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**RELATIONSHIP BETWEEN GUIDANCE AND COUNSELLING SERVICES AND  
ACADEMIC PERFORMANCE OF STUDENTS IN PUBLIC SECONDARY SCHOOLS  
IN SIRONKO  
TOWN COUNCIL  
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**ABSTRACT**

This study was about examining the relationship between guidance and counseling services and academic performance of students in public secondary schools in Sironko town council. The objectives of the study included; examining the relationship between educational guidance services and the academic performance of students, examining the relationship between career guidance services and academic performance of students and examining the relationship between psycho-socio guidance services and the academic performance of students. The researcher used the following hypothesis; There is no statistically significant relationship between Educational guidance services and students academic performance, there is no statistically significant relationship between Career guidance services and students academic performance, there is no significant relationship between Psycho-socio guidance services and students academic performance. The study used a cross-sectional design where different categories or cross section of respondents were used. The population consisted of 810 students and 10 teacher counselors and the sample was 265 and 10 respectively. Data was collected through questionnaires and documentary analysis. It was analyzed using descriptive statistics and Pearson product moment correlation. The findings showed that the extent to which education guidance services relates with the academic performance of their children was low and insignificant ( $r = .34$ ;  $\text{sig} = 0.596 > 0.05$ ); and that there was an insignificant correlation between career guidance services and the academic performance of their children. ( $r = 0.036$ ,  $\text{sig} = 0.567 > 0.05$ ). Also, the extent to which psycho-socio guidance services relates with the academic performance of their children was low and insignificant ( $r = .040$ ,  $\text{sig} = .532 > 0.05$ ). Therefore, the extent to which guidance and counseling services relates with the academic performance of their children in Sironko town council was low. In conclusion, the findings indicated that guidance and counseling services do not have statistically significant relationship with academic performance of Students in public secondary schools in Sironko district. The role of teacher counselors was not translated into performance. Schools in Sironko should be allocated qualified guidance and counseling officials whose role is specifically to guide and counsel students.

