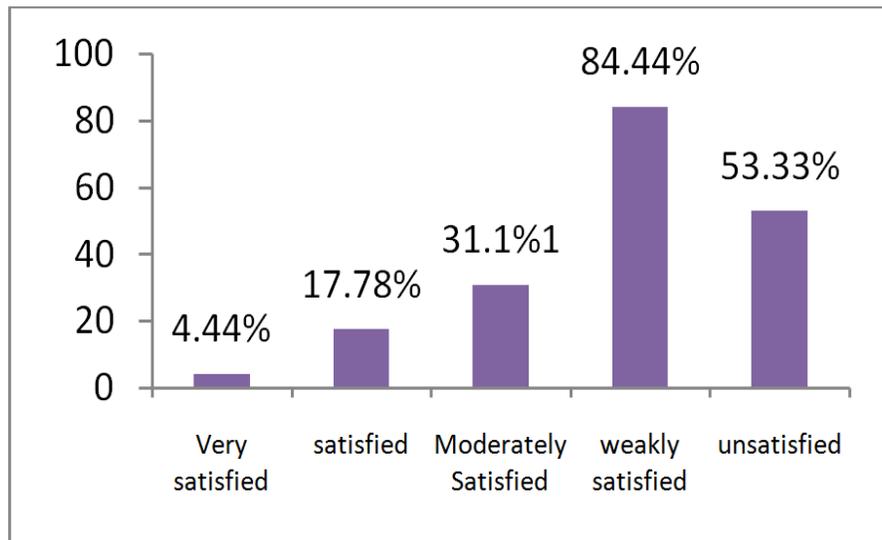


Figure 12. Percentage of degree of satisfaction of the student on the chosen course

Figure 12 shows that the majority of students are slightly satisfied with the chosen course, and only (22.22%) are satisfied with a total absence of very satisfied students.

As a result, problems in the student's orientation to the streams are clear.

- Degree of Interest shown by Students in School Orientation Sessions

The figure 13 shows that almost 2/3 of the counselors said that the pupils are disinterested during the counseling session and guidance assistance, while only 22.22% confirmed that the pupils are interested and ambitious.

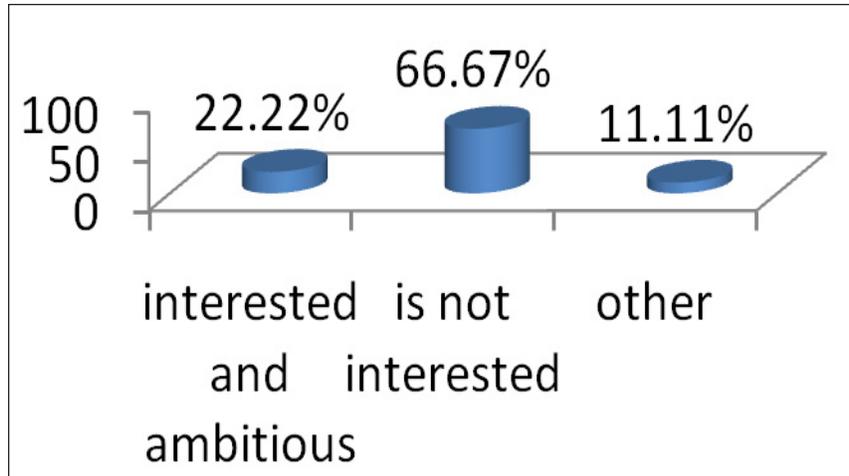


Figure 13. Percentage of Degree of Interest Carried by Students in School Guidance Sessions

From these results it can be said that the majority of students are disinterested in school guidance sessions and therefore they do not care about their educational future. One wonders why then?

Primary and Secondary Tasks of a Guidance Counselor

-The main tasks that a guidance counselor must exercise

The table below shows some of the tasks performed by the School Counselor ranked in descending order of importance by counselors.

The main tasks of guidance counselor	%yes	%No
Study students' requests for orientation choices and propose wishes for them	68.88	31.11
Analysis and statistical study of student responses	64.44	35.55
Study the structure of the school and the school map	55.55	44.44
Visit specialized institutions for special sectors	31.11	68.88
use tests to help students explore their preferences	26.66	73.33
Conduct individual counseling (study things that influence the wishes of the student)	22.22	77.77
Help students create and develop their personal projects	17.77	82.22
Consider the observations and points of view of some professors	11.1	88.89

Table 4. Percentage of specific missions to guidance counselor

The results in Table 4 show that the main tasks of guidance counselors are too numerous and important. For this reason, the presence of favorable working conditions is compulsory to meet the needs of high school students in orientation, given the high number of students in the limited number of guidance counselors.

- The Additional Tasks that a Guidance Counselor must perform

In order to give a more precise view of the practices of school guidance counselors in Moroccan public schools, the table below represents some additional tasks of a school guidance counselor.

Tasks performed by a guidance counselor	% yes	% No	% Sometimes
Do you do extra tasks plus your main tasks?	88.89	11.11	-
Do you work with a biannual program for counseling and guidance?	100	00	-
Do you document your visits to schools?	46.66	22.22	31.11
Do you schedule counseling and guidance sessions for all streams at the same level?	57.77	28.88	13.33
Do you schedule counseling and guidance sessions at all levels of different branches?	60	11.11	28.88
Do you schedule counseling and guidance sessions for each stream at a specific level?	13.33	77.77	8.89
Is the number of guidance counselors in the regional directorate sufficient?	00	100	-
Is the time allocated for orientation sessions sufficient? We must move this question	22.22	77.77	-
Do you supervise the exploratory visits of companies and professional establishments?	6.66	93.33	-
Do you contribute to the realization of the activities allowing the learner to know the school and professional environment and to recognize the interactions between them?	66.66	17.77	15.55
Do you make presentations on choice and decision-making?	66.66	17.77	15.55
Do you help to educate and convince parents and guardians of the importance of personal choice in school counseling?	13.33	80	6.66
Do you contribute to the development and delivery of provincial and / or regional school orientation forums?	22.22	71.11	6.66
Do you contribute to the development of activities to help the student to make his educational choices and his personal projects?	57.77	28.88	13.33
Do you produce documents and materials for counseling and help with school guidance?	00	100	00

Table 5. Percentage of additional tasks of a school guidance counselor

The results in the table show that guidance counselors perform several additional tasks in addition to the main tasks. As a result, guidance counselors have almost on impossible mission and the goals desired by the student in particular and society in general are difficult to achieve.

References and Task Management Tools for Guidance Counselors

References and task management tools for guidance counselors	%yes	%No
Ministerial Notes	100	00
Specialized websites for school counseling	93.3	6.6
Ministry of Education website	66.6	33.3
Website for the public service	55.5	44.4
Visit of the higher schools	44.4	55.5
Visit OFPPT	15.5	84.4
Visit companies and companies	13.3	86.6
Corporate e-sites	11.1	88.8
Formations	4.4	95.5
Other sources	6.6	93.3

Table 6. Percentages of Guidance Counselors' Task References and Tools

The results of Table 6 show that referrals and task management tools for guidance counselors are limited to departmental notes and web site connectivity. There is almost no physical movement for visits except for Therefore, our population prefers the virtual world for information. We can explain this choice based on the results of the above chapters of this study because of the lack of time and the huge number of students because of the overload and the overcrowding of students whose need to orient themselves

The Number of Visits to Schools of Counselors by me and their Efficacies

- The number of visits to schools by guidance counselors per month

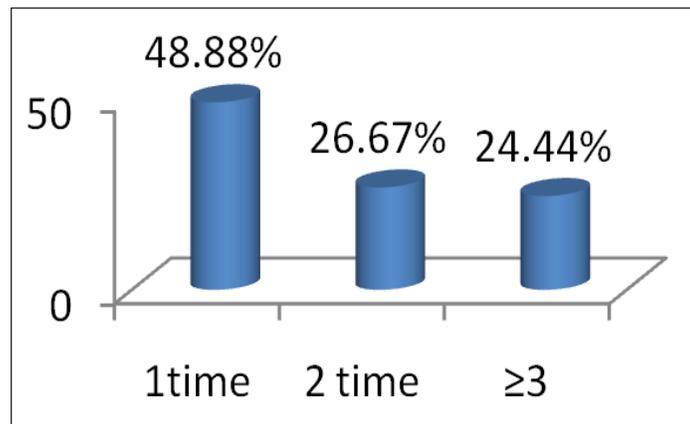


Figure 14. Percentage of monthly visits by counselors to institutions under their responsibility

Figure 14 shows that almost half (48.88%) of the counselors in our population visit only once a month at the school under their responsibility, one-quarter (26.67%) confirms that the visit takes place twice a year. times a month, while only one-quarter (24.44%) confirm three or more visits by me. It can be said that the number of visits remains insufficient for each school and is not unified, which means that the counselor will not play his or her important role in directing the students towards their wishes in terms of educational guidance. These results will allow us to ask the question: what are the constraints that prevent guidance counselors from increasing the number of visits to schools? Why visits are not unified between schools?

- The Number of Communication Sessions of the Guidance Counselor with each level per Semester

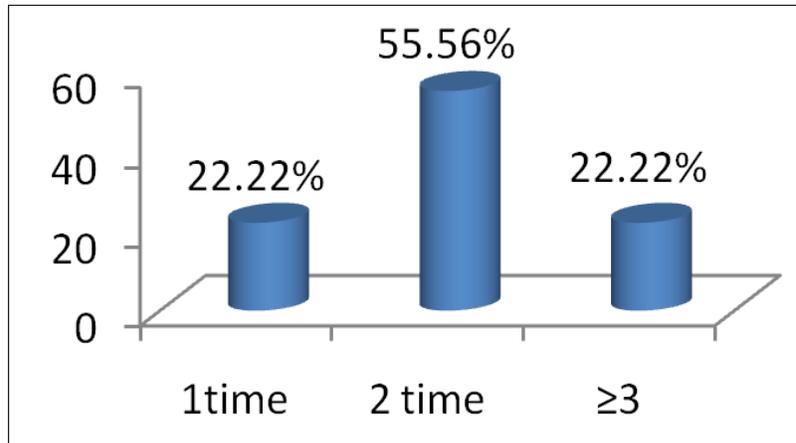


Figure 15. Percentage of sessions per semester performed by the counselor for each level

Figure 15 shows that half (55.56%) of the counselors in our population meet twice with the student per semester, almost a quarter (22.22%) confirms that he / she performs one session, while the other quarter (22.22%) confirm the completion of three or more sessions. This uneven distribution of counseling sessions and counseling between counselors in different schools does not allow students to have the same opportunity to be mentored and followed. So it does not allow the counselor to contact with the student anymore and answer his questions about his orientation and not succeed his school career.

- The Number of Individual Interviews in Schools

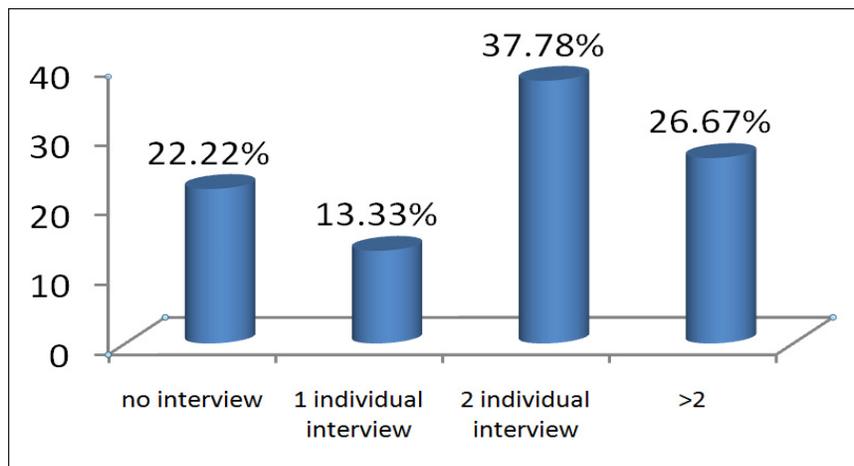


Figure 16. Percentage of advice / individual interview carried out by the advisor

The results in Figure 16 showed that 37.78% of advisers conduct two individual interviews per month, 26.67% do more than two individual interviews, 13.33% do one interview, and 22.22% confirm that they do not do any of the above individual interview.

These results confirm that the number of individual interviews is insufficient and unequal between schools, which is not going to give the chance to several students to take advantage and solve the problems related to their orientations, given their importance to develop several skills in high school students especially in institutions in disadvantaged areas such as ours.

3.6. Relationship with Other Internal and External Actors in the Education System

The coordination between the counselor and the various actors

Coordination with	% Director of the school	% teachers	% Parents and guardians of students	% Responsible for PCPGS	% The pedagogical inspector of guidance	% Professionals (external speakers)
Very good	0	0	0	40	44.44	00
Good	55.56	0	0	37.78	40	4.44
way	31.11	0	0	22.22	15.56	00
low	13.33	8.89	4.44	0	0	00
No	0	91.11	95.55	0	0	95.55

Table 7. Percentage of degree of coordination between different actors

The counselors' responses showed that there is almost no coordination with parents, teachers and professionals (companies, companies ...). It can be said that the coordination and cooperation between the guidance counselor, the pedagogical team (school director, teachers, etc.), parents and the external stakeholders of the education system are very important in order to develop several skills in the pupil. Taking the choice, making the personal decision and having an idea about the industrial and professional field.

3.7. The Reorientation

The Purpose of the School Guidance

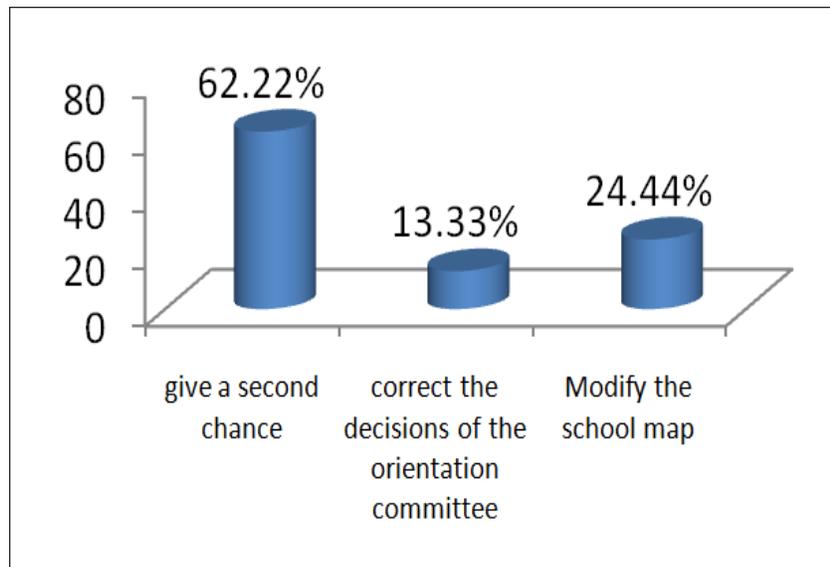


Figure 17. Percentage for each objective of the reorientation

The responses from our population from Fig 17, confirmed that 62.22% of the guidance counselors report that reorientation is used to give the student a second chance to correct their orientation, and only 13.3% confirmed that reorientation corrects the decisions of the orientation committees. These results show that the distribution of students in different types of education (branches and streams) is unfair or poorly done.

The Reasons for the School Guidance

Ranking of barriers by severity on board performance and direction	effective	%
The high number of students supervised by the same counselor	40	88.89
The assignment of additional tasks has nothing to do with the specialty and competence of the guidance counselor	35	77.78
Non-application of psychological tests and standards	32	71.11
Lack of scientific qualification	27	60
The dominance of the school map	26	57.77
Differentiated points of view between counselors	23	51.11
Differentiated points of view between the orientation staff	22	48.89
Lack of planning, harmony and coordination between guidance officers	19	42.22

Table 8. Percentage of obstacles preventing the smooth process of the school counseling process

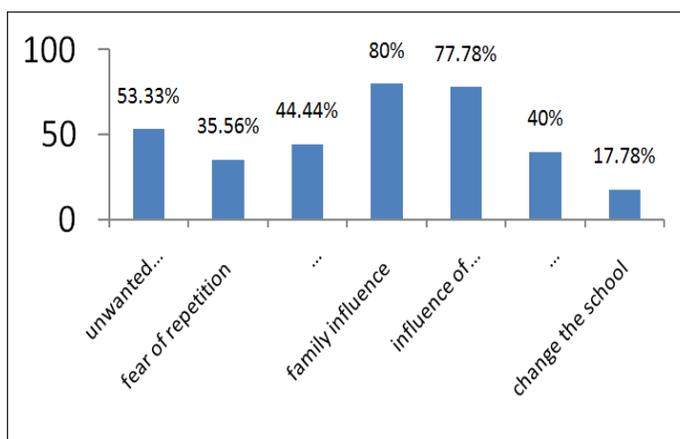


Figure 18. Percentage of reasons for reorientation

The results in Figure 18 show that the major reasons that lead students to change their choice of orientation are; influence of family and influence of colleagues, while there are other less important reasons.

These results confirm that students are still unable to make a personal decision and do not have the skills to make a desired choice towards an orientation that suits them and is always attached to others.

3.8. Barriers, Proposals and Recommendations

The obstacles of the school guidance process

Table 8 Percentage of obstacles preventing the smooth process of the school counseling process.

The guidance counselors' responses presented in Tab 8 confirm that the frequent number of pupils and the completion of additional tasks by the guidance counselor are a handicap for the school guidance process. So these barriers make it possible to make a difference between what should be the job of a school guidance counselor and the way in which this advice is exercised today.

These obstacles will have a negative impact on the progress of the school orientation process and will reduce the performance and effectiveness of the guidance counselor on the student's educational orientation, who will not be satisfied with his educational background.

Proposals and Recommendations developing the Mission of the School Guidance Counselor

At the Level	The Proposals of the Guidance Counselor	Effective	%
School	- Orient students according to their abilities, skills, interests and not according to the school map	36	80
	- Providing institutions with tests and especially psychological tests	33	73.33
	- Do not assign the advisor tasks other than his main tasks.	31	68.89
	- Defining and determining the functions of the School Counselor in each institution	27	60
	- Work in an integrated team	25	55.55
	- Apply psychology specialists and psychologists in schools	21	46.67
Center for professional and School Guidance	- Establish specific strategies for guidance by specialists.	32	71.11
	- To provide the centers with all means and especially psychological tests.	30	66.66
	- Plan ongoing training to strengthen and develop the skills of the advisor	28	62.22
	- Give importance to technical and constructive work in meetings.	25	55.55
	- Give attention to new developments and developments in the field of guidance-Give independence in the center of guidance	20	44.44
		19	42.22
Régional Directorat	- Establish the school map respecting the skills, ambitions and interests of the students	38	84.44
	- Provide the necessary means to the staff of the school guidance.	34	75.55
	- Give powers to the advisor for decision making	28	62.22
	- Opening financial averages to recruit advisors	24	53.33
Ministry of Education	- Review laws and notes on orientation	38	84.44
	- Give great importance to what he wants the student	37	82.22
	- Receive the policy of school guidance	27	60
	- Plan meetings and national trainings and missions abroad	25	55.55
	- Assign a counselor for each institution	20	44.44

Table 9. Percentage Suggestions Improving Guidance Counselor's Practices

Based on their experiences in the field, the guidance counselors have suggested some suggestions that can improve and develop the process of educational and vocational guidance; they are ranked in the table below according to their importance. The guidance counselors' responses to this question show that they emphasize the need to orient students according to their skills, abilities, ambitions and interests and not according to the school map, and to equip schools. School and vocational guidance centers by means and equipment and human resources necessary for the smooth running of the school guidance process to achieve its desired objectives and satisfy the student of its orientation and to succeed in school.

4. Conclusion

The analysis of the results obtained makes it possible to conclude that school guidance is an important but very complex process, which hinders several obstacles and constraints in the six provincial directorates of national education that we have chosen within the Casablanca Academy. - Settat in Morocco, among these obstacles and constraints we can mention:

- The large number of schools and students under the supervision of the same guidance counselor.
- The inequality between schools and students in the distribution of counseling sessions and assistance to school guidance for high school students.
- Lack of spaces, means and tools necessary to facilitate the transmission of information, and communication with the student during the school orientation session and also his motivation and increase his interest.
- Counselor lacks some qualities that facilitates his job with the students.
- Insufficient training in specific skills that can improve the skills and qualities of guidance counselors to satisfy the student and help him make the right choices and decisions. This job requires a great knowledge in psychology, communication, and accompaniment.
- Lack of personal choice and decision-making by the high school student, which is always imposed by one or more of the aforementioned stakeholders.
- Absence and insufficiency of follow-up sessions, supervision of students, individual interviews to meet the expectations of students and dominance of collective councils.
- Dissatisfaction of the student on the choice of his sector.
- The high number of main and additional tasks performed by guidance counselor.
- Lack of supports and relationships with external partners of the educational system develop the skills of counselors on high schools and the job market in order to help students choose on the right path for their future.
- Inequality and Insufficiency of the student counseling and guidance counseling sessions.
- Lack of coordination with the various stakeholders in the orientation process.
- The process of reorientation is unclear.
- Absence of exploratory visits by businesses and professional establishments.
- Absence of activities allowing the learner to know the school and professional environment and to recognize the interactions between them.
- A number of guidance counselors is insufficient.

To succeed in the process of educational guidance, those responsible in the field of education must provide more effort in several ways, including:

- The advisor must have the necessary skills to carry out his mission respecting standards;
- The training of a sufficient number of advisers to meet the needs of the field and promote the supervision and individual and non-collective support of students;
- The other stakeholders must be aware of the impact of the wrong orientation on the future of the student.

References

- [1] L'orientation scolaire (Piéron, 1979, p.315).
- [2] *Procedia - Social and Behavioral Sciences*, 47 (2012) 327 – 339.
- [3] *Procedia - Social and Behavioral Sciences*, Volume 93, 21 October 2013, p. 1598-1602.
- [4] *Procedia - Social and Behavioral Sciences*, 174 (2015) 368 – 376.
- [5] Journal officiel de la république Française Mandature 2015-2020 – Mercredi 11 avril 2018, l'orientation des jeunes, Avis du Conseil économique, social et environnemental présenté par Mme Laure DELAIR et M. Albert RITZENTHALER.
- [6] Boulahcen, Ali (2005). « Le processus d'orientation scolaire au Maroc », *Revue internationale d'éducation de Sèvres*, 38. 25-34.
- [7] Guichard, Jean. (2008). « Proposition d'un schéma d'entretien constructiviste de conseil en orientation (*life designing counseling*) pour des adolescents ou de jeunes adultes », *L'orientation scolaire et professionnelle*, 37 (3) 413-440.