

IMPACT OF INTEGRATIVE APPROACH ON ACADEMIC ACHIEVEMENT IN MOROCCO

**Mohammed El Achachaoui,
Faculty of Education Sciences - Rabat
University of Mohamed V - Souissi**

***Abstract**_This study aims to verify the effect of the inclusive approach on academic achievement. To perform this study a method was adopted in Arabic Language, and this method measures or tests the knowledge a learner can acquire while including a group of different exercise in various components according to the educational curriculum in Morocco. In addition to that, a system is put in place to include concise information that is converted to numbers or characters that shows students' achievement, include in gall the possibly correct answers in order to determine & precise the grade of the student.*

The study sheds lights as well on the last period of primary education as it is considered a point of a liaison with Secondary school, aiming to ensure the efficiency of pedagogic integration that is piloted in the Moroccan educational institutions to allow taking correct & successful decisions.

The study revealed the following three main results. First of all, there was a loss of credibility of the basic principle upon which the pedagogy of integration is based, and the goal represented in reducing the disparities of academic results by studying mixed samples. The second one was that the failure of integrative approach is confirmed by the high rates of learners who lack knowledge. Last but not least, the inability of pedagogic integration to address the weakness of learners on academic achievement.

Keywords: *integrative approach and academic achievement, integration and acquisition of Arabic language.*