Interaction between Educational Guidance, Counseling and Study Habits of Distance Learners in Higher institutions: The Experience of Distance Learners in Bachelor of Education Studies of University of Nairobi, Kenya

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ABSTRACT

Repercussion of commercialization of distance education in universities globally has brought issues of sustaining quality education, which is the bedrock of study habits. Developing sound habit is a complex phenomenon that requires educational guidance and counselling. Failure to develop sound study habits has made distance learners victims of educational systems. The study investigated the extent to which Educational guidance and counselling interact with study habits of distance learners in the Bachelor of Educational studies by distance learning of the University of Nairobi. Questionnaires were used to collect both quantitative data. Multiple linear regression was employed to determine predictor variable. The study results indicate a positive correlation(R=0.853) between educational guidance and counselling and study habits of the participants. Therefore, the study concluded that there is significant correlation between educational guidance and counselling and study habits of distance learners. The study recommend that universities involve in distance education should develop digital platforms with assistance of internet providers and use social media platform like Facebook, Whatsapp, twitter and phones to provide educational guidance and counselling for enhancement of learners' study habits.

Key Words: Study habits, experience of distance learners, multiple linear regression, educational guidance and counselling.

I. INTRODUCTION

There is evidence in the empirical literature that educational guidance and counselling are core in developing positive study habits in distance education (Commission for University education, 2013). There are also reports in body of literature about low progression rate and stagnation in distance education due to deviational study habits (Behadir, 2012; Gakuu, 2013; George, 2016). In USA, the progression rates range from 20% to 50%. While in United Kingdom the progression rates range from 20% to 45 %. In Africa, the progression rate is higher than 80% (Garland & Clark 2010; Wambugu, 2012). In Kenya, there has been considerable effort to make educational guidance and counselling available for all learners in higher learning institutions, but not without challenges (Wachira, 2012).

The Bachelor of Education studies by distance learning of University of Nairobi has been successful in upgrading of academic qualifications to thousands prospective Teachers. This success is not without study bottlenecks common to learners in distance education globally. Distance learners admitted to this in this programme have varied characteristics, study habits and concepts of university education. Some of them may have been spoon-fed, and taught for examination (Wango, 2013). They may also lack confidence in their study aptitudes and focus on memorizing facts to finish tasks, consequently, majority of them re-sit examinations at a higher rate than those in conventional programmes (Mbwesa, 2013).

It against such a background that this study sought to establish the extent to which educational guidance and counselling interact with study habits of distance learners in the Bachelor of Educational studies of the University of Nairobi**.**

II.   PURPOSE OF THE STUDY

The purpose of this study was to establish how educational guidance and counselling interact with study habits of distance learners in the Bachelor of Education studies of University of Nairobi.

III.   LIMITATION

The data collection took too long since participants could only be reached physically, when on campus   during tutorial and revision sessions. The researchers' patience and some degree of tolerance yielded positive results. Consequently, out of the 327 questionnaires administered, 319 were duly filled giving a response rate of 97.55%.

IV.   LITERATURE REVIEW

 Learners' support systems have enabled distance education to develop through phases into mega open Universities in America, Europe, India, China, and South Africa (Julal, 2013). In these mega University e-Learning scenarios, ubiquitous technologies and cloud computing, simulations have become the mainstream in providing learners' support (Bimrose & Goddart, 2015). In addition, guidance and counselling learners' support services like educational guidance and counselling are given through online and face-to-face to thousand distance learners (Bozkurt, Akgun-Ozbek, Yilmazel, Erdogdu, Ucar, Guler, & Dincer, 2015). In Africa countries like Zimbabwe, Nigeria and Tanzania , most universities that offer learning and teaching through distance mode are in process of fully updating distance education into technology-enabled environment but internet connectivity and resource are a challenge (Hooley, 2015).

The University of Nairobi is also struggling to embrace technology to provide learners support in its distance education (ODeL Manual, 2018).

There are incidences in literature which suggest that retarded academic performance of distance learners is due to lack of educational guidance and counselling (Lai-Yeung, 2014).

Beside, the slow progression rate of distance learners especially in developing world universities are attributed to inadequate study habits (Vines & Holcomb-McCoy, 2011). There are reports in body of literature about thousands distance learners recording failure in examinations due to lack of direction on developing positive study habit (Mark, 2010). At University of Nairobi distance learners in Bachelor of Education studies, low progression rate is attributed to inadequate study habits amongst other factors (Gatuba, 2012; Bowa, 2011)

Concept of Educational Guidance and Counselling in Distance Education

Education guidance and counselling are critical in mega universities in Europe and America for orientation to study, examination strategies, and attitude of tolerance (Bimrose, Kettumen and Goddard, 2015). They are also core in use of web resources and return to study in most distance education institution. In Europe and Singapore Open Universities, tutors use various media and technologies to provide educational guidance and counselling, which promotes positive study habits of distance learners. In University of South Africa and the Africa Virtual brief educational guidance and counselling interventions, such as classroom discussions, workshop presentations, or assistance in using assessment, information, or instructional resources have improved completion rate (Tsikati, 2018).

University of Nairobi provides learners support services like educational guidance and counselling during orientation, and tutorial to promote completion rate (University of Nairobi annual report 2013).

Conceptual Framework of Study

This study based on a conceptual framework presented in *fig. 1* guided by three variables, namely: Educational guidance and counselling support services (independent variable), Study habits (dependent variable) and Learners' characteristics (moderating variable).

Distance learners who receive educational guidance and counselling are able to adopt to good examination strategies and web resources. They also develop attitude of tolerance to take notes read them and complete assignment in time. Those who defer their course are able to set their personal study goal and return to study. Finally, they are able to employ sound study routine. In this study, learners' characteristics of learners are; age, gender, income, family background, study environment and educational which moderate guidance and counselling influence on study habits.
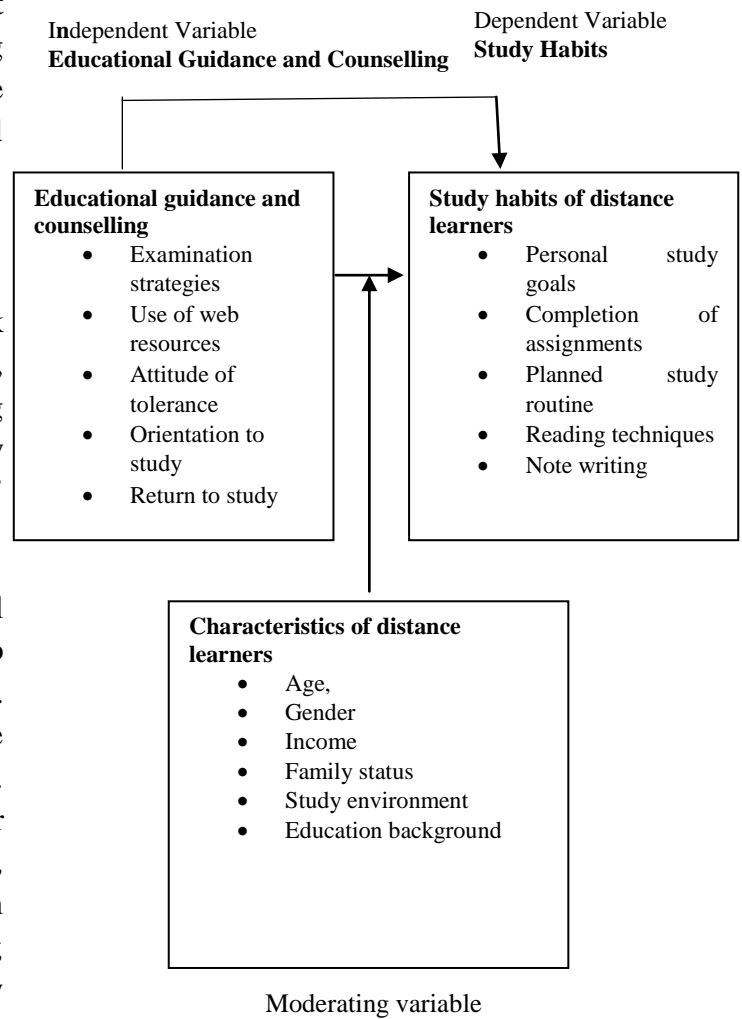
Independent Variable
Educational Guidance and Counselling

Dependent Variable
Study Habits

Educational guidance and counselling
- Examination strategies
- Use of web resources
- Attitude of tolerance
- Orientation to study
- Return to study

Study habits of distance learners
- Personal study goals
- Completion of assignments
- Planned study routine
- Reading techniques
- Note writing

Characteristics of distance learners
- Age,
- Gender
- Income
- Family status
- Study environment
- Education background

Moderating variable

Figure 1. Conceptual framework showing relationship between Educational guidance and counselling and study habits.

V. RESEARCH METHODOLOGY

This study adopted a descriptive survey research design to plan well and build the content of research. The study adopted structured questionnaires for independent variables namely educational guidance and counselling. To test reliability of the research instruments, pilot testing conducted among 41 participants. Cronbach's alpha of $\alpha = 0.76$ was attained as the reliability coefficient of the pre-test instruments for participants.

The target population was part 2 to 6 (2199) distance learners in Bachelor of Education programme by distance learning. This population was chosen because they had done assignments and examinations. Part 1 was not targeted because they had not done any examinations.

The sample size for Participants in this study was 327 drawn from 2199 learner population in Bachelor of Education programme by distance learning of the University of Nairobi part 2, 3, 4, 5 and 6. Hyper-geometric distribution used in accordance to Krejcie, (2006) table of determinig sample size. In this case 2199 lies between 2000 to 2200 on Krejcie sample size table. The sample size of 2220 selected was 327 . This was further confirmed by the formula for a small sample size, the hyper-geometric, populations as follows:
Equation (1) Morris (2014)

$$n= \frac{NZ^2pq}{\{E^2(N-1)+Z^2pq\}}$$

Where;   n= denotes the essential sample size

N= denotes the population size (4540 learners)

Z= denotes the confidence level of the sample size (set at 95%) thus Z=1.96

P and q are the population proportions (Each set to 0.5).

E sets the sample proportions accuracy (set to 0.05).

Therefore;

$\underline{\ \ \ \ 2199 \text{x} 1.96^2 \text{x} 0.5 \text{x} 0.5 \ \ \ \ }$

$0.05^2 (2199\text{-}1) +1.96^2 \text{x} 0.5 \text{x} 0.5$

n = $\underline{2111. 9196}$
        6.455

n =327

Table 1

Sample Size for Distance Learners in Bachelor of Educational studies in University of Nairobi

Parts	B.Ed. (Arts)	Sample size B.Ed. (Arts)	B.Ed. (Science)	Sample size B.Ed. (Science)	Combined sample size
2	265	40	32	5	45
3	445	66	61	9	75
4	425	63	49	7	70
5	413	62	27	4	66
6	439	65	43	6	71
Total	1987	296	212	31	327

Participants
The list of distance learners in Bachelor of Education by distance of the University of Nairobi obtained from registered learners in different parts, namely 2,3,4,5 and 6. Learners at different parts was stratified into five strata each for B.Ed. (Arts) B.Ed. (Science) and stratified sampling technique were used to select the required number of participants. The participants were selected from each stratum part 2 (40) , part 3 (66), part 4, (63), part 5 (62) and part 6, (65) for Bachelor of Education(Arts) and parts 2 (5), part 3 (9) part 4 (7), part 5 (4) part 6 (6) for Bachelor of Education(Science) as presented in table 1. The study employed simple random sampling technique specifically the table of random numbers. Simple random sampling used to select 327 participants from serial numbers assigned to each distance learner on the register from 0001 to. 2199.

VI. DATA ANALYSIS

Data collected was organized following thematic areas. Data followed by description of the responses to produce an interim report. Areas that required additional information identified and requisite data sourced. Systematic analysis and interpretation of interim report   integrated with quantitative output to form the paper. (Hauser, 2013).

The quantitative data was analysed using descriptive statistics such as measures of central tendencies through arithmetic means, measures of dispersion through standard deviation, percentages and frequency distribution that are suitable to analyse non-parametric data. The quantitative data analysis began with field editing to minimize errors. Then coding of open questions, data entry, clearing, transformation, and analysis was done. Model for analysing data based on linear regression for educational guidance This were within significant level 95% and margin of error 5%. Simple and multiple linear regression and Pearson Correlation Coefficient models were used to determine the extent to which educational guidance and counselling interact with study habits of distance learners in Bachelor of Education studies in University of Nairobi .Model $Y_j = \beta_0 + \beta_i X_{i} + \beta_{mi} X_{m} + \varepsilon$ was adopted

Where:
Y_j - The dependent variable
β_0 - Population's regression constant
β_i (i = 1, 2…n) are the population's regression coefficient
n coefficients for independent variable
X_i – The potential predictors
β_{mi} - regression coefficient of the moderating variable
X_{mi} - Moderating variable
ε -is the Model error variable

Study habits of distance learners = β0 + βi * education guidance and counselling +βmi* learners characteristics + Model error. This relationship was assumed to hold for all observations (i= 1, 2 ….n). The inclusion of a random error, εi, was necessary because other unspecified variables also affected study habits of distance learners. The regression model was based on the following assumptions; normality, linearity, homogeneity of variance and multi collinearity. Based on the study hypothesis the following model was adopted.

Hypothesis; H0$_3$: There is insignificant relationship between educational guidance and counselling and study habits of distance learners

in Bachelor of Education programmes by distance learning in the University

Study habits of distance learners = *f* (Educational guidance and counselling support services, random error)

$Y_j = \beta_{0} + \beta_3 X_{3} + \varepsilon_i$

Where β_0- Population's regression constant, X_3 – Educational guidance and counselling, β_i the regression coefficient of educational guidance and counselling and ε -is the Model error variable

Results and Discussion

This section entails analysis and discussion of interaction between educational guidance and study habits of distance learners, conclusion and recommendations.

Educational Guidance and Counselling and Study Habits of Distance Learners

Ten statements developed to measure the extent to which educational guidance and counselling interaction study habits of distance learners as indicated in table 1. The participants responded to the ten statement in the Likert scale of 1-5 where strongly agree (SA) =5. Agree (A) =4 .Undecided (U) =3. Disagree (D) =2 and strongly disagree. (SD)=
Table 2

Interaction of Educational Guidance and Counselling with Study Habits of Distance Learners

Statement	SA	A	UD	D	SD	Mean	Std. dev
Educational guidance and counselling helped me to manage my study time	60(18.8%)	191(59.9%)	15(4.7%)	23(7.2%)	30(9.4%)	3.71	1.137
Educational guidance and	70(21.9%)	163(51%)	30(9.4%)	32(10%)	24(7.5%)	3.70	1.143

Statement						Mean	SD
counselling have increased my ability to respond to study							
Educational guidance and counselling have helped me develop an attitude of tolerance	68(21.3%)	167(52.3%)	37(11.6%)	20(6.3%)	27(8.5%)	3.72	1.125
Educational guidance and counselling have helped me to learn better examination strategies	75(23.5%)	172(53.9%)	23(7.1%)	22(6.9%)	27(8.5%)	3.77	1.139
Educational guidance and counselling have enabled me to receive orientation to study at distance	90(28.3%)	158(49.5%)	24(7.5%)	27(8.5%)	20(6.3%)	4.34	1.611
Educational guidance and counselling have helped me to manage examination phobia	60(18.8%)	183(57.4%)	17(5.3%)	37(11.6%)	22(6.9%)	3.70	1.112
Educational guidance and counsel ling	57(17.9%)	172(53.9%)	37(11.6%)	22(6.9%)	31(9.7%)	3.63	1.147
ling have given me encouragement to return to study when I defer my studies							
Educational guidance and counselling have enabled me to increase my level of motivation to study.	56(17.9%)	165(51.7%)	27(8.5%)	44(13.8%)	27(8.5%)	3.56	1.177
Educational guidance and counselling have helped me to use web resource	65(20.4%)	175(54.9%)	33(10.3%)	21(6.6%)	25(7.8%)	3.73	1.099
Educational guidance and counselling have helped me overcome my exams fears	57(17.9%)	183(57.4%)	26(8.2%)	24(7.5%)	29(9.0%)	3.67	1.130
Composite mean and standard deviation						3.71	1.133

Educational Guidance, Counselling and Study Time

Two statements were used measure interaction of educational guidance and counselling on study time of distance learners. Statement (1) 'Educational guidance and counselling helped me to manage my study time' had a mean of 3.71 and a standard deviation of 1.137. The result indicate that out of 319 participants, 191 (59.9%) agreed 60(18.8%) strongly agreed. 30 (9.4%) strongly disagreed. 23(7.2%) disagreed. 15(4.7%) undecided. The results shows that the statement mean score of 371 and standard deviation of 1.137 were similar to the composite mean score of 3.71 and standard deviation of 1.133. The implication of this result to the study is that educational guidance and counselling help distance learners to manage their study time which is an attribute of good study habits Statement(2), Educational guidance and counselling have increased my ability to respond to study had a mean of 3.70 and a standard deviation of 1.143. This results indicate out 319 participants 163(51.1%) agreed 70(21.9%) strongly agreed 32(10%) disagreed 30(13.8%) undecided and 24(13.2%) strongly disagreed. This results show that the statement mean score of 3.70 and standard deviation of 1.143 were slightly lower than the composite mean score of 3.71 and standard deviation of 1.133. The implication of this finding to the study is that educational guidance and counselling moderately increase distance learners' ability to respond to study. The finding suggests distance learners need educational guidance and counselling on time management, in order to prioritize their daily activities to develop good study habits.

Educational Guidance, Counselling and Attitude of Tolerance

Statement 3 was adopted to measure interaction of education guidance and counselling on attitude of tolerance.

Statement (3) 'Educational guidance and counselling have helped me develop an attitude of tolerance 'had a mean of 3.72 and a standard deviation of 1.125.
This results indicate that out 167(52.4% agreed. 68(21.3%).Strongly agreed. 37 (11.6%) undecided. 27(8.5%) Strongly disagreed .20(6.3%) disagreed. This results show that the statements mean score of 3.72 and standard deviation of 1.125 was higher than the composite mean score of 3.71 and standard deviation of 1.133. The implication of this result to the study is that educational guidance help distance learners to develop attitude of tolerance. The result is inconsistence with Hassan (2006) suggestion that educational guidance and counselling services have significant effect on distance learners' development of attitude of tolerance to study despite of hitches from the system and their characteristics. In other words, educational guidance and counselling enhances positive attitude to study.

Educational Guidance and Counselling and Examinational Strategies

Statement 4 employed to measure the interaction of educational guidance and counselling on examination strategies. Statement ' Educational guidance and counselling have helped me to learn better examination strategies' had a mean of 3.77 and a standard deviation of 1.139. This results indicate that out of 319 participants, 172(53.9% agreed. 75(23.5%) strongly agreed. 27(8.5%) strongly disagreed. 23(7.2%) undecided and 22(6.9%) of the disagreed. These results shows that the statement mean score of 3.77 and standard deviation of 1.139 were higher than the composite mean score of 3.71 and standard deviation of 1.133. This result is inconsistence with Fajonyomi (2012) study finding that indicate that distance learners need educational guidance and counselling services for examination strategies, which are effective in refining academic performance amongst anxiety ridden distance learners the funding is in line with George, etal. (2016) who suggested that good

examination strategies assist distance learners to have mastery of subject content.

Educational Guidance, Counselling, and Orientation to Study

Statement 5 employed to measure educational guidance, counselling, and orientation to study. Statement (5) 'Educational guidance and counselling have enabled me to receive orientation to study at distance' had a mean of 4.34 and a standard deviation of 1.611. This result indicates that out of 319 participants, 158(49.5%) agreed. 90(28.3%) 27(8.5%) disagreed. 24(7.5%) were undecided. 20(6.3%) strongly disagreed. This results show that the statement mean score of 4.34 and standard deviation of 1.611 were higher than the composite mean score of 3.71 and standard deviation of 1.133. The implication of the result to the study is that distance learners receive educational guidance and counselling more during orientation. This results support Schiersmann, Petersen and Weber (2017) who reported that distance learners need orientation to study in order to have self-regulated study and use of learners' support system.

Educational Guidance, Counselling and Examination phobia

Statement 6 adopted to measure interaction of educational guidance and counselling interaction on examination phobia. Statement (6)' Educational guidance and counselling have helped me to manage examination phobia' had a mean of 3.70 and a standard deviation of 1.112. This results indicate that out of 319 participants, 183(57.4%) agreed 60(18.8%) strongly agreed 37(11.6%) disagreed 22(6.9%) strongly disagreed and 17(5.3%) were undecided. This results show that the statement mean score of 3.70 and standard deviation of 1.112 were slightly lower than the composite mean score of 3.71 and standard deviation of 1.133, Implication of this results to the study is that educational guidance and counselling slightly help distance learners to manage examination phobia.

This result support the finding of Kraatz (2015) that distance learners apart from counselling also need psychotherapy to deal with phobia of examination.

Education Guidance, Counselling and Return to Study

Statement 7 adopted to measure interaction of education and counselling interaction on return to study**.** Statement (7) 'Educational guidance and counselling have given me encouragement to return to study when I defer my studies' had a mean of 3.63 and a standard deviation of 1.147. This results indicate that out 319 participants, 172 (53.9%) agreed. 57 (17.9%) strongly agreed. 37 (11.6%) were undecided 31 (9.7%) strongly disagreed s and 22 (6.9%) disagreed. The results shows that the statement mean score of 3.63 and standard deviation of 1.147 were lower than the composite mean score of 3.71 and standard deviation of 1.133. The implication to this result to the study is educational guidance and counselling does not encourage learners in Bachelor of Education programme by distance learners of University of Nairobi to return to study. However, Julal. (2013) suggest guidance and counselling should be given to distance learners to encourage those who defer their course to come back to study.

Education Guidance, Counselling and Level of Motivation to Study

Statement 8 developed to measure interaction of educational guidance and counselling on motivational to study of distance learners**.** Statement (8) 'Educational guidance and counselling have enabled me to increase my level of motivation to study' had a mean of 3.56 and a standard deviation of 1.177. This results indicate that out of 319 participants 165(51.7%) agreed 56(17.6%) strongly agreed. 44(13.8%) disagreed. 27(8.5%) strongly disagreed and at the same time were undecided. The results shows that the statement mean score of 3.56 and standard deviation of 1.177 were lower than the composite mean score of 3.71 and standard deviation of 1.133.

The implication of this result to the study that educational guidance and counselling given to the participants are not effective enough to motivate distance learners to study.

Educational Guidance, Counselling and Use of web Resource

Statement 9 and 10 employed to measure interaction of educational guidance and counselling on distance learners use of web resources. Statement (9) 'Educational guidance and counselling have helped me to use web resource had a mean of 3.73 and a standard deviation of 1.099'. This results indicate that out of 319 participants, 175(54.9%) agreed. Strongly agreed. 33(10.3%) were undecided. 25(7.8%) strongly disagreed and 21(12.2%) disagreed. The results shows that the statement mean score of 3.73 and standard deviation of 1.099 were higher than the composite mean score of 3.71 and standard deviation of 1.133 .This result is consistent with Fajonyomi, (2012) who suggested that distance learners need educational guidance and counselling on importance of web resources.

Statement (10)' Educational guidance and counselling have helped me overcome my exams fears; had a mean of 3.67 and a standard deviation of 1.13. This results indicate that out of 319 participants, 183(57.4%) agreed 57(17.9%) strongly agreed. 29(9.0%) strongly disagreed, 26(8.2%) were undecided. 24(7.5%) disagreed. The results shows that the statement mean score of 3.67 and standard deviation of 1.13 were lower than the composite mean score of 3.71 and standard deviation of 1.133. The implication of the result to this study is that educational guidance and counselling given to these learners are not effective enough to help them overcome exam fear. This is in line with Eurydice (2014) who reported that psychotherapy is best intervention for examination fear.

The above findings were further supported by the following qualitative data from Participants:

Yes educational guidance and counselling somehow is provided at university of Nairobi in classrooms , offices and during orientation (Participants no. 1).The first induction meeting as a guidance and counselling session is an icebreaker, as we are made familiar with the study centre set up, library, multimedia facilities, staff and student counsellors.(Participants no 20). At time, lecturers offer educational guidance and counselling support services on how to study as an independent learner in distance learning. (Participants no. 99) Educational guidance and counselling support services can effectively help us to develop sound study habits (.Participants no. 300).However, the Student counsellors are working under pressure due to large number of learners from conventional system who had advance booked appointment before we reported for tutorial and examinations. They normally referred us to programme Coordinators, Administrators and support staff who may not have training for professional educational counselling (Participants no 25). Assistance Dean of Students and chaplains also have long lines of learners waiting to see them from conventional system and we have limited time to wait for our time (participants no 60).The University should provide basic guidance and counselling to all staff we interact with (Participants no. 50). Group education guidance and counselling should be given to us when we come for tuition and examinations in main learning centres to boost our study technique. Social media platform should adopted to provide such services (Participants no. 70)

Correlation Analysis of Education Guidance, Counselling, and Study Habits of Distance Learners

Pearson correlation coefficient used to test the relationship between educational guidance and counselling and study habits of Bachelor of Education programme by distance learning, this was done at 95% level of confidence. The researcher presented the information in table 3.

Table 3

Correlations of educational guidance and counselling and study habits of distance learners

Statements of educational guidance and counselling		Study habits of distance learners
Educational guidance and counselling have helped me to manage my study time	Pearson Correlation	0.546**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling have increased my ability to respond to study pressures	Pearson Correlation	0.575**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling have helped me develop attitude of tolerance	Pearson Correlation	0.585**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling helped me to learn better examination strategies	Pearson Correlation	0.519**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling enabled me to receive orientation to study at distance	Pearson Correlation	0.190
	Sig. (2-tailed)	.000
	n	319
Educational guidance and counselling have helped me manage examination phobia	Pearson Correlation	0.509**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling give me encouragement to return to study when i defer my studies	Pearson Correlation	0.461**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling helped me to increase my level of motivation to study	Pearson Correlation	0.475**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling have helped me to use web resources	Pearson Correlation	0.366**
	Sig. (2-tailed)	0.000
	n	319
Educational guidance and counselling help my examination fear	Pearson Correlation	0.517**
	Sig. (2-tailed)	0.000
	n	319
I do have a better study time table after receiving guidance and counselling support services	Pearson Correlation	1
	Sig. (2-tailed)	
	n	319
Educational guidance and counselling(overall correlation)	Pearson correlation	0 .853**
	sig. (2-tailed	0.000
	N	319

The correlation output table 3 shows that all the educational guidance and counselling statement were statistically significant (P-values under significant 2-tailed were all less than α=0.05) against the statement of study habits of Bachelor of programme by distance learning.

Similarly the overall correlation coefficient for educational guidance and counselling and study habits of distance learners was found to be 0.853 with a p-value of $0.000 < \alpha = 0.05$. The implication to the study is that there is a significant relationship between educational guidance and counselling and the study habits of distance learners. Therefore, the null hypothesis (H_0: There is no significant relationship between educational guidance and counselling on the study habits of Bachelor of Education programme by distance learning) was rejected and acceptance of the alternative hypothesis. This is in agreement wi*th* Ayodele & Adebiyi (2013) that educational guidance and counselling interaction study habits of distance learners positively.

Regression Analysis of Educational and Guidance, and Counselling and Study Habits of Distance Learners

Simple linear regression adopted to investigate how educational guidance and counselling interaction the study habits of distance learners in Bachelor of Education programmes by distance learning of the University of Nairobi. The rational of using the simple regression model was to establish how educational guidance and counselling as a predictor significantly or insignificantly influence study habits of distance learners in Bachelor of Education studies in the University of Nairobi. The researcher presented the the regression model summary as shown in table 4.

Table 4

Regression Model Summary of Educational Guidance and Counselling Interaction on Study Habits of Distance Learners

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.853[a]	0.728	0.727	0.662

a. Predictors: (Constant), educational Guidance and counselling

The model summary table 4 suggest that there is a positive correlation (R=0.853) between educational guidance and counselling and the study habits of distance learners in Bachelor of Education studies in the University of Nairobi and those predicted by the regression model. In addition, the coefficient of determination (R^2=72.8%) suggest that the amount of variance in the study habits of distance learners in Bachelor of Education studies in the University of Nairobi is explained by educational guidance and counselling. The results are consistent with the findings of studies of Double, Niharika & Supriya (2011) who revealed that educational guidance and counselling are critical in enhancing study habits of distance learners.

The ANOVA of the regression o educational guidance and counselling and study habits are presented in table 5

Table 5

An ANOVA of the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners

ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	371.454	1	371.454	847.00	.000[b]
Residual	139.016	317	0.439		
Total	510.470	318			

a. Dependent Variable: Study habits of distance learners

b. Predictors: (Constant), educational guidance and counselling

The ANOVA results in table 5 indicated that (F-statistics $(1,317)=847.030$ is significant at P value $0.000< 0.05$ which indicate that the regression model results significantly better prediction of study habits of distance learners in Bachelor of Education programme by distance learning in University of Nairobi.

From the views of the participants, educational guidance and counselling had positive interaction on study habits of distance learners in Bachelor of education programme by distance learning in University of Nairobi. The results are consistent with the findings of other studies that found significant relationships between the educational guidance and counselling and study habits of distance learners in Bachelor of education programme. Table 6 indicate present coefficient for regression results.

Table 6
Coefficients for Regression of Educational Guidance and Counselling and Study Habits of Distance Learners

Model		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.407	0.127		-3.204	0.000
	Social guidance and counselling	0.954	0.033	0.853	29.104	0.000

a.   Dependent Variable: Study habits of distance learners

The simple linear regression coefficients result in table 6 above indicate that there was significant interaction of educational guidance and counselling and study habits of distance learners in Bachelor of Education programme by distance learning in University of Nairobi given P-Value 0.00< 0.05.

The regression model for education guidance and counselling was y= -0.407 + 0.954X₃, that suggest, for each unit   of Educational guidance and counselling support services, study habits of distance learners marginally changed by 0.954 unit. The results are consistent with the findings of study by Hooley (2014).

VII.   CONCLUSIONS AND RECOMMENDATION

The study results indicate a positive correlation (R=0.853) between educational guidance and counselling and study habits of the participants. The implication of the results to the study there is positive interaction between educational guidance and counselling and study habits of the Distance learners. The null hypothesis (H_0: There is no significant relationship between educational guidance and counselling on the study habits of Bachelor of Education programme by distance learning) is rejected. The Most of the participants   agreed that there is a need for effective educational guidance and counselling to enhance their study habits. The Students Counsellors and Assistance Dean of Students are not able to provide effective educational guidance and counselling o distance learners due to large numbers of learners.

The study recommended that more Student Counsellors should be employed and placed at every hall of residence to enable distance learner receive educational counselling services Universities should work with major internet providers to give distance learners bundles to enable them receive adequate education guidance and counselling for concentration study habits. Universities should also utilise social media platforms such as Facebook, Whatsapp, Twitter to offer educational guidance and counselling to enhance study habit. Loan boards should provide resources to distance learners to buy smart phones and computers of virtual digital educational guidance and counselling.

The Ministry of education should revaluate the educational guidance and counselling offered in higher institutions of learning and provides more resources for guidance and counselling support services. Further research should be done on interaction of other support services with study habits of distance learners in Universities in Kenya.

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