

**ASSESSMENT OF THE RELATIONSHIP BETWEEN SELECTED  
GUIDANCE AND COUNSELING PRACTICES AND STUDENTS'  
ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN  
KAKAMEGA CENTRAL SUB-COUNTY, KENYA.**

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## ABSTRACT

Guidance and counselling in schools has become not only a support activity to students discipline but also a requirement on a cademic focus for learners..The increased emphasis being placed on guidance and counseling makes sense on many levels. Schools suffer poor academic performance and the practice is ill implimete in some institutions. The study was to assess the relationship between selected Guidance and Counseling Practices and Students Performance in Secondary Schools in Kakamega Central Sub-County, Kenya. The objectives were to assess the relationship between students attitude towards guiding and counseling and academic performance in secondary schools in Kakamega Central Sub-County, to find out the relationship between level of facilitation for guiding and counseling and the academic performance of secondary school students in Kakamega Central Sub-county, to analyse the relationship between loading of teacher counselors and academic performance of secondary school students in Kakamega Central Sub-County, to evaluate the relationship between competences of teacher counselors effect on academic performance of secondary school students in Kakamega Central Sub-County and to determine the challenges for academic performance of secondary school students in Kakamega Central Sub-County. The study was anchored on behavioural theory by Krumbolt 1966 . It employed a descriptive survey research design in which 156 respondents were sampled being 36 head teachers, 42 guiding and counseling teachers and 68 students from seondary schools in kakamega central sub-county. The study used questionnaires for data collection. Validity of data collection instruments was ascertained. Findings for objective one showed that there was a statistically significant positive relationship between attitude of students towards Guiding and Counseling and academic performance in secondary schools in Kakamega Central Sub-County ( $r=0.728$ ;  $P<0.05$ ). The second objective results revealed a statistically significant positive relationship between level of facilitation for guiding and counseling and academic performance constructs in secondary schools in Kakamega central sub-county ( $r=0.655$ ;  $P<0.05$ ). The third objective had a significant negative relationship between workload of teacher counselors and students performance in Secondary Schools in Kakamega Central Sub-county ( $X^2= -15.147$ ;  $P<0.05$ ;  $df=1$ ). For the challenges in performance of secondary schools, among others, there was a statistically significant positive relationship between competence of teacher counselors and academic performance in public secondary schools in Kakamega Central sub-county ( $r=0.674$ ;  $P<0.05$ ). The study recommended school authorities to put in place emphasis on guidance and Counselling by allocating funds to help Heads of Senior High Schools should endeavor to assign counselors and coordinators the sole responsibility of guidance and Counselling to address the requirements of that unit Finding of this study are useful to stakeholders in the education sector who are charged with the responsibility of ensuring that guiding and counseling is taken seriously in secondary schools due to its importance in promoting improved academic performance.