

**GUIDANCE AND COUNSELLING SUPPORT SERVICES; LEARNERS'
CHARACTERISTICS AND STUDY HABITS OF DISTANCE LEARNERS:
A CASE OF BACHELOR OF EDUCATION PROGRAMMES BY
DISTANCE LEARNING AT THE UNIVERSITY OF NAIROBI, KENYA.**

JANET ORERO OBIERO

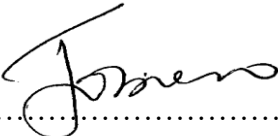
**Thesis Submitted in Fulfilment of the Requirements for Award of the Degree
of Doctor of Philosophy in Distance Education (Guidance and counselling) at
the University of Nairobi**

2021

DECLARATION

A Student's Declaration

This research thesis is my original work and has not been presented for examination in any other University for award of degree.

Sign.......... Date7/10/2020.....

OBIERO JANET ORERO

L80/97013/2014

Supervisors' Declaration

This research thesis has been submitted for examination with our approval as the University supervisors.


Sign.......... Date8/10/2020.....

DR. ANNE ASEEEY

Senior Lecturer

Department of Educational Studies

University of Nairobi

Sign.......... Date8/10/2020.....

DR. CHARLES KIMAMO

Senior Lecturer

Department of Psychology

University of Nairobi

DEDICATION

This thesis is dedicated to my mother Monica Orero and my children Lydia Obiero, Brian Obiero, Linet Obiero, Lorraine Obiero and Billy Obiero.

ACKNOWLEDGEMENT

I would like to express my profound gratitude to my supervisors, Dr. Anne Aseeey of Department of Educational studies and Dr. Charles Kimamo of the Department of Psychology, for their dedication, deep insights and guidance. My sincere appreciation goes to the University of Nairobi for giving me the opportunity to pursue my Doctoral Studies and engage in this research. Many thanks go to the academic staff at the School of Open and Distance Learning (ODEL) for their support. Special thanks to my mentor Professor Rambo of University of Nairobi and Dr. Crispus Wawire of Kenyatta University for their invaluable support. To my loving children Lydia Obiero, Brian Obiero, Linet Obiero, Lorraine Obiero and Billy Obiero thank you for supporting and encouraging me. Not forgetting those that supported me in one way or another, may God bless you. Finally, my special gratitude goes to the Almighty God for abundant grace and peace during this process.

TABLE OF CONTENTS

Content	Page
Title Page	i
Declaration	ii
Dedication	iii
Acknowledgement	iv
Table of Contents	v
List of Tables	xix
Abbreviations & Acronyms	xxviii
Abstract	xxx

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study.....	1
1.1.1 Study Habits of Distance Learners	10
1.1.2 Guidance and Counselling Support Services	12
1.1.2.1 Personal Guidance and Counselling	12
1.1.2.2. Social Guidance and Counselling	13
1.1.2.3 Educational Guidance and Counselling	14
1.1.2.4 Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome Guidance and Counselling Support Service	14
1.1.3 Learners' Characteristics	16

1.2 Statement of the Problem.....	18
1.3 Purpose of the Study	21
1.4 Objectives of the Study.....	21
1.5 Research Questions.....	22
1.6 Research Hypothesis.....	23
1.7 Significance of the Study	24
1.8 Limitations of the Study.....	26
1.9 Delimitation of the Study.....	27
1.10 Assumptions of the Study.....	27
1.11 Definition of Significant Terms used in the Study	28
1.12 Organization of the Study	32

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	34
2.2 Distance Education and Learner Support Services	34
2.3 Learners’ Support Services in Distance Education.....	37
2.4 Distance Education in the University of Nairobi	40
2.5. Study Habits of Distance Learners	44
2.6 Guidance and Counselling Support Services in Distance Education.....	47
2.6.1 Concept of Guidance and Counselling in Distance Education	48

2.7 Developing Distance Learners’ Effective Study Habits through Guidance and Counselling	52
2.8 Personal Guidance and Counselling and Study Habits of Distance Learners	56
2.9 Social Guidance and Counselling and Study Habits of Distance Learners	58
2.10 Educational Guidance and Counselling and Study Habits of Distance Learners.....	61
2.11 HIV/AIDS Guidance and Counselling Study Habits of Distance Learners	63
2.12 Learners’ Characteristics and Study Habits of Distance Learners.....	66
2.13 Person-Centred Theory	69
2.13.1 Freire’s Theory.....	71
2.13.2 Transactional Distance Theory	73
2.14 Conceptual Framework.....	74
2.14.1 Independent Variable	76
2.14.2 Dependent Variable	77
2.14.3 Moderating Variable	77
2.15. Summary of Literature Reviewed.....	77
2.16. Knowledge Gaps.....	80

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	86
3.2. Research Paradigm.....	86

3.2.1 Research Design.....	87
3.3. Target Population.....	87
3.4. Sample Size and Sampling Procedures.....	89
3.4.1 Sample Size.....	89
3.4.2 Sampling Procedure.....	90
3.4.2.1. Sampling of University of Nairobi ODeL Campus, SODL and Learning Centres	91
3.5 Research Instrument.....	92
3.5.1 Pilot Testing of Instrument	93
3.5.2 Validity of Instruments	94
3.5.3 Reliability of the Instruments.....	95
3.6 Data Collection Procedure	98
3.7 Data Analysis Techniques.....	99
3.7.1 Quantitative Data Analysis	100
3.7.2 Qualitative Data Analysis	100
3.7.3 Inferential Analysis.....	100
3.7.4 Tests of Hypotheses	105
3.8 Ethical Considerations	108

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1. Introduction.....	111
4.2 Questionnaire Return Rate.....	112
4.3 Demographic Characteristics of Participants.....	112
4.4. Basic Tests for Statistical Assumptions of Regression Analysis.....	119
4.4.1 Assumptions of Normality.....	119
4.4.2 Linearity Test of Assumption.....	121
4.4.3 Homogeneity of Variance (Homoscedasticity) Assumption.....	122
4.4.4 Testing for the Presence of MultiCollinearity.....	123
4.5 Personal Guidance and Counselling and Study Habits of Distance Learners. .	125
4.5.1 Correlation Analysis on Personal Guidance and Counselling and Study Habits of Distance Learners.....	134
4.5.2. Regression Analysis of Personal Guidance and Counselling Influence on Study Habits of Distance Learners.....	137
4.5.2.1 Model Summary Personal Guidance and Counselling on Study Habits of Distance Learners.....	138
4.5.2.2 ANOVA of Personal Guidance and Counselling Influence on Study Habits of Distance Learners.....	139
4.5.2.3 Coefficient for the Regression of Personal Guidance and Counselling on Study Habits of Distance Learners.....	139

4.5.3 Personal Guidance and Counselling Influence on Study Habits of Distance Learners-University Officials	140
4.5.4 Correlation Analysis on Personal Guidance and Counselling and Study Habits of Distance Learners - University Officials.....	145
4.5.5 Regression Analysis of Personal Guidance and Counselling Influence on Study Habits of Distance Learners - University Officials	148
4.5.5.1 The regression Model Summary of Influence of Personal Guidance and counselling on study habits of Distance Learners – University official	149
4.5.5.2. ANOVA of Personal Guidance and Counselling Influence on Study Habits of Distance Learners – University official	150
4.5.5.3. Coefficients for the Regression on the Personal Guidance and Counselling and Study Habits of Distance Learners.....	151
4.6 Social Guidance and Counselling on Study Habits of Distance Learners	152
4.6.1 Correlation Analysis of Social Guidance and Counselling and Study Habits of Distance Learners	161
4.6.2 Regression Analysis of Social Guidance and Counselling and Study Habits of Distance Learners	165
4.6.2.1 Model Summary of Social Guidance and Counselling and Study Habits of Distance Learners.....	165
4.6.2.2 ANOVA of the Regression analysis of Social Guidance and Counselling and Study Habits of Distance Learners.....	166

4.6.2.3 Coefficient for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners.	167
4.6.3 Social Guidance and Counselling and Study Habits of Distance Learners - University Officials.....	168
4.6.4 Correlation Analysis Social Guidance and Counselling on Study Habits of Distance Learners - University Officials	173
4.6.5 Regression Analysis Social Guidance and Counselling and Study Habits of Distance Learners –University Officials.....	176
4.6.5.1Regression Model Summary of Social Guidance and Counselling Influence on Study Habits of Distance Learners – University official	176
4.6.5.2 An ANOVA of the Regression of Social Guidance and Counselling and Study Habits of Distance Learners -University Officials	177
4.7 Educational Guidance and Counselling and Study Habits of Distance Learners.....	179
4.7.1 Correlation Analysis of Educational Guidance and Counselling and Study Habits of Distance Learners’	188
4.7.2 Regression Analysis of Educational Guidance and Counselling on Study Habits of Distance Learners.....	192
4.7.2.1 Regression Model Summary of Educational Guidance and Counselling Influence on Study Habits of Distance Learners	192
4.7.2.2 An ANOVA of the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners.....	193

4.7.2.3 Coefficients for Regression of Educational Guidance and Counselling and Study Habits of Distance Learners	194
4.7.3 Educational Guidance and Counselling on Study Habits of Distance Learners -University of Officials	195
4.7.4 Correlation Analysis of Educational Guidance and Counselling and Study Habits of Distance Learners – University Official	202
4.7.5 Regression Analysis of Educational Guidance and Counselling Influence and Study Habits of Distance Learners –University Officials.....	206
4.7.5.1 Regression Model Summary of Educational Guidance and counselling Influence and the Study Habits of Distance Learners - University Official	206
4.7.5.2 An ANOVA of the Regression on Educational Guidance and Counselling and Study Habits of Distance Learners - University Official	207
4.7.5.3 Coefficients for the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners - University Official	208
4.8 HIV/AIDS Guidance and Counselling on Study Habits of Distance Learners.....	209
4.8.1 Correlation of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners.....	218
4.8.2 Regression Analysis of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners.....	221

4.8.2.1 Regression Model Summary of HIV/AIDS Guidance and Counselling Influence and Study Habits of Distance Learners.....	222
4.8.2.2 An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	223
4.8.2.3 Coefficients for the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	224
4.8.3 HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners –University Officials.....	225
4.8.4 Correlation Statistics of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	230
4.8.5 Regression Analysis of HIV/AIDS Guidance and Counselling on the Study Habits of Distance Learners	233
4.8.5.1 Regression Model Summary table of HIV/AIDS Guidance, Counselling, and Study Habits of Distance Learners	233
4.8.5.2 An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	234
4.8.5.3 Coefficient for the Regression of HIV/ AIDS Guidance and Counselling and Study Habits of Distance Learners.	235
4.9 Combine Guidance and Counselling Support Services and Study Habits of Distance Learners.....	236
4.9.1 Correlation Analysis of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners	238

4.9.2 Regression Analysis of Combined Guidance and Counselling	
Support Services and Study Habits of Distance Learners	240
4.9.2.1. Regression Model Summary of Combined Guidance and Counselling	
Support Services and Study Habits of Distance Learners	240
4.9.2.2 An ANOVA of the Regression of Combined Guidance and	
Counselling Support Services and Study Habits of Distance Learners'	241
4.9.2.3 Coefficients for the Regression of Combined Guidance and	
Counselling and Study Habits of Distance Learners	242
4.9.3. Combined Guidance and Counselling and the Study Habits of	
Distance Learners - University officials	244
4.9.4. Correlation Analysis of Combined Guidance and Counselling	
Support Services on Study Habits of Distance Learners -University	
Officials.....	246
4.9.5. Regression Analysis of Combined Guidance and Counselling	
Support Services and Study Habits of Distance Learners	249
4.9.5.1 Regression Model Summary of Combined Guidance and Counselling	
and Study Habits of Distance Learners'	249
4.9.5.2 An ANOVA of the Regression of Combined Guidance and	
Counselling and Study Habits of Distance Learners	250
4.9.5.3 Coefficients for the Regression of Combined Guidance and	
Counselling and Study Habits of Distance Learners	251

4.10 Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.....	253
4.10.1 Correlation Analysis of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners	255
4.10.2 Regression Analysis of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners	257
4.10.2.1 Regression Model Summary of Moderating Influence of Learner’s Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance learners.....	258
4.10.2.2 An ANOVA Results of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance learners	259
4.10.2.3 Coefficients for the Regression of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.....	260

4.10.3. Analysis of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officers.....	262
4.10.4 Correlation Analysis of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners. .	264
4.10.5. Regression Analysis of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners ..	266
4.10.5.1 Regression Model Summary of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners- University Officials.	267
4.10.5.2 An ANOVA of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officials.....	268
4.10.5.3 Coefficients for the Regression of Moderating Influence of Learners’ Characteristics Study Habits of Distance Learners	269
4.11 Study Habits of Distance Learners	271
4.12 Study Habits of Distance Learners -University Officials	279
4.13 Results from the Observation Check List.	284

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1. Introduction.....	286
5.2. Summary of Findings.....	286
5.2.1. Personal Guidance and Counselling and Study Habits of Distance Learners.....	286
5.2.2. Social Guidance and Counselling and Study Habits of Distance Learners ..	288
5.2.3. Educational Guidance and Counselling and Study Habits of Distance Learners.....	290
5.2.4. HIV /AIDS Guidance and Counselling and Study Habits of Distance Learners.....	292
5.2.5. The Combined Guidance and Counselling Support Services and Study Habits of Distance of Nairobi.....	294
5.2.6. Moderating Influence of Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.....	296
5.3. Conclusion	298
5.4. Contributions to the Body of Knowledge	302
5.5. Recommendations.....	304
5.5.1. Education Policy Makers	304
5.5.2. University of Nairobi Administrative Officials.	304

5.5.3. Distance Learners.....	305
5.5.4. Counsellors	306
5.5.5 Lecturers	306
5.5.6 Further Research	307
REFERENCES.....	308

APPENDICES

Appendix I: Introductory Letter.....	323
Appendix II: Questionnaire for Distance Learners.....	324
Appendix III: Interview Guide for Deans, Assistant Dean of Students, College Registrar, Chairmen of Departments, Administrators, Centre Coordinators, Counsellors and Lecturers.....	336
Appendix IV: Observation Schedule	345
Appendix V: Authorization Letter	346
Appendix VI : Permit.....	347

LIST OF TABLES

Table	Page
Table 1.1: Total Number of B. Ed (Arts) Distance Learners.....	10
Table 2.1: Knowledge Gaps.....	80
Table 3.1: Target Population of Distance Learners in Bachelor of Education Program me by Distance Learning at the University of Nairobi	88
Table 3.2: Learners of Bachelor of Education Programmed in Distance Learning at the University of Nairobi.	91
Table 3.3: Sample size for Officials from ODeL Campus and SODL	92
Table 3.4: Summary of Reliability Statistics- distance learners	96
Table 3.5: Summary of Reliability Statistics- University officials.....	97
Table 3.6: Statistical Tests of Hypotheses	106
Table 3.7: Operationalization of the variables	109
Table 4.1: Demographic Characteristics of Distance Learners (n=319)	113
Table 4.2: Tests for Normality.....	120
Table 4.3: Linearity Test for Guidance and Counselling Support Services	122
Table 4.4: Test of Homogeneity of Variances	123
Table 4.5: MultiCollinearity Test	124
Table 4.6: Personal Guidance and Counselling and Study Habits of Distance Learners.....	126

Table 4.7: Correlations of Personal Guidance and Counselling and Study Habits of Distance Learners (n=319); *Correlation is Significant at 0.05 level (2-tailed).....	135
Table 4.8: Regression Model Summary Table of Personal Guidance and Counselling Influence on the Study Habits of Distance Learners	138
Table 4.9: An ANOVA of the Regression of Personal Guidance and Counselling and Study Habits of Distance Learners.....	139
Table 4.10: Coefficients for the Regression of Personal Guidance and Counselling and Study Habits of Distance Learners.....	140
Table 4.11: Personal Guidance and Counselling and Study Habits of Distance Learners – University officials.....	141
Table 4.12: Correlations of Personal Guidance and Counselling and Study Habits of Distance Learners - University Officials	147
Table 4.13: Regression Model Summary of Personal Guidance and Counselling Influence on the Study Habits of Distance Learners	149
Table 4.14: An ANOVA of the Regression on Personal Guidance and Counselling and Study Habits of Distance Learners – University official	150
Table 4.15: Coefficients for the Regression on the Personal Guidance and Counselling and Study Habits of Distance Learners –University officials	151

Table 4.16: Social Guidance and Counselling Influence on Study Habits of Distance Learners.....	152
Table 4.17: Correlations of Social Guidance and Counselling and Study Habits of Distance.....	162
Table 4.18: Regression Model Summary Table of the Social Guidance and Counselling and Study Habits of Distance Learners	165
Table 4.19: An ANOVA of the Regression of Social Guidance and Counselling and Study Habits of Distance Learners.....	166
Table 4.20: Coefficients for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners.....	167
Table 4.21: Social Guidance and Counselling and Study Habits of Distance Learners -University Officials	169
Table 4.22: Correlations of Social Guidance and Counselling and Study Habits of Distance Learners - University officials; (n=30) -	174
Table 4.23: Regression Model Summary Table of Social Guidance and Counselling Influence and Study Habits of Distance Learners – University Officials.....	177
Table 4.24: An ANOVA of the Regression of Social Guidance and Counselling and Study Habits of Distance Learners -University Officials	177
Table 4.25: Coefficients for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners -University Officials	178

Table 4.26: Educational Guidance and Counselling and Study Habits of Distance Learners.....	180
Table 4.27: Correlations of Educational Guidance and Counselling and Study Habits of Distance Learners ;(n=319).....	189
Table 4.28: Regression Model Summary of Educational Guidance and Counselling Influence on Study Habits of Distance Learners	192
Table 4.29: An ANOVA of the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners	193
Table 4.30: Coefficients for Regression of Educational Guidance and Counselling and Study Habits of Distance Learners.....	194
Table 4.31: Educational Guidance and Counselling and Study Habits of Distance Learners’	196
Table 4.32: Correlations of Educational Guidance and Counselling and Study Habits of Distance Learners; * Correlation Significant at 0.05 level (2-tailed)-University official.....	203
Table 4.33: Regression Model Summary Table of Educational Guidance and counselling and the Study Habits of Distance Learners –University Official	207

Table 4.34: An ANOVA of the Regression on Educational Guidance and Counselling and Study Habits of Distance Learners - University Official	208
Table 4.35: Coefficients for the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners- University Official	209
Table 4.36: HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners.....	210
Table 4.37: Correlations of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners. (n=319).....	219
Table 4.38: Regression Model Summary of HIV/AIDS Guidance and Counselling Influence and Study Habits of Distance Learners.....	222
Table 4.39: An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	223
Table 4.40: Coefficients for the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	224
Table 4.41: HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners'-University Officials	225
Table 4.42: Correlations of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners.....	231
Table 4.43: Regression Model Summary table of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	233

Table 4. 44: An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	234
Table 4.45: Coefficients for the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners	235
Table 4.46: Combined Guidance and Counselling Support Services Influence on the Study Habits of Distance Learners.....	236
Table 4.47: Correlation Analysis of Combined Guidance and Counselling Support Services Influence and Study Habits of Distance Learners	238
Table 4.48: Regression Model Summary of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners	241
Table 4.49: An ANOVA of the Regression of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners’	242
Table 4.50: Coefficients for the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners	243
Table 4.51: Combined Guidance and Counselling Support Services and the Study Habits of Distance Learners.....	244
Table 4.52: Correlation Analysis of Combined Guidance and Counselling Support Services on the Study habits of Distance Learners	247
Table 4.53: Regression Model Summary of Combined Guidance and Counselling and Study Habits of Distance Learners’	250

Table 4.54: An ANOVA of the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners	251
Table 4.55: Coefficients for the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners'	252
Table 4. 56: Moderating influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.....	254
Table 4.57: Correlation Analysis of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners	256
Table 4.58: Regression Model Summary of Moderating Influence of Learner's Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners	258
Table 4.59: An ANOVA Results of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance learners	259
Table 4.60: Coefficients for the Regression of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.....	261

Table 4.61: Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officers	263
Table 4.62: Correlation Analysis Results of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.	265
Table 4.63: Regression Model Summary Table of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officials.....	267
Table 4.64: An ANOVA of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officials.....	269
Table 4.65: Coefficients for the Regression of Moderating Influence of Learners’ Characteristics Study Habits of Distance Learners -University Officials.....	270
Table 4.66: Study Habits of Distance Learners	272
Table 4.67: Study Habits of Distance Learners’ University Officials	280

LIST OF FIGURES

Figure	Page
Figure 1: Conceptual framework showing relationship between guidance, counseling support services, learners' characteristics and study habits of distance learners	75

ABBREVIATIONS & ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
ARVs.	Antiretroviral
AUCC	Association of Universities and Colleges Counsellors
AWSE	Africa Women in Science and Engineering
BACP	British Association of Counselling and Psychotherapy
CBPS	College of Biological and Physical Sciences (University of Nairobi)
CEES	College of Education and External Studies (University of Nairobi)
CHE	Commission for Higher Education
CUE	Commission for University Education
DE	Distance Education
DL	Distance Learners
EFA	Education for All
GOK	Government of Kenya
HEADS	Higher Education Aids
HIV	Human Immunodeficiency Virus
ICL	I Choose Life
ICT	Information Communication Technology
KUCCPS	Kenya Universities and Colleges Central Placement Services
NACC	National AIDS Control Council
NCEOP	National Committee on Educational Objectives and Policies

ODL	Open Distance Learning
SAIDE	South Africa Institute of Distance Education
SCDE	School of Continuing and Distance Education (University of Nairobi)
SODL	School of Open and Distance Learning (University of Nairobi)
SPSS	Statistical Package for Social Sciences
UNAIDS	United Nation AIDS
UNESCO	United Nation Education Scientific and Cultural Organization
UNICEF	United Nation International Children Emergency Fund
UNISA	University of South Africa

ABSTRACT

Repercussion of commercialization of distance education in universities globally has brought issues of sustaining quality education, which is the bedrock of study habits. Failure to develop sound study habits through guidance and counselling has made distance learners victims of educational systems. It is against this backdrop that the study sought to determine the influence of guidance and counselling support services and learners' characteristics on study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. The study was guided by the following objectives: To establish how personal guidance and counselling influence study habits of distance learners in Bachelor of Education programme at the University of Nairobi. To determine how social guidance and counselling influence study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. To examine how educational guidance and counselling influence study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. To assess the extent to which Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome guidance and counselling influence study habits of distance learners' in Bachelor of Education programmes at the University of Nairobi. To determine how combined guidance and counselling support services influence study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi. To establish the extent to which learners' characteristics moderate the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. Descriptive survey study research adopted. Both quantitative and qualitative data were collected using structured questionnaire, interview and observation guide. Simple, stratified random and purposive sampling was employed to select the 357 participants from a population of 2229. Cronbach's alpha at $\alpha = 0.770$ and 0.749 was attained as the reliability coefficient of the pre-test instruments for distance learners' and university officials respectively. The quantitative data analysed using descriptive statistics. Pearson correlation employed to test hypothesis. Regression model adopted to determine the influence between independent and dependent variables. Six hypotheses were tested at $\alpha = 0.05$ level of significance and the results were H01: Personal guidance and counselling does not significantly influence study habits of distance learners was rejected since $P = 0.000 < 0.05$. H02: Social guidance and counselling does not significantly influence study habits of distance learners was rejected since $P = 0.000 < 0.05$. H03: Educational guidance and counselling does not significantly influence study habits of distance learners was rejected since $P = 0.000 < 0.05$. H04: HIV/AIDS guidance and counselling does not significantly influence study habits of distance learners was rejected since $P = 0.000 < 0.05$. H05: The combined guidance and counselling support services does not significantly influence study habits of distance learners was rejected since $P = 0.000 < 0.05$ and H06: Learners' characteristics does not significantly moderate in the relationship between guidance and counselling support services and study habits of distance learners was rejected since $P = 0.000 < 0.05$. Therefore, the study concluded that there is significant influence of guidance and counselling support services as well as moderating effect of learners' characteristics on study habits of distance learners. This study recommends that universities should integrate guidance and counselling support services in their distance programmes in order to address study habits of distance learners'. Relevant digital technologies should be improved to take guidance and counselling support services where distance learners are to cater for their study needs.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Distance education is a silent force revolution democratizing education to learners who are unable to join conventional mode of University education (Julal, 2013). Evidence in the reviewed literature show that for distance education to remain a force in increasing access to education, guidance and counselling support services and study habits are critical (Davis, 2018; Herman, Puspitasari and Padmo, 2015; Benavides and Keyes 2016). Concentration study habits are the core elements contributing to distance learner's self-regulating learning and quality education (Mlay, Sabi, Tsuma & Langima, 2015). Studies conducted by scholars globally in this era on distance learners' support services, suggest that guidance and counselling is emerging as a crucial aspect in development of concentration study habits (Pratt, 2015; Egan and Reese, 2019; George, 2016). Most distance learners are isolated, which makes them vulnerable and therefore need guidance and counselling in order to develop all-encompassing study habits. Furthermore, they report lack of direction on developing concentration study habits to cope with the rigors and requirements of 85% independent study (Cort and Anderson, 2015).

A number of literature reports raise concerns about thousands of distance learners' low progression rate and dropping out due to lack of direction on developing adequate study habits (Kim and Kim, 2018; European commission,

2015; Moore and Greenland 2017; Peck, Stefaniak and Shah, 2018) In USA, the dropout rates range from 20% to 50%. While in the United Kingdom the dropout rates range from 20% to 45% and more in Austria, Portugal and France. In Africa, the dropout rate is higher than 80% (European commission , 2015).In addition, lack of guidance and counselling support services to augment study habits are responsible for the retarded academic performance of several distance learners (Salami and Aremu; George, 2016). Subsequently, failure to adopt guidance and counselling support services for augmenting study habits of distance learners would be crass of universities offering distance education.

Guidance and counselling support services are twin concepts, which determine availability and efficiency of each other (Mau and Jepsen, 2017) and are currently vital elements of every educational activity. (Banda and Kaphesi, 2017) Guidance instigated from the United States of America at the beginning of 20th century because of societal prominence on individual development. Guidance and counselling movement started as change process in industrial societies in Europe and United States of America in the 20th century. In between 1970 and 1980, guidance and counselling had a special place in distance education. Mega universities globally, currently use guidance and counselling support services to boost study habits of distance learners (Simpson, 2016). In Africa, the outset of modern guidance and counselling in educational institutions dates back to 1960 (Ruanda and Tapfumaneyi, 2013; Ayodele and Adebisi, 2013). Similarly, in Kenya, the commencement of formal guidance and counselling programmes date

back to 1960 (Kilonzo, 1984). The Ominde Report of 1964 (Republic of Kenya, 1964) and other several post-independence reports emphasize the need for guidance and counselling services in all learning institutions (Republic of Kenya, 1999; 1976; 2008).

The Commission of inquiry into education system in Kenya documented that a large number of learners in educational institutions were in dire need of guidance and counselling to strengthen academic and social life (Republic of Kenya 1991; 1999; 2012 (a); 2012(b)). The Ministry of Education in Kenya is ardent to ensure that operational and effective implementation of guidance and counselling programmes in all learning institutions are achieved (Wango. 2015).

There are a wide range of guidance and counselling support services' requests in distance education to upgrade study propensities and study habits (El-Hussein, Osman and Cronje 2010; Kraatz, 2015). Studies done in America, Britain, Hong Kong and South Africa designate that distance learners who seek guidance and counselling support services have shown improvement in their progression rate (Simo, Banjo and Akinyemi, 2018; Lancer and Eatough, 2018). As a result, millions of distance learners are able to get certification, personal education enrichment and further their education (Simpson and Gibbs, 2012). In Kenya, the Educational Act of 2013 and the new Constitution of 2010 highlight guidance and counselling support services as crucial in learning institutions, but modalities of implementation are not clear (Republic of Kenya 2010; 2013). Furthermore, its' influence on issues like study habits have remained a mirage (Ochieng, 2012).

The utilization of guidance and counselling support services in public universities are not penetrable, though there has been increased advocacy for counselling programmes in all public universities and some constituent colleges in Kenya (Wango, 2013).

The transition to university independent learning, can be nerve-wracking for many distance education learners resulting to psychological instability (Bakle, Haug and Hooley, 2018; Ruanda, and Tapfumaneyi, 2013; Julal, 2013). The effects of isolation combined with age, gender, income, marital status and educational background of distance learners may prevent plausibility for developing thorough study routine (Simpson and Gibbs, 2012). There is evidence in the empirical literature that distance learners require guidance and counselling to manage their personal issues including study habits, health and social life (Commission for University Education, 2013; Slaa and Barkam, 2010; Wachira, 2012). Learners' support services like guidance and counselling shatters isolation of distance learners (Moore and Kearsley, 2012). It is worth noting that such support services are essential humanizing elements of any distance education system. In addition, they motivate distance learners to discuss and exchange ideas with lectures, counsellors and classmates on discussion boards provided (Pouyaud, Bengali, Cohen-Scali, Robinet, &Guichard, 2016; Ayodele and Adogbeji, 2013).

Guidance and counselling as a learners' support service influence on study habits of distance learners is a territory that has not been entirely investigated but is very

crucial in espousing operative study habits (Ghazi and Malik, 2013; Tucker, 2003; Banda and Kaphesi, 2015). In fact, globally in many universities that offer distance education, particularly, where resources are disposed, more attention rests on new course development than study habits. It appears as if such learners' support services of distance education are not an integral part of the core business in African Universities (Banda and Kaphesi, 2015). Empirical studies on guidance and counselling support service at university level worldwide are mainly done amongst formal campus, school and college learners', (Bakke, Hang, Hooley, 2018 ; Pouyaud, Cohen-Scali, and Guichard, 2016) leaving out distance learners disenfranchised. Even in the endowment of these services in some universities, there are challenges like pitiable quality of counselling sessions, lack of qualified staff, space and negative attitude towards guidance and counselling (Kishore, 2014; Wango, 2015).

The nature of distance education lies in the premise that distance learners are adults who know how, where and what to study (Banda and Kapesi 2017). This assumption is not true as they patent deviational study habits. However, for them to be effective and efficient in their studies, they need training and guidance to acquire appropriate study habits to learn how to study independently (Reid, 2018). Guidance and counselling support services are crucial for mastery of what is being studied, increase of motivation levels for study and setting personal study goals in order to pass examinations (Nonis and Hudson, 2010; George, 2016). This is not the case in most distance education Universities, (Anderson, 2004:

Muchiri, 2012). Besides, there are limited empirical studies on influence of such support services augmenting study habits in distance education (Douce, 2018).

Distance learners require personal guidance and counselling support services to work through personal difficulties, self-regulation, conflict resolution, patience in study and anxieties, in order to develop appropriate guide in study habits (Fried, and Irwin, 2016). They may also need social guidance and counselling, for collaborative study, interpersonal skill, social competence, communication skills and self-esteem to weigh the pros besides the cons of every study habit for adaptation to their newfound academic role (Acharya, 2014). In addition, they also need educational guidance and counselling services for examination strategies, use of resources, encouragement to return to study, which are effective in refining academic performance in anxiety ridden distance learners (Rakoma, 2018; Ritzhaupt, Stewart, Smith and Barron, 2010).

Furthermore, empirical studies conducted on interventions of HIV/AIDS in universities offering courses through distance mode from across developed and developing world divulges that the HIV/AIDS pandemic has undesirably affected study habits of learners in distance education (Fauk, Mwakinyali, Putra, & Mwanri, 2017; AWSE, 2001). Vulnerability to HIV/AIDS justifies the need to provide HIV/AIDS guidance and counselling in schools, colleges and universities (Lucas, Chidothe & Wilson, 2019). Studies indicated that when Human Immunodeficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS) guidance and counselling support services is lacking, distance learners

may lose hope, make unhealthy choices, lack concentration in study and end up failing to complete their studies (Nanka, Ezekannagha, 2013; UNAIDS, 2014; NACC, 2016). Besides, distance learners have varied age, gender, financial and demanding commitments to work, family, social lives and career development ambitions that take away most of their study time. Consequently, a majority of them lack time to seek personal, social, educational and HIV/AIDS guidance and counselling. Many are stunned at the difficulty of studying independently (Kenya National HIV/AIDS plan 2012; 2013; Rambo and Odundo, 2010).

The Open University in United Kingdom opened its door to learners in 1971 and by 1980; its enrolment had risen to 70,000, partly due to effective guidance and counselling support services. In this University, distance learners have access to personal tutor counsellors, who provide personal, developmental, and educational guidance and counselling support services (Simpson and Gibbs, 2012). The success of this University also rests upon a number of cohorts of highly motivated distance learners, often with adequate study habits (Council of the European Union. 2008). For those who are less prepared, less motivated or socially disadvantaged success rate is low (Kraatz, 2015). Notably, personal guidance and counselling support services for distance learners is very high in the United States, Britain and Australia, which has greatly advanced completion rate (Mihai, 2012 Bozkurt, Akgun-Ozbek, Yilmazel, Erdogdu, Ucar, Guler, and Dincer, (2015).

At Hong Kong University, combined weekend guidance and counselling classes provided at learning centres enrich distance learners' study habits (Tsikati,2018) while at Singapore Open University, tutors use various media and technologies to provide educational counselling for better study habits of distance learners (Hooley and Rice, 2018). Other mega universities such as Indira Gandhi National Open University, University of South Africa and the Africa Virtual University, use of learners' support system in distance education like personal, educational, social, HIV/AIDS guidance and counselling to enhance distance education (Senior, Bartholomew, and Soor, 2018). Teacher Education by distance mode has taken root in Burkina Faso, Chile, China, India, Mongolia, Nigeria, South Africa and Kenya due to learners' support (Double, Niharia and Supriya, 2011).

At the University of Nairobi, teacher's education is an important area where distance education has been utilised extensively since 1953 to provide quality training to thousands of distance learners. However, a number of learners in Bachelor of Education programmes by distance learning admitted in the University of Nairobi do not complete their course due to failure in examination, discontinuation for cheating in examinations, lack of fees, poor study habits, and personal problems. Others defer their studies because of various challenges leading to delay in completion (Kidombo, 2007; Mbwesa, 2007; Gakuu, 2006. Rambo, 2008; Bowa, 2008).

Besides, there is limited research on influence of guidance and counselling support services on study habits of learners in the Bachelor of Education

programmes by distance learning at the University of Nairobi. Empirical studies conducted amongst learners in the Bachelor of Education programmes on learners' support services have engrossed on the following: An investigation of the influence of the courses delivery systems and learners' needs in Kenya (Mboroki , 2007); factors influencing educational managers support for distance learning mode of delivery (Mbugua, 2012); the influence of learners' support services on academic performance of distance learners (Bowa, 2008); learners needs and delivery media examined issues of interest to administrators of distance programmes (Rambo, 2008); Effect of Information communication Technology (ICT) integration in Open and distance learning in Kenya (Assey, 2009); Library support services for distance learners (Mbwesa, 2007); Influence of learners support in enrolment of learners in distance programmes; (Gatuba, 2012) and evaluation of library utilization by learners enrolled in external degree programme (Ochieng, 2012).

Between December 2001 and April 2004, there was increased enrolment in this programme by distance mode at the University of Nairobi. The completion rates have been good though with some dropouts and reduction in enrolment as indicated in Table 1.1. Low progression rate of some learners in this programme at the University of Nairobi are due to deviational study habits amongst other factors (Kidombo, 2007). The trends of low progression rate continue, for instance in December 2012, the total number of learner enrolled in the programme were 796 but the number reduced to 532 by the time they reached 6th semester

and this reduction rate continued in other intakes as they progressed from one semester to another as shown in Table 1.1.

Table 1.1
Total Number of B. Ed (Arts) Distance Learners

Part	Dec 2012	Aug 2013	Apr 2014	Dec 2014	Aug 2015	Apr 2016	Dec 2017
1.	796	955	881	686	532	532	549
2.	955	881	686	532	532	549	444
3.	881	686	532	532	549	444	407
4.	686	532	532	549	444	407	454
5.	532	549	444	407	454	431	147
6.	532	549	444	407	454	431	147

Source: Coordinator of Educational Programmes Office, 2018

It is from this background that this study sought to investigate the influence of guidance and counselling support services and learners' characteristics on study habits of distance learners in Bachelor of Education programmes by the University of Nairobi.

1.1.1 Study Habits of Distance Learners

Study habits consist of repetitive behaviour of an individual performed automatically without conscious intention, thought or effort (These repeated behaviours become ingrained in procedural memory and involve cognitive, affective and motor skills (Mlay, Sabi, Tsuma, & Langmia, 2015) There are many types of study habits but this study was based on concentration study habits. Concentration study habits are the bedrock of learning and academic performance. Deviatonal study habits common amongst distance learners negatively influence academic performance (Milay, sabi, tsuna &Lagma, 2015;

Ogbodo, 2010). When distance learners read, they skim the surface but when they study they discover the treasure within its content (Adeboye, 2011). Constructive study techniques like BREAKS technique; can help distance learners to break down a topic into more manageable segments, engage with each concept, and retain the content for use in examinations (Ayodele and Adogbeji, 2013; Nonis and Hudson, 2010; George, 2016).

There are noticeable distance education disturbances that often take the form of deviational study habits and difficulty in coping with examination anxiety (Moore, 2012). There is also concern about distance learners' experiences of poor time management, lack of self-direction, lack of concentration, incomplete assignments, poor examination results, poor reading techniques, inertia, wastage, reduced completion rate and misconception on how to study under distance education (Nanka and Ezekannagha, 2013). Such inefficient study habits erode their self-confidence resulting to poor academic performance and low progression rate (Mark, 2010). This study was based on indicators of study habits such as sound study routine, reading, set personal study goals, completion of assignment, working condition: concentration, note-taking, examination, peer and lecturer consultations. Empirical literature indicates that study habits contribute significantly in the development of knowledge and perceptual capacities (Ogbodo, 2010). It is worth noting that in universities globally, there are concerns over distance learners deviational study habits contributing to failure in examinations and progression rate.

1.1.2 Guidance and Counselling Support Services

Guidance and counselling are concepts as well as a process. Guidance and counselling are based upon the principles of holistic development of individual, recognition of individual differences and dignity and acceptance of individual needs. In distance education, guidance and counselling support services include personal, social, and educational and HIV/AIDS support services offered by Counsellors, Tutors, Chaplains, Deans and Assistance Dean of students in this study. Many distance learners harbour emotions of failure in academics and consequently have low self-worth. A counsellor, Chaplain, Tutor and support staff can pawn such feelings by functioning towards nurturing the learner's capability to hope and believe in their ability to overcome the educational failure they are undergoing. Subsequently, end up displaying their finest study habits.

1.1.2.1 Personal Guidance and Counselling

Personal guidance and counselling processes can aid individual distance learners to cope with anxiety over examinations, lingering anger over interpersonal conflict, depressive feelings when bored, lack of assertion and confidence, persistence in study (Tsikati, 2018). It also helps them to manage stress, positive attitude towards study, interpersonal conflicts and decision-making (Adrien, 2011). When distance learners lack personal guidance and counselling, their study habits may not be enhanced positively (Bimrose, Kaffunan and Goddart,

2015).Consequently they may suffer from depression, anxiety, emotional distress and behavioural challenges, which emerge when they battles with work and family roles and assignments to complete (Moor and Kersley, 2012).

1.1.2.2. Social Guidance and Counselling

The body of literature reviewed indicated that provision of social guidance and counselling support services to the distance learners builds a sense of belonging in order to manage isolation and disconnectedness (Lai-Yeung, 2014). It also stimulates interactive communication among distance learners and encourages teamwork that leads to development of concentration study habits (Simpson, 2012). Universities are miniature societies where learners from different socio-economic status, linguistic and socio-cultural backgrounds study. Such societies may generate problems of adjustment and social relationship to distance learners that require sound social guidance and counselling to enhance their study habits (Wei, Suleiman and Kassim, 2011). Besides, the distance aspect of these learners' takes away much of their social interaction with peers. Often denied the perception that they belong to a scholarly community (Vaccaro and Newman 2017). All these can lead to feelings of inadequacy, insecurity, and low self-esteem resulting in, deviational study habits.Universities offering distance education need to provide social guidance and counselling virtually to distance learners (Peacock and Cowan 2019).This may foster a sense of belonging to inspire them to become part of university community. This study engaged with that need.

1.1.2.3 Educational Guidance and Counselling

Educational guidance and counselling in distance education amalgamation of wide-ranging helping and tutoring services. Developing sound study habits is a complex phenomenon that requires educational guidance and counselling. Failure to develop sound study habits has made distance learners victims of educational systems. Distance learners need better reading and study techniques, examination strategies, orientation, planned timetables and submission of assignments in time (Davis, 2018; Benavides and Keyes, 2016). Yet, there is limited literature that has generated abundant interest and built a strong argument in the sustenance of educational guidance and counselling concentration study habits (Tucker, 2003; Tait 2014). Corollary of marketization of distance education in universities globally has brought issues of sustaining quality education, which is the bedrock of study habits (Haug and Plant, 2015).

Lack of orientation, sound study routines in distance education; however not confined to recurrence of studying sessions, survey of material and self-testing are indicators of lack of educational guidance and counselling (Schiersmann, Petersen and Weber, 2017). Issues of such nature call for educational guidance and counselling to enhance study habits on distance learners (Das and Ghosh, 2011).

1.1.2.4 Human Immunodeficiency Virus and Acquired Immune Deficiency Syndrome Guidance and Counselling Support Service

HIV/AIDS guidance and counselling in distance education includes pre-test, post-test, and supportive counselling for prevention and care. All these have enabled learners to know their own HIV status and access necessary prevention and daily use of ARVs. However, HIV, the virus that causes AIDS does not have a vaccine or cure at the moment and is causing a devastating effect in all spheres of life especially in third world universities (Fauk, Mwakinyali, Putra, & Mwanri, 2017). There were an estimated 38.0 million people living with HIV at the end of 2019 (Farley Samuelson, Grabowski, Ameyan, Gray & Baggaley, 2020).

In Kenya HIV / AIDS became a national disaster driven by heterosexual transmissions in 1999 (Joint United Nations Programme on HIV/AIDS. (2014). HIV/AIDS appear to deleteriously influence study habits of affected and infected distance learners (Panda and Santosh, 2017). Many distance learners infected with HIV have least interest in their studies and talk about their sero-status when they fail examinations (AWSE, 2001; Fotso, Banjo and Akmyemi, 2018). Such learners turn to indiscriminate sex with multiple partners and this negatively affect their study habits (Kaffenberger, 2020).

Universities, offering distance education, have attempted to reduce spread of HIV/AIDS by instituting programmes, advocacy campaigns, such as the “Know your HIV Status” campaigns. Distance learners are also stirred to seek HIV/AIDS testing, guidance and counselling (Kelly, 2014). COVID 19 pandemic led to closure of the Universities in Kenya and this sunk the small gains made in reducing HIV/AIDS spread (Haeck, and Lefebvre, 2020). The HIV/AIDS

situation has psychosocial, health and economic effects on both the infected and the affected for all learners. Those affected have been rendered poor financially (Fauk, Mwakinyali, Putra, & Mwanri, 2017). There is a real gap between the realities and perception of HIV, which has not caught up with medical advancement (Republic of Kenya, the Counsellors and Psychologists Act, 2014). Deterrent measures and initiatives to prevent and control HIV/AIDS are employed within the University of Nairobi. Voluntary Counselling and Testing for HIV/AIDS and integrated treatment are available for all learners at the University Health Services (University of Nairobi HIV/AIDS Policy, 2003). Nevertheless, control in the spread of HIV/AIDS amongst the learners is still a mirage (University of Nairobi annual report 2013). This study engaged this challenge.

1.1.3 Learners' Characteristics

Learners in distance education are heterogeneous with varied personal characteristics like age, gender income, study environment and educational background. Such characteristics may lead to drop out when they are not able to seek guidance and counselling to augment their study habits (Stoessel, Ihme, Barbarino, Fisseler & Stürmer, 2015). The problems connected to distance learners' characteristic are deviational study habits, interpersonal relationships, family problems, financial challenges, and low self-esteem (Bakke, Haug, and Hooley, 2018). Widespread economic changes have sent employed, underemployed, newly employed adults to distance education (Cardoso, Silva, Gonçalves and Duarte, 2014). Many are women who find independent study

entirely unfamiliar, leading them to develop deviational study habits (Kerka, 2002; Bimrose, McMahon, and Watson, 2015). They are isolated from their universities and lecturers living in either rural areas or urban areas, which make it difficult for them to seek guidance, and counselling support services offered at learning centres.

Other obstacles include domestic distractions and unreliable technology and finances. In USA and West Germany, 55% to 60% of distance learners' age bracket range between 16 and 35 years. Some of the distance learners within the above age bracket are married and working which reduces their study time. However, age of distance learners is gradually shifting towards younger learners in universities like Western Canada University (Weber, Kochem and Weber-Hauser, 2016). Studies in America and United Kingdom, in 1971 about 70% of distance learners were men and 30% women. By 1978, 56% were men and 44% women (Mensa and Thorne 2010).

At the University of Nairobi, learners in Bachelor of Education by distance programmes are adults who meet the admission criteria of the University of Nairobi. Rambo and Odundo (2010) study revealed that 84% of such learners were Teacher Service Commission employees and further 4.3% employed by other sectors. Mboroki (2007) revealed that 95% of distance learners were in fulltime employment compared to only 11% of convectional learners. Bowa (2011) indicated that out of 212 distance learners, 89.6% were employed and over 80% were 32 years of age or above. This age bracket is prone to HIV/AIDS

infections, which has uninvited stimulus on their study habits. They also have varied financial needs, family and career development ambitions that may moderately influence the need for guidance and counselling (Muchiri, 2012; Rambo and Odundo, 2010; Mboroki, 2007; Bowa, 2011; Muchiri, 2012). It is from such a background that the study sought to determine the extent to which distance learners' characteristics moderate guidance and counselling influence on their study habits.

1.2 Statement of the Problem

Repercussion of commercialization of distance education in universities globally has brought issues of sustaining quality education, which is the bedrock of study habits. The Bachelor of Education by distance programmes of the University of Nairobi has been successful in training globally competitive Teachers in line with vision 2030 educational pillars. In addition, in continuing professional development, in particular subjects to thousands distance learners. This success is not without study bottlenecks common to learners in distance education globally. These learners not only suffer from study bottlenecks of conventional learners but also those generated by their characteristics and the system. These study bottlenecks should be addressed through guidance and counselling support services, to prevent stagnation and augment completion rate as suggested by Reid (2018). Distance learners in this programme are not able to acquire effective study techniques due to inadequate guidance and counselling support services to cope with the vigour and requirement of 85% independent study. They fall within the

age bracket of 20 to 55 years with different gender, financial, educational background and study environment, which have deleteriously influenced their study habits as propounded by Carruthens (2019).

The distance learners in these programmes also suffer from examination anxiety and poor conflict resolution, which adds to pitiable examination performance. They also become impatient, stressed and not able to balance studying with various commitments. When such learners' study habits are not enriched through effective personal guidance and counselling, they may not study well, if they progress at all. Egan and Reese (2019) disseminated this kind of argument. The distance aspect of learning deprives these learners', unlike those in convention learning mode the freedom of social interaction with peers and lecturers hence lack the perception of belonging to scholarly community. This has led to feelings of inadequacy and insecurity when they do not receive social guidance and counselling. Besides, social guidance and counselling has become critical due to distance learner's myriads of deviational study habits as professed by Simpson (2016)

Geographical isolation of distance learners comes with a challenge in accessing library and web resources of their institution. Some of them enter into the distance education system with inadequate levels of preparedness, lack study techniques to cope with requirement of self-regulated study. Newly admitted distance learners who may have enrolled into the programme without knowledge or experience of distance study, may need educational guidance and counselling for orientation,

techniques of reading, note taking and examination strategies in order to complete the course in time. Ineffective educational guidance and counselling may result in lack of concentration study habits. These includes, but not restricted to inadequate frequency of studying sessions, self-testing and delay or non-completion of homework. All the above issues may be the cause of relatively low progression rate and poor performance experienced by the distance learners' in Bachelor in Education programme of the University of Nairobi. Kidombo (2008); Bowa (2008); Mbwesa (2007) and Mbugua, (2012), studies approve such argument. Subsequently, educational guidance and counselling may be core in developing concentration study habits to avoid stagnation and generate dynamism.

The age bracket of these learners makes them prone to HIV/AIDS as confirmed by Simo, Banjo and Akinyemi (2018). Consequently, since HIV/AIDS has been declared disaster in Kenya, many of them may be infected or affected by HIV/AIDS which make them least interested in their studies as revealed by study conducted by African Women in Science and Engineering (2001) at University of Nairobi. Unfortunately, those affected suffer from emotional and mental trauma from stigma and fail examinations. Such learner's self-confidence in study may be eroded if not given HIV/AIDS guidance and counselling. They may also lose hope in studying leading to drop out.

Besides, the progression rate of distance learners pursuing Bachelor of Education (Art) between the years 2012 and 2018, designate a drop out even at semester level. Studies on the influence of guidance and counselling have mainly been

done in schools and colleges in Kenya as confirmed by Mutie and Ndambuki (2011). It is against such background that this study sought to establish the extent to which guidance and counselling support services and learners' characteristics influence study habits of distance learner in Bachelor of Education programmes at University of Nairobi.

1.3 Purpose of the Study

The purpose of this study was to determine the extent to which guidance and counselling support services influence study habits of distance learners in Bachelor of Education programmes at University of Nairobi. The study also examined the moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in the Bachelor of Education programmes at the University of Nairobi.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i) To establish how personal guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
- ii) To determine how social guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
- iii) To examine how educational guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance

learning at the University of Nairobi.

- iv) To assess the extent to which Human Immunodeficiency Virus and Acquired Immune Deficiency syndrome guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
- v) To determine how combined guidance and counselling support services influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
- vi) To establish the extent to which learners' characteristics moderate the relationship between guidance and counselling support services and study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.

1.5 Research Questions

The study sought to answer the following research questions:

- i) How does personal guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi?
- ii) How does social guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi?
- iii) How does educational guidance and counselling support services influence study habits of distance learners in the Bachelor of Education programmes

by distance learning at the University of Nairobi?

- iv) To what extent does Human immunodeficiency virus and acquired immune deficiency syndrome guidance and counselling influence study habits of learners in the Bachelor of Education distance learning programmes at the University of Nairobi?
- v) How does combined guidance and counselling influence study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi?
- vi) To what extent does learners' characteristics moderate the relationship between guidance and counselling support services and study habits of learners in the Bachelor of Education programmes by distance learning at the University of Nairobi?

1.6 Research Hypothesis

The study tested the following research hypotheses:

1. H_0 : There is no significant relationship between personal guidance and counselling and study habits of distance learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
2. H_0 : There is no significant relationship between social guidance and counselling and study habits of distance learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
3. H_0 : There is no significant relationship between educational guidance and counselling and study habits of distance learners in the Bachelor of Education

programmes by distance learning at the University of Nairobi.

4. H₀: There is no significant relationship between Human immunodeficiency virus and acquired immune deficiency syndrome guidance and counselling and study habits of distance learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
5. H₀: There is no significant relationship between combined guidance and counselling support services and study habits of distance learners in the Bachelor of Education programmes by distance learning at the University of Nairobi.
6. H₀: There is no significant moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi.

1.7 Significance of the Study

The study predominantly sought to investigate the influence of guidance and counselling support services on study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. The findings of this study may be a valuable pointer to the curriculum developers, parents, lecturers, counsellors, distance education administrators as well as other concerned parties in distance education, of the fundamental role guidance and counselling support services may play in augmenting study habits of distance learners. The results of this study have provided information that may be expedient to the Kenyan

Ministry of Education Science and Technology (MOEST) in articulating appropriate policy and legal framework for guidance and counselling support services in all universities in the Country. Also, provide funds for training of more professional counsellors.

SODL administrators also may expedite the findings of this study in devising future modification of curriculum and strategies towards a more effective teaching and learning in distance education. Lecturers could utilise the findings of this study to improve their professional relationship with learners by indulging in better diversity of guidance and counselling support services needed by distance learners. In turn, this may cultivate more effective methodologies in ornate study habits of distance learners. Guidance and counselling centres in the University's main campus and health and learning centres staff may also employ the findings of this study to endorse a more focussed and factual knowledge from guidance and counselling support services. This may lower dropout rate and increase enrolment rate in distance education.

It may serve as an evaluation tool to assess the efficiency of guidance and counselling support services in improving study habits of distance learners. This may increase the indulgent of guidance and counselling support services and interplay of variables studied in this research. Such knowledge may help guidance and counselling staff towards development and implementation of more effective guidance and counselling programmes in augmenting study habits of distance learners. The findings of this study may also deliver a foundation for distance

learners' awareness of how their current mental health and study habits influence their academic performance. Consequently, give them a more focussed and clear perspective on how their specific characteristics relate to their studies. Such awareness may give a deeper appreciation of themselves as learners, given that university life is typically a best adjustment element. The results of the study may create in them the desire to seek guidance and counselling to cope with their psychological and educational problems. The findings of the study may in turn improve discipline in University Examinations and completion rate. Finally, the results of this study may add to the pool of existing information on distance education programmes and outcomes, which future scholars may find valuable.

1.8 Limitations of the Study

The findings of this study were restricted by a number of deficiencies such as lack of control of unexpected restructuring at the University and government policy changes in education. In addition, there are possibilities of some distance learners receiving guidance and counselling services from private practitioners away from the University. The data collection delayed due to the characteristics of distance learners who were only available in the University during school holidays. The qualitative data collected through open questions and interview could not deny generalizability model presented to interpret the influence of guidance and counselling on study habits. In order to reduce such limitations, appointments were sought with respondents for purpose of generating rapport, confidence as well as removing any reservations. The participants were accorded assurances of

privacy on the data that the study generated. The researcher's forbearance and easiness paid off. Triangulation methods of collecting data engaged in this study also abridged these limitations. Despite of all these shortcomings, a combination of findings provided support for conceptual premise of how combined guidance and counselling support services influence study habits of distance learners.

1.9 Delimitation of the Study

The study was carried out at the University of Nairobi located in Nairobi County. This confinement of the study is cognizant by the fact that the University of Nairobi for the last 50 years is a leader in distance education in Kenya. Over the years, it has grown and advanced to world class and leading centre of excellence in East Africa. The results of this study cannot therefore be generalized to the other Universities in Kenya. The study involved only the University of Nairobi distance learners pursuing Bachelor of Education by distance programmes from December 2014 to 2018 due to dwindling numbers. This study was grounded only on the guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes.

1.10 Assumptions of the Study

This study engrossed on the following underlying assumptions:

Personal, Social, Educational, HIV/AIDS guidance, and counselling support services are accessible at the University of Nairobi. Characteristics of distance learners in Bachelor of Education programmes at the University of Nairobi

moderated the relationship between guidance and counselling and their study habits. The study assumed that learners in Bachelor of Education by distance programmes have deviational study habits that are pretentious to progression as well as completion rate. In addition, the study assumed that the participants were complaisant and gave authentic responses. The views articulated by the participants were assumed a true reflection of guidance and counselling support services accessible at University of Nairobi. Finally, the study assumed that concentration study habits are correlates of scholastic performance.

1.11 Definition of Significant Terms used in the Study

The substantial definitions were presented as engaged within the setting of this study.

Distance education: an umbrella term denoting courses and/ or programmes of learning where learners and instructors participate in the teaching as well as learning process detached from one another by locality and or time. In this study Hybrid distance learning, a combination of synchronous and asynchronous learning was adopted.

Distance learners: Distance learners are learners registered on courses, which are delivered remotely from their institutions. In this study, distance learners are learners who take their course away from learning centres and occasionally come to main learning centres for tutorials, revisions and examinations and enjoy the support of their university.

Educational guidance and counselling: Refer to assistance given to learners in the development of their educational plans, study skills choice of appropriate courses, and related problems that interfere with performance. In this study these processes include; clarification of course information, entry requirements, orientation to study at a distance, encouraging return to study, use of library and web resources, attitude of tolerance, motivation to study and effective examination strategies.

Learners' characteristic: Denote to demographic information such as age, gender, maturation, language, social economic status, cultural background, and specific needs of a learner group. In this study learners' characteristic relate to age, gender, income, status, family, study environment, and educational background of distance learners that have moderating influence on relationship between guidance and counselling study habits of distance learners.

Guidance in distance education; Refer to helping services and integral part of education aimed at holistic development of learners. Most common type of guidance in distance education are personal, social, education, vocational and health. In this study it is more public personal, social, educational and HIV/AIDS educative processes intended to enable individual(s) distance learners attain capacity for concentration study habits that amplifies academic performance at any point of the study. Such support services are provided by; support staff, lectures, dean of students, dean of schools, counsellors, chaplains, administrators or any other professional.

Counselling in distance education programmes: Refers to interactive process, which facilitate meaningful understanding of self and environment that result in establishment and clarification of goals and values for future behaviour. It may also a number of intimate, emotional, supportive and remedial learning procedures put in place to assist distance learners resolve psychological, personal, educational social and health challenges. In this study are personal, social, educational and HIV/AIDS support services for building capacity of distance learners to cope with challenges to develop concentration study habits These support services are delivered to distance learners by support staff, lectures, deans of students, professional counsellors, chaplains among others.

Guidance and counselling support services: Refer to arena of helping services solving learners' problems and moving them towards self-realization and self-empowerment. This study encompasses four variables under investigation namely; personal guidance and counselling, social guidance and counselling, educational guidance and counselling and HIV/AIDS guidance and counselling. These are helping services for sustainability of strong and lasting inner drives amongst distance learners to develop concentration study habits. They are critical in distance education in endowing distance learners for setting personal study goals; sound study time; planned study routine; reading and note writing techniques; collaborative study and completing homework in a timely manner. They also espouse anxiety reduction, self-esteem, patience, interpersonal skill, stress management that result in concentration study habits.

HIV/AIDS guidance and counselling: Refer to dialogue between a client and a counsellor aimed at enabling the client to cope with stress and take personal decisions related to HIV/AIDS. The counselling process includes evaluating the personal risk of HIV transmission, and discussing how to prevent infection. In this study they are helping procedures knowledge loaded helping processes concerned with healthy choices, healthy sexual behaviour, concentration in study, HIV status and hope of completion of course that endow distance learners affected directly or indirectly by HIV/AIDS.

Learner support services in distance education: are cognitive, affective and psychomotor services humanizing in nature such as face-to-face, virtual tutorial, library services, instruction materials, administrative, professional support, and guidance and counselling. In this study, they are personal, social, educational, and HIV/ AIDS guidance and counselling support services.

Social guidance and counselling: is process of helping individual through their own efforts to develop and discover their psychosocial potentialities and social usefulness. In this study, they are helping processes that enable an individual distance learner to gain ability to develop interpersonal skills, sense of responsibility, social competence, effective communications skills, self-esteem, safety and survival skills in order to achieve concentration study habits.

Study habits of distance education: are repetitive total behavioural patterns all ingrained in procedural memory and have cognitive, affective and motor domain adopted by individual or group of distance learners. This study adopted

concentration study habits, which encompasses; personal set study goals, sound study time, planned study routine, reading and note writing techniques, collaborative study and completing homework in a timely manner.

Personal guidance and counselling: is learning oriented process, which helps individuals to recognize and use own inner potentials to cope and resolve personal problems and formulate purposeful goals for total personal growth. In this study, they are helping processes that vest individual distance learner to gain ability to cultivate attainments of goals, patience in study, self-regulation, and decision-making and conflict resolution skills. It also includes helping distance learners to manage their psychological problems that may lead to low motivation to advance concentration study habits.

1.12 Organization of the Study

This study was structured into five chapters, where chapter one is made up of the background of the study, statement of the problem, the purpose of study, objectives of the study, the research questions, hypotheses, significance of the study, limitations, delimitations, assumptions of the study and the definitions of significant terms used in the study. The literature review in chapter two covers; introduction, distance education and support services, study habits of distance learners, concept of guidance and counselling in distance education, personal, social, educational, HIV/AIDS guidance and counselling influence of study habits in distance education, moderating influence learners' characteristics, theoretical framework, conceptual framework, summary and knowledge gaps. Chapter three

contains the research methodology made up of pragmatic paradigm, research design, target population, sample size and sampling procedure, research instruments, reliability and validity of instruments and procedures for data collection and data analysis techniques and ethical issues. Chapter four includes data analysis, presentation, interpretation and discussions. Finally, chapter five contains summary of findings, conclusions, contribution to the body of knowledge, recommendations and areas for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlooks literature correlated to the study built on the following thematic areas: Distance education and learners' support services; Study habits in distance education; Concept of guidance and counselling support services in distance education; personal guidance and counselling and study habits of distance learners; social guidance and counselling and study habits of distance learners; educational guidance and counselling and study habits of distance learners; HIV/AIDS guidance and counselling and study habits of distance learner; learners' characteristics, theoretical framework; conceptual framework; Summary of literature reviewed and knowledge gaps.

2.2 Distance Education and Learner Support Services

The term distance education is a process in which someone removed in space and /or time from the learner conducts a significant proportion of teaching. This means that an arbitrator is always used in the contact between tutor and learners. From the above definition it appears that, the term distance education covers various forms of study at all levels, which are not under the immediate supervision of tutors. Such education includes the use of books, radio, television postal services and virtual learning. Distance education emerged from University of London, which was established in 1836, then followed by University of Chicago in 1892 and the University of Queensland in 1911. Those were the first

educational institutions to provide higher education at a distance (Kelly, 2015). In 1969, British Open University was established to widen access to education in Britain, and its techniques copied worldwide. In Australia, the University of Queensland entered the field of distance education in 1911. Since then distance education has developed through phases into mega open Universities in America, Europe, India, China, and South Africa.

In Europe, currently distance education is well established with stronger learners' support services among them being guidance and counselling which augment study habits. In France, distance education was established in 1939 and by 2004 had 184,614 distance learners. Mega universities survey show that Spanish universities national distance education established in 1972 had enrolment of 110,000 distance learners. Each year it graduates about 22,735 graduates. Web-based instruction, computer-mediated communication, video teleconferencing, satellite transmission, television and video courses, and correspondence education are often supplemented by the use of CD-ROMs and videotapes and these have boosted the rate of enrolment (Hatzipangos and Gregson, 2015). There is backing for implementation of a third generation distance education characterised by the integration of student support with teaching facilitated by ICT. This includes the use of video embedded in course materials accommodating different learning styles, virtual learning, and the creation of social media such as blogs, wikis, podcasts and video (Tait, 2014) . These should be adopted to provide guidance and counselling learners' support services through online to thousands of distance

learners (Bozkurt, Akgun-Ozbek, Yilmazel, Erdogdu, Ucar, Guler and Dincer, 2015).

In the United States of America, Walden University founded in 1970 offers doctoral and Master degree in education, health and human service through distance mode of education. Australia's distance education dates back to the first decade of the nineteenth century and has greatly expanded due to better learner's support system. In 2004, about 94,000 learners were enrolled in distance education in Australia. Effective learners' support services pushed completion rate to nearly 100%, which has attracted distance learners from other countries like Indonesia, East Timor, Bangladesh and Taiwan (Moore and Greenland, 2017). Distance education in China consists of two kinds of institutions: The Open Universities in China (the former China Radio and TV Universities) and the Web-based higher-education institutions. Chinese modern distance education enrolls a great number of learners and has produced many graduates every year despite the global problems in distance education.

South Africa distance education was established in 1983 and by 2004 had a learner population of about 130,000. In South Africa, distance education has made remarkable growth due to the use of new technologies. However, distance learners in rural areas are struggling to access the resources of learners' support provided to them by the university. In Zimbabwe, the Centre for Distance Education was established by the University of Zimbabwe in 1993 and in 1996 became the University College of Distance Education. The college received its

university charter in 1996 and was transformed into a fully-fledged university known as the Zimbabwe Open University. Learner support services have triggered enhancement in the rate of enrolment and completion in this University.

In 1953, distant education was born in Kenya at the University of Nairobi.

Distance education has ushered a silent revolution in democratizing education. It has come to be seen as a solution to challenges of conventional education. It became an enabler of education when epidemics strike. Its main objective is to ensure long life education to increase entry points to learning and training opportunities (Kelly 2015, Mihai, 2012; Zindi and Maketare, 2000). Distance education is rapidly growing to provide access to higher education for learners who cannot attend on-campus learning due to employment, marital status, family responsibilities and personal issues globally (Hanney and Newvine, 2015). However, there are distractors in distance learning like pandemics, domestic issues, finance, and unreliable technology and inadequate contact with lecturers, peers and support personnel (GEM Report, 2020). These distractors have contributed to deviational study habits that delay the distance learners' completion rate (Ghazi, Malik, and Safdar, 2013, Hooley and Rice , 2018)

2.3 Learners' Support Services in Distance Education

Learner support services are cognitive, affective and systematic support provided through tutoring, administrative support, information technology (ICT), library services, guidance and counselling support services. It is worthy to note that distance learners' support is a large and complex subject (Buck, 2016). Any

learners' support system has unique characteristics; whose nature reflect which kind of distance learners' are recruited or targeted, the packaging of teaching materials it offers, its delivery system, and the educational and social culture within which the institution operates (Slaa and Barkam, 2010). The focus on provision of learners' support services was driven by the need to address the high dropout rates that were associated with correspondence education (Rumble, 1992). There were also socio-psychological factor among distance learners, which required perfection of various support services like guidance and counselling (Simpson, 2016). Improved learner support in distance education is critical in meeting the various professional progression needs of distance learners (Cacheiro-Gonzalez, Medina-Rivilla, Dominguez-Garrido, & Medina-Dominguez, 2019)

Currently, all learners support services are assembled into the system in order to assist distance learners have self-directed learning and maintain their initial desire to learn. They are also expected to aid in maintaining strong and lasting inner drives for studying in order to complete courses in time (Sanchez and Simpson 2018). It's worth noting that learner' support services like guidance and counselling in distance education has not been fully addressed but is important elements in distance education programmes. One of the major challenges facing distance education institutions is providing learners' support services for "isolated" learners who are left to fend for themselves. This isolation could be broken by proper provision of learners' support (Kishore, 2014).

The digital evolution is having a great impact in distance education but how to stem dropout is a problem (Bakke, Haug and Hooley, 2018). Currently, in developed worlds, distance education has been updated into technology-enabled learning environments, where e-Learning scenarios, ubiquitous technologies, cloud computing, simulation, gaming, and personal learning environments have become the mainstream of passing information to distance learners which greatly enhanced distance learners' study habits (Moore and Kearsley, 2012). However, in developing countries Universities that offer learning and teaching through distance mode are struggling to update distance education into technology-enabled environment, but internet connectivity and resource is a challenge (Nyerere, Gravenr and Msa, 2012).The University of Nairobi is one such university struggling to embrace technology in its distance education

Besides, Learners' support through digital evolution in distance education has increased levels of education in international countries like Turkey, India, Spain, Israel, Pakistan, Germany, China and Thailand (Douce 2018) This rapid expansion is also attributed to Information communication Technology (ICT) modes of delivery of learners' support services such as guidance and counselling, which meet the study habit needs of distance learners, in their various locations simultaneously (Myers, 2012; Bozkurt, Akgun-Ozbek, Yilmazel, Erdogdu Ucar, Hassan, 2015). This is because managing adequate education to a large number of distance learners' can only be achieved effectively, when ICT is used as an intellectual multi tool adapted to learners' needs (Esere and Idowu, 2012; Murray

, hale and Dozier ,2015). Tele counselling is a psychological service that takes the best practice of in-face counselling and adapts them for delivery to clients via electronic means otherwise known as ‘technology assisted counselling’ has also assisted distance learners to adopt better study habits (Bozkurt, Akgun-Ozbek, Yilmazel, Erdogdu, Ucar, Guler and Dincer 2015).

2.4 Distance Education in the University of Nairobi

University of Nairobi is the oldest and leading University in Kenya. The University is a higher education institution mandated to train the Kenyan workforce. Over the years, it has grown and developed to be a foremost centre of excellence in East Africa. Today it is ranked higher amongst public universities because of its speciality in technology, education, arts, humanities and social sciences. In 1953, up-to-date the University of Nairobi has accorded Kenyans of all occupations flexible and affordable opportunities to further their education and training through distance mode. In 1986, the College of Education and External Studies (CEES) admitted about 400 learners of Bachelor of Education Arts by distance mode under the Faculty of External Studies, which later became the School of Continuing and Distance Education. In 2016, ODeL Campus was born to take charge of content delivery, learner support and staff training in open and distance education. Courseware and development and production section of ODeL develops content for distance education physically or uploads them into teaching modules.

This section also trains lecturers on how to use the modules. ODeL Campus is co working with China and South Africa to turn distance education delivery to online. There was a significant step towards online learning during the COVID 19 pandemic when trainings were conducted to both lecturers and learners to prepare them for on line teaching and learning. Though some lecturers and learners' raised issues with that mode of teaching and learning, the University gained ground in championing online learning, teaching and conducting examinations (Registrar office, ODeL Campus, 2020)

University of Nairobi offers blended distance learning, the COVID-19 pandemic has interrupted synchronous learning and thus E- learning has been adopted. Many courses in pure science, business, arts and education are also offered under ODeL platform by distance mode, but managed by respective Schools of the University of Nairobi. The School of Continuing and Distance Education (SCDE) in 2016 became the School of Open and Distance Learning (SODL) under ODeL Campus. SODL is a model school that houses Department of Educational Studies (DES) and Department of Open and Distance Learning (ODL). The Department of Educational Studies offers degrees and diplomas among them being PhD in Distance Education, M.A. in Peace Education, Postgraduate Diploma in Education, Bachelor of Education (Arts) Bachelor of Education (Science) and Adult Education. While Department of Open and Distance Learning offers certificate, diploma, degrees amongst them PhD, Master, Degree, diploma,

certificate in Project planning and management offered in the evening and on- line (Registrar office, ODeL Campus December 2018).

The School of Open and Distance Learning (SODL) has made tremendous improvements in the field of open, distance and e- learning by extending its range of programmes and learners' support to most part of Kenya. The School currently has 12 Learning Centres located in Mombasa, Lokichogio, Kisumu, Isiolo, Kisii, Nakuru, Nairobi, Nyeri, Meru, Kapenguria, Kakamega and Thika. Each of these centres has sub-centres totalling to 31 by 2013 since the government of Kenya expanded the cut off points for joining public universities. This reduced the number of privately sponsored students, consequently, learners in distance education reduced. Furthermore, for the last three to four years, the Government has reduced capitation to the universities and fees for Government sponsored students. These factors have necessitated closure of some learning centres due to sustainability and variability. However, distance education has been made flexible in such a way that distance learners irrespective of where they come from can learn at any regional centres of their choice (Registrar office, ODeL Office Dec. 2018).

For quality and sustainability of distance education, University of Nairobi offers support services like health care, academic, administration, information communication technology (ICT), e-Tutoring ,Face-to-Face tutoring: library, guidance and counselling for academic and psychosocial issues. Face to face, guidance and counselling support services are accessible at main learning centres

at the Dean of Students office, the Chaplains' Student's Counsellors' offices, Regional Coordinators offices, Administrators' offices, Heads of Departments among others. There have been attempts to provide learners' support virtually, but internet connectivity is a challenge (Wambugu, Lydia and Kyalo, 2013). All these have led to the increase in enrolment from less than 1000 distance learners in 1990 to more than 10,000 in 2013 (University of Nairobi annual report 2013). By 2005, there were 845 graduates and by 2012, the number of graduates went up to 3929 (34th Graduation booklets, 2005 and 48th and 47th Graduation booklets, 2012). In spite of all these, the influence of guidance and counselling support services in enhancing of study habits of distance learners' is little known. Many distance learners of University of Nairobi do not seek guidance and counselling support services due lack of time when they come for tuition in regional centres and lack of knowledge of the existence of such services. In addition, the available counsellors cannot adequately cater for large number of students at University of Nairobi (Vice Chancellors Committee Report, 2018).

The Bachelor of Education programmes by distance learning at the University remains an initiative that provides a window of opportunities for Kenyans and other international learners to access University education. Distance education programmes at the University is hoped to be enriched, when the use of technology is fully implemented to fasten delivery of learning material and guidance counselling support services to distance learners (Allen and Seaman, 2017). The University uses the semester system of study for its learners. For those pursuing

the Bachelor of Education Arts and Sciences, there are six parts in the study programme with each part lasting eight months. Parts 1 and 2 constitute the first academic year, while Parts 3 and 4 constitute the second year, and parts 5 and 6 constitute the third year. Learners' in this programme take assignments, examinations and other activities as per the University regulation. (Registrar's Office, ODeL Campus, 2018).

Currently there are 2183 (1220 male and 963 Females) learners enrolled in parts 1 to 6 of this programme, whereas Bachelor of Education by distance programme science have 625 (males 442 and 185 female) learners enrolled in parts 1 to 6 (Coordinator Educational programmes office, 2017/ 2018). Reading materials and modules are distributed to distance learners online. However, tutorial support services are offered in learning centres. Since many students in this programme are teachers, they come for face-to-face tuition during the school holidays at the Main Campus and sit for examinations at such times (Registrar's office. ODeL Campus, 2018). It is against this backdrop that the study sought to investigate the influence of guidance and counselling support services on habits of learners' in Bachelor of Education by programme by distance studies at the University of Nairobi.

2.5. Study Habits of Distance Learners

The concept of study habits in distance education is broad, as it combines nearly all other sub-concepts such as study attitude, study methods and study skills. Study habits are critical in quality and sustainability of distance education

(Ashish, 2013). Concentration study habits that this study engaged, improve distance learners' ability to be self-controlled and self-directed (Marc, 2011). Indicators of concentration study include; paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture (Nonis and Hudson, 2010). Deviatonal study habits concern in distance education lead to abysmal performance in examinations as pointed by the following studies. This has created concern to advance study habits of distance learners (Uribe and Vaughan, 2017)

Ayodele and Adebisi (2013) carried out, a study on study habits influence on academic performance of Universities of Nigeria: A case of Ekiti State University. The study employed descriptive survey research design. Questionnaires employed to collect data. Stratified and simple random sampling adopted to select participants. The finding of the study indicated that distance learners manifest deviatonal study habits such as procrastination, spending too much time watching television, reading in bed, studying around loud noise or in distraction resulting in lower levels of concentration. The study opined that for quality and sustainability of distance education to be achieved, distance learners should shade off such deviatonal study habits. The study employed descriptive survey research but limited to quantitative data leaving out qualitative data. This study employed both quantitative data to elicit information on influence of guidance and counselling on study habits.

Bajwa1, Shaheen and Ramzan (2011) carried out a study on similar investigation on study habits for formal and non-formal frameworks of education in Pakistan. Five hundred learners from Islamia University of Bahawalpur and 500 distance learners from the Bahawalpur area of the Allama Iqbal Open University were given a test. A forty-something poll on a five phases scale was controlled to the learners and the survey was separated into seven bunches. Timed administration, class participation, and support general study strategies adopted. The data collected through the questionnaires were coded and processed through SPSS XII, mean scores and independent samples t-test were run. The findings revealed that learners of the formal system are significantly better on note taking than distance learners. The study also revealed that learners of the formal system have significantly better study habits than distance learners. The study left a knowledge gap that current study sought to address since it failed to investigate influence of guidance and counselling support services on study habits of distance learners.

Tait (2014) study on impact of note taking in distance education further reveals that the majority (56%) of the learners could not take lecture notes while listening and 29% could not understand the lecture. He concluded that many distance learners are poor in note taking. The above-mentioned study established that about 40.3% of examination performance was explained by good note taking skills by the distance learners. Despite of the similar research methodology used in the above study, it was limited to influence of note taking on academic performance and not guidance and counselling which this study sought to address.

George et al. (2016), study on intelligence and study time suggests concentration study habits are associated with early rising, sleeping early and having less accumulated sleep and the study time spent. Miller, Short, Garland and Clark (2010); Moor-Thomas, Vines and Holcomb-McCoy (2011); Perren, Godfrey and Rowland (2009) findings concur that concentration study habits improves performance in examinations. The current study interest was based on influence of guidance and counselling on study habits and not intelligence.

Kidombo (2007), study entitled, 'From Traditional Distance Learning to Virtual Distance Learning in Africa Trends and Challenges at The University of Nairobi, designated that distance learners in Bachelor of Education studies of the University of Nairobi deviational study habits are seen to lack confidence in their study aptitudes and focus on memorising facts to finish tasks. The study further reported that they re-sit and re-take examinations at a higher rate than those in conventional programmes. It is from such a backdrop that this study investigated the influence of guidance and counselling support services on study habits of distance learners in Bachelor of Education programme of University of Nairobi.

2.6 Guidance and Counselling Support Services in Distance Education

Guidance and counselling support services in distance education includes services such as tutorials, orientation, social, educational, career, mentorship, coaching, career and personal, HIV/AIDS helping services (UNESCO and Col, 2015)). The Global trend has taken a preventive, developmental approach in providing guidance and counselling in distance education to improve completion rate

(Bakke, Haug, and Hooley, 2018). The many challenges that contribute to low completion rate in distance education can be reduced through guidance and counselling support services (Lai-Yeung, 2014) but this study's concern was on study habits of distance learners. It is assumed that distance learners are adults who can develop concentration study habits independently, but this is not the case in most distance institutions. Distance learners exhibit deviational study habits due to lack of guidance and counselling (Bimrose, Mulley and Brown, 2016; Krishna, 2012).

2.6.1 Concept of Guidance and Counselling in Distance Education

Guidance and counselling as learners' support services in distance education globally include informing, advising, social, academic and personal counselling (Mau and Jepsen (2017). By the end of the 19th, century such services in distance education popularity increased in Europe and United States of America. Historically guidance and counselling relationships developed through a series of in-person communications between, tutor, counsellor and client (Das and Ghosh, 2011, Watts, Sultana, Ronald and McCarthy 2010) but, currently telephones and computers or videos offer new avenues for the formation of those relationships. These support services through computer or video is a developing wonder in distance education in Europe, America, Australia and South Africa, particularly with the appearance of generally cheap smaller scale computers. This has made guidance and counselling in distance education to be extensively used for

bountiful advice, to both academic and non- academic to learners (Holmberg, 2012; Eurydice 2014).

In America and Europe open universities, the emergence of ICT assisted guidance and counselling support services have become an attractive field of practice in enhancing distance learners' study habits (Bimrose, Kettunen and Goddard, 2015; Sharma, 2008 Iacob, Mihai. 2012). Counselling and guidance support services by correspondence in distance education is accessible through audiocassette and telephone. The web-based counselling allows the counsellor to associate with more distance learners at the same time in the internet and distance learners' sign in to examine the issues at various terminals (Kangai and Bukalia, 2010). Web-based social networking, for example, Facebook, Twitter, YouTube are likewise mediums regularly utilized for social guidance and counselling through the web in mega distance education universities (Bimrose, Keffunen, Goddard, 2015; Myers, 2012). However, use of computer and the web to enable distance learners access guidance and counselling support services in developing world, is still at its early stages because of the restricted network (Kangai and Bukalia, 2010).

In Europe Mega open universities, guidance and counselling support services given to distance learners include, developmental, academic, career, social and personal guidance and counselling (Kraatz, Susanne. 2015). In National Open University of Nigeria, counselling services include orientation, academic, HIV/AIDS counselling, information, advising, career and personal counselling. In

Kenya, guidance and counselling was officially incorporated in the education Programme in 1967. Commissions like the Kenya Education Commission Report of 1964 the National Committee on Educational Objectives and Policies (republic of Kenya, 1976) and the Report of the Presidential Working Party on Education and Manpower Training for the next Decade and beyond (Republic of Kenya, 1988) mentioned that guidance and counselling services are precarious in all educational institutions. A survey by the Association of University and College Counsellor (2002), states that the University of Nairobi and other public and private universities in Kenya have campus-based personal, social, Educational and HIV/AIDS guidance and counselling services, offer a variety of services from a brief drop-in meeting, through to lengthier therapeutic care to all learners. Both private and public universities in Kenya that offer distance education, have made efforts to provide personal, social, educational and HIV/AIDS guidance and counselling support services.

Counselling and guidance provide a good basis for a broader education for life of any learners' in universities globally. There has been a need to enhance a more professional approach to guidance and counselling for distance learners (Tsikati, 2018). This is because distance learners grieve from academic stress, poor study habits, cutthroat competition, resulting in dropout, suicide, drug abuse, sex abuse and divorce (Institute of Guidance Counsellors. 2016). Besides, in distance education, these services are more often a case of a quietly cognizant helping process in issues learners cannot cope with. There are few systems where this

function is institutionalized in distance education (Rashid, 2015; Double, Niharika and Supriya, 2011). In many cases, guidance and counselling services are integrated into other universities' contexts, experiences of learning or forms of service provision (Al-mutairi, 2011).

In Kenya guidance and counselling have always been considered to be at its infancy and the general public have not yet grappled the real meaning of guidance and counselling Ndirangu (2000). Besides there is evidence that there are a few distance learners seeking for personal and social guidance and counselling support services in universities in Kenya due to lack of time and enough professional Counsellors (Wachira, 2012). The Vice Chancellors Report (2013) suggested that there is lack of financial support from the Ministry of Education in restructuring of provision for guidance and counselling support services at university level. However, at the University of Nairobi's Main Campus and the learning centres across the country, they offer administrative support, library support, guidance, and counselling support services to distance learners. However, guidance and counselling support services are least given attention at University of Nairobi (Gatuba, 2012). Lecturers and support staff are often expected to perform guidance and counselling roles, but some of them lack professional skills.

Learners in Bachelor of Education programmes by distance learning at the University of Nairobi are expected to attend interactive meetings at the learning centres and could use such opportunity to endeavour for guidance and counselling support services to enrich their studies. They also attend face-to-face sessions of

tuition, revision and examinations at the Learning Centres and the University of Nairobi Main Campus Kikuyu, Chiromo and Kenya Science. It is at these particular times that they are anticipated to seek guidance and counselling support services at the University health services and at the Assistant Dean's office at their respective Campus (Registrar's office ODeL Campus, 2018). The University is in the process of refining online guidance and counselling but internet connectivity is a challenge.

2.7 Developing Distance Learners' Effective Study Habits through Guidance and Counselling

Developing concentration study habits of distance learners is a complex phenomenon that requires sound guidance and counselling support services (Reynolds and Cheek, 2002; Hartung and Vess, 2016). The landscape of guidance and counselling is wide and varied but this study undertook personal, social, educational and HIV/AIDS guidance and counselling support services accessible to distance learners. Under these four main components of guidance and counselling, there are several guidance and counselling services such as appraisal, information, placement, orientation, evaluation, referral, and follow-up that are offered in distance education (UNESCO 2014). It is worth noting that completion of course work for distance learners depends on stable mental health and adequate study habit that can be expedited through guidance and counselling support services. These support services subjugate a prominent place in the process of learning and if individual distance learners' needs are not met through guidance

and counselling, studying may probably become un-interesting (Uribe and Vaughan, 2017). Besides, literature reviewed, divulges that personal, social, educational and HIV/AIDS guidance and counselling support services are appropriate ways of augmenting the capacity of distance learners to develop concentration study habits and diminish the rate of dropout (Rashid, 2015; Buraga and Caballero, 2018).

In recent years, personal, social and educational and HIV/AIDS guidance and counselling support services have played a critical role in distance education, both in developed and developing countries (Egbo, 2013; K  pplinger, Bernd and Gutheil. 2015). This is because guidance and counselling support services enable all learners to channel their energies in adornment of their study habits (Poynton and Lapan, 2017). Concentration study habits donate to good academic performance while deviation habits have an undesirable influence on study outcome (Ogbodo, 2010). Study habits and maintaining self-motivation are the main elements contributing to distance learners' self-regulating learning (Piletic , 2018). Guidance and counselling induced study habits have enriched completion rate of distance learners (Brown, 2015). Indicators of concentration study habits in this study include, metacognitive strategies and regulating strategies tactics like setting personal study goals, sound study time, planned study routine reading and note taking techniques, collaborative study and completion of assignments in time (Das, and Ghosh, 2011).

Distance learners' feelings of isolation and lack of motivation caused by the separation of teaching and learning that lead to deviation study habits can be abridged through personal and social guidance and counselling support services (Hooley, Neary, Morris and Mackay 2015). The study further states that personal guidance and counselling inculcates social skills in distance learners. To achieve successful distance learning, learners' need educational guidance and counselling to take responsibility for learning (Hooley, 2015). The body of literature advocates that 80% of distance learners, especially those who live in rural areas need combined guidance and counselling support services at the beginning to enhance their study habits since they are not familiar with self-learning. Halfway through the programme, guidance and counselling on how to learn from media and overcome personal and technical problems that may affect their study is required. At the final stage, they may need educational guidance and counselling to better examination strategies, use web resources and attitude of tolerance (Tucker, 2003). There is also a need to create an avenue for guidance and counselling to assist in enhancing their study habits. This can be achieved through learner-learner, tutor-learner, and instructional media to reduce the rate of drop out in most distance education systems (Hanney and Newvine, 2015).

Educational guidance and counselling provide time management skills that can help distance learners to develop a planned study routine. A planned study routine is a good strategy for motivating distance learners to explore, ask questions and solve problems that confront them. A sound study time will help distance learners

learn to use their time profitably. Educational guidance and counselling are helping processes in distance learners' reading techniques like read with one's head instead of one's eyes is what effective study habit involves (Hughes, 2013). Promoting positive study for distance learners also involves the practice of reading as a hobby, which makes them to be versatile in knowledge to satisfy their interests and aspirations. Educational guidance and counselling support service also encourages return to study and involves training them in recreational reading which helps them to, relax, cool their brain and to avoid mental fatigue (Barker and Crawley, 2005). HIV/AIDS guidance and counselling support services gives hope and modifies sexual behaviour of distance learners (Lucas, Chidothe and Wilson, 2019).

When distance learners receive HIV/AIDS guidance and counselling on concentration reading, they will be able to develop sound study habits. HIV/AIDS guidance and counselling provides psychosocial support to distance learners affected or infected by HIV and prevent HIV infection and transmission to other people. The news of HIV infection can create considerable psychological stress and uncertainty in all aspects of lives, including studying, quality and length of life (Simo, Banjo and Akinyemi, 2018). All these can be reduced through effective HIV/AIDS guidance and counselling support services (NACC, 2016). Study habits like paying attention in class, being on time, taking good notes, completing homework in a timely manner, and reading the study material before a lecture influences academic performance (Nonis and Hudson, 2010). When such

habits are enriched through combined guidance and counselling, distance learners perform well in their examinations (Oyo, 2012). Personal guidance and counselling help distance learners to discard the habits and ideas, which have made study unpleasant and burdensome, and take on habits and ideas that make study more pleasant and fruitful (Nonis and Hudson, 2010). Study habits of distance learners rest on resilience, which is a by-product of social and personal guidance. Resilience is building strategies like persisting, working in teams, self-understanding and reframing viewpoints. A very effective technique in remembering is to study the passage or diagram as the case may be for a given period.

2.8 Personal Guidance and Counselling and Study Habits of Distance Learners

Personal guidance and counselling have drawn the attention of researchers, and there is agreement that such services are obtainable depending on capacity of universities offering courses through distance mode and level of technology development. Empirical studies done, point to the fact that personal guidance and counselling creates a conducive environment for distance learners' and stimulates development of concentration study habits (Bimrose, Kaffunan and Goddart, 2015). Some of such studies are as follows;

Tucker (2003) carried a study on learners' perception on quality and effectiveness of personal guidance and counselling services on study habits at Zimbabwe Open University. The study used survey design, and simple random sampling method to

select 250 participants. The study also used questionnaires to collect quantitative data. The data was analysed using both descriptive and inferential statistics. The study results indicated that effective personal guidance and counselling enable distance learners to deal with psychological problems they may experience and make rational decisions on how to solve or cope with the academic, social and personal challenges. The study did not provide the total number of the target population and how it arrived at the sample size of 250. The study also employed descriptive survey research but limited to quantitative data leaving out qualitative data. This study employed both quantitative and qualitative approaches to determine the influence of personal guidance and counselling on study habits of learners in Bachelor of Education programmes by distance learning programme.

Kangai, Rande and Rugonye (2014), carried out an investigation into the 'Study Habits of Distance Learners': Implications for Guidance and Counselling Services at the Zimbabwe Open University'. Data was collected from a sample of 200 learners registered at the ZOU for the academic year 2010, through a survey research design that employed questionnaires. The study findings indicated that majority of distance learners (80%) who live and work in the rural areas, needed quality and effective personal guidance and counselling and general academic support in the following areas: distribution of learning materials (modules), management of coursework (assignments), tutorials, processing of examinations and communication. The target population was not given; also, how a sample size of 200 was arrived at was not designated. The study relied on quantitative data

only ignoring qualitative data yet the investigation employed descriptive research design. The current study adopted both quantitative and qualitative approaches unlike the above study.

Nyaga Oundo and Kamoyo (2014), studied on Effectiveness of Guidance and counselling Services on Development of Learners' Academic Competence: A Comparative Study of Public and Private Universities in Kenya. The study employed ex-post facto casual comparative design and the t- test statistical technique for analysis. It collected both quantitative and qualitative data by use of questionnaires and interviews. It used stratified random sampling technique to select 408 participants. The study indicated that through effective personal guidance and counselling services, learners in private universities had better growth in the academic competence than those enrolled in public universities. This study did not provide total target population and only used quantitative data. Despite the appropriateness of research methodology of the study, the research design is different from the one used in this study. The study was restricted to looking at effectiveness of guidance and counselling on academic competence while this study aimed at determining the influence of guidance and counselling on study habits of distance learners.

2.9 Social Guidance and Counselling and Study Habits of Distance Learners

Social guidance and counselling help distance learners to diminish isolation, and lack of self-awareness. In addition, it provides a sense of responsibility and a feeling of belonging to a scholarly community in the universities for distance

learners, which leads to fulfilled study habits (Wei, Suleiman and Kassim, 2011). Limited studies have been carried out that support such arguments. Some of them are as follows:

Teaster and Blieszner, (1999) carried out a study on Influence of Social Guidance and Counselling on Academic Performance of Distance Learners at Indiana University. They used descriptive survey research design. Simple random sampling technique was adopted to select 300 participants. The study also employed Chi- square analysis of variance to determine the net impact of each predictor variable. The study used only quantitative data. The findings of the study revealed that distance learners need more social guidance and counselling support services to enhance their study habits. The total number of the target population not provided which made it difficult to tell whether the right sampling techniques was followed to select 300 participants. Since the research design was descriptive survey, both quantitative and qualitative data would have been more applicable. The current study used both quantitative and qualitative to collect data. This study presented a target population and sampling techniques to collect data unlike the above study.

A Study carried out by Judilla and Gemora (2015), on influence of social networking on the study habits and performance of distance students at a state university Iloilo Philippines, utilized the descriptive correlational method in describing how social networking relates to study habits and academic performance of the distance students. Two hundred and thirty-five (235) sampled

from graduating students taking Bachelor of Science in Information Technology (BS InfoTech). The Mean and standard deviations were used to describe the influence of social networking on the study habits and academic performance of the students. Pearson's- r correlation adopted to test the significant relationship between social networking, students' study habits and their academic performance.

The study revealed a significant influence of social networking on the participants regardless of age, sex, socio economic status, and educational attainment of their parents. The status of the students' study habits was also high while their level of academic performance was basic. There were significant differences in the level of academic performance of students when classified according to age, socio economic status and educational attainment of parent. The above study used correlational research design and Pearson's- r correlation. The current study adopted simple, and multiple linear regression and Pearson Correlation Coefficient models to determine the predictor variable.

Bowa (2008) carried out a study titled 'the influence on learners' support on academic Performance of Bachelor of Education (Arts) distance learners' at the University of Nairobi'. The study used cross sectional survey design. Data and other information collected through questionnaires. The register of external degree learners utilised to establish the number of learners undertaking the course at different stages of the study. A stratified random sample of 300 was drawn from a 3278 target population. The study used correlation analysis t-test and one-

way ANOVA with post host test to answer research questions. The findings of the study indicated that social guidance and counselling have no significance influence on the academic performance of distance learners. The study concluded that social guidance services given to distance learners are inadequate. The study research analysis is different from the one adopted in this study. However, the study looked at all learners' support services on academic performance of Bachelor of Education (Art) by distance programme while current study only singled out guidance and counselling support services influence on study habits of both art and science learners' pursuing their Bachelor of Education by distance programmes.

2.10 Educational Guidance and Counselling and Study Habits of Distance Learners

Educational guidance and counselling are emerging as an important aspect of learners' support service. In distance education, educational guidance and counselling include both coaching and tutoring of the distance learners. They are pillars of enrichment in refining study habits of distance learners (Buraga and Caballero, 2018). Some of correlated empirical studies viewed as follows:

Somuah (2014) carried out a study on an investigation into the Study Habits of Distance Learners: Implications for Guidance and Counselling Services at Cape University of Ghana. Descriptive survey design utilized to conduct the study. Stratified and simple random sampling procedures were used to select 338

Business and Education distance learners. A self-designed questionnaire, which consisted of 40 indicators, utilized to collect data from the participants. Data collected analyzed by the use of descriptive (frequencies and percentages). The results of the study revealed that distance education students exhibit study habits such as reading while lying in bed, not being able to study for a minimum of three hours in a day, do not undertake online research neither do they read in the library. The study only used quantitative data and left out qualitative data that would have made descriptive survey research design employed in the study more viable. The study was limited in terms of data analysis as it used only descriptive statistics as compared to this study that engaged both quantitative and qualitative approaches for data analysis.

Hassan (2006) undertook a study, on effect of guidance services on study attitudes, study habits and academic achievement of secondary school learners in Open University of Zimbabwe. The researcher developed a guidance programme for secondary school learners. Ten null hypotheses tested to explore the effect of educational guidance and counselling services on learners' study habits, study attitudes and academic achievement in five subjects. All the hypotheses tested a 0.05 level of significance. The results of the study indicated that the guidance services have significant effect on the learners' study attitude, study habits and academic achievement. The study did not provide the sampling procedure and the total number of target population. The study carried out in secondary school while this study participants distance learners in a university. The research

methodology employed in the above study was experimental, hence, different from descriptive survey adopted in this study.

Ikwanme (2014) carried a study on relationship between educational guidance and counselling and study habits in secondary schools in Nigeria. The study used psychotherapeutic techniques with experimental groups from selected secondary schools in Nigeria. The study reveals that educational guidance and counselling support services can facilitate psychological assistance to learners faced with inadequate study habits. The results of the study indicated improvement of performance in the examination of learners who were receiving educational guidance counselling due to sound study habits. The above studies were done in secondary schools in Nigeria, while this study convoluted research participants from both art and science learners pursuing Bachelor of Education by distance studies at the University of Nairobi in Kenya. The methodologies applied in these studies were dissimilar.

2.11 HIV/AIDS Guidance and Counselling Study Habits of Distance Learners

HIV/AIDS guidance and counselling succours distance learners in knowing their HIV status to change their lifestyle and sexual behaviour. It also creates responsiveness related to health issues, and helps them advance confidence and hope to concentrate in their studies. African universities do not have pertinent information regarding the HIV status of their distance learners, primarily due to disavowal, stigmatisation and discernment (UNAIDS 2014). Many distance

learners who are infected with HIV/AIDS have lost concentration in their studies, and fail in examinations (Orkin, Boyes, Cluver, & Zhang, 2013; Lucas, Chidothe and Wilson, 2019). There are empirical studies that designated that HIV/AIDS guidance and counselling can boost study habits of distance learners. The few correlated studies viewed are as follows;

A study was conducted by African women in science and engineering (2001) on African Universities' responses to HIV/AIDS Pandemic at University of Nairobi, Kenya. Case study conducted to explore the effectiveness of HIV/AIDS guidance and counselling services on all learners' studies and prevention. The study revealed that each day nearly 6000 learners in age bracket of 15 to 49 become infected with HIV, which may act as a contributing factor in poor academic performance. The study divulges that some of the distance learners are affected by HIV/AIDS because their parents and relatives are distressed due to HIV/AIDS, which lead to deviational study habits. The study espoused experimental study design different from this study that adopted descriptive survey. The study left a knowledge gap that this study attempted to fill by scrutinising influence of HIV/AIDS guidance and counselling on study habits of distance learners.

A study was carried out by UNAIDS (2014) on impact of HIV/AIDS on distance learners' performance at University of South Africa; Implication of HIV/AIDS guidance and counselling. The study employed cross section survey research design. A sample of 15 learners was randomly selected from year 1 in Faculty of Agriculture to form the focus group. Another sample of 15 participants randomly

selected from year 3 learners who were enrolled in a new programme to form the focus group. Of the 15 invited learners in each focus group, 11 (seven males and four females) attended the focus group 1 meeting, and 12 (eight females and four males) attended the focus group two meeting. A pilot-tested and pre-prepared interview schedule adopted during the focus group interviews to collect information on the learners' perceptions. The study establishes that a vast majority of youth and adult learners in distance education programmes have no idea on how HIV is transmitted or how to protect themselves. Even if they do, they still engage in unprotected sex because they may be too frightened or embarrassed to discuss unprotected sex with their partners. The study further showed that every sexually active learner at the risk of contracting HIV/AIDS that have led to low progression rate. The above study did not specify the extent to which HIV/AIDS guidance and counselling influence study habit of distance learners, which this study engaged. In addition, the methodology applied in this study is dissimilar from that of the above study.

Gauged and Rosenkilde (2011), carried out a study on an investigation of HIV/AIDS on Academic Performance of Distance Learners: A Case study of UNISA Distance Education programmes. The study used qualitative and explorative approach, a case study in University of South Africa (UNISA) Sunnyside regional centre. The findings indicated that HIV/AIDS guidance and counselling processes act as a means of producing 'HIV-positivity' through a regulated ensemble of discursive practices, which improves study habits of

distance learners'. In addition, the study reveals HIV/AIDS guidance and counselling support services in distance education are powerful intervention components of the HIV/AIDS prevention, and most effective measures, as they tap into the energy of idealism of both adult and youth to concentrate in study. The research methodology used in the above study was diverse from the one espoused in this study. The emphasis of this study was study habit of distance learners. The study has narrowed the boundary of generalizability of past studies in terms of looking at influence of HIV/AIDS guidance and counselling on study habits.

2.12 Learners' Characteristics and Study Habits of Distance Learners

Distance education has incredible probable equitable access and integral characteristics of learner centered flexibility. Distance learners are quite heterogeneous than any conventional programme of study learners. Mau and Jepsen (2017) proposes that it is important to determine the characteristics of distance learners to serve them better. This study swotted the following distance learners' characteristics; gender, age, income, family status, study environment and education background. The study also endeavoured to determine how these characteristics moderate relationship between guidance and counselling support services and study habits of distance learners. Some comparable studies are as follows:

Horzum, Özkaya and Alparslan (2013), carried out study on adult persistence in distance learning in Post Baccalaureate Professional Programme in Pharmacy.

The study adopted experimental design. The results designated that older learners were less likely to persist in distance education than the younger ones and may seek guidance and counselling to supplement their study habits. Gibson and Graft (1992) also carried out a study on Learners' characteristics and performance. The study embraced a case study design at Wisconsin University. The results specified that 80.3% of distance learners' age range between 25 and 45 years. This age bracket often has several family-based and work-related burdens that they should off load to enhance their course completion. The study also exposed that distance learners within this age group have obligations and hardly have time to visit regional centres to seek guidance and counselling support services. The above quoted studies engaged dissimilar methodology from the one employed in this study.

A study by Perkowski (2013) The role of gender in distance learning: a meta-analytic review of gender differences in academic performance and self-efficacy in distance learning Justine State university of New York. There were several limitations to this meta-analysis that could not be analyzed due to a lack of adequate studies to compare. The Exploratory moderator analyses indicated that the combination mode of learning with both online contact and face-to-face interaction moderated the effect of gender on self-efficacy. This study resolute how the gender of learners in Bachelor of Education programmes by distance learning of the University of Nairobi moderate how guidance and counselling influence study habits of distance learners.

Rambo (2008) carried out a study on financing distance learning in Kenya a focus on Bachelor of Education (Arts) at the University of Nairobi. The study used simple random techniques to select those actively or not actively involved in Bachelor of Education by distance programmes of University of Nairobi. The study used binary logistic regression to determine the effects of learners' gender, number of dependents and level of monthly income on their study. The findings of the study specified that the majority of learners are low-income earners who may spend a lot of time looking for money at the expense of their studies. However, the study was limited to finance. It failed to designate how financial status of distance learners' influence seeking for guidance and counselling to improve their study habits, which this study has addressed.

Mohd, Tazilah and Amhed (2016).The relationship between environmental factors, learning style and self-management towards academic performance of accounting students: A case of Uniten, College of business management and accounting university Tenaga Nasional. The study employed a combination survey which this study did separate all of the factors. The findings of the review strongly support the efficiency of the environmental factor, learning style and self-management towards academic performances that show significantly positive effect.

A study carried out by Wanga Pengb, Huangb, Houc & Wang (2008) on characteristics of distance learners: research on relationships of learning motivation, learning strategy, self-efficacy, attribution and learning results at

Beijing Radio and Television University .135 adult distance learners were sampled (68 females and 67 males). Ausubel's theory of learning motivation designed a questionnaire was adopted. The outcomes of this study show that a relationship exists between characteristics and learning scores of distance learners. The study left a knowledge gap since it did not indicate how education background moderates distance learners seeking guidance and counselling which was the focus of this study.

.2.13. Theoretical Framework

The theoretical framework provided the fundamental basic in this study. The study was grounded on the principles of Person-centred theory of Carl Rogers Humanistic psychologist, Freire's theory and Transactional distance theory. These theories recognise the circumstances of distance learners and infer learners' support in form of personal, social, educational and HIV/AIDS guidance and counselling.

2.13 Person-Centred Theory

Carl Roger based the study on the theoretical framework propounded between 1902 and 1987. Rogers applied his experiences with adult therapy to the education process by proposing independent study. He believed that an individual has central tendencies that they can use to manage independent learning or study if given an enabling environment. He went further to suggest that a person could not teach another person directly; a person can only facilitate another's learning which is applicable in distance education. This line of thought made him develop

non-directive counselling theory referred to as Person Centered Theory. Rogers (1980) called it the Person-centered theory to advocate that his values widened beyond the client-therapist association to include all human interaction.

The theory relates to this study because it advocates guidance and counselling for a counselee's self- direction and self-acceptance that is suitable for independence study for distance learners. The theory principles are applicable to personal, social, educational and HIV/AIDS guidance and counselling support services. It also denotes procedures that can assist distance learners in discovering novel as well as more sustaining personal meanings regarding themselves and the domain they inhabit. This may drive them to re-organize the self, and a more authentic person emerges, free of previous defences, disturbed emotions and disordered behaviour like ineffective study habits (Egan and Reese, 2019). The theory further promotes dialogue through feedback provided in a friendly and conversational style also and in an environment in which distance learners interact with lecturers and other learners. The theory undertakes that human interaction is only conceivable when precise circumstances prevail. In the situation of guidance and counselling, these circumstances should prevail and be established in the counsellor-client psychological contact. The counsellor should communicate compassion, absolute positive regard, empathy as well as warmth to the client during personal, social, educational and HIV/AIDS guidance and counselling sessions

Rogers further notes that growth happens in acceptance, warm compassionate and non-judgmental surroundings that permits learners the liberty to explore their opinions as well as enhancing study habits. Therefore, guidance and counselling support services that lack these features result into inefficient study habits. When a counsellor relays the above-outlined circumstances, the assisted become less self-protective to open up more to themselves as well as their world. Many distance learners harbour emotions of failure in academics and consequently have low self-worth. A counsellor can counter such feelings by functioning towards nurturing the learner's capability to hope and belief in their ability to overcome educational failure. Consequently, end up displaying their finest study habits. A favourable surrounding for the distance learners' needs and counsellors need to offer room for self-actualization by being loving and empathetic. Counsellors need to assist the distance learner set goals and permit positive self-recognition after achieving set goals and ambitions that will enhance success in study behaviour (Omoegun, 2000). Thus, this study applied Roger's principles of guidance and counselling to determine to what extent it can influence study habits of learners in Bachelor of Education by distance programmes at the University of Nairobi.

2.13.1 Freire's Theory

This study also adopted Paulo Freire (1972) theory of transitional distance as its theoretical framework. Paulo Freire in 1972 in his theory 'pedagogy of the oppressed' emphasized that education should not treat people as objects rather

than subjects. His evolving based thinking was on the learner-centred approach. He viewed teaching as a political process, an act of knowing and a creative act. The theory found out that everyone knows something and a learner is responsible for the building up of knowledge and for the re-signification of what he or she learns which is applicable in this study. The theory relates to this study because such practices can be encouraged through guidance and counselling support services to promote independent study. For Freire a person learns through his or her own transforming action in the world thus their study habits are critical. The learner constructs his or her own categories of thought, organises his or her life and transforms the world. Distance education should engage learners in problem-solving and social tasks that are critical to pedagogy. Freire's theory of education stresses creating products, small group collaboration projects, presentations, portfolios, quality of education and equal chances for the disadvantaged. Education should be learner centred and educators must not spoon-feed learners, in this study, distance learners. Such learners need to be empowered through guidance and counselling support services to cope with the vigour of independent learning. This is achievable by providing sound guidance and counselling support services that promote adequate study habits. Education should also operate through dialogue, empowerment and freedom, which can be facilitated through personal, social, educational, HIV and AIDS guidance and counselling.

2.13.2 Transactional Distance Theory

The study adopted the principle of Michael Grahame Moore (1972) theory of transactional distance as its theoretical framework. This theory is grounded in the concept of transaction which connotes the interplay among the environment, the individuals, and the patterns of behavior in a situation'. This theory suggests that distance education is a pedagogical idea portraying the universe of tutor-learner relationships that exist when learners and instructors are separated by space and / or by time. With detachment, there is a mental interchange space to be crossed, a space of potential misjudging between the contributions of educator and those of the learners (Moore and Kearsley, 2012). The theory states that psychological, and communications space is the transactional distance. To overcome this transactional distance which is pedagogical, and not geographical, Moore and Kearsley (2017) recommend instructional design and interactional procedures. The theory relate to this study since transactional distance can be filled by guidance and counselling support services to promote effective study habits of distance learners (Tait, 2014). The Theory further relates to the study as it states that the instructional programme must provide guidance and counselling on the utilization of learning materials, improving study habits and some type of reference for distance learners who require help in managing independent study.

2.14 Conceptual Framework

The study was guided by the conceptual framework which shows the relationship between independent (Guidance and counselling support services), dependent (Study habits) and moderating variables (Learners' characteristics). This is shown in Figure 1.

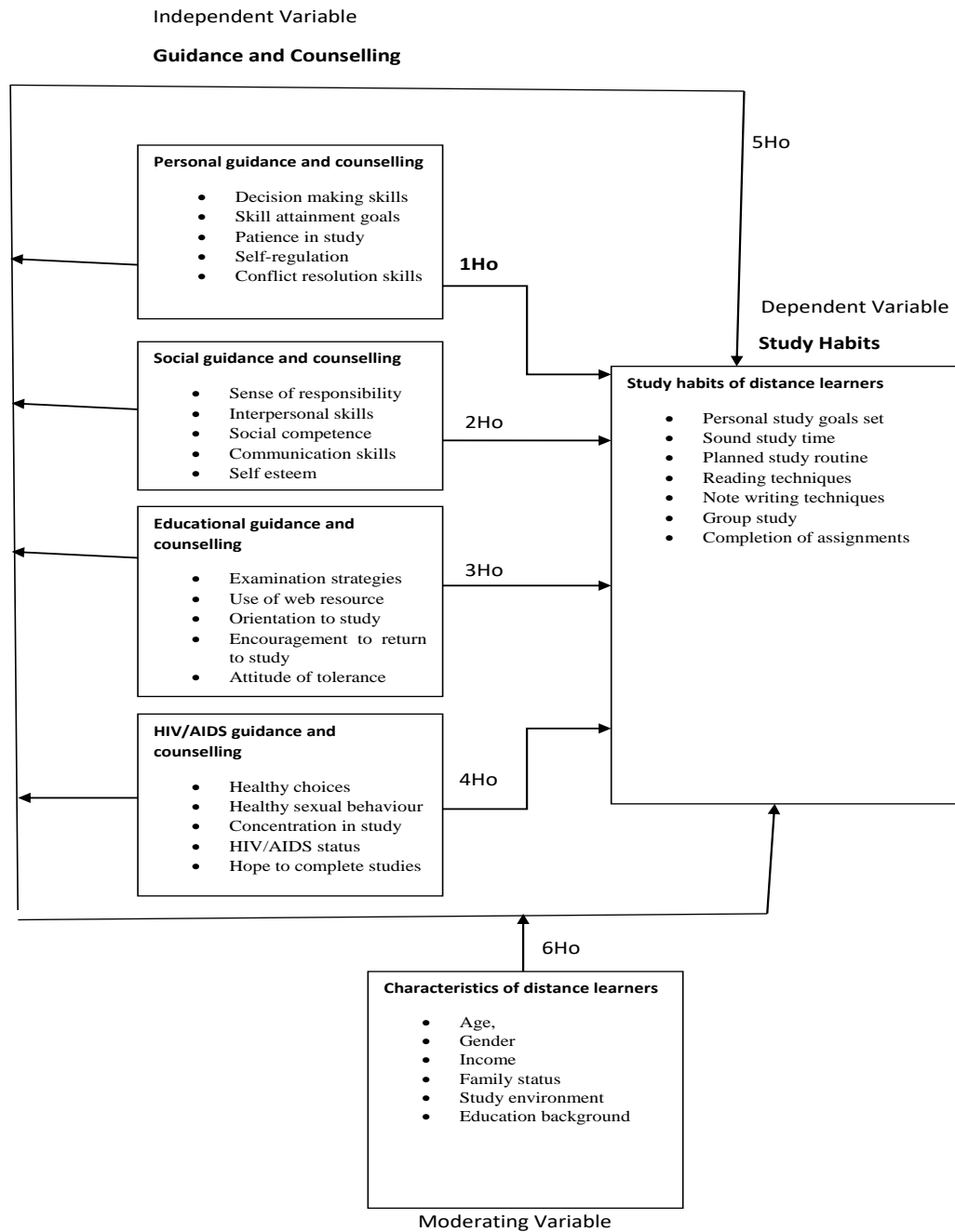


Figure 1: Conceptual framework showing relationship between guidance, counseling support services, learners' characteristics and study habits of distance learners

The theoretical framework in Figure 1 has aided in the conceptualization of this study by displaying the influence of guidance and counselling support services on study habits of distance learners in the Bachelor of Educational programmes of University of Nairobi. When effective personal guidance and counselling is accessible to these learners, they are able to manage anxiety, stress, anger and conflict. Consequently, self-esteem and maintenance of patience in reading, lead to good concentration in study. In addition, social guidance and counselling will enable same learners to consult with peers, acquire interpersonal skills, and develop collaboration study, self-confidence and various social skills, which encourage group work and team spirit. Furthermore, educational guidance and counselling instigate these learners to acquire sound study routine, note taking, reading and orientation on how to study at a distance, which will encourage them to continue with studies. Finally, HIV/AIDS guidance and counselling portrayed as endowing learners in Bachelor of Education programmes by distance learning to practice healthy sexual behaviour, sort out health issues, concentrate in studies and gain hope of completing their programme. All these actions and services are geared towards refining the self-image, self-understanding and self-direction as well as assist distance learners to develop concentration study habits.

2.14.1 Independent Variable

Independent variable is a manipulating variable that influences dependent variable. In this study, independent variables are Personal, Social, Educational and HIV/ AIDS guidance and counselling.

2.14.2 Dependent Variable

Dependent variable is a function of independent variable. In this study, the dependent variable was study habits of distance learners. When effective personal, social, educational and HIV/AIDS guidance and counselling is provided to learners in Bachelor of Education by distance learning programmes, the following are achieved: Increased level of motivation to study and study goals are set and met. Distance learners develop sound study time, planned study routine, better reading techniques, group study and finally handing in assessments in time as conceptualised in figure 2.1.

2.14.3 Moderating Variable

Moderating variable refers to the variable that has influence on the relationship between the independent and dependent variable. In this study, learners' characteristics like age, gender, income, family status, study environment and educational background have been conceptualized in figure 2.1 as moderating variable.

2.15. Summary of Literature Reviewed

In this chapter, review of literature relating to the study has been achieved. The concept of distance and learners' support services discussed. Study habits and concept of guidance and counselling support services have also been discussed. Learners' support systems are an integral part of any successful distance education programme. Most empirical studies focus on learners' support services in distance education like; learning material, use of technologies, tutoring or

instructional functions ignoring support services like guidance and counselling services' role in enhancing study habits. (Ukwueze, 2013; Tucker, 2003; Julal, 2013)

Most distance learners manifest ineffective study habits such as procrastination, spending too much time watching television, reading in bed, studying around loud noise or in distraction resulting in lower level of concentration, studying in a cluttered environment, cramming the notes, poor study routine, lack of time management, not taking notes and not getting involved in group discussions (Ayodele and Adebisi, 2013). Yet the quality of education manifested through academic performance is a function of study habits. In both private and public universities in Kenya, guidance and counselling support services have always been considered to be at its infancy (Ndirangu, 2000).

In addition, the influence of guidance and counselling support services on study habits of learners in Bachelor of Education programmes by distance learning is pintsized known. There are limited empirical studies on personal, social, educational and HIV/AIDS guidance and counselling services in distance education influence on enhancing of study habits at university level. Worldwide such studies have been focused mainly on campus learners, schools and colleges (Mutie and Ndambuki, 2011) leaving out distance learners. However, Bowa (2008) a descriptive study on the influence of learners' support on academic performance of Bachelor of Education by distance programme at the University of Nairobi, indicated that inadequate social guidance and counselling support

services do not significantly influence the academic performance of distance learners.

Research comparing Bachelor of Education distance learners' attitudes towards guidance and counselling found that learners' attitudes and beliefs contribute, to learners seeking guidance and counselling support services (Somuah and Danekyi (2014) study in Cape Coast University confirmed that distance learners need educational guidance and counselling to enhance their study habits, which are the core of persistence in distance education.

The studies (AWSE, 2001, HEIDS, 2004; UNAIDS and WHO, 2006) reveal that despite measures taken by some universities offering education through distance mode to provide HIV/AIDS guidance and counselling, many distance learners are reluctant to go for such services. The study further reveals that there are 11.8 million youth between age brackets 15 to 25 affected by HIV virus and some of them are distance learners, which negatively affects their study habits.

Wallace, 1996 study indicated that personal data such as gender, age, family background, income, study environment and educational background have moderating influence on the relationship between guidance and counselling and enhancing of study habits of distance learners. This study further reveals that lack of time, domestic engagements, inability to afford fees, lack of confidence to engage in self-study contributed more to distance learners' drop out than failure in examinations. The theoretical and conceptual framework included in chapter two guided this study.

2.16. Knowledge Gaps

In this study, this section provides a summary of gaps in the empirical studies reviewed.

**Table 2.1:
Knowledge Gaps**

Variables	Authors (Year)	Title of the Study	Finding	Knowledge gaps
Personal guidance and counselling	Tucker (2003)	Learners' Perception on quality and Effectiveness of Personal Guidance and Counselling Services at Zimbabwe Open University	Effective personal guidance and counselling enable distance learners to deal with psychological problems to cultivate sound study habits	Tucker (2003) study employed descriptive survey research but limited to quantitative data but current study adopted both quantitative and qualitative approaches
	Kangai, Rande and Rugonye (2014)	An investigation into the Study Habits of Distance Learners: Implications for Guidance and Counselling Services at the Zimbabwe Open University	Personal guidance and counselling and study habits critical for sustainability of quality distance education	Kangai, Rande and Rugonye (2014), engaged descriptive research design but relied on quantitative data while this study employed similar design but utilised both quantitative and qualitative data.
	Nyaga, Oundo and Kamoyo, (2014)	An investigation into the Study Habits of Distance Learners: Implications for Guidance and Counselling Services at the Zimbabwe Open University	Distance learners in private Universities due to personal guidance and counselling have better study habits than those in public Universities	Nyaga, Oundo and Kamoyo 2014 Employed ex-post facto casual comparative design and the t- test statistical technique for analysis. While this study adopted descriptive survey design
Social guidance and counselling	Bowa (2008)	Influence of Learners' Support on Academic	Social guidance and counselling do not	Bowa's study focussed on all

		Performance of Bachelor of Education (Arts) Distance Learners at the University of Nairobi	positively influence the academic progress of distance learners	learners' support influence on academic performance While this study focussed on influence of social guidance and counselling on study habits of distance learners.
	Teaster and Blieszner, (1999)	Influence of Social Guidance and Counselling on Academic Performance of Distance Learners at Indiana University	The study shown that distance learners' need more social guidance and counselling support services to enhance their study habits	Teaster and Blieszner, (1999) study embraced Chi-square analysis of variance to determine the net impact of each predictor variable. While this study adopted descriptive survey.
	Judilla and Gemora, (2015)	Influence of social networking on the study habits and performance of distance students at a state university Iloilo Philippines	The study revealed a high extent of influence of social networking on the participants regardless of age, sex, socio economic status, and educational attainment of their parents	Judilla and Gemora, (2015) employed Pearson's- r correlation research dissimilar from the Correlation research engaged in this study.
Educational guidance and counselling	Somuah and Dinky (2014)	An investigation into the Study Habits of Distance Learners: Implications for Guidance and Counselling Services at Cape university of Ghana	The results of the study show that distance learners exhibit study habits such as reading while lying in bed, not being able to study for a minimum of three hours in a day.	Somuah and Dinky (2014) study only adopted quantitative data and left out qualitative data. While is this study employed both quantitative and qualitative approach using similar research design
	Hassan (2006)	Effect of Guidance Services on Study Attitudes, Study Habits and Academic Achievement of Secondary School Learners in Open	Educational guidance and counselling services have significant effect on the learners' study	Hassan (2006) study research methodology engaged experimental

		University of Zimbabwe.	attitude, study habits and academic achievement	design. While this study adopted descriptive survey design.
	Ikwanme (2014)	Relationship Between Educational Guidance and Counselling and Study Habit in Secondary schools in Nigeria	Educational guidance and counselling services have momentous effects on the learners' study attitude, study habits and academic achievement	Ikwanme (2014), study employed psychotherapeutic techniques with experimental groups in a school. While this study done amongst distance, learners embraced descriptive research design
Human immunodeficiency virus and acquired immune deficiency syndrome guidance and counselling	Graugaad and Rosenkilde (2011)	An investigation of HIV /AIDS Guidance and Counselling on Academic Performance of Distance Learners. A Cases study of UNISA Distance Education Programmes.	HIV/AIDS guidance and counselling support services in distance education are a powerful intervention component of the HIV/AIDS prevention and study habits study.	Graugaad and Rosenkilde (2011) espoused qualitative and explorative approach while this study embraced both quantitative and qualitative approach
	AWSE (2001)	African Universities' Responses to HIV/AIDS Pandemic at University of Nairobi.	Some of the distance learners are infected or affected by HIV/AIDS and end up with undesirable study habits that lead to drop out.	AWSE (2001 study adopted experimental design while this study espoused descriptive survey approach.
	UNAIDS (2014)	Impact of HIV/AIDS on distance learners' performance at University of South Africa; Implication of HIV/AIDS guidance and counselling.	Sexually active learners are exposed to the risk of contracting HIV/AIDS with an uncertain future which has led them to develop derisory study habits	UNAIDS (2014) study employed only quantitative data unlike this study adopted both qualitative and quantitative data

Learners' characteristics

Age	Horzum, and Alparslan (2013)	Study on Adult Persistence in Distance Learning in Post Baccalaureate Professional Programme in Pharmacy.	Older learners were less likely to persist in distance education than the younger ones and may seek for guidance and counselling to enhance their study habits	Horzum and Alparslan (2013) study adopted experimental design while this study espoused cross section descriptive design.
Gender	Perkowski.J. (2013)	The role of gender in distance learning: a meta-analytic review of gender differences in academic performance and self-efficacy in distance learning	The Exploratory moderator analyses indicated that the combination mode of learning with both online contact and face-to-face interaction moderated the effect of gender on self-efficacy	The focus of the study was on completion rate by gender. While this study focus, will be on moderating influence of gender on relationship between guidance and counselling and study habits of distance learners.

Income	Rambo (2008)	Financing Distance Learning in Kenya a focus on Bachelor of Education (Arts) at the University of Nairobi	Majority of distance learners are low-income earners who may spend a lot of time looking for money at the expense of their studies.	Rambo (2008 study focussed on influence of finance on completion of the course. While this study the emphasised on moderating influence learners' characteristics on relationship between guidance and counselling and study habits of distance learners
Environment	Mohd, Tazilah and Amhed (2016).	Relationship between environmental characteristics and enhancing of study habits of distance learners	The study found a significant correlation between distance learners' study environment and study habits	Mohd, Tazilah and Amhed (2016) study employed quantitative data while this study embraced both qualitative and quantitative
Study habits of distance learners	Bajwa1. Shaheen and Ramzan (2011)	Comparative study of the study habits of the learners from formal and non-formal systems of education in Pakistan	The finding revealed that learners of the formal system are significantly better on note taking than distance learners	Bajwa1. Shaheen and Ramzan (2011 comparative study focussed on study habits of both formal and non-formal learners; while this study focussed on influence of guidance and counselling on study habits.
	Ayodele and Adebisi (2013)	Study habits influence on academic performance of Universities of Nigeria; A case of Ekiti state university.	Distance learners' manifest negative study habits such as procrastination, spending too much time watching television, reading in bed, studying around loud noise.	Ayodele and Adebisi (2013 study espoused quantitative data; while this study engaged both quantitative and qualitative data

Tait (2014)	Impact of note taking in distance education	Distance learners' join the university without the ability or knowledge to take notes.	Eliot (2002 study focused on note taking while this study emphasis was on influence of guidance and counselling on study habits of distance learners.
George.etal (2016)	Relationship between Intelligence and study time.	Less accumulated sleep and the study time spent by distance learners' have an impact on their academic performance	The study employed quantitative data and while this study us adopted both quantitative and qualitative data/
Kidombo (2007)	From traditional distance learning to virtual distance learning in Africa trends and challenges	Some distance learners' lack confidence in their study aptitudes and focus on memorising facts to finish tasks	Kidombo (2007) study focused on trends and challenge of distance learners. While this studies, emphasis was on guidance and counselling and study habits.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology adopted in this study. It comprises of; research paradigm and design, the target population, sample size as well as sampling procedure, the research instruments, data collection procedures, pilot testing, validity and reliability of the instrument, measurement of variables, data analysis techniques, ethical considerations and operationalization of variables.

3.2. Research Paradigm

A research paradigm is a cluster of beliefs and dictates that influences what is to be studied, how research should be done and how results should be interpreted (Schoonenboom and Johnson 2017). It is also regarded as a suitable model or pattern with a deeper philosophical position, which explains the nature of social phenomenon. A paradigm stance is closely related to the methodological approach taken within a research study. There exist many paradigms in research. These include; post positivist, constructivist, emancipatory and pragmatism realism. These research paradigms are guided by diversity in ontological, epistemological, methodological and axiological underpinning. The pragmatic paradigm was preferred to other paradigms mainly because it allowed the use of mixed methods, which provided a better understanding of the research problem than the use of either qualitative or quantitative alone in the study. Pragmatic

paradigm adopted helped in choosing research design, instruments of data collection and research questions under investigation.

3.2.1 Research Design

This study adopted a cross sectional descriptive survey research design to plan as well as build the content of the research. The research design was adopted because it can be used to explore the link between the variables and report the way it is or was (Brook, 2013). It also allows for standardisation and uniformity in the queries asked, as well as in the technique of approaching participants, making it simpler to liken as well as contrast answers by the respondents' groups (Creswell, 2008). The above-mentioned merits made descriptive survey design suitable for this study as it is envisioned to describe, analyse, observe as well as, document to define the respondents' status with regard to study habits. It also allowed a combination collection of quantitative and qualitative data. Finally, it was possible to scan the views of distance learners on their study habits and their guidance and counselling needs.

3.3. Target Population

Target population denotes the total number of subjects of interest to the researcher (Sekaran and Bougie, 2010). The target population comprised of distance learners in Bachelor of Education programmes of the University of Nairobi part 2 to six totalling to 2199 learners. The choice was based on those who have undertaken assignments and examinations. Part one was excluded because they had not undertaken any examinations. The other target group for this study were the

ODEL Campus SODL officials who included, the Principal Instruction Designer (PID), Courseware Department and Production (CDP), Dean, Programme Delivery and Learner Support, (PD and LS), Chairmen of Departments Open Learning Programmes and Educational Programme Coordinators B.Ed. (Arts), Coordinator B.Ed. (Science), Administrators, and the course Lectures (30). They were purposively selected due to the assumption that they fully understood the distance education programme to adequately respond to the research tool. The total target population was 2229.

Table 3.1:
Target Population of Distance Learners in Bachelor of Education Program me by Distance Learning at the University of Nairobi.

Parts	B.Ed. (Arts)	Intake	B.Ed. (Science)	Intake
2	265	December 2016	32	April, 2017
3	445	April 2016	61	April. 2015
4	423	August 2015	49	April, 2015
5	415	December 2014	27	April, 2014
6	439	April 2014	43	April, 2013
Total	1987		212	

Source: The Coordinator educational programmes office, 2017/ 2018

3.4. Sample Size and Sampling Procedures

This section presents sample size and procedures engaged in conducting the study. They are further discussed in the following subsequent sub themes.

3.4.1 Sample Size

The sample size for respondents in this study was 327 drawn from a target population of 2199 learners in Bachelor of Education by distance programmes at the University of Nairobi part 2, 3, 4, 5 and 6. Hyper-geometric distribution adopted in accordance with Krejcie, (2006) table of determining sample size. From the target population of 2220, the sample which is 327 was selected. This was further confirmed through 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).

$$\text{Therefore; } n = \frac{2199 \times 1.96^2 \times 0.5 \times 0.5}{0.05^2 \times (2199 - 1) + 1.96^2 \times 0.5 \times 0.5} = \frac{2111.9196}{6.4554} = 327$$

Therefore, the study employed sample size of 327 from target population 2199 of learners in Bachelor of Education by distance programme of the University of Nairobi. The overall sample size of the study was therefore 327 learners and 30-course administrators giving a final figure of 357 respondents.

3.4.2 Sampling Procedure

Sampling is the act, process or technique of selecting a suitable smaller size of representative part of a population. Its purpose was to determine parameters or characteristics of the whole population (Kombo and Tromp, 2006). Sampling frame was made from learners in part 2, 3,4,5,6 Bachelor of Education by distance programmes at the University of Nairobi, who have sat university examinations. A stratified random sample was espoused to represent the larger target population, and the university, to provide the same results at the lowest cost in time and money. A stratified random sampling method was employed due to its' sophisticated statistical efficacy (Cooper and Schindler, 2008).The list of learners in Bachelor of Education by distance at the University of Nairobi was obtained from registered learners in different parts (levels), namely 2,3,4,5 and 6. Learners at different parts (levels) were stratified into five strata each for B.Ed. (Arts) and B.Ed. (Science). Stratified sampling technique was adopted to select the required number of participants 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 3.2. Simple random sampling was adopted to select 327

participants from serial numbers assigned to each learner on the register from 0001 to 2199.

Table 3.2
Learners of Bachelor of Education Programmed in Distance Learning at the 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

3.4.2.1. Sampling of University of Nairobi ODeL Campus, SODL and Learning Centres

Purposive sampling employed to select Deans, Assistant Dean of Students, Chairmen of Departments, and Coordinators of distance programmes, Distance learning Office Administrators, University Chaplains, Student Counsellors, ODeL Campus Registrar, Lecturers and Support Staff (Mentors) as presented in table 3.3. Purposive sampling was adopted because it is one of the most cost-effective and time-effective.

**Table 3.3:
Sample size for Officials from ODeL Campus and SODL**

Staff of SODL Campus	Numbers
Deans	2
Assistant Dean of Students	3
Registrars	1
Chairmen of Departments	2
Chaplain	2
Coordinators B.Ed. (Arts), Coordinator B.Ed. (Science)	2
The Course Lectures at Learning Centres	10
Support staff (Mentors)	2
Student Counsellors	3
Learning Centres Administrators	3
Total	30

3.5 Research Instrument

The study used structured questionnaires, interviews and observation guides to collect primary data. The study adopted structured questionnaires for independent variables namely personal, social, education, HIV/AIDS and combined guidance and counselling, Learners' characteristics and dependent variable study habits of distance learners. The questionnaire used to gather primary data from the distance learners consisted of both open and close-ended questions. The usage of the open and close-ended setup offered the participants extensive alternative answers. The questionnaires formed based on five-Point Likert-type scales. The study questionnaires content programmed in line with the research questions outlined for the research.

Section A; contained biographic distance learners' characteristics. Section B; contained questions on personal guidance and counselling. Section C; contained questions on social guidance and counselling. Section D; contained questions on educational guidance and counselling. Section E; contained questions on HIV/AIDS guidance and counselling. Section F; contained questions on learners' characteristics of distance learners. Section G; contained questions on study habits of distance learners and Section H; contained questions for University Officials. The interview schedules equally sought to determine the opinion of Deans of Faculty, Assistant Dean of Students, Chaplain, Administrators, lecturers, Counsellors and Support Staffs on influence of guidance and counselling support services in improving study habits of learners in Bachelor of Education by distance learning programme. Observations guide embraced by the researcher to gather information on the state of guidance and counselling support services given to the distance learners. A checklist of information from official documents of the University of Nairobi adopted to collect secondary data.

3.5.1 Pilot Testing of Instrument

The pilot test was conducted to support data collection, or other flaws in the interview design or questionnaires to permit for necessary amendments before the commencement of the study. Orodho (2014) argues that a pilot study is undertaken for the following reasons; to identify possible flaws in the measurement processes that may comprise among others, facets such as unclear instructions or insufficient time limits; to recognize uncertain or dubiously framed

statements; to notice the non-verbal components on the part of respondents. The pilot group size may differ from 25 to 100 subjects depending on the method to be verified. However, the respondents must not be selected statistically (Cooper & Schindler, 2011).

In this study, a pilot study was conducted at Kenyatta University among learners in Bachelor of Education by distance programmes. According to Mugenda and Mugenda (2003), the pilot sample size should be between 1% and 10% of the study sample size. Therefore, a sample 32(10% of 319) of distance learners were picked from the register of those in year 2 to 6 using simple random sampling. The pilot test was carried out using Split half method to test reliability and suitability of the research instrument. The questionnaires were administered to them by the coordinators of the programmes and picked by the researcher. A purposive sample of 3 University officials who did not participate in the final study was considered adequate and ideal to reveal inherent weakness in the research instrument and to participate in the pilot study. The questionnaires were administered to them by the coordinators of the programme and picked by the researcher.

3.5.2 Validity of Instruments

Validity is the level at which the instruments are truthfully gauging the intended idea and not something different (Sekaran and Bougie, 2010). Kothari, (2004) denoted that validity is the level to which dissimilarities found with a measuring instrument echo the true changes among those under test. This study adopted

content validity (also known as logical validity) that refers to the extent to which measuring instruments provide adequate coverage of the topic of study instrument. Content validity was confirmed by a specialist in the area of study at the University of Nairobi. The supervisors were consulted to examine the tools of data collection with a view to refining their content validity as well as appraising and amending the instruments.

3.5.3 Reliability of the Instruments

The reliability of an instrument is a measure of how dependable the results of a test are (Creswell, 2014). Split half method was used to test reliability. The questionnaire was divided into two equal halves, in terms of even and odd numbers. The collected data was analyzed with each of the set. Each half was autonomously scored off the other with the two halves harmonized on content as well as difficulty. Cronbach's Alpha approach was adapted to measure internal consistency of the research instruments because it is a scale of measurement, which is appropriate in measuring internal consistency in descriptive survey. Reliability co-efficient of 0.70 for distance learners' questionnaire and course administrator's interview schedule respectively was deemed acceptable. If the test is consistent, then the scores on the two halves possess a high positive link, that is, a high correlation coefficient (Orodho, 2014). The split-half method was favored in this study over the other methods such as the test re-tests technique since it takes care of the variations in time and conditions. The Statistical Package for

Social Sciences (SPSS) version 25.0 was employed to estimate the reliability coefficient.

A questionnaire with statements for six variables was used to collect data from 32 distance learners and 3 University officials. The variables were personal guidance and counselling, social guidance and counselling, educational guidance and counselling, HIV/AIDS and counselling, learning characteristics and study habits of distance learners. Table 3.5 shows the statements that were deleted and the ones that were retained to improve the reliability of the scales. The corresponding optimal values of Cronbach's alpha was a measure of internal consistency. The individual figures realized in some of the scales, which were below the threshold of 0.70, were improved upon to achieve maximum reliability. The overall instrument had a reliability coefficient of 0.770 and hence the instrument considered reliable and internal consistency achieved. The summary of reliability results is presented in Table 3.4

Table 3.4:
Summary of Reliability Statistics- distance learners

Variable	Cronbach Alpha coefficient	No. of items
Personal guidance and counseling	0.760	10
Social guidance and counseling	0.721	12
Educational guidance and counseling	0.810	10
HIV/AIDS guidance and counseling	0.768	10
Learners' Characteristics	0.740	17
Study habits of distance learners	0.820	11
Overall Cronbach's alpha coefficient	0.770	70

A questionnaire with statements for six variables employed to collect data from University officials. The variables were personal guidance and counselling, social guidance and counselling, educational guidance and counselling, HIV/AIDS and counselling, learning characteristics and study habits of distance learners. Table 3.6 shows the statements that were deleted and the ones that were retained to improve the reliability of the scales. The corresponding optimal values of Cronbach's alpha was a measure of internal consistency. The individual figures realized in some of the scales, which were below the threshold of 0.70, were improved upon to achieve maximum reliability. The overall instrument had a reliability coefficient of 0.749 thus the instrument was considered reliable and internal consistency achieved. The summary of reliability results are presented in Table 3.5

Table 3.5
Summary of Reliability Statistics- University officials

Variable	Cronbach Alpha coefficient	No. of items
Personal guidance and counseling	0.730	5
Social guidance and counseling	0.766	5
Educational guidance and counseling	0.780	5
HIV/AIDS guidance and counseling	0.768	5
Learners' Characteristics	0.714	5
Study habits of distance learners	0.735	5
Overall Cronbach's alpha coefficient	0.749	30

3.6 Data Collection Procedure

The researcher sought for a permit to gather data from the National Council of Science and Technology (NACOSTI). After this, the researcher applied for a written permission from the School of Open, Distance and learning (SODL) at the University of Nairobi to conduct the study within the distance learning centres also known as Extra Mural Centres. Copies of the introductory letter were attached to the questionnaire and written consent sought for interviews. The researcher randomly visited centres where distance education is being offered to gather information. Appointments were sought with respondents for the purpose of generating rapport, confidence as well as removing any reservations by assurances of privacy on the data that the study generated. The participants were given a timeframe within which they were expected to respond to the questionnaires, interview schedules. The research assistants collected the questionnaires.

In this study, the researcher collected both primary as well as secondary data with the help of research assistants. Data and other information were obtained from fieldwork through cross sectional survey. Data collected through questionnaires were administered at the learning centres where Programme administrators were requested to give the participants the questionnaires. Secondary data was collected from the University officials and these were documents such as application forms and registration forms for distance learners in the programme to get biographic characteristics data.

The enrolment data, class attendance registers, progression rate and examinations results of the learners were sought from the University officials. The class attendance registers of learners in the programmes were used to establish the number of learners undertaking the course and the different levels of their study. Interview schedules were also used to collect data from the University officials. The interview schedules were adopted to disclose what course administrators believe are study habit benefits as well as drawbacks of the guidance and counselling support services to distance learners, their attitudes towards guidance and counselling, and the resources the University have put in place to ensure the programme is successful. Lastly, interviews were used to assess the extent to which course administrators collaborate with others in distance education programme and stakeholders and the extent to which they evaluate the programmes they administer.

3.7 Data Analysis Techniques

Data analysis seeks to provide answers to research questions. The choice of analysis procedure depends on how best the techniques are suited to the study objectives and scales of measurement of the variables (Hauser, 2013). This study adopted both qualitative and quantitative approaches to analyse and interpret the data. This is in line with Johnson and Christensen (2017) who suggested that qualitative and quantitative approaches are the best. Data was first edited, numbered and coded, and then cleaned by the researcher to ensure the data is clear and precise. Descriptive and inferential analysis was used to analyse the

data. The quantitative package was based on the Likert-type scale that was coded in the computer with the SPSS (Statistical Package for Social Sciences) version 25.0.

3.7.1 Quantitative Data Analysis

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.

3.7.2 Qualitative Data Analysis

Qualitative data was obtained through a checklist based on observation on SODL documents such as attendance sheets, examination records and interview were analysed using transcription, identifying themes on which the data were based in a narrative statement for triangulation of quantitative data.

3.7.3 Inferential Analysis

Person correlation adopted to test hypothesis since most of the questionnaires were in Likert scale. Regression analysis adopted in this study was twofold: Simple regression to analyse individual variables (personal, social, educational and HIV/ AIDS guidance and counselling). Multiple linear regression models was employed to establish the simultaneous influence of guidance and counselling support services and learners' characteristics on the study habits of distance learners in Bachelor of Educational programme at the University of Nairobi. Based on Aiken and West (1991) suggestion, the relationship between guidance

and counselling support services and learners' characteristics on the study habits of distance learners in Bachelor of Education programme at the University of Nairobi was developed into linear regression model as follows.

$$Y_j = \beta_0 + \beta_i X_i + \beta_{mi} X_m + \varepsilon$$

Where:

Y_j - The dependent variable

β_0 - Population's regression constant

β_i ($i = 1, 2, \dots, n$) are the population's regression coefficient

n coefficients for each independent variable

X_i - The potential predictors

β_{mi} - regression coefficient of the moderating variable

X_{mi} . Moderating variable (learners' characteristics)

ε -is the Model error variable.

Study habits of distance learners' = $\beta_0 + \beta_i$ *guidance and counselling support services + β_{mi} * learners' characteristics + Model error. This relationship was assumed to hold for all observations ($i= 1, 2 \dots n$). The inclusion of a random error, ε_i , 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 six hypotheses generated the following model apply for each;

Model 1

Hypothesis1; H0₁: There is insignificant relationship between personal guidance and counselling and study habits of learners in Bachelor of Education programme by distance learning in the University

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

$$Y_j = \beta_0 + \beta_1 X_1 + \epsilon_i$$

Where β_0 - Population's regression constant, X_1 - Personal guidance and counselling, β_1 the regression coefficient of personal guidance and counselling and ϵ -is the Model error variable.

Model 2

Hypothesis2; H0₂: There is insignificant relationship between social guidance and counselling and study habits of distance learners in Bachelor of Education programme by distance learning at the University

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

$$Y_j = \beta_0 + \beta_2 X_2 + \epsilon_i$$

Where β_0 - Population's regression constant, X_2 - Social guidance and counselling, β_2 the regression coefficient of Social guidance and counselling and ϵ -is the Model error variable

Model 3

Hypothesis; H0₃: There is insignificant relationship between educational guidance and counselling and study habits of distance learners' in Bachelor of Education programme 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

Model 4

Hypothesis: H0₄: There is insignificant relationship between HIV/AIDS 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 (HIV/AIDS guidance and counselling support services, random error)

$$Y_j = \beta_0 + \beta_4 X_4 + \varepsilon_i$$

Where β_0 - Population's regression constant, X_4 - HIV/AIDS guidance and counselling, β_i the regression coefficient of HIV/AIDS guidance and counselling and ε -is the Model error variable

Model 5

Hypothesis; H0₅: There is insignificant relationship between combined guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning in the University

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

$$y = \beta_0 + (\beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4) + \varepsilon_i$$

Where β_0 - Population's regression constant, $X_1 \dots X_4$ - personal, social, educational and HIV/AIDS guidance and counselling respectively, $\beta_1 \dots \beta_4$ the regression coefficient of personal, social, educational and HIV/AIDS guidance and counselling respectively and ε -is the Model error variable

Model 6

Hypothesis; H0₆: There is insignificant relationship between moderating influence of learner's characteristics and combined guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning in the University

Study habits of distance learners = f (learners' characteristics and combined guidance and counselling support services, random error)

$$Y = \beta_0 + \beta_1 X_1 * L + \beta_2 X_2 * L + \beta_3 X_3 * L + \beta_4 X_4 * L$$

Y is Study habits of distance learners

$X_1 * L$ is Personal guidance and counselling moderated with learners' characteristics

$X_2 * L$ is Social guidance and counselling moderated with learners' characteristics

$X_3 * L$ is Educational guidance and counselling moderated with learners' characteristics

$X_4 * L$ is HIV/AIDS guidance and counselling moderated with learners' characteristics

3.7.4 Tests of Hypotheses

To arrive at empirical conclusions, tests of various hypotheses were conducted at $\alpha=0.05$ significance level. For $P < 0.05$, H_0 was rejected and H_A accepted. Table 3.7 indicates the summary of the research hypothesis, decision rule and the interpretation of the expected results.

Table 3.6
Statistical Tests of Hypotheses

Research Objective	Hypothesis	Type of Analysis	Interpretation of Results
1. To establish how personal guidance and counselling influence study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi.	Hypothesis 1: There is no significant relationship between personal guidance and counselling influence study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi	Pearson's Correlation	For $P < 0.05$, H_0 was rejected and H_A accepted. For the strength of the relationships, r , values were considered whereby: +0.10 < r < 0.29; weak correlation, +0.30 < r < +0.49; moderate correlation +0.5 < r < 1.0; strong correlation.
2. To determine how social guidance and counselling influence study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi	Hypothesis 2: There is no significant relationship between social guidance and counselling influence on study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi	Pearson's Correlation	For $P < 0.05$, H_0 was rejected and H_A accepted. For the strength of the relationships, r , values were considered whereby: +0.10 < r < 0.29; weak correlation, +0.30 < r < +0.49; moderate correlation +0.5 < r < 1.0; strong correlation.
3. To examine how Educational guidance and counselling influence study habits of distance learners' in Bachelor of Education programmes by distance learning at the University of Nairobi	Hypothesis 3: There is no significant relationship between Educational guidance and counselling influence on study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi	Pearson's Correlation	For $P < 0.05$, H_0 was rejected and H_A accepted. For the strength of the relationships, r , values were considered whereby: +0.10 < r < 0.29; weak correlation, +0.30 < r < +0.49; moderate correlation +0.5 < r < 1.0; strong correlation.
4. To assess the extent to which HIV/AIDS guidance and	Hypothesis 4: There is no significant relationship between	Pearson's Correlation	For $P < 0.05$, H_0 was rejected and H_A accepted. For the

<p>counselling influence study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi</p>	<p>HIV/AIDS guidance and counselling influence on study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi</p>	<p>strength of the relationships, r, values were considered whereby: $+0.10 < r < 0.29$; weak correlation, $+0.30 < r < +0.49$; moderate correlation $+0.5r < r < 1.0$; strong correlation.</p>
<p>5. To determine how combined guidance and counselling support services influence study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi</p>	<p>Hypothesis 5: There is no significant relationship between combined guidance and counselling support services influence on study habits of distance learners in Bachelor of Education programme by distance learning at the University of Nairobi</p>	<p>Pearson's Correlation For $P < 0.05$, H_0 was rejected and H_A accepted. For the strength of the relationships, r, values were considered whereby: $+0.10 < r < 0.29$; weak correlation, $+0.30 < r < +0.49$; moderate correlation $+0.5r < r < 1.0$; strong correlation.</p>
<p>6. To establish the extent to which Learners' characteristics moderate the relationships between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi</p>	<p>Hypothesis 6: There is no significant moderating influence between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi</p>	<p>Pearson's Correlation For $P < 0.05$, H_0 was rejected and H_A accepted. For the strength of the relationships, r, values were considered whereby: $+0.10 < r < 0.29$; weak correlation, $+0.30 < r < +0.49$; moderate correlation $+0.5r < r < 1.0$; strong correlation.</p>

3.8 Ethical Considerations

The following ethical considerations were observed in this study. To address the informed consent issue the respondents in this study were provided with an information sheet (with the official university introductory letter), to increase the response rate and inform the respondents that the data collection exercise was an official university activity. The introductory letter informed the respondents of the identity (name) of the researcher, title of the study and name of the university among other details. In the introductory letter, it was mentioned that the respondents' answers were to be kept confidential and/or anonymous. Before administering the questionnaires, the researcher adhered to ethical considerations by ensuring that the respondents' consent to take part in the study was sought. All the study respondents were informed that their involvement in the study was voluntary and no penalties were meted out for refusal to take part in the research. The researcher assured the respondents that the data they give would be handled with great discretion and only be used for educational resolves. Anonymity to questionnaire responses were assured and provided. The researcher also acknowledges sources of information from other scholars. Since HIV/AIDS is a sensitive issue after getting research permit, interview of key informants was conducted in places where privacy is assumed. In addition, information disclosed by implementers and other key informants during the interview were treated with strict confidentiality and kept in a safe place where only the researcher has access.

3.9 Operationalization of the Variables

This section explains the Operationalization of the variables presented in Table 3.7.

Table 3.7

Operationalization of the variables

Objectives	Independent variable	Statement	Scale of measurement	Research approach	Data analysis techniques	Tools of data analysis
Establish how personal guidance and counselling influence study habits in Bachelor of Education distance programmes at the University of Nairobi	- Personal guidance, counselling	- Management of stress, anxiety, and conflicts	Interval	- Quantitative	Parametric Non-parametric	Linear regression
		- Improved self-esteem		-Qualitative		
Determine how social guidance and counselling support services influence Study habits in Bachelor of Education distance programmes at the University of Nairobi	- Social guidance counselling - Dependence variable	- Improved interpersonal skills.	Interval	Quantitative	Parametric	Linear regression
		- Social security		-Qualitative	Non-parametric	
Examine how educational guidance and counselling support services influence Study habits in Bachelor of Education distance programmes at the University of Nairobi	- Educational guidance counselling	- Sound study routine	Interval	Quantitative	Parametric Non-parametric	Linear regression
		- Use of Web resources		-Qualitative		
Assess the extent to which Human immunodeficiency virus and acquired immune deficiency syndrome guidance and counselling	- HIV/AIDS guidance and counselling	- Healthy sexual behaviour	Interval	- Quantitative	Parametric Non-parametric	Linear regression
		- HIV/AIDS status				
		- Healthy issues				
		- Hope				

support services influence Study habits in Bachelor of Education distance programmes at the University of Nairobi		- Concentration in study		-Qualitative		
Determine how combined guidance and counselling support services influence Study habits in Bachelor of Education distance programmes at the University of Nairobi	- Combined guidance and counselling support services	- Performance - Less drop out - Improved Reading technique - Anxiety management - Note taking and reading	Interval	- Quantitative -Qualitative	Parametric Non-parametric	Multiple regression
Establish moderating influence of characteristics of Bachelor of distance learners on the relationship between guidance and counselling support services and Study habits of distance learners in Bachelor of Education distance	- Characteristics of distance learners	- Age - Gender - Income - Family - Study - Environment - Educational - Background	Interval	- Quantitative -Qualitative	Parametric Non-parametric	Multiple regression
	- Dependent variable (Study habits)	- Level of motivation - Study goals set and met - Proposition of examinations passed attempt. - Mean grade scored last semester examination	Interval	- Quantitative -Qualitative	Parametric Non-parametric	Linear regressions

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, INTERPRETATION AND
DISCUSSION

4.1. Introduction

This chapter presents the study results that have been deliberated based on thematic and sub-thematic areas as per objectives. The thematic areas included; questionnaires return rate, demographic characteristics of the participants, basic test of statistical assumptions, personal guidance and counselling on study habits of distance learners, social guidance and counselling on study habits of distance learners, educational guidance and counselling and study habits of distance learners, HIV/AIDS guidance and counselling and study habits of distance learners, combined guidance and counselling support services and study habits of distance learners and finally learners' characteristics moderating influence on the relationship between guidance and counselling support services and study habits of distance learners. Descriptive, inferential and qualitative statistical analysis were carried out in this chapter and discussed simultaneously in a cross-sectional manner. For each of the six-research objectives, descriptive analysis was first done by use of the percentage frequencies, arithmetic mean and the standard deviation followed by inferential analysis by use of correlation analysis and multiple regression analysis to test the significance relationship under study.

4.2 Questionnaire Return Rate

Out of the 327 questionnaires administered to participants (distance learners), 319 were dully completed giving a return rate of 97.55%. Out of 30 questionnaires administered to participants (the University officials of ODeL and School of Open and Distance Learning at Main Campus and Learning Centers), 30 were duly filled, representing a return rate of 100%. This return rate was achieved mainly because the researcher personally got involved in data collection and trained the research assistants to encourage the participants to return completed questionnaires. Therefore, all these questions were regarded as the responsive instrument for subsequent analysis. This is in line with the views of Mark, Philip and Adrian, (2007) who observes that 30% to 50% return rate is reasonable enough for statistical generalization in social science studies.

4.3 Demographic Characteristics of Participants

The demographic characteristics of the participant information were necessary for the researcher. The information received from the participants were based on, gender, age, marital status, income, family status, study environment and educational background. The Participants responses are displayed in Table 4.1.

**Table 4. 1:
Demographic Characteristics of Distance Learners (n=319)**

Characteristics	n(f) frequency	(%) percent
Gender		
Male	145	54.55
Female	174	45.45
Total	319	100
Age(years)		
19-25	77	24.1
26-30	75	23.5
31-35	108	33.9
36-40	34	10.7
41 and above	25	7.8
Total	319	100
Marital status		
Single	105	32.9
Married	186	58.3
Separated	12	3.8
Divorced	9	2.8
Widowed	2	0.6
Remarried	5	1.6
Total	319	100
Education level		
Form 4	86	27.00
P1	162	50.70
Diploma and above	71	22.30
Total	319	100
Place of residence		
Rural	198	62.10
Urban	121	37.90
Total	319	100.0
Employment category		
Government	153	47.96

Community	57	17.87
Private	109	34.17
Total	319	100.0
Monthly income (Ksh.)		
Less than 10,000	72	22.6
11,000- 20,000	65	20.4
21,000-30,000	119	37.3
31,000 and above	63	19.7
Total	319	100
No. of dependants		
None	61	19.10
One to Two	139	43.60
Four to five	58	18.2
Above 5	61	19.1
Total	319	100.0
Affected financially		
Yes	250	78.4
No	69	21.6
Total	319	100
Year of enrolment		
		100
2	45	14.1
3	71	22.3
4	68	21.3
5	66	20.7
6	69	21.6
Total	319	100
Study environment		
		1.6
Yes	205	64.3
No	114	35.7
Total	319	100

The study results in Table 4.1 shows that out of 319 participants who took part in the study, 174(54.55%) were females and 145(45.45%) were males. The result suggest that females are the majority in the Programme, who according to Bimrose, McMahon, and Watson(2015) are often disadvantaged and have several family –based and work related burdens. The implication of the results in this study is that such learners should be given guidance and counselling support services to manage their study time as confirmed in the study carried out by Horzum, Ozkaya and Alparslan (2013).

The gender of the counsellor is a key reason why men in distance learning programmes rarely seek guidance and counselling for better study habits unlike women as indicated by Wango (2015). The distribution of the participants' research findings by age indicated that 108(33.9%) of participants were aged between 31 to 35 years old, 77 (24.1%) were aged between 19-25 years, 75(23.5%) were aged between 26 to 30 years, 34(10.7%) were aged between 36 to 40 years and 25(7.8%) were aged 41 years and above. The implication of these results to the study is that all learners' in the study were adults (over 18 years of age) who would respond adequately to the statements under investigation. Another indication of the results to this study is that older learners were less likely to persist in distance education than younger ones and may not seek for guidance and counselling support services to enhance their study habits. These findings support findings by Ozkaya and Alparslan (2013) who found out that older learner rarely seek guidance and counselling support services. In addition, those in this

age group are known to be prone to HIV/AIDS as confirmed by NACC (2016). Besides, those affected or infected by HIV/AIDS, do lose interest in their studies and talk about their zero-status only when they fail examinations as suggested by AWSE (2001): Stoessel, Ihme, Barbarino, Fisseler & Stürmer (2015) studies.

The study results on marital status indicated that a majority 186(58.3%) of the participants were married, 105(32.9%) were single, 12 (3.8%) were separated, 9(2.8%) were divorced, 5 (1.6%) were remarried and only 2(0.6%) were widowed. The implication of these results is that most of the participants are married and working that takes away their study, guidance and counselling time. The results are consistent with findings reported by Krishan (2012) that marriage commitments take away study time. The study results on the distribution of participants by educational level indicated that majority 162 (50.7%) were P1 holders, 86 (27%) had Kenya Certificate of Secondary Education (KCSE) and 71(22.3%) achieved diploma and above. The implication of these results to the study is that majorities of distance learners had lower qualifications and were pursuing the Bachelor of Education degree to better them. This may not be realized unless they improve their study habits. The results in this study are tandem with by George et al. (2016) who found out that academic background has some influence on study habits.

The study results on participants by place of residence indicated that majority 198 (62.1%) of the participants were residing in rural areas whereas 121(37.9%) were residing in urban areas. The findings of this study are in support of (Moore

Greenland (2017) who found out that most distance learners live in rural crowded environments that negatively affect their study habits. In addition, they also have no access to libraries, internet connectivity or working conditions may prevent them from attending regional study center meetings. The study results of participants by employment category indicated that majority 153 (47.96%) of the participants were employed by the Government, 109(34.17%) were privately employed and 57 (17.87%) were community workers. The implication of these results is that majority of distance learners are in employment and often have to juggle their studies with work at the same time. These findings support Moor and Kersley (2012) who stated that distance learners suffer from depression, anxiety, emotional distress and behavioural challenges, which occur when a distance learner struggles to complete work, read and complete assignments.

The study results of participants by monthly earnings indicate that majority 119(37.3%) of the participants were earning a monthly income of between Ksh.21, 000 to Ksh.30, 000, 72(22.6%) were earning less than 10,000 a month, 65(20.4%) were earning a monthly income of Ksh.11,000 to Ksh.20,000 and 63 (19.7%) were earning Ksh.31,000 and above on a monthly basis. The implication of these results is that given the high cost of living, the income brackets above are relatively lower and may not be sufficient to enable distance learners meet their financial obligations, which in turn may affect their study habits negatively as they opt for other means to raise money. The research findings support findings by Rambo (2008) who found out that majority of distance learners are low-

income earners who may spend a lot of time looking for money at the expense of their studies and seeking for guidance and counselling services.

.The study results of participants by number of dependents indicated that majority 139 (43.6%) had one to two dependents, 61(19.1%) had none and 61(19.10%) had 5 and over dependents while 58(18.2%) had four to five dependents. The implication of these results is that majority of the participants have financial burdens that may negatively affect their study habits as they spend much of their time trying to make ends meet in supporting the dependents. The results support findings of Tomaszewski, Parales and Xiang (2017) who found out that most distance learners have dependents that take away their money and studying time.

The study results of participants on the distribution by year of enrolment indicated that majority 71 (22.3%) were enrolled in year three, 69(21.6%) were enrolled in year six, 68 (21.3%) were enrolled in year three, 66(20.7%) were enrolled in year five and 45 (14.1%) were enrolled in year two. The implication of these findings is that there was a fair representation of distance learners in the Programme. The study findings support findings of Wango (2013) who found out that enrollment in distance learning Programme is fairly distributed across year of study. The study results of participants on the basis whether study environment was conducive or not indicated that majority 205 (64.3%) of the participants were of the view that the study environment was not conducive, while 114(35.7%) were of the view that the study environment was conducive. The implication of the study findings is that most of the distance learners' study in crowded

environments that are likely to negatively affect their study habits. The results are in tandem with findings by Benavides and Keyes (2016) who found out that unconducive study environment impede study habits of distance learners.

4.4. Basic Tests for Statistical Assumptions of Regression Analysis

It was necessary in this research study to check for assumptions of linear regression to eliminate any bias on estimated coefficients and standard errors (e.g. getting a significant effect when in fact there is none, or vice versa). In particular, the following assumptions were tested.

4.4.1 Assumptions of Normality

An assessment of the normality of data is a prerequisite for many statistical tests because normal data is an underlying assumption in parametric testing. The test for normality of data distribution was conducted on all the predictor variables, and on the dependent variable using Kolmogorov-Smirnov test statistics (KS-test) and Shapiro-Wilk test (SW-test). Kolmogorov-Smirnov test statistics (KS-test) and Shapiro-Wilk test (SW-test) were carried out to determine whether the distribution as a whole deviate from a comparable normal distribution. The results of Kolmogorov-Smirnov test statistics and Shapiro- Wilk Test are shown in Table 4.2.

**Table 4.2:
Tests for Normality**

Guidance and counselling support services	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Personal guidance and counselling	0.272	319	0.200	0.864	319	0.465
Social guidance and counselling	0.302	319	0.214	0.848	319	0.437
Educational guidance and counselling	0.354	319	0.238	0.773	319	0.421
HIV/AIDS guidance and counselling	0.242	319	0.196	0.890	319	0.501
Learning characteristics	0.270	319	0.199	0.869	319	0.469

a. Lilliefors Significance Correction

The Kolmogorov–Smirnov test and Shapiro–Wilk test compare the scores in the sample to a normally distributed set of scores with the same mean and standard deviation. If the test is non-significant ($p > 0.05$), it indicated that the distribution of the sample is not significantly different from a normal distribution (i.e. it is probably normal). If, however, the test is significant ($p < 0.05$), then the distribution in question is significantly different from a normal distribution (i.e. it is non-normal). The null hypothesis was that the sample populations were significantly different from a normal population.

In all the responses tapped on the Likert scale for the independent variables under investigation, (Personal guidance and counselling, social guidance and counselling, educational guidance and counselling, HIV/AIDS guidance and counselling and learners’ characteristics), the P-values were all more than 0.05.

The implication of the results to the study in this case, the null hypothesis, was rejected. The study concluded that the samples were picked from a normal population. While testing whether a population is normal by use of SW-tests, the null hypothesis is rejected if the value is too small, Shapiro and Wilk (1965). In this study, all the SW-test statistics were approaching $1 > 0.05$ and hence the null hypothesis that the population was not normal was rejected.

4.4.2 Linearity Test of Assumption

Prior to conducting linear regression, a linear relationship ought to exist between the two or more variables (Tabachnick & Fidell (2013). ANOVA test for linearity was done to establish if significant deviation from linearity was greater than 0.05 in order for the relationship between the independent variable to be confirmed as linearly dependent and admissible. Based on the ANOVA results , the values of sig. deviation from linearity was greater than 0.05 (overall personal guidance and counselling, $0.096 > 0.05$, overall social guidance and counselling $0.586 > 0.05$, overall educational guidance and counselling $0.989 > 0.05$ and overall HIV/AIDS guidance and counselling $0.071 > 0.05$) and hence it was concluded that there was a linear relationship between guidance and counselling support services with moderating influence of learners' characteristics and study habits of distance learners in Bachelor of Education programmes in the University of Nairobi by distance learning. The results are as shown in table 4.3

Table 4.3
Linearity Test for Guidance and Counselling Support Services

Guidance and counselling support services	Df	Deviation from Linearity Sig.
Overall Personal guidance and counseling	[35,283]	0.096
Overall Social guidance and counselling	[35,283]	0.586
Overall Educational guidance and counselling	[35,283]	0.989
Overall HIV/AIDS guidance and counselling	[35,283]	0.071

4.4.3 Homogeneity of Variance (Homoscedasticity) Assumption

Multiple regressions analysis assumes that on manipulation of the independent variables, variances of the dependent variables remain homogeneous (Tabachnick and Fidel, 2013). The uniformity of variability in the scores of dependent variables as independent variables was manipulated, and therefore examined using Levene's test. Levene's test tests the null hypothesis that the variances in different groups are equal (i.e. the difference between the variances is zero). The test examined whether variance of study habits of learners was the same across the predictor variables. For variances to be homogeneous, the expectation was that none of the Levene statistic would be significant at the 5% level of significance. The results are presented in Table 4.4

Table 4.4
Test of Homogeneity of Variances

		Test of Homogeneity of Variance			
Predictor variables		Levene Statistic	df1	df2	Sig.
Personal guidance and counselling	Based on Mean	4.421	4	314	0.057
Social guidance and counselling	Based on Mean	2.449	4	314	0.056
Educational guidance and counselling	Based on Mean	17.770	4	314	0.059
HIV/AIDS guidance and counselling	Based on Mean	0.905	4	314	0.461
Study habits	Based on Mean	2.044	4	314	0.088

If Levene's test is significant at $P\text{-value} \leq 0.05$ then it can be concluded that the null hypothesis is incorrect and that the variances are significantly different – therefore, the assumption of homogeneity of variances has been violated. If, however, Levene's test is none significant (i.e. $P\text{-value} > 0.05$) then the variances are roughly equal and the assumption is tenable. Results revealed that none of the Levene statistics was significant: (personal guidance and counseling; $F(4,314) =$, $P\text{-value} = 0.057 > 0.05$. Social guidance and counselling, $F(4,314) = 2.449$, $P\text{-value} = 0.056 > 0.05$. Educational guidance and counseling; $F(4,314) = 17.7$, $P\text{-value} = 0.059 > 0.05$. HIV /AIDS guidance and counselling; $F(4,314) = 0.905$, $P\text{-value} = 0.05461 > 0.05$. Moderating learners' characteristics; $F(4,314) = 4.58$, $P\text{-value} = 0.0576 > 0.05$ and study habits of distance learners; $F(4,314) = 2.044$, $P\text{-value} = 0.088 > 0.05$ hence homogeneity of variances was not violated.

4.4.4 Testing for the Presence of MultiCollinearity

MultiCollinearity refers to a situation where predictor variables have high correlations amongst themselves but not perfectly correlated; Vatchera, Lee,

McCormick & Rahbar (2016). Presence of MultiCollinearity was tested using Variance Inflation Factors (VIF) the basis of recommendations by Ringle, Sarstedt and Schlettgen (2014). The threshold used to test existence of MultiCollinearity was set at a minimum value of 10. Consequently, a VIF value above 10 was deemed to imply existence of MultiCollinearity. The results of MultiCollinearity are shown in Table 4.5.

Table 4.5
Multicollinearity Test

Coefficients		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	0.281	0.233		1.208	0.228		
	Personal guidance & counseling	0.133	0.059	0.131	2.243	0.026	0.491	2.014
	Social guidance & counseling	0.146	0.057	0.151	2.589	0.010	0.500	2.001
	Educational guidance & counseling	0.420	0.052	0.393	3.401	0.000	0.699	1.431
	HIV/AIDS guidance & counseling	0.235	0.059	0.208	2.957	0.000	0.610	1.638
	Learning characteristics	0.170	0.073	0.211	2.333	0.022	0.857	1.167

The results of Multicollinearity test revealed that; all variables involved in the linear relationship had a large tolerance; tolerance is an indication of the presence of variance in the predictor that cannot be accounted for by the other predictors. This means that very large values indicated that a predictor is not redundant, which means that values more than 0.10 are not worrisome. Values of VIF did not exceed 10 hence indicating nonexistence of Multicollinearity.

4.5 Personal Guidance and Counselling and Study Habits of Distance Learners.

The first objective that the study sought to achieve was to establish the extent to which personal guidance and counselling influence the study habits of distance learners in the Bachelor of Education programmes at the University of Nairobi. The participants were requested to give their opinions on their level of agreements or disagreements with the statements on a Likert scale of 1-5 where Strongly agree (SA)=5, Agree(A)=4, Undecided (UD)=3, Disagree(D)=2 and Strongly disagree (SD)=1. The results are displayed in Table 4.6

Table 4.6:
Personal Guidance and Counselling and Study Habits of Distance Learners

Statements	SA	A	UD	D	SD	Mean	Std. dev
PGC1	36(11.3%)	116(36.4%)	39(12.2%)	60(18.8%)	68(21.3%)	2.97	1.36
PGC2	42(13.2%)	129(40.4%)	35(11.0%)	54(16.9%)	59(18.5%)	3.13	1.353
PGC3	40(12.5%)	123(38.6%)	49(15.4%)	50(15.7%)	57(17.9%)	3.12	1.323
PGC4	52(16.3%)	116(36.4%)	32(10%)	62(19.4%)	57(17.9%)	3.14	1.383
PGC5	43(13.5%)	114(35.7%)	50(15.7%)	59(18.5%)	53(16.6%)	1.38	0.740
PGC6	46(14.4%)	128(40.1%)	41(12.9%)	53(16.6%)	51(16.0%)	3.20	1.322
PGC7	35(11.0%)	145(45.5%)	29(9.0%)	58(18.2%)	52(16.3%)	3.17	1.306
PGC8	48(15.0%)	125(39.2%)	34(10.7%)	61(19.1%)	51(16.0%)	3.18	1.341
PGC9	45(14.1%)	105(32.9%)	47(14.7%)	61(19.2%)	61(19.1%)	3.04	1.362
PGC10	48(15.0%)	115(36.2%)	39(12.2%)	62(19.4%)	55(17.2%)	3.12	1.355
Composite mean and standard deviation						3.13	1.346

N.B PGC1-10 (Personal guidance and counselling Statements).

Ten statements were developed to measure the extent to which personal guidance and counselling influence study habits of learners in Bachelor of Education by distance learning. Statement (PGC1) ‘personal guidance and counselling have helped me manage my anxieties’ had a mean score of 2.97 and a standard deviation score of 1.36. These results indicated that out of 319 participants, 116(36.4%) agreed, 68(21.3%) strongly disagreed, 60(18.8%) disagreed, 39(12.2%) were undecided and 36(11.3%) strongly agreed that personal guidance and counselling have helped me manage my anxieties. These results suggested that the line item score of 2.97 and standard deviation score of 1.36 were below the composite mean score of 3.13 and standard deviation score of 1.346. These results demonstrate that personal guidance and counselling does not help distance

learners manage their anxieties. Therefore, deduced that there is a challenge in personal guidance and counselling support services offered to the research participants. The results in this study contradicts, Moor and Kersley (2012) who found out that personal guidance and counselling reduce distance learners' anxieties and personal distress to develop sound study habits.

Statement (PGC2) 'Personal guidance and counselling have helped me increase my abilities to make decisions' had a mean score of 3.13 and a standard deviation score of 1.353 .These results indicated that out of 319 participants, 129(40.4%) agreed, 59(18.5%) strongly disagreed, 54(16.9%) disagreed, 42(12.2%) strongly agreed and 35(11.0%) were undecided that personal guidance and counselling have helped them manage their anxieties. These results suggested that the line item mean score of 3.13 and standard deviation score of 1.353 were nearly similar to the composite mean score of 3.13 and standard deviation score of 1.346. These results suggest that personal guidance and counselling have some positive influence in increasing the ability of distance learners to make decisions. The results in this study are consistent with the findings of Tucker (2003) who found out that personal guidance and counselling helps distance learners deal with psychological problems they may experience and make rational decisions on how to solve or cope with study habit challenges.

Statement (PGC3) 'Personal guidance and counselling have enabled me have self-regulation' had a mean score of 3.12 and a standard deviation score of 1.323 .These results indicated that out of 319 participants ; 123(38.6%) agreed,

57(17.9%) strongly disagreed, 50(15.7%) disagreed, 49(15.4%) were undecided on whether personal guidance and counselling have enabled them have self-regulation and 40(12.5%) strongly agreed that personal guidance and counselling have enabled them have self-regulation. These results suggested that the line item mean score of 3.12 and standard deviation score of 1.323 were slightly below the composite mean score of 3.13 and standard deviation score of 1.346. The results in this study deduced that personal guidance and counselling slightly influence self-regulation of learners' study habits. The results in this study support findings by Simpson and Gibbs (2015), who found that personal guidance and counselling support services are more often a case of a quietly conscious helping process in issues of self-regulation.

Statement (PGC 4) 'Personal guidance and counselling helped me resolve personal conflicts' had a mean score of 3.14 and a standard deviation score of 1.383. These results indicated that out of 319 participants, 116(36.4%) agreed, 62 (19.4%) disagreed, 57(17.9%) strongly disagreed, 52(16.3%) strongly agreed and 32(10.0%) were undecided on whether personal guidance and counselling helped them resolve personal conflicts. These results suggested that the line item mean score of 3.14 and standard deviation score of 1.383 were above the composite mean score of 3.13 and standard deviation score of 1.346. The results revealed that personal guidance and counselling helps in resolving conflicts. The results in this study concur with Adrien (2011), who found out that personal guidance and

counselling empower distance learners to resolve personal conflicts to develop positive study habits.

Statement (PGC5) 'Personal guidance and counselling have assisted me acquire personal patience in reading' had a mean score of 3.11 and a standard deviation score of 1.319. These results indicated that out of 319 participants, 114(35.7%) agreed, 59(18.5%) disagreed, 53(16.6%) strongly disagreed, 50(15.7%) were undecided on whether personal guidance and counselling have assisted them acquire personal patience in reading and 43(13.5%) strongly agreed that personal guidance and counselling have assisted them acquire personal patience in reading. These results suggested that the line item mean score of 1.38 and standard deviation score of 0.74 were below the composite mean score of 3.13 and standard deviation score of 1.346; The implication of these results to the study is that personal guidance and counselling does not help distance learners acquire patience in reading. The study results support Wachira (2012) who found out that there is inadequate seeking for personal guidance and counselling support services by all university learners in Kenya. This justifies inadequate study habits being exhibited by distance learners.

Statement (PGC6) 'Personal guidance and counselling has helped me develop skills of attaining goals' had a mean score of 3.20 and a standard deviation score of 1.322. These results indicated that out of 319 participants, 128(40.1%) agreed, 53(16.6%) disagreed, 51(16.0%) strongly disagreed, 46(14.4%) strongly agreed and 41(12.9%) were undecided on whether personal guidance and counselling has

helped them develop skills of attaining goals. These results suggested that line item mean score of 3.20 and standard deviation score of 1.322 were above the composite mean score of 3.13 and standard deviation score of 1.346. The implication of these results to the study is that personal guidance and counselling helps distance learners in developing skills for attaining goals. These results confirm Hooley (2015) who reported that personal guidance and counselling helps distance learners develop skills of attaining personal goals, an attribute of positive study habits.

Statement (PGC7) ‘ Personal guidance and counselling have assisted me do self-assessment’ had a mean score of 3.17 and a standard deviation score of 1.305. This results indicated that out of 319 participants, 145(45.5%) agreed, 58 (18.2%) disagreed, 52 (16.3%) strongly disagreed , 35 (11.0%) strongly agreed and 29(9.10%) of the distance learners were undecided on whether personal guidance and counselling have assisted them do self-assessment. These results suggested that the line item mean score of 3.17 and standard deviation score of 1.306 were above the composite mean score of 3.13 and standard deviation score of 1.346. The implication of these results to the study is that personal guidance and counselling influence distance learners to do self-assessment, which slightly may influence their study habits. This study results contradict Ochieng’ (2012) who found out that the influence of personal guidance and counselling on issues like study habits have remained a mirage in public universities in Kenya.

Statement (PGC 8) 'Personal guidance and counselling have helped me attain self-motivation to study' had a mean score of 3.18 and a standard deviation score of 1.341. These results indicated that out of 319 participants, 125(39.2%) agreed, 61 (19.1%) disagreed, 51 (16.0%) strongly disagreed, 48(15.0%) strongly agreed and 34(10.7%) were undecided on whether personal guidance and counselling has helped them attain self-motivation. These results suggested that the line item mean score of 3.18 and standard deviation score of 1.341 were above the composite mean score of 3.13 and standard deviation score of 1.346; these results deduced that personal guidance and counselling positively influence learners attain self-motivation to study, which enhances their study habits. The results of this study are consistent with findings of Herman, Puspitasari and Padmo (2015) who found out that personal guidance and counselling positively influence learners' self-motivation to study, which enhances their study habits.

Statement (PGC9) 'Personal guidance and counselling has helped me cope with personal family issues' had a mean score of 3.04 and a standard deviation score of 1.362. These results indicated that out of 319 participants, 105(32.9%) agreed, 61 (19.1%) both disagreed as well as strongly disagreed, 47 (14.7%) were undecided on whether personal guidance and counseling had helped them cope with family issues and 45 (14.1%) strongly agreed that personal guidance and counselling had helped them cope with personal family issues. These results suggested that the line item mean score of 3.04 and standard deviation score of 1.362 were below the composite mean score of 3.13 and standard deviation score of 1.346. The

implication of these results to the study is that personal guidance and counselling do not help distance learners cope with family issues, which contribute to infective study habits. The results of this study concur with Wachira (2012) who found out that distance learners are preoccupied with family issues, which deny them time to seek personal guidance and counselling to improve their study habit. Statement (PGC10) 'Personal guidance and counselling have helped me increase my ability to steer and control my emotions' had a mean score of 3.12 and a standard deviation score of 1.305. This result indicated that out of 319 participants, 115(36.1%) agreed, 62(19.4%) disagreed, 55 (17.2%) strongly disagreed, 48(15.0%) strongly agreed and 39(12.2%) were undecided on whether personal guidance and counselling has helped them increase their ability to steer and control their emotions. These results suggested that the line item mean score of 3.12 and standard deviation score of 1.355 were slightly below the composite mean score of 3.13 and standard deviation score of 1.346. The implication of these results to the study is that personal guidance and counselling does not help distance learners steer and control emotions and end up with inadequate study habits. The results of this study concur with Wango (2015) who found out that personal guidance and counselling is not effective in public universities due to large number of learners.

Of the ten statements on personal guidance and counselling; 'personal guidance and counselling has helped me develop skills of attaining goals' had the highest mean (mean=3.20). The results indicated that majority of learners tend to agree

unanimously that personal guidance and counselling has helped them develop skills of attaining goals. Variability was lower ($\sigma=1.306$) for Statement 7 'personal guidance and counselling has assisted me to do self-assessment.' The results of this study thus suggest that the research participants were homogeneous among themselves that personal guidance and counselling have not assisted them to do self-assessment.

The composite mean score and composite deviation score for the personal guidance and counselling were 3.13 and 1.346 respectively. The implication of the results to the study is that based on the responses on the Likert scale, the distance learners were undecided on whether personal guidance and counselling influence study habits of distance learners. The results are consistent with findings of Kraart (2015) that personal guidance and counselling moderately influences study habits of distance learners. These findings were further supported by responses from participants through open-ended questionnaires that the University provides personal guidance and counselling services to them online. The moderate influence of such services is seen in managing their anxieties, increasing their abilities to make decisions, resolving personal conflicts, acquiring personal patience in reading and attainment of self-motivation to study.

4.5.1 Correlation Analysis on Personal Guidance and Counselling and Study Habits of Distance Learners

Pearson correlation coefficient was used to test the relationship between personal guidance and counselling and study habits of Bachelor of Education by distance learning, this was done at 95% level of confidence. The correlations results obtained are shown in Table 4.7.

Table 4.7:
Correlations of Personal Guidance and Counselling and Study Habits of
Distance Learners (n=319); *Correlation is Significant at 0.05 level (2-tailed)

Personal guidance and counselling statements		Study habits of distance learners'
Personal guidance and counselling increased my abilities to make decisions	Pearson correlation	0.439*
	sig. (2-tailed)	0.000
Personal guidance and counselling have enabled me to have self-regulation	Pearson correlation	0.467*
	sig. (2-tailed)	0.000
Personal guidance and counselling have helped me to resolve personal conflicts	Pearson correlation	0.526*
	sig. (2-tailed)	0.000
Personal guidance and counselling have assisted me to acquire personal patience	Pearson correlation	0.566*
	sig. (2-tailed)	0.000
Personal guidance and counselling have helped me to develop skills of attaining goals	Pearson correlation	0.499*
	sig. (2-tailed)	0.000
Personal guidance and counselling have assisted me to do self-assessment	Pearson correlation	0.511*
	sig. (2-tailed)	0.000
Personal guidance and counselling have helped me to attain self-motivation to study	Pearson correlation	0.560*
	sig. (2-tailed)	0.000
Personal guidance and counselling have helped me to cope with personal family issues	Pearson correlation	0.508*
	sig. (2-tailed)	0.000
Personal guidance and counselling have helped me to increase my ability to steer and control my emotions	Pearson correlation	0.473*
	sig. (2-tailed)	0.000
Personal guidance and counselling have helped me to manage my anxieties	Pearson correlation	0.541*
	sig. (2-tailed)	0.000
Personal guidance and counselling (overall correlation)	Pearson correlation	0.543*
	Sig.(2-tailed)	0.000

To test the extent of the relationship between personal guidance and counselling and study habits of learners in Bachelor of Education programmes by distance learning, several characteristics of personal guidance and counselling and study habits were analyzed based on the following hypothesis;

H_0 : There is no significant relationship between personal guidance and counselling on the study habits of Bachelor of Education by distance learning at the University of Nairobi. The corresponding mathematical model for the hypothesis was identified as follows: Study habits of Bachelor of Education by distance learning = f (Personal guidance and counselling). To measure the influence of personal guidance and counselling on the study habits of distance learners using 95% level of confidence, the null hypothesis, H_0 : There is no significant relationship between personal guidance and counselling on the study habits of learners' in Bachelor of Education programmes by distance learning was tested.

All the P-values under significant 2-tailed in Table 4.9 were found to be significant; P-values <0.05 'personal guidance and counselling has helped me manage my anxieties' (Statement 1; $r=0.439$, P-value= $0.000<0.05$), ' personal guidance and counselling has helped me increase my abilities to make decisions' (Statement 2; $r=0.467$, P-value= $0.000<0.05$), 'Personal guidance and counselling has enabled me have self-regulation' (Statement 3; $r=0.526$, P-value= $0.000<0.05$) 'Personal guidance and counselling helped me resolve personal conflicts' (Statement 4; $r=0.566$, P-value= $0.000<0.05$). 'Personal guidance and counselling have assisted me acquire personal patience in reading' (Statement 5; $r=0.499$, P-value= $0.000<0.05$). 'Personal guidance and counselling have helped me develop skills of attaining goals' (Statement 6; $r=0.511$, P-value= $0.000<0.05$). 'Personal guidance and counselling have assisted me do self-assessment' (Statement 7; $r=0.560$, P-value= $0.000<0.05$). 'Personal guidance and counselling have helped

me attain self-motivation to study' (Statement 8; $r=0.508$, $P\text{-value}=0.000<0.05$). 'Personal guidance and counselling have helped me cope with personal family issues' (Statement 9; $r=0.473$, $P\text{-value}=0.000<0.05$) and 'personal guidance and counselling has helped me increase my ability to steer and control my emotions' (Statement 10; $r=0.541$, $P\text{-value}=0.000<0.05$).

Similarly, the overall correlation coefficient for personal guidance and counselling and study habits of distance learners was found to be 0.543 with a p-value of $0.000 < \alpha=0.05$. These results demonstrated that there is a significant relationship between personal guidance and counselling and study habits of distance learners leading to rejection of the null hypothesis (H_{01} : There is no significant relationship between personal guidance and counselling on the study habits of learners in Bachelor of Education programmes by distance learning). This finding of the study is in agreement with Bimrose, Kaffiunan and Goddar (2015) who found that personal guidance and counselling positively influence study habits of distance learners.

4.5.2. Regression Analysis of Personal Guidance and Counselling Influence on Study Habits of Distance Learners

The rationale of using the simple regression model was to establish how personal guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi. The regression Model summary was achieved as presented below.

4.5.2.1 Model Summary Personal Guidance and Counselling on Study Habits of Distance Learners

The regression model summary result was generated and presented in Table 4.8

Table 4.8:
Regression Model Summary Table of Personal Guidance and Counselling Influence on the Study Habits of Distance Learners

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.543 ^a	0.295	0.293	0.89753

The model summary table suggests that there is a positive correlation ($R=0.543$) between personal guidance and counselling and the study habits of distance learners in Bachelor of Education programmes by distance learning of the University of Nairobi and those predicted by the regression model. In addition, 29.5% of the variance in the study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi was explained by personal guidance and counselling. The results of this study are consistent with the findings of a study of Moor and Kersley (2012) who found significant relationship between personal guidance and counselling and study habits of distance learners.

4.5.2.2 ANOVA of Personal Guidance and Counselling Influence on Study Habits of Distance Learners

The study sought to establish if the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes by distance learning in University of Nairobi. The regression ANOVA output statistics results are shown in Table 4.9.

Table 4.9
An ANOVA of the Regression of Personal Guidance and Counselling and Study Habits of Distance Learners

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	106.826	1	106.826	132.611	0.000 ^b
Residual	255.363	317	0.805		
Total	362.189	318			

a. Dependent Variable: Study habits of distance learners

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

The ANOVA results indicated that (F-statistics (1,317) =132.611 is significant at P value $0.000 < 0.05$. The implication of the regression model results is that it is significantly a better prediction of study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi.

4.5.2.3 Coefficient for the Regression of Personal Guidance and Counselling on Study Habits of Distance Learners

The rationale of using the simple linear regression model was to establish how personal guidance and counselling as a predictor variable significantly or insignificantly predicted study habits of distance learners in Bachelor of

Education programmes by distance learning at the University of Nairobi. The regression coefficients results are in Table 4.10.

Table 4.10
Coefficients for the Regression of Personal Guidance and Counselling and Study Habits of Distance Learners

Model		Coefficients			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.797	0.135		13.356	0.000
	Personal guidance and counselling	0.461	0.040	0.543	11.576	0.000

a. Dependent Variable: Study habits of distance learners

The simple linear regression coefficients results indicated that there was significant influence of personal guidance and counselling in study habits of distance learners in Bachelor of Education programmes at the University of Nairobi given P-Value $0.00 < 0.05$. The regression model for personal guidance and counselling was $y = 1.797 + 0.461X_1$ implying that for each unit of personal guidance and counselling support services, study habits of distance learners marginally changed by 0.461 unit. The results of this study are consistent with the findings of Hooley (2015), Haartung and Vess (2016) and George et al (2016) who found out the significant influence of personal guidance and counselling on study habits of distance learners.

4.5.3 Personal Guidance and Counselling Influence on Study Habits of Distance Learners-University Officials

Five statements using indicators were established to measure the extent to which personal guidance and counselling influence study habits of distance learners. The

participants were therefore requested to respond to the statements in the Likert scale of 5-1 where five=strongly agreed, 4= Agreed, 3=Undecided, 2=Disagree, 1=strongly disagree. The results presented in Table 4.11.

Table 4.11
Personal Guidance and Counselling and Study Habits of Distance Learners –
University officials

STATEMENTS	SA	A	UD	D	SD	Mean	Std. dev
Personal guidance and counselling help distance learners manage stress	8(26.7%)	19(63.3%)	2(6.7%)	0(0.00%)	1(3.3%)	4.10	0.803
Personal guidance and counselling can help distance learners study with patience	6(20%)	20(66.7%)	4(13.3%)	0(0.00%)	0(0.00%)	4.07	0.583
Personal guidance and counselling given to distance learners can instil in them social skills that can enhance their study habits	7(23.3%)	21(70%)	2(6.7%)	0(0.00%)	0(0.00%)	4.17	0.531
Personal guidance and counselling can help distance learners in conflict resolutions	6(20%)	20(66.7%)	4(13.3%)	0(0.00%)	0(0.00%)	4.07	0.583
Personal guidance and counselling services can help distance learners to manage anxieties	3(10%)	11(36.7%)	2(6.7%)	1(3.3%)	13(43.3%)	2.68	1.583
Composite mean and						3.80	1.095
	Standard deviation						

Statement (1) 'Personal guidance and counselling helps distance learners' manage stress' had a mean score of 4.10 and a standard deviation score of 0.803. These results indicated that out of 30 participants, 19(63.3%) agreed, 8(26.7%) strongly agreed, 2(6.7%) were undecided on whether personal guidance and counselling help distance learners manage stress and 1(3.3%) strongly disagreed. These results suggested that the line item mean score of 4.10 and standard deviation score of 0.803 were above the composite mean score of 3.80 and standard deviation score of 1.095. These results deduced that personal guidance and counseling positively influence management of stress amongst distance learners.

Statement (2) 'Personal guidance and counselling can help distance learners' study with patience' had a mean score of 4.07 and a standard deviation score of 0.583. These results indicated that out of 30 participants, 20(66.7%) agreed, 6 (20%) strongly agreed and 4 (13.3%) were undecided on whether personal guidance and counselling can help distance learners study with patience. These results demonstrated that the line item score of 4.07 and standard deviation score of 0.583 were above the composite mean score of 3.80 and standard deviation score of 1.095. The findings of this study are consistent with Adrien (2011) who suggested that the personal guidance and counselling help distance learners manage stress hence leading to positive study habits.

Statement (3) 'Personal guidance and counselling given to distance learners' can instil in them social skills that can enhance their study habits had a mean score of 4.17 and a standard deviation score of 0.531. These results indicated that out of 30

participants, 21(70%) agreed and 7 (23.3%) strongly agreed. These results demonstrated that line item score of 4.17 and standard deviation score of 0.583 were above the composite mean score of 3.80 and standard deviation score of 1.305. The findings of this study are in support of Neary, Morris and Mackay (2015) who found out that personal guidance and counselling instill social skills in distance learners and hence promotes their study habits. Statement (4) 'Personal guidance and counselling can help distance learners in conflict resolutions' had a mean score of 4.07 and a standard deviation score of 0.583. These results demonstrated that out of 30 participants, 20(66.7%) agreed, 6(20%) strongly agreed and (13.3%) were undecided on whether Personal guidance and counselling can help distance learners in conflict resolutions. These results deduced that the line item score of 4.07 and standard deviation score of 0.583 were above the composite mean score of 3.80 and standard deviation score of 1.305. These results demonstrated that personal guidance and counselling positively influence distance learners' approach in dealing with conflict resolution, which by extension enhances their study habits positively. The results of this study confirm Wango (2015) who found out that personal guidance and counselling helps learners deal with conflicts.

Statement (5) 'Personal guidance and counselling services can help distance learners manage anxieties' had a mean score of 2.68 and a standard deviation score of 1.583. These results indicated that out of the 30 participants, 13(43.3%) strongly disagreed, 11(36.7%) agreed, 3 (10%) strongly agreed, 2(6.7%) were

undecided on whether Personal guidance and counselling services can help distance learners manage anxiety and 1(3.3%) disagreed. These results demonstrated that the line item score of 2.68 and standard deviation score of 1.583 were below the composite mean score of 3.80 and standard deviation score of 1.305. These results deduced that personal guidance and counselling does not help distance learners manage anxieties and hence negatively affect their study habits. The composite mean and composite standard deviation score for all the personal guidance and counselling support services was 3.818 and 0.8166 respectively. These results demonstrate that personal guidance and counselling influence study habits of distance learners. The findings of this study support previous studies by Omoegun (2000), Nonis and Hooson (2010), Cattell (2001), Kangai, Rande and Rugonye (2014) who concluded that effective personal guidance and counselling services can improve study habits of distance learners.

These findings were further supported by qualitative data from interview guide and this is what the university officials (who did not respond to the questionnaires) identified using unique coding [UAO1, UAO2] had to say;

'Yes, personal guidance and counselling is provided to distance learners' at the University of Nairobi for varied issues including their study habits. One opined effective guidance and counselling definitely empower distance learner to cope with anxieties, stress and conflicts. Unfortunately, the number of learners seeking personal guidance and counselling overwhelms those who provide such services. When distance learners come for tutorial sessions, their time is limited and we are not able to serve them because our services are fully booked. This has

discouraged those who need face-to face personal guidance and counselling. We have recommended that the University in each hall of residence should employ more professional student counsellors and learning centres to enable distance learners get a more personalized guidance and counselling. The personnel that are involved in distance education should also be given basic skills in counselling (UAO1, UAO2).

4.5.4 Correlation Analysis on Personal Guidance and Counselling and Study Habits of Distance Learners - University Officials.

Pearson correlation coefficient was used to test the relationship between personal guidance and counselling and study habits of learners in Bachelor of Education programmes by distance learning, this was done at 95% level of confidence.

To test the extent of the relationship between personal guidance and counselling and study habits of learners in Bachelor of Education programmes, several characteristics of personal guidance and counselling and study habits were analyzed based on the following hypothesis;

H₀: There is no significant relationship between personal guidance and counselling on the study habits of Bachelor of Education by distance learning.

The corresponding mathematical model for the hypothesis was identified as follows: Study habits of Bachelor of Education learners' = f (personal guidance and counselling). The data that was employed to test this hypothesis was obtained from the five statements of personal guidance and counselling. To measure the influence of personal guidance and counselling on the study habits of distance learners using 95% level of confidence, the null hypothesis, H₀₁: There is no

significant relationship between personal guidance and counselling on the study habits of Bachelor of Education by distance learning was tested. All the P-values under significant 2-tailed in Table 4.12 were found to be significant.

P-values <0.05 ('Personal guidance and counselling helps distance learners manage stress' (Statement 1, $r=0.427$, $P\text{-value}=0.019<0.05$), 'Personal guidance and counselling can help distance learners study with patience' (Statement 2, $r=0.445$, $P\text{-value}=0.014<0.05$), 'Personal guidance and counselling given to distance learners can instil in them social skills that can enhance their study habits' (Statement 3, $r=0.431$, $P\text{-value}=0.012<0.05$), 'Personal guidance and counselling can help distance learners in conflict resolutions' (Statement 4, $r=0.475$, $P\text{-value}=0.002<0.05$), 'Personal guidance and counselling services can help distance learners' manage anxieties' (Statement 5, $r=0.415$, $P\text{-value}=0.043<0.05$). Table 4.12 displays the correlation results.

Table 4.12
Correlations of Personal Guidance and Counselling and Study Habits of Distance Learners - University Officials

Statement of personal guidance and counselling		Study habits of distance learners'
Study habits of distance learners	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
Personal guidance and counselling offered in your institution help the distance learners manage stress	Pearson Correlation	0.427
	Sig. (2-tailed)	0.019
	N	30
Personal guidance and counselling offered in your institution can help distance learners study with patience	Pearson Correlation	0.445*
	Sig. (2-tailed)	0.014
	N	30
Personal guidance and counselling given to the distance learners can instill in them social skills that they may use to enhance their study habits	Pearson Correlation	0.431
	Sig. (2-tailed)	0.012
	N	30
Personal guidance and counselling given to learners does not help in anxiety management	Pearson Correlation	0.475
	Sig. (2-tailed)	0.002
	N	30
Personal guidance and counselling given to distance learners can help them in conflict resolutions	Pearson Correlation	0.415*
	Sig. (2-tailed)	0.043
	N	30
Personal guidance and counselling (overall correlation)	Pearson Correlation	0.637
	Sig. (2-tailed)	0.000
	N	30

Correlation significant at 0.05 levels (2-tailed)

Similarly the overall correlation coefficient for personal guidance and counselling and study habits of distance learners was found to be 0.637 with a p-value of $0.000 < \alpha=0.05$, demonstrating that there is a significant relationship between personal guidance and counselling and study habits of distance learners leading to rejection of the null hypothesis (H_{01} : There is no significant relationship between personal guidance and counselling on the study habits of distance learners in Bachelor of Education programmes, and acceptance of the alternative hypothesis, and hence this research findings conclude that there is a moderate significant relationship between personal guidance and counselling on the study habits of Bachelor of Education by distance learning. The findings of this study are in agreement with study done by Reid (2018) who found out that there is a significant relationship between personal guidance and counselling on the study habits of Bachelor of Education by distance learning.

4.5.5 Regression Analysis of Personal Guidance and Counselling Influence on Study Habits of Distance Learners - University Officials

The rationale of using the simple linear regression model was to establish how personal guidance and counselling as a predictor variable significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes by distance learning of the University of Nairobi. The regression Model Summary was generated.

4.5.5.1 The regression Model Summary of Influence of Personal Guidance and counselling on study habits of Distance Learners – University official

The regression model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predict study habits of distance learners. The regression summary of influence of personal guidance and counselling on study habits of distance learners’ results generated was presented in Table 4.13.

Table 4.13
Regression Model Summary of Personal Guidance and Counselling Influence on the Study Habits of Distance Learners

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	0.637 ^a	0.406	0.385	0.442

a. Predictors: (Constant), personal Guidance and counseling

The model summary table 4.13 suggest that there is a positive correlation($R=0.637$) between personal guidance and counselling and study habits of distance learners in Bachelor of Education programmes at the University of Nairobi and those predicted by the regression model. In addition, 40.6% of the variance in the study habits of distance learners in Bachelor of Education programmes at the University of Nairobi was explained by personal guidance and counselling. The results of this study are consistent with previous studies by Adrian (2011); George, (2016) who concluded that there are significant relationships between the personal guidance and counselling and the study habits of distance learners.

4.5.5.2. ANOVA of Personal Guidance and Counselling Influence on Study Habits of Distance Learners – University official

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of personal guidance and counselling approaches.

The regression ANOVA output statistics results are shown in Table 4.14.

Table 4.14
An ANOVA of the Regression on Personal Guidance and Counselling and Study Habits of Distance Learners – University official

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3.734	1	3.731	19.132	0.000 ^b
	Residual	5.466	28	0.195		
	Total	9.200	29			

a. Dependent Variable: Study habits of distance learners'

b. Predictors: (Constant), personal guidance and counseling

The ANOVA results indicated that (F-statistics (1, 28) =19.132 is significant at P value $0.000 < 0.05$. The implication of the result to the study is that regression model results in significantly better prediction of study habits of distance learners. The results are consistent with the findings by Malik and Sauder (2013) that found significant relationships between the personal guidance and counselling and study habits of distance learners in Bachelor of Education programmes.

4.5.5.3. Coefficients for the Regression on the Personal Guidance and Counselling and Study Habits of Distance Learners

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of personal guidance and counselling approaches. The regression coefficients results are in Table 4.15

Table 4.15
Coefficients for the Regression on the Personal Guidance and Counselling and Study Habits of Distance Learners –University officials

		Coefficients			t	Sig.
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	3.155	0.296		10.666	0.000
	Personal Guidance and Counselling	0.328	0.075	0.637	4.374	0.000

a. Dependent Variable: Study habits of distance learners

The regression model for personal guidance and counselling was $y=3.155 + 0.328X_1$. The result indicated that for each unit of personal guidance and counselling support services, study habits of distance learners marginally changed by 0.328 units. The result is consistent with the findings of studies by Omoegun (2000), Nonis and Hudson (2010), Kangai and Bukalia (2010) and Ojo (201

The regression model for personal guidance and counselling was $y=3.155 + 0.328X_1$. The result indicated that for each unit of personal guidance and counselling support services, study habits of distance learners marginally changed by 0.328 units. The result is consistent with the findings of studies by Omoegun (2000), Nonis and Hudson (2010), Kangai and Bukalia (2010) and Ojo (2012)

4.6 Social Guidance and Counselling on Study Habits of Distance Learners

The second objective that the study sought to achieve was to establish the extent to which social guidance and counselling influences the study habits of distance learners in the Bachelor of Education programmes at the University of Nairobi. The participants were requested to give their opinions in their level of agreements or disagreements with the statements using a Likert scale of 1-5 where Strongly agree (SA)=5, Agree(A)=4, Undecided (UD)=3, Disagree(D)=2 and Strongly disagree (SD)=1. The results are given in Table 4.16.

Table 4.16
Social Guidance and Counselling Influence on Study Habits of Distance Learners

Statements	SA	A	UD	D	SD	Mean	Std. dev
1.SGC1	34(10.7%)	153(48%)	34(10.7%)	40(12.5%)	58(18.1%)	3.20	1.312
2.SGC2	42(13.2%)	134(42%)	44(13.8%)	45(14.1%)	54(16.9%)	3.20	1.315
3.SGC3	43(13.5%)	141(44.2%)	38(11.9%)	53(16.6%)	44(13.8%)	3.27	1.277
4.SGC4	51(16%)	144(45.1%)	34(10.7%)	51(16%)	39(12.2%)	3.37	1.269
5.SGC5	47(14.8%)	142(44.5%)	32(10%)	48(15%)	50(15.7%)	3.28	1.320
6.SGC6	46(14.4%)	146(45.8%)	33(10.2%)	54(17.1%)	40(12.5%)	3.33	1.267
7.SGC7	52(16.3%)	142(44.5%)	29(9.1%)	47(14.7%)	49(15.4%)	3.32	1.328
8.SGC8	47(14.6%)	140(43.8%)	34(10.7%)	56(17.7%)	42(13.2%)	3.29	1.284
9.SGC9	39(12.2%)	144(45.1%)	42(13.2%)	43(13.5%)	51(16%)	3.24	1.289
10.SGC10	46(14.4%)	144(45.1%)	36(11.3%)	38(11.9%)	55(17.2%)	3.12	1.355
11.SGC 11	49(15.4%)	144(45.1%)	36(11.3%)	45(14.1%)	45(14.1%)	3.34	1.29
12.SGC 12.	47(14.7%)	142(44.5%)	48(15.0%)	32(10.0%)	50(15.7%)	3.28	1.329
Composite mean	and standard deviation					3.29	1.297

N.B. SGC1-12, (Social guidance and counselling statements)

In order to measure the extent to which social guidance and counselling influence study habits of distance learners in the Bachelor of Education programmes, twelve Statements were developed.

Statement (SGC1): 'Social guidance and counselling helped me develop interpersonal skills' had a mean of 3.20 and a standard deviation score of 1.312. The results indicated that out of 319 participants, 58(18.1%) of them strongly disagreed, 40(12.5%) disagreed, 34(10.7%) of them were undecided on whether or not social guidance and counselling helped them develop interpersonal skills. On the other hand, 153(48%) agreed with the statement while 34(10.7%) strongly agreed. These results suggested that the line item mean score of 3.20 and standard deviation score of 1.312 were below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of the results to the study is that social guidance and counselling does not help distance learners develop interpersonal skills and hence negatively affect their study habits. The results of this study contradict findings by Lianos (2015) which suggested that social guidance and counselling empowers learners to develop interpersonal skills to consult lecturers and peers in matters of study by distance.

Statement (SGC2): 'Social guidance and counselling has helped me retain good relationship with my peers' had a mean score of 3.20 and a standard deviation score of 1.315. Out of 319 Participants, 54(16.9%) strongly disagreed, 45(14.1%) disagreed, 44(13.8%) of them were undecided on whether or not social guidance and counselling has helped them retain good relationship with their peers. On the

other hand, 134(42%) agreed with the statement and 42(13.2%) of them strongly agreed. These results suggested that the line item mean score of 3.20 and standard deviation score of 1.315 were below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling does not influence retention of good relationship among peers and hence negatively affect study habits of distance learners. The results of this study contradict Caruthens (2019) who mentioned that engagement and collaboration with peer facilitated by social guidance foster a sense of camaraderie that diffuse some isolation associated with distance education.

Statement (SGC3): 'Social guidance and counselling has assisted me develop safety and survival skills' had a mean score of 3.27 and a standard deviation score of 1.277 and was the highest amongst the twelve indicators. Out of 319 participants, 43(15.4%) strongly agreed, 141(44.2%) of them agreed, 53(16, 6%) strongly disagreed, 44(13.8%) disagreed while 38(11.9%) of them were undecided. These results demonstrated that the line item mean score of 3.27 and standard deviation score of 1.277 were slightly below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling has moderately assisted distance learners to develop safety and survival skills and hence enriched their study habits positively. The results of this study contradict Bowa (2008) who found out that

social guidance and counselling offered to distance learners in the Bachelor of Education programmes do not influence performance.

Statement (SGC4): ‘Social guidance and counselling has helped me develop a sense of responsibility’ had a mean score of 3.37 and a standard deviation score of 1.269. Out of 319 participants, 51(16%) strongly agreed, 144(35.1%) agreed, 51(16.0%) disagreed, 39(12.2%) strongly disagreed and 34(10.7%) were undecided on whether social guidance and counselling had helped them develop a sense of responsibility. These results suggested that the line item mean score of 3.37 and standard deviation score of 1.269 were above the composite mean score of 3.29 and standard deviation of 1.297. The implication of these results revealed that social guidance and counselling assist distance learners to develop a sense of responsibility that augments their study habits. The finding of this study is consistent with previous studies by Vaccaro and Newman (2019): Jamila and Gemora (2015) who mentioned that distance learners need social guidance and counselling to develop sense of responsibility to cope with the vigor of self-regulated study.

Statement (SGC5) ‘Social guidance and counselling services has helped me develop social competence’ had a mean score of 3.28 and a standard deviation score of 1.32. Out of 319 participants, 47(14.7%) strongly agreed, 142(44.5%) agreed, 50(15.7%) strongly disagreed, 48(15.0%) disagreed while 32(10%) of them were undecided on whether social guidance and counselling services has helped them develop social competence. These results demonstrated that the line

item mean score of 3.28 and standard deviation of 1.32 were slightly below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling moderately influence development of social competence and hence enhance their study habits positively. The findings of this study support Gedviliene (2014) who suggests that distance learners need social competence to deal with challenges that come with self-regulated study routine.

Statement (SGC6): ‘Social guidance and counselling has enabled me develop self-esteem’ had a mean score of 3.33 and a standard deviation score of 1.267. Out of 319 participants, 46(14.4%) strongly agreed, 146(45.8%) agreed, 54(16.9%) disagreed, 40(12.5%) strongly disagreed and 33(10.3%) were undecided on whether social guidance and counselling had enabled them develop self-esteem. These results suggested that the line item mean score of 3.33 and standard deviation score of 1.267 were above the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling positively influenced distance learners to develop self-esteem thereby enhancing their study habits positively. The findings of this study support results reported by Foster et al (2017) that distance learners feel less valued socially, and hence may not set personal study goals due to lack of social guidance and counselling.

Statement (SGC7) ‘Social guidance and counselling has helped me develop positive attitude towards study’ had a mean score of 3.32 and a standard deviation

score of 1.32. Out of 319, 52 (16.3%) strongly agreed, 142(44.5%) agreed, 49 (15.9%) strongly disagreed, 47(14.7%) disagreed and 29(9.10%) were undecided on whether social guidance and counselling has helped them achieve positive attitude towards study. These results suggested that the line item mean score of 3.32 and standard deviation score of 1.328 were above the composite mean score of 3.29, standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling influenced distance learners to achieve positive attitude towards study, thereby enhancing their study habits positively. These results of this study contradict Wango (2013) who suggested that distance learners do not seek guidance and counselling due to negative attitude.

Statement (SGC8) 'Social guidance and counselling has helped me develop better communication skills' had a mean score of 3.29 and a standard deviation score of 1.284. Out of 319 participants, 56 (17.6%) strongly agree, 140(43.9%) agreed, 42(13.2%) strongly disagreed, 47 (14.7%) disagreed while 34(10.7%) were undecided on whether or not social guidance and counselling has helped them develop better communication skills. These results revealed that the line item mean score of 3.29 and standard deviation score of 1.284 were more or less of the same as composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling positively influenced distance learners to develop better communication skills and hence enhance their study habits positively. The

findings of this study are consistent with Cort and Anderson, (2015) who suggested that distance education could not succeed if distance learners fail to master communication skills.

Statement (SGC9) 'Social guidance and counselling has empowered me to develop self-confidence in my studies' had a mean score of 3.24 and a standard deviation score of 1.289. These results indicated that out of 319 participants, 144(45.1%) agreed, 51 (16%) strongly disagreed, 43 (13.5%) disagreed, 42(13.2%) were undecided and 39(12.2%) strongly agreed that social guidance and counselling has endowed them to cultivate self-confidence in their studies. These results demonstrated that the line item mean score of 3.24 and standard deviation score of 1.289 were slightly below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling negatively influence development of self-confidence in distance learners' studies and hence affects their study habits negatively. The findings of this study support of Judilla and Gemora (2015) who established out that social guidance and counselling raise self-esteem of distance learners that result in self-confidence.

Statement (SGC10) 'Social guidance and counselling has made me respect others' had a mean score of 3.34 and a standard deviation score of 1.29. Out of 319 participants, 46 (14.4%) strongly agreed, 144(45.1%) agreed, 55(17.2%) strongly disagreed, 38(11.9%) disagreed and 36(11.3%) were undecided on whether social guidance and counselling had made them respect others. These results suggested

that the line item mean score of 3.34 and standard deviation score of 1.29 were above the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling positively influence distance learners to respect others and consult them in development of sound study habits. The results of this study support Lianos (2015) who found that social guidance and counselling positively influence distance learners to respect others for consultation.

Statement (SGC11): 'Social guidance and counselling has helped me develop self-awareness' had a mean score of 3.28 and a standard deviation score of 1.329. Out of 319 participants, 49(15.4%) strongly agreed, 144(45.1%) agreed, 45(14.1%) both strongly disagreed and disagreed and 36 (11.3%) were undecided on whether social guidance and counselling has helped them develop self-awareness. These results suggested that the line item mean score of 3.28 and standard deviation score of 1.29 were slightly below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to the study is that social guidance and counselling moderately influence distance learners to develop self-awareness and hence enhance their study habits positively. The results of this study are consistent with previous studies of Wei, Suleiman and Kassim (2011) who agreed that social guidance and counselling create self-awareness amongst distance learners.

Statement (SGC12) 'I seek social guidance and counselling to improve my self-esteem issues' had a mean score of 3.28 and a standard deviation score of 1.329.

These results indicated that out of 319 participants, 142(44.5%) agreed, 50 (15.7%) strongly disagreed, 48 (15%) were undecided, 47 (14.7%) strongly agreed and 32(10%) disagreed. These results suggested that the line item mean score of 3.28 and standard deviation score of 1.329 were slightly below the composite mean score of 3.29 and standard deviation score of 1.297. The implication of these results to this study is that social guidance and counselling moderately influence distance learners to improve their self-esteem and hence boost their study habits positively. Of the twelve statements of social guidance and counselling, 'Social guidance and counselling has helped me develop a sense of responsibility' had the highest mean (mean=3.37). The implication of these results to the study is that majority of participants agreed unanimously that social guidance and counselling has helped them develop a sense of responsibility. The results of this study contradict Davis (2018) who reported that distance learners are responsible adults once orientated on day of admission might not require social guidance and counselling to develop a sense of responsibility.

Variability was lower ($\sigma=1.29$) for Statement 11; 'Social guidance and counselling has helped me develop self-awareness' implying that distance learners' were homogeneous amongst themselves that social guidance and counselling has not helped them develop self-awareness. The composite mean score and composite standard deviation score for all the social guidance and counselling statements were 3.27 and 1.303 respectively, implying that the distance learners moderately agreed amongst themselves that social guidance and

counselling influence study habits of distance learners. The results support the findings of Lianos (2015) that suggests that use of social guidance and counselling services enriches study habits of distance learners in the Bachelor of Education programmes. These findings were further supported by data collected from distance learners through open-ended questionnaires in which 319(100%) participants said that the University provides social guidance and counselling services during lectures and orientation. However, most of the distance learners are preoccupied with work and family commitments leaving them no time to seek for social guidance and counselling.

4.6.1 Correlation Analysis of Social Guidance and Counselling and Study Habits of Distance Learners

Pearson correlation coefficient adopted to test the relationship between social guidance and counselling and study habits of distance learners in the Bachelor of Education programmes. This was done at 95% level of confidence. The results obtained are indicated in Table 4.17.

Table 4.17
Correlations of Social Guidance and Counselling and Study Habits of Distance

Learners' (n=319); *Correlation significant at 0.05 level (2-tailed)

Statements of social guidance and counseling		Study habits of distance learners'	
SGC1	Pearson correlation	0.487*	
	sig. (2-tailed)	0.000	
SGC2	Pearson correlation	0.513*	
	sig. (2-tailed)	0.000	
SGC3	Pearson correlation	0.481*	
	sig. (2-tailed)	0.000	
SGC4	Pearson correlation	0.481*	
	sig. (2-tailed)	0.000	
SGC5	Pearson correlation	0.498*	
	sig. (2-tailed)	0.000	
SGC6	Pearson correlation	0.470*	
	sig. (2-tailed)	0.000	
SGC7	Pearson correlation	0.531*	
	sig. (2-tailed)	0.000	
SGC8	Pearson correlation	0.479	
	sig. (2-tailed)	0.000	
SGC9	Pearson correlation	0.495*	
	sig. (2-tailed)	0.000	
SGC10	Pearson correlation	0.521*	
	sig. (2-tailed)	0.000	
SGC11	Pearson correlation	0.435	
	sig. (2-tailed)	0.000	.000
SGC12	Pearson correlation	0.494*	
	sig. (2-tailed)	0.000	
overall correlation	Pearson correlation	0.520*	

To test the extent of the relationship between social guidance and counselling, study habits of distance learners, several characteristics of social guidance and counselling, and study habits were analyzed based on the following hypothesis; H_0 : There is no significant relationship between social guidance and counselling and study habits of distance learners in the Bachelor of Education programmes. The corresponding mathematical model for the hypothesis was identified as follows:

Study habits of distance learners = f (social guidance and counselling). The data that was used to test this hypothesis was obtained from the twelve statements of social guidance and counselling; to measure the influence of social guidance and counselling on the study habits of distance learners using 95% level of confidence, the null hypothesis, H_{02} : There is no significant relationship between social guidance and counselling on the study habits of Distance learners in Bachelor of Education programmes was tested and all the P-values under significant 2-tailed were found to be significant ;P-values <0.05 ('Social guidance and counselling helped me develop interpersonal skills'. (Statement 1;r=0.487, P-value=0.000 <0.05), 'Social guidance and counselling has helped me retain good relationship with my peers' (Statement 2;r=0.513, P-value=0.000 <0.05), 'Social guidance and counselling has assisted me develop safety and survival skills' (Statement 3;r=0.481, P-value=0.000 <0.05)'Social guidance and counselling has helped me develop a sense of responsibility' (Statement 4;r=0.481, P-value=0.000 <0.05).

‘Social guidance and counselling services has helped me develop social competence’ (Statement 5 $r=0.498$, $P\text{-value}=0.000<0.05$) ‘Social guidance and counselling has enabled me develop self-esteem’ (Statement 6 $r=0.470$, $P\text{-value}=0.000<0.05$). Social guidance and counselling has helped me achieve positive attitude towards study (Statement 7 $r=0.531$, $P\text{-value}=0.000<0.05$). Social guidance and counselling has helped me develop better communication skills’ (Statement 8 $r=0.479$, $P\text{-value}=0.000<0.05$), ‘Social guidance and counselling has empowered me to develop self confidence in my studies’ (Statement 9, $r=0.495$, $P\text{-value}=0.000<0.05$). ‘Social guidance and counselling has made me respect others’ (Statement 10, $r=0.521$, $P\text{-value}=0.000<0.05$). ‘Social guidance and counselling have helped me develop self-awareness’ (Statement 11, $r=0.435$, $P\text{-value}=0.000<0.05$). I seek social guidance and counselling to improve my self-esteem issues (Statement 12, $r=0.494$, $P\text{-value}=0.000<0.05$). The results obtained are indicated in Table 4.17.

The correlation output table 4.17 shows that all the social guidance and counselling statements were statistically significant ($P\text{-values}$ under significant 2-tailed were all less than $\alpha=0.05$) against the statements of study habits of distance learners. Similarly, the overall correlation coefficient for social guidance and counselling and study habits of distance learners was found to be 0.520 with a $p\text{-value}$ of $0.000 < \alpha=0.05$. The implication of these results to the study is that there is a significant relationship between social guidance and counselling and study habits of distance learners. Thus leading to rejection of the null hypothesis (H_0): There is no significant relationship between social guidance and counselling on

the study habits of learners in Bachelor of Education programmes by distance learning) because $p\text{-value of } 0.000 < \alpha=0.05$ This is in agreement with Teaster and Blieszner (1999) who found that social guidance and counselling support services can significantly influence study habits of distance learners.

4.6.2 Regression Analysis of Social Guidance and Counselling and Study Habits of Distance Learners

The rationale of using the simple regression model was to establish how social guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. The model summary was achieved and presented below.

4.6.2.1 Model Summary of Social Guidance and Counselling and Study Habits of Distance Learners

The model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predict study habits of distance learners. The model summary results are presented in table 4.18.

Table 4.18
Regression Model Summary Table of the Social Guidance and Counselling and Study Habits of Distance Learners

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.520 ^a	0.270	0.268	0.913

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

The model summary table suggests that there is a positive correlation($R=0.520$) between social guidance and counselling and the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi and those

predicted by the regression model. In addition, 27% of the variance in the study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi is explained by social guidance and counselling. The results contradict with the findings of Bowa (2008) studies who proposed no substantial relationships between social guidance and counselling and the study habits of distance learners. The ANOVA results designated that (F-statistics (1,317) =117.430 is significant at P value $0.000 < 0.05$ inferring that the regression model results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes at the University of Nairobi.

4.6.2.2 ANOVA of the Regression analysis of Social Guidance and Counselling and Study Habits of Distance Learners.

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes at the University of Nairobi after use of personal guidance and counselling approaches. The regression ANOVA output statistics results are displayed in Table 4.19.

Table 4.19
An ANOVA of the Regression of Social Guidance and Counselling and Study Habits of Distance Learners.

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	97.903	1	97.903	117.430	0.000 ^b
Residual	264.286	317	0.834		
Total	362.189	318			

a. Dependent Variable: Study habits of distance learners'

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

4.6.2.3 Coefficient for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners.

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of personal guidance and counselling approaches.

The regression coefficients results are displayed in Table 4.20.

Table 4.19
Coefficients for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.749	0.146		11.961	0.000
	Social Guidance and Counselling	0.452	0.042	0.520	10.837	0.000

a. Dependent Variable: Study habits of distance learners

The simple linear regression coefficients results indicated that there was significant influence of social guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi given P-Value $0.00 < 0.05$. The regression model for social guidance and counselling was $y = 1.749 + 0.452X_2$. This implication of the result to this study is that for each unit of social guidance and counselling support services, study habits of distance learners marginally changed by 0.452 units.

4.6.3 Social Guidance and Counselling and Study Habits of Distance Learners -University Officials.

The second objective that the study sought to achieve was to establish the extent to which social guidance and counselling influence the study habits of distance learners in the Bachelor of Education programmes of the University of Nairobi. The participants were requested to give their opinion in their level of agreements or disagreements with the statements using a Likert scale of 1-5 where Strongly agree (SA)=5, Agree (A)=4, Undecided (UD)=3, Disagree (D)=2 and Strongly disagree (SD)=1 The results are presented in Table 4.21.

Table 4.20
Social Guidance and Counselling and Study Habits of Distance Learners -
University Officials

Statement	SA	A	UD	D	SD	Mean	Std. dev
Social guidance and counselling help to improve self-esteem of distance learners	13(43.3%)	14(46.7%)	3(10%)	0(0.00%)	0(0.00%)	4.33	0.661
Social guidance and counselling have helped distance learners to feel socially secure	4(13.3%)	24(80%)	2(6.7%)	0(0.00%)	0(0.00%)	4.07	0.450
Social guidance and counselling have empowered distance learners to consult their peers	5(16.7%)	22(73.3%)	3(10%)	0(0.00%)	0(0.00%)	4.07	0.521
Social guidance and counselling have enabled distance learners develop social skills	5(16.7%)	23(76.6%)	2(6.7%)	0(0.00%)	0(0.00%)	4.10	0.481
Social guidance and counselling services has helped distance learners develop interpersonal skills	8(26.6%)	20(66.7%)	2(6.7%)	0(0.00%)	0(0.00%)	4.20	0.551
Composite mean& standard deviation						4.17	0.531

Five Statements were developed to measure the extent of influence of social guidance and counselling on study habits of distance learners in the Bachelor of Education by distance learning.

Statement (1) ‘Social guidance and counselling helps improve self-esteem of distance learners’ had a mean score of 4.33 and a standard deviation score of

0.661. These results indicated that out of 30 Respondents, 14(46.7%) agreed, 3(43.3%) strongly agreed and 3(10%) were undecided on whether Social guidance and counselling helps to improve self-esteem of distance learners. These results show that the line item mean score of 4.33 and standard deviation score of 0.661 were higher than the composite mean score of 4.17 and standard deviation score of 0.531. The implication of these results to the study is that social guidance and counselling influence distance learners to positively improve self-esteem thereby enhancing their study habits. The findings of this study are consistent with Carruthens (2019) who acknowledged that guidance from tutors increases their self-esteem in engagement and collaboration with peers.

Statement (2) 'Social guidance and counselling has helped distance learners feel socially secure' had a mean score of 4.07 and a standard deviation score of 0.450. These results indicated that out of 30 participants, 24(80%) agreed, 4(13.3%) strongly agreed and 2(6.7%) were undecided on whether social guidance and counselling has helped distance learners feel socially secure. These results demonstrated that the line item mean score of 4.07 and standard deviation score of 0.450 were lower than the composite mean score of 4.17 and standard deviation score of 0.531. The implication of these results to the study is that social guidance and counselling did not influence distance learners to feel socially secure and hence negatively influenced their study habits and therefore there is need to improve it. The results of this study contradict Vaccaro and Newman (2017) who acknowledged that distance learners who have undergone social guidance and

counselling feel socially secure to become part of University community. This study engages with that need.

Statement (3) 'Social guidance and counselling has empowered distance learners to consult their peers' had a mean score of 4.07 and a standard deviation score of 0.521. These results indicated that out of 30 participants, 22(73.3%) agreed, 5 (16.7%) strongly agreed and 3(10%) were undecided on whether or not social guidance and counselling has empowered distance learners to consult their peers. These results suggested that the line item mean score of 4.07 and standard deviation score of 0.521 were lower than the composite mean score of 4.17 and standard deviation score of 0.531. The implication of the result to the study is that social guidance and counselling negatively helps distance to learners consult their peers. The results contradict Wei, Suleiman and Kassim (2011) who found out that social guidance and counselling help distance learner to network with their peers.

Statement (4) 'Social guidance and counselling services have helped distance learners to develop social skills' had a mean of 4.10 and a standard deviation score of 0.481. These results indicated that out of 30 participants, 23(76.7%) agreed, 5 (16.7%) strongly agreed and 2(6.7%) were undecided on whether or not social guidance and counselling services has helped distance learners develop social skills. These results revealed that the line item mean score of 4.10 and standard deviation score of 0.481 were lower than the composite mean score of 4.17 and standard deviation score of 0.531. The implication of these results to the

study that social guidance and counselling do not help distance learners to develop social skills and hence negatively influencing their study habits. The findings of this study contradict Hooley, Neary, Morris and Mackay (2015) who propounded that social guidance and counselling help distance learners to develop social skills to consult their peers.

Statement (5) 'Social guidance and counselling services have helped distance learners' develop interpersonal skills had a mean score of 4.20 and a standard deviation score of 0.551. These results indicated that out of 30 respondents, 20 (66.7%) agreed with the statement, 8(26.7%) strongly agreed and 2(6.7%) were undecided on whether social guidance and counselling services have helped distance learners develop interpersonal skills. These results suggested that the line item mean score of 4.20 and standard deviation score of 0.551 were higher than the composite mean score of 4.17 and standard deviation score of 0.531. The implication of these results to the study is that social guidance and counselling influence development of interpersonal skills, which in turn positively influence their study habits. The composite mean and composite standard deviation for all the statements of social guidance and counselling was 4.17 and 0.533 respectively implying that majority agreed that social guidance and counselling influence study habits of distance learners. The results of this study support the findings of Lianos (2015) who found out that social guidance and counselling services facilitate distance learners to develop interpersonal skills for sound study habits. These findings were further supported by qualitative data from interview

guide and this is what the university Registrar (who was not given the questionnaire) identified using unique coding [URO8] had to say;

'Social guidance and counselling are given to distance learners' during orientation and in lecture halls which can enhance their study habits. These services are given to distance learners by lecturers, chaplains' administrators, student counselors and assistant dean of students at the main campus and learning centers. They are meant to make distance learners' feel that they belong to the university community and to facilitate group discussion amongst themselves. 'Feeling' of being part of University community assist distance learners' to consult peer and lecturers on study issues. 'However, distance learners' seem not to have time to seek such services (URO8, 2019). Furthermore, students' counsellors and assistant Deans who have skills to provide social guidance and counselling are few to handle such large numbers of learners' in the University. All staff members who serve distance learners directly should be given training in social and life skills to make social guidance and counselling more effective in area of study habits (UR15, 2019).

4.6.4 Correlation Analysis Social Guidance and Counselling on Study Habits of Distance Learners - University Officials

Pearson correlation coefficient employed to test the relationship between social guidance and counselling and study habits of distance learners in the Bachelor of Education programmes. This was done at 95% level of confidence. The results displayed in Table 4.22

Table 4.21
Correlations of Social Guidance and Counselling and Study Habits of
Distance Learners - University officials; (n=30) -

Statements of Social guidance and counseling		Study habits of distance learners'
Social guidance and counselling offered in the university can improve self-esteem of distance learners	Pearson Correlation	0.519*
	Sig. (2-tailed)	0.000
Social guidance and counselling offered in the university empowers the distance learners to consult their peers	Pearson Correlation	0.464*
	Sig. (2-tailed)	0.000
Social guidance and counselling given to distance learners in your institution makes them feel socially secure	Pearson Correlation	0.504
	Sig. (2-tailed)	0.000
Social guidance and counselling offered in your institution enables distance learners to develop social skills	Pearson Correlation	0.625
	Sig. (2-tailed)	0.000
Social guidance and counselling given to distance learners help them to develop interpersonal skills	Pearson Correlation	0.579*
	Sig. (2-tailed)	0.000
(overall correlation)	Pearson correlation	0.692
	sig. (2-tailed)	0.000

*Correlation significant at 0.05 levels (2-tailed)

Several characteristics of social guidance and counselling and study habits were scrutinized based on the following hypothesis:

H₀: There is no significant relationship between social guidance and counselling on the study habits of Bachelor of Education by distance learning. The

corresponding mathematical model for the hypothesis was identified as follows: Study habits of distance learners = f (social guidance and counselling). To measure the influence of social guidance and counselling on the study habits of distance learners using 95% level of confidence. The null hypothesis, H_{02} ; There is no significant relationship between social guidance and counselling on the study habits of distance learners was tested. All the P-values under significant 2-tailed in were found to be significant. P-values <0.05 ('Social guidance and counselling helps improve self-esteem of distance learners (Statement 1, $r=0.519$, P-value= $0.000<0.05$). 'Social guidance and counselling have helped distance learners feel socially secure' (Statement 2, $r=0.464$, P-value= $0.000<0.05$). Social guidance and counselling have empowered distance learners consult their peers' (Statement 3 $r=0.504$, P-value= $0.000<0.05$). 'Social guidance and counselling have enabled distance learners develop social skills' (Statement 4, $r=0.625$, P-value= $0.000<0.05$). 'Social guidance and counselling have helped distance learners develop interpersonal skills' (Statement 5 $r=0.579$, P-value= $0.000<0.05$). The correlation output table 4.22 shows that all the social guidance and counselling statements were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$. Similarly, the overall correlation coefficient for social guidance and counselling and study habits of distance learners was found to be 0.692 with a p-value of $0.000 < \alpha=0.05$. The implication of these results to the study is that there is a significant relationship between social guidance and counselling on the study habits of distance learners, thus leading to rejection of

the null hypothesis (H_{02} : There is no significant relationship between social guidance and counselling on the study habits of distance learners in Bachelor of Education programmes by distance learning. The findings of this study are in agreement with previous studies of Simpson (2011) who acknowledged that there is a significant relationship between social guidance, counselling and study habits of distance learners.

4.6.5 Regression Analysis Social Guidance and Counselling and Study Habits of Distance Learners –University Officials

Simple linear regression espoused to investigate how social guidance and counselling influence the study habits of distance learners in Bachelor of Education programmes by distance learning at the University of Nairobi. Regression model summary was achieved and presented below.

4.6.5.1 Regression Model Summary of Social Guidance and Counselling Influence on Study Habits of Distance Learners – University official

The model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predict study habits of distance learners Table 4.23 presents the regression model summary.

Table 4.22

Regression Model Summary Table of Social Guidance and Counselling Influence and Study Habits of Distance Learners –University Officials

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.692 ^a	0.479	0.461	0.414

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

The model summary suggests that there is a positive correlation($R=0.692$) between social guidance and counselling and the study habits of learners in Bachelor of Education programmes by distance learning of the University of Nairobi. In addition, 47.9% of the variance in the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi is explained by social guidance and counselling.

4.6.5.2 An ANOVA of the Regression of Social Guidance and Counselling and Study Habits of Distance Learners -University Officials

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of personal guidance and counselling approaches.

The regression ANOVA output statistics results shown in Table 4.24.

Table 4.23

An ANOVA of the Regression of Social Guidance and Counselling and Study Habits of Distance Learners -University Officials.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.408	1	4.408	25.758	0.00 ^b
Residual	4.792	28	0.171		
Total	9.200	29			

a. Dependent Variable: Study habits of distance learners'

b. Predictors: (Constant), social guidance and counseling

The ANOVA results designated that (F-statistics (1.28) = 25.758 is significant at P value $0.000 < 0.05$. The implication of this finding to the study is that the regression model results are significantly a better prediction of study habits of distance learners. The results are consistent with the pervious findings of Behadir (2012); Simpson (2012); Garland and Clark (2010) who found significant relationships between social guidance and counselling and study habits of distance learners.

4.6.5.3 Coefficient for Regression of Social Guidance Counselling and Study Habits of Distance Learners - University Officials

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of personal guidance and counselling approaches.

The regression coefficients results are displayed in Table 4.25.

Table 4.24
Coefficients for the Regression of Social Guidance and Counselling and Study Habits of Distance Learners -University Officials

Model		Coefficients			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.339	0.608		2.202	0.036
	Social Guidance and Counselling	0.735	0.145	0.692	5.075	0.000

a. Dependent Variable: Study habits of distance learners

The simple linear regression coefficients results indicated that there was significant influence of social guidance and counselling and study habits of distance learners' given that P- Value was $0.00 < 0.05$. The regression model for Social guidance and counselling was $y = 1.339 + 0.735X_2$. The implication of these results to the study is that for each unit of social guidance and counselling support services, study habits of distance learners marginally changed by 0.735 units. The results are not consistent with the findings of Bowa (2008) that social guidance and counselling does not promote academic performance bedrock of study habits amongst distance learners. The regression coefficients results are in Table 4.25.

4.7 Educational Guidance and Counselling and Study Habits of Distance Learners

The third objective that the study sought to achieve was to establish the extent to which educational guidance and counselling influence study habits of distance learners in the Bachelor of Education by distance learning. The participants were requested to give their opinions on their level of agreement or disagreement in a Likert scale of 1-5 where strongly agreed (SA)=5, Agree(A)=4, Undecided (UD)=3, Disagree(D)=2 and Strongly disagreed (SD)=1. The results are shown in Table 4.26.

Table 4.25
Educational Guidance and Counselling and Study Habits of Distance Learners

STATEMENTS	SA	A	UD	D	SD	Mean	Std. dev
EGC1	60(18.8%)	191(59.9%)	15(4.7%)	23(7.2%)	30(9.4%)	3.71	1.137
EGC2	70(21.9%)	163(51%)	30(9.4%)	32(10%)	24(7.5%)	3.70	1.143
EGC3	68(21.3%)	167(52.3%)	37(11.6%)	20(6.3%)	27(8.5%)	3.72	1.125
EGC4	75(23.5%)	172(53.9%)	23(7.1%)	22(6.9%)	27(8.5%)	3.77	1.139
EGC5	90(28.3%)	158(49.5%)	24(7.5%)	27(8.5%)	20(6.3%)	4.34	1.611
EGC6	60(18.8%)	183(57.4%)	17(5.3%)	37(11.6%)	22(6.9%)	3.70	1.112
EGC7	57(17.9%)	172(53.9%)	37(11.6%)	22(6.9%)	31(9.7%)	3.63	1.147
EGC8	56(17.9%)	165(51.7%)	27(8.5%)	44(13.8%)	27(8.5%)	3.56	1.177
EGC9	65(20.4%)	175(54.9%)	33(10.3%)	21(6.6%)	25(7.8%)	3.73	1.099
EGC10	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

N.B. EGC 1-10 are indicators of educational guidance and counselling.

Statement (EGC1): ‘Educational guidance and counselling helped me manage my study time’ had a mean score of 3.71 and a standard deviation score of 1.137. The result indicated that out of 319 participants, 191 (59.9%) agreed, 60(18.8%) strongly agreed, 30 (9.4%) strongly disagreed, 23(7.2%) disagreed and 15(4.7%) were undecided. These results suggested that the line item mean score of 371 and standard deviation score of 1.137 were similar to the composite mean score of 3.71 and standard deviation score of 1.131. The implication of these results to the

study is that educational guidance and counselling positively influence distance learners to manage their study time and hence enhance their study habits positively. The findings of this study support Nonis and Hudson (2010) who found out that educational guidance and counselling significantly help distance learners manage their study time.

Statement (EGC2): 'Educational guidance and counselling helped me manage my study time' had a mean score of 3.71 and a standard deviation score of 1.137. The result indicated that out of 319 participants, 191 (59.9%) agreed, 60(18.8%) strongly agreed, 30 (9.4%) strongly disagreed, 23(7.2%) disagreed and 15(4.7%) were undecided. These results suggested that the line item mean score of 3.70 and standard deviation score of 1.143 were slightly lower than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling moderately influence distance learners ability to respond to study. The findings suggest that distance learners need effective educational guidance and counselling on time management in order to prioritize their daily activities to develop good study habits. The results of this study contradict Haug and Plant (2015) who suggested that distance learners are adults who can manage their study time without being guided and counselled.

Statement (EGC3) 'Educational guidance and counselling has helped me develop an attitude of tolerance' had a mean score of 3.72 and a standard deviation score of 1.125. These results indicated that out 319 participants, 167(52.4%) agreed,

68(21.3%) Strongly agreed, 37 (11.6%) were undecided, 27(8.5%) Strongly disagreed and 20(6.3%) disagreed. These results demonstrated that the line item mean score of 3.72 and standard deviation score of 1.125 were higher than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling positively help distance learners develop an attitude of tolerance, and these influences good study habits of the distance learners. The findings of this study support study by Hassan (2006) who found that educational guidance and counselling services have significant effect on distance learners in developing attitude of tolerance to study in face of challenges.

Statement (EGC4) 'Educational guidance and counselling has helped me learn better examination strategies' had a mean score of 3.77 and a standard deviation score of 1.139. These results indicated that out of 319 participants, 172(53.9% agreed, 75(23.5%) strongly agreed, 27(8.5%) strongly disagreed, 23(7.2%) were undecided and 22(6.9%) disagreed. These results revealed that the line item mean score of 3.77 and standard deviation score of 1.139 were higher than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling positively influence distance learners to learn better examination strategies and hence enhance their study habits. The findings of this study support Fried and Irwin (2016) who mentioned that learners need educational guidance

and counselling services for examination strategies to study, which are effective in refining academic performance in anxiety ridden distance learner.

Statement (EGC5) 'Educational guidance and counselling has helped me to learn better examination strategies' had a mean score of 3.77 and a standard deviation score of 1.139. These results indicated that out of 319 participants, 172(53.9%) agreed, 75(23.5%) strongly agreed, 27(8.5%) strongly disagreed, 23(7.2%) were undecided and 22(6.9%) disagreed. These results demonstrated that the line item mean score of 4.34 and standard deviation score of 1.611 were higher than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling positively influence distance learners to receive orientation to study at distance thereby enhancing good study habits. These results of this are consistent with Schiersmann, Petersen and Weber (2017) who declared that distance learners need orientation to study in order to have self-regulated study and use of learner support system.

Statement (EGC6) 'Educational guidance and counselling has helped me manage examination phobia' had a mean score of 3.70 and a standard deviation score of 1.112. These results indicated 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. These results indicated that the line item mean score of 3.70 and standard deviation score of 1.112 were slightly lower than the composite mean score of 3.71 and standard deviation score of 1.133. Implication

of the results to this study is that education guidance and counselling is not perceived as very significant at helping distance learners to manage examination phobia. The results support the findings of Kraatz (2015) that distance learners, in addition to education counselling, need psychotherapy to deal with the phobia of examinations.

Statement (EGC7) 'Educational guidance and counselling has given me encouragement to resume study after deferment' had a mean of 3.63 and a standard deviation score of 1.147. These results indicated that out 319 participants, 172(53.9%) agreed, 57(17.9%) strongly agreed, 37 (11.6%) were undecided 31(9.7%) strongly disagreed and 22(6.9%) disagreed. These results suggested that the line item mean score of 3.63 and standard deviation score of 1.147 were lower than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling does not influence distance learners to resume study after deferment. The implication to these results is that education guidance and counselling did not necessarily determine return to study of the distance learners. This contradicts Julal. (2013) who advocated that guidance and counselling be prearranged to distance learners' in order to reassure those who defer their course to resume.

Statement (EGC8) 'Educational guidance and counselling has enabled me to increase my level of motivation to study' had a mean score of 3.56 and a standard deviation score of 1.177. These results indicated 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. These results revealed that the line item mean score of 3.56 and standard deviation score of 1.177 were lower than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling is not effective enough to increase level of motivation of distance learners to study. These results of the study contradict Tucker (2003) who found out that educational guidance and counselling motivates distance learners to study.

Statement (EGC9) 'Educational guidance and counselling has helped me use web resource' had a mean score of 3.73 and a standard deviation score of 1.099. These results indicated that out of 319 participants, 175(54.9%) agreed, 65(20) strongly agreed, 33(10.3%) were undecided, 25(7.8%) strongly disagreed and 21(12.2%) disagreed. These results suggested that the line item mean score of 3.73 and standard deviation score of 1.099 were higher than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of these results to the study is that educational guidance and counselling positively assist distance learners to use web resource and hence enhance their study habits. The results of this study contradict Simpson and Gibbs (2012) who revealed that geographical isolation and their characteristics make it difficult to use web.

Statement (EGC10) 'Educational guidance and counselling has helped me overcome my exam fears' had a mean score of 3.67 and a standard deviation

score of 1.13. These results indicated that out of 319 participants, 183(57.4%) agreed 57(17.9%) strongly agreed, 29(9.0%) strongly disagreed, 26(8.2%) were undecided and 24(7.5%) disagreed. The results demonstrated that the line item mean score of 3.67 and standard deviation score of 1.13 were lower than the composite mean score of 3.71 and standard deviation score of 1.133. The implication of the result is that education guidance and counselling given to these learners were not alleged as effective at helping them overcome examinations fear. This in line with Eurydice (2014) who found out that psychotherapy is better intervention for examinations fear.

Of the ten statements of educational guidance and counselling, 'Educational guidance and counselling has enabled me receive orientation to study at a distance' had the highest mean (mean=4.34). The implication of these results to the study indicated majority of participants tend to agree unanimously that educational guidance and counselling has enabled them receive orientation to study at a distance. Variability was lower ($\sigma=1.112$) for statement 6, 'Educational guidance and counselling has helped me manage examination phobia' the implication of the result to the study in guidance and counselling does not help distance learners to manage examinations phobia. The composite mean score and composite standard deviation score was 3.71 and 1.133 respectively, implying that majority of the distance learners agreed according to Likert scale that educational guidance and counselling influence study habits of the distance learners.

These findings further buttressed by data collected from distance learners through open-ended questionnaires in which 278(87.15%) participants said that they believe that educational guidance and counselling enhance their study habits. In addition, they claimed to have noted some improvement such as; managing their study time, development of attitude of tolerance and learning better examination strategies. However, 41(12.85%) of the distance learners did not believe that educational guidance and counselling have enhanced their study habits. They claimed that educational guidance and counselling given to them is not effective enough to help them overcome their examinations fears. In addition, that educational guidance and counselling is not effective enough to increase the level of motivation of distance learners to study.

The findings further reinforced by the following qualitative data from open questions.

‘Yes, education guidance and counselling somehow are 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 academic counsellors (Participants no 20). ‘At times, lecturers offer education guidance and counselling support services on how to study as an independent learner in the distance learning.’ (Participants no. 99) ‘Education 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 refer us to programme coordinators, administrators and support staff who may not have training for professional education guidance and counselling.’ (Participants no 25). ‘Assistant 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 techniques’ (Participants no. 70)

4.7.1 Correlation Analysis of Educational Guidance and Counselling and Study Habits of Distance Learners’

Pearson correlation coefficient adopted to test the relationship between educational guidance and counselling and study habits of learners in Bachelor of Education programmes by distance learning at 95% level of confidence. The results obtained presented in Table 4.27.

Table 4.26
Correlations of Educational Guidance and Counselling and Study Habits of
Distance Learners ;(n=319)

Statements of educational guidance & counselling		Study habits of distance learners'
EGC1	Pearson Correlation	0.546*
	Sig. (2-tailed)	0.000
EGC2	Pearson Correlation	0.575*
	Sig. (2-tailed)	0.000
EGC3	Pearson Correlation	0.585*
	Sig. (2-tailed)	0.000
EGC4	Pearson Correlation	0.519*
	Sig. (2-tailed)	0.000
EGC5	Pearson Correlation	0.190
	Sig. (2-tailed)	.000
EGC6	Pearson Correlation	0.509*
	Sig. (2-tailed)	0.000
EGC7	Pearson Correlation	0.461*
	Sig. (2-tailed)	0.000
EGC8	Pearson Correlation	0.475*
	Sig. (2-tailed)	0.000
EGC9	Pearson Correlation	0.366*
	Sig. (2-tailed)	0.000
EGC910	Pearson Correlation	0.517*
	Sig. (2-tailed)	0.000
(overall correlation)	Pearson correlation	0.449*
	sig. (2-tailed)	0.000

Correlation significant at 0.05 levels (2-tailed)

Several characteristics of educational guidance and counselling and study habits analysis based on the following hypothesis. H₀: There is no significant

relationship between educational guidance and counselling on the study habits of Bachelor of Education by distance learning.

The corresponding mathematical model for the hypothesis identified as follows: Study habits of distance learners = f (educational guidance and counselling). To measure the influence of educational guidance and counselling on the study habits of distance learners at 95% level of confidence, the null hypothesis, H_0 : There is no significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes. All the P-values under significant 2-tailed in Table 4.29 found to be significant at the P-values <0.05 . 'Educational guidance and counselling helped me manage my study time' (Statement 1, $r=0.546$, $P\text{-value}=0.000<0.05$). 'Educational guidance and counselling has increased my ability to respond to study' (Statement 2; $r=0.575$, $P\text{-value}=0.000<0.05$).

'Educational guidance and counselling have helped me develop an attitude of tolerance' (Statement 3; $r=0.585$, $P\text{-value}=0.000<0.05$). 'Educational guidance and counselling has helped me learn better examination strategies' (Statement 4; $r=0.519$, $P\text{-value}=0.000<0.05$). 'Educational guidance and counselling have enabled me receive orientation to study at a distance' (Statement 5 $r=0.190$, $P\text{-value}=0.001<0.05$). 'Educational guidance and counselling have helped me manage examination phobia' (Statement 6 $r=0.509$, $P\text{-value}=0.000<0.05$). 'Educational guidance and counselling has given me encouragement to resume studies after deferment' (Statement 7 $r=0.461$, $P\text{-value}=0.000<0.05$). 'Educational

guidance and counselling has enabled me increase my level of motivation to study' (Statement 8, $r=0.475$, $P\text{-value}=0.000<0.05$). 'Educational guidance and counselling has helped me use web resource' (Statement 9, $r=0.366$, $P\text{-value}=0.000<0.05$). 'Educational guidance and counselling have helped me overcome my examinations phobia' (Statement 10, $r=0.517$, $P\text{-value}=0.000<0.05$).

The correlation results show that all the educational guidance and counselling Statements were statistically significant ($P\text{-values}$ under significant 2-tailed were all less than $\alpha=0.05$) against the statements of study habits of Bachelor of Education by distance learning. Similarly, the overall correlation coefficient for educational guidance and counselling and study habits of distance learners was found to be 0.449 with a $p\text{-value}$ of $0.000 < \alpha=0.05$. The implication of the findings to the study that there is a momentous relationship between educational guidance and counselling on the study habits of distance learners; leading to rejection of the null hypothesis (H_0 : There is no significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes by distance learning and acceptance of the alternative hypothesis, and hence the research findings clinch that there is a substantial relationship between educational guidance and counselling on the study habits of Bachelor of Education by distance learning.

4.7.2 Regression Analysis of Educational Guidance and Counselling on Study Habits of Distance Learners

The rationale of using the simple regression model was to establish how educational guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programme of the University of Nairobi.

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

The model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predicts study habits of distance learners. Table 4.28 presents the regression model summary on the educational guidance and counselling influence on the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

Table 4.27
Regression Model Summary of Educational Guidance and Counselling Influence on Study Habits of Distance Learners

Model	R	R Square	Adjusted Square	R	Std. Error of the Estimate
1	0.449 _a	0.202	0.199		0.955

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

The model summary proposes that there is a constructive correlation ($R=0.449$) between educational guidance and counselling and the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi and

those predicted by the regression model. In addition, 20.2% of the variance in the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi is explained by educational guidance and counselling. The results are consistent with the findings of Banda and Kaphesi (2017) that there are significant relationships between educational guidance and counselling and the study habits.

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

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of educational guidance and counselling. Regression ANOVA output statistics results presented in Table 4.29.

Table 4.28
An ANOVA of the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	73.157	1	73.157	80.235	0.000 ^b
Residual	289.033	317	0.912		
Total	362.189	318			

a. Dependent Variable: Study habits of distance learners

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

The ANOVA results indicated that (F-statistics (1,317) =80.235 is significant at P value $0.000 < 0.05$ implying that the regression model results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi.

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

The study sought to find out whether there was influence of educational guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The regression coefficients results are in Table 4.30.

Table 4.29
Coefficients for Regression of Educational Guidance and Counselling and Study Habits of Distance Learners

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-1.630	0.187		8.723	0.000
Educational guidance and counselling	0.427	0.048	0.449	8.957	0.000

a. Dependent Variable: Study habits of distance learners.

The simple linear regression coefficients results indicated that there was significant influence of educational guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi given P-Value $0.00 < 0.05$. The regression model for educational guidance and counselling was $y = -1.630 + 0.427X_3$. The implication of the results to the study is that for each unit of educational guidance and counselling support services, study habits of distance learners marginally changed by 0.954 units. The results of the study are consistent with the findings of Wachira (2012) who inferred that

effective educational guidance and counselling promote all-encompassing study habits.

4.7.3 Educational Guidance and Counselling on Study Habits of Distance Learners -University of Officials

The participants were requested to give their opinions on their level of agreement or disagreement in a Likert scale of 1-5 where Strongly agreed (SA)=5, Agreed(A)=4, Undecided (UD)=3, Disagree(D)=2 and Strongly disagree (SD)=1.

The results are presented in Table 4.31.

Table 4.30
Educational Guidance and Counselling and Study Habits of Distance Learners'

STATEMENTS	SA	A	UD	D	SD	Mean	Std. dev
Educational guidance and counselling help distance learners to manage their time	11(36.7%)	19(63.3%)	0(0.00%)	0(0.00%)	0(0.00%)	4.37	0.490
Educational guidance and counselling have helped distance learners adopt better examination techniques	14(46.7%)	16(53.3%)	0(0.00%)	0(0.00%)	0(0.00%)	4.43	0.568
Educational guidance and counselling have helped distance learners get clarification on the courses they under take	15(50%)	15(50%)	0(0.00%)	0(0.00%)	0(0.00%)	4.50	.509
Educational guidance and counselling have encouraged distance learners who have deferred their studies to resume	12(40%)	18(60%)	0(0.00%)	0(0.00%)	0(0.00%)	4.60	0.498
Educational guidance and counselling services have helped distance learners to be oriented to become members of the university community	22(73.3%)	8(26.7%)	0(0.00%)	0(0.00%)	0(0.00%)	4.73	0.450
Composite mean & standard deviation						4.500	0.509

Five Statements established to measure the extent of influence of educational guidance and counselling on study habits of distance learners of Bachelor of Education programmes in the University of Nairobi.

Statement (1) 'Educational guidance and counselling helps distance learners manage their time' had a mean score of 4.37 and a standard deviation score of 0.490. These results indicated that out of 30 participants, 19(63.3%) agreed, 11(36.7%) strongly agreed, 0(0.00%) were undecided and 0 0.00% strongly disagreed. These results suggested that the line item mean score of 4.37 and standard deviation score of 0.490 were lower than the composite mean score of 4.50 and standard deviation score of 0.509. The implication of these results to the study is that educational guidance and counselling did not influence distance learners to manage their time thereby negatively affecting their study habits. The findings of this study support George et al (2016) who concluded that ineffective educational guidance and counselling do not assist distance learners to manage their time.

Statement (2)' Educational guidance and counselling has helped distance learners adopt better examination techniques had a mean score of 4.43 and a standard deviation score of 0.568. These results indicated that out of 30 respondents, 16(53.3%) agreed, 14(46.7%) strongly agreed and none were undecided and strongly disagreed. These results indicated that the line item mean score of 4.43 and standard deviation score of 0.568 were lower than the composite mean score of 4.50 and standard deviation score of 0.509. The implication of these results to

the study is that educational guidance and counselling given to distance learners are not suitable enough to influence distance learners to adopt better examination techniques. The findings of this study support Kidombo (2008) who found that distance learners do fail and resit for examinations at higher rate than those in conventional modes of study.

Statement (3) 'Educational guidance and counselling has helped distance learners get clarification on the courses they undertake' had a mean score of 4.500 and a standard deviation score of 0.509. These results indicated out of 30 participants, 15(50%) agreed and 15(50%) strongly agreed. These results demonstrated that the line item mean score of 4.50 and standard deviation score of 0.509 coincided with the composite mean score of 4.50 and standard deviation score of 0.509. The implication of these results to the study is that educational guidance and counselling assist distance learners positively to get clarification on the courses they take which enhances their study habits. The findings of this study support Ikwanme (2014) who concluded that distance learners need to be oriented on their courses to develop wide-ranging study habits.

Statement (4) 'Educational guidance and counselling has encouraged distance learners who have deferred their studies to resume' had a mean score of 4.60 and a standard deviation score of 0.498. These results indicated that out of 30 participants 18(60%) agreed, 12(40%) strongly agreed and none was undecided or strongly disagreed. These results suggested that the line item mean score of 4.60 and standard deviation score of 0.568 were higher than the composite mean

score of 4.50 and standard deviation score of 0.498. The implication of these results to the study is that educational guidance and counselling positively assist distance learners who have deferred their studies to resume. This in turn promotes progression rate. The results of the study support Bowa (2011) who recommended that distance learners who defer their studies should be guided and counselled not to drop out.

Statement (5) 'Educational guidance and counselling services has helped distance learners to be oriented to become members of the university community' had a mean score of 4.73 and a standard deviation score of 0.450. These results indicated that out of 30 participants, 22(77.3%) agreed, 8(26.7%) strongly agreed and none was undecided or strongly disagreed. These results suggested that the line item mean score of 4.73 and standard deviation score of 0.450 were higher than the composite mean score of 4.50 and standard deviation score of 0.509. The implication of the results to the study is that guidance and counselling foster a sense of belonging to become part of university community. The results of this study support Moore and Kearsley (2012) who concluded that educational guidance and counselling given during orientation make distance learners are part of university community.

'Educational guidance and counselling services have helped distance learners to be oriented to become members of the university community' had the highest mean. (Mean=4.73). The implication of these results to the study is that majority of participants tended to agree unanimously that educational guidance and

counselling services have helped distance learners become members of the university community. Variability was lower ($\sigma=.450$) for statement 5. The results suggested that the participants homogeneously agreed among themselves that educational guidance and counselling services have helped distance learners be oriented to become members of the university community. The composite mean and composite standard deviation score was 4.50 and 0.509 respectively implying that majority of the University officials agreed with the Likert scale that educational guidance and counselling influence study habits of distance learners. These findings were further supported by qualitative data from interview guide and this is what the university officials (who did not respond to the questionnaires) identified using unique coding [ULECTR, .11] had to say;

'Distance Learners' in the Bachelor of Education programmes assume they are mature enough to develop good study habits. However, some learners in this programme perform poorly in term papers and examinations, which prove that their study habits are inadequate. There, are reports of some of them caught cheating in examinations and dealt with according to University laid down procedures. This is an indication that education guidance and counselling given to distance learners are not adequate due to few counsellors and lack of counselling skills demonstrated by support staff' University lecturer-ULECTR.11 (2019).

'Majority of distance learners are not able to balance between family commitments, work and studying at a distance, resulting in poor

performance in examinations; in addition, majority of distance learners are P1 teachers who have undivided family commitments that take away their study time; thus, they require a strong based educational guidance and counselling support services to improve their study habits' University chaplain –UCHAP.23 (2019).

'Counsellors should be involved during orientation of distance learners to provide educational guidance and counselling with other stakeholders. When distance learners come for tutorial sessions, they literally do not get time to seek for educational guidance and counselling from counsellors. That can be sorted out if counsellors are allowed to provide such services during orientation' UCOUN.14 (2019).

'The number of University distance learners seeking for education guidance and counselling is large and student counsellors are not able to cope, online education guidance and counselling can serve to meet the short fall. The Student Counsellors, Chaplains, Deans and lecturers can reach distance learners' wherever they are, to provide educational guidance and counselling support services. When appropriate digital technologies are improved, educational guidance and counselling will be more effective for augmentation of study habits of distance learners' USTDCOUNSL.11 (2019).

4.7.4 Correlation Analysis of Educational Guidance and Counselling and Study Habits of Distance Learners – University Official

Pearson correlation coefficient employed to test the relationship between educational guidance and counselling and study habits of distance learners in the Bachelor of education by distance programme. The corresponding mathematical model for the hypothesis identified as follows: Study habits of distance learners = f (educational guidance and counselling). The results presented in Table 4.32

Table 4.31
Correlations of Educational Guidance and Counselling and Study Habits of
Distance Learners; * Correlation Significant at 0.05 level (2-tailed)-
University official

Statements of educational guidance and counseling		Study habits of distance learners'
Educational guidance and counselling in your institution helps the distance learners to manage their time	Pearson Correlation	0.510*
	Sig. (2-tailed)	0.004
	N	30
Educational guidance and counselling offered to distance learners' in your institution helps them adopt to better examination techniques	Pearson Correlation	0.670
	Sig. (2-tailed)	0.000
	N	30
Educational guidance and counselling offered to distance learners' helps them get clarification on their courses they undertake	Pearson Correlation	0.445*
	Sig. (2-tailed)	0.014
	N	30
Educational guidance and counselling given to the distance learners encourages those who have deferred their courses to come back to study	Pearson Correlation	0.478*
	Sig. (2-tailed)	0.008
	N	30
Educational guidance and counselling orientate distance learners to become members of the university community	Pearson Correlation	0.663*
	Sig. (2-tailed)	0.000
	N	30
Administration by type	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
Educational guidance and counselling (overall correlation)	Pearson correlation	0.682
	sig. (2-tailed)	0.000
	N	30

To measure the influence of educational guidance and counselling on the study habits of distance learners using 95% level of confidence, several characteristics of educational guidance and counselling and study habits were analyzed based on the following hypothesis; H₀₃: There is no significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes tested and all the P-values under significant 2-tailed were found to be significant; P-values <0.05. ‘Education guidance and counselling helps to improve self-esteem of distance learners (Statement 1, r=0.510, P-value=0.004<0.05).

‘Educational guidance and counselling in your institution helps the distance learners to manage their time’ (Statement 2, r=0.670, P-value=0.002<0.05).

‘Educational guidance and counselling offered to distance learners in your institution helps them adopt to better examination techniques’ (Statement 3r=0.445, P-value=0.014<0.05).

‘Educational guidance and counselling offered to distance learners helps them get clarification on the courses they undertake’ (Statement 4, r=0.478, P-value=0.008<0.05).

‘Educational guidance and counselling orientate distance learners to become members of the university community’ (Statement 5 r=0.663, P-value=0.000<0.05).

The correlation output table 4.32 shows that all the educational guidance and counselling statements were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$). Similarly, the overall correlation coefficient for educational guidance and counselling and study habits of distance learners was found to be 0.682 with a

p-value of $0.000 < \alpha=0.05$. The implication of this result to the study is that there is a significant relationship between educational guidance and counselling on the study habits of distance learners, thus leading to rejection of the null hypothesis (H_0 : There is no significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes). The research findings conclude that there is a significant relationship between educational guidance and counselling on the study habits of distance learners of Bachelor of Education programmes.

The correlation output table 4.32 shows that all the educational guidance and counselling statements were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$). Similarly, the overall correlation coefficient for educational guidance and counselling and study habits of distance learners was found to be 0.682 with a p-value of $0.000 < \alpha=0.05$. The implication of these results to the study is that there is a significant relationship between educational guidance and counselling on the study habits of distance learners', thus leading to rejection of the null hypothesis (H_0 : There is no significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes). The research findings conclude that there is a significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes at the University of Nairobi.

4.7.5 Regression Analysis of Educational Guidance and Counselling Influence and Study Habits of Distance Learners –University Officials

The University of Nairobi adopted simple linear regression to investigate how educational guidance and counselling influence the study habits of distance learners in Bachelor of Education programmes. It was necessary to get the views of the distance learners of Bachelor of Education programmes on the influence of educational guidance and counselling on their study habits. The rationale of using the simple regression model was to establish how educational guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes at the University of Nairobi.

4.7.5.1 Regression Model Summary of Educational Guidance and counselling Influence and the Study Habits of Distance Learners - University Official

The model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predict study habits of distance learners Table 4.33 presents the regression model summary on the educational guidance and counselling influence on the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

Table 4.32
Regression Model Summary Table of Educational Guidance and counselling
and the Study Habits of Distance Learners –University Official

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.682 ^a	0.465	0.446	0.306

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

The model summary table 4.33, suggest that there is a positive correlation($R=0.682$) between educational guidance and counselling and the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi and those predicted by the regression model. In addition, 46.5% of the variance in the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi is explained by educational guidance and counselling.

4.7.5.2 An ANOVA of the Regression on Educational Guidance and Counselling and Study Habits of Distance Learners - University Official

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of educational guidance and counselling. Regression ANOVA output statistics results presented in Table 4.34.

Table 4.33
An ANOVA of the Regression on Educational Guidance and Counselling and Study Habits of Distance Learners - University Official

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.283	1	2.283	24.361	.000 ^b
	Residual	2.625	28	0.094		
	Total	4.909	29			

a. Dependent Variable: Study habits of distance learners

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

The ANOVA results indicated that (F-statistics (1,28) = 24.361 is significant at P value $0.000 < 0.05$ implying that the regression model results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi. From the views of the respondents, educational guidance and counselling had positive influence on study habits of distance learners in Bachelor of Education programmes by in University of Nairobi.

4.7.5.3 Coefficients for the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners - University Official

The study sought to find out whether there was influence of educational guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The regression coefficients results are in Table 4.35.

Table 4.34
Coefficients for the Regression of Educational Guidance and Counselling and Study Habits of Distance Learners- University Official

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	1.310	0.633		2.072	0.048
Educational guidance and counselling	0.687	0.139	0.682	4.936	0.000

a. Dependent Variable: Study habits of distance learners

The simple linear regression coefficients results indicated that there was significant influence of educational guidance and counselling and study habits of distance learners in Bachelor of Education in University of Nairobi given P-Value $0.00 < 0.05$. The regression model for Educational guidance and counselling was $y = 1.310 + 0.687X_3$. The implication of the findings to the study is that for each unit of educational guidance and counselling support services, study habits of distance learners marginally changed by 0.687 units.

4.8 HIV/AIDS Guidance and Counselling on Study Habits of Distance Learners

HIV/AIDS guidance and counselling; are helping processes that are learning oriented in nature which empower distance learners who are directly or indirectly affected by HIV/AIDS to cope with health issues, and develop healthy sexual behaviour in order to concentrate on studies. They also encourage confidence, knowing one's HIV status and reduction of HIV/AIDS infections to give hope of completion of studies. The participants were requested to give their opinions on

their level of agreement or disagreement in a Likert scale of 1-5 where strongly agreed (SA) =5, Agreed (A) =4, Undecided (U) =3, Disagreed (D) = 2 and strongly disagree (SD) =1. The responses presented in Table 4.36.

Table 4.35
HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

STATEMENTS	SA	A	UD	D	SD	Mean	Std. dev
HIV/AIDS 1	57(17.9%)	109(34.1%)	72(22.6%)	50(15.7%)	31(9.7%)	3.35	1.219
HIV/AIDS 2	69(21.6%)	108(33.9%)	62(19.4%)	57(17.9%)	23(7.2%)	3.45	1.214
HIV /AIDS 3	52(16.2%)	113(35.4%)	64(20.1%)	64(20.1%)	26(8.2%)	3.41	2.093
HIV/AIDS 4	57(17.9%)	115(36. %)	59(18.5%)	69(21.6%)	19(6.0%)	3.37	1.183
HIV/AIDS5	54(16.9%)	116(36.4%)	69(21.6%)	51(16%)	29(9.1%)	3.36	1.200
HIV/AIDS6	58(18.2%)	102(32%)	83(26%)	60(18.8%)	16(5.0%)	3.39	1.133
HIV/AIDS7	56(17.6%)	100(31.3%)	68(21.3%)	71(22.3%)	24(7.5%)	3.29	1.208
HIV/AIDS 8	60(18.8%)	98(30.7%)	86(27%)	60(18.8%)	15(4.7%)	3.40	1.131
HIV/AIDS9	58(18.2%)	117(36.7%)	63(19.7%)	54(16.9%)	27(8.5%)	3.39	1.205
HIV/AIDS10	66(20.7%)	110(34.5%)	63(19.7%)	58(18.2%)	22(6.9%)	3.44	1.201
Composite mean & standard deviation						3.380	1.189

NB. HIV/AIDS 1-10 are the indicators of HIV/AIDS Guidance and counselling.

Ten statements developed to measure the extent to which HIV/AIDS guidance and counselling influence study habits of distance learners' in the Bachelor of Education programmes.

Statement (HIV/AIDS1) 'HIV/AIDS guidance and counselling has empowered me to develop healthy sexual behaviour' had a mean score of 3.35 and a standard deviation score of 1.219. These results indicated that out of 319 participants,

109(34.2%) agreed, 72(22.6%) were undecided, 57(17.9%) strongly agreed, 50(15.7%) disagreed and 31(9.7%) strongly disagreed that HIV/AIDS guidance and counselling has empowered them develop healthy sexual behaviour. The results indicated that the line mean score of 3.35 and standard deviation of 1.219 were slightly lower than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling moderately influence distance learners to develop healthy sexual behavior and this may influence their study habits positively. The findings of this study contradict UNAIDS (2014) which concluded that even when distance learners are guided and counselled on matters of HIV/AIDS, they still engage in unprotected sex because they may be too fearful or embarrassed to discuss unprotected sex with their partners.

Statement (HIV/AIDS 2) 'HIV /AIDS guidance and counselling has given me hope to complete my studies' had a mean of 3.45 and a standard deviation of 1.214. These results indicated that out of 319 participants, 108(33.9%) agreed, 69(21.6%) strongly agreed, 62(19.4%) were undecided, 57(17.9%) disagreed and 23(7.2%) strongly disagreed that HIV /AIDS guidance and counselling has given them hope to complete their studies. These results demonstrated that the line item mean score of 3.45 and standard deviation of 1.214 were higher than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV /AIDS guidance and counselling positively encourage distance learners to complete their studies.and hence enhances their

study habits. The results of this study contradict Fauk, Mwakinyali, Putra, & Mwanri (2017) which designated that even when learners are guided and counselled on matters of HIV/AIDS, they still engage in unprotected sex because they may be too fearful or embarrassed to discuss unprotected sex with their partners

The statement (HIV/AIDS) “HIV /AIDS guidance and counselling has given me encouragement to know my HIV status” had a mean of 3.41 and a standard deviation of 2.093. These results indicated that out of 319 participants, 113(35.4%) agreed, 64(20.1%) were undecided and 26 (8.2%) strongly disagreed that HIV /AIDS guidance and counselling has given them encouragement to know their HIV status. The results revealed that the line item mean score of 3.41 and standard deviation of 2.093 were higher than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV /AIDS guidance and counselling provided to distance learners has given them encouragement to know their HIV status, which may lead to positive study habits. The results of this study are inconsistent with previous studies of Orkin, Boyes, Cluver, Zhang (2013) which established that universities offering distance education involve their learners on HIV/AIDS issues by instituting programmes that advocate campaigns, such as the “Know your HIV Status” campaigns.

Statement (HIV/AIDS4) ‘HIV/AIDS guidance and counselling has helped me to cope with health issues’ had a mean of 3.37 and a standard deviation of 1.183 .These results indicated that out of 319 participants, 115(36.1%) agreed

69(21.6%) disagreed, 59(18.5%) were undecided, 57(17.9%) strongly agreed and 19(6.0%) strongly disagreed that HIV/AIDS guidance and counselling has helped them cope with health issues. These results indicated that the line item mean score of 3.37 and standard deviation of 1.183 were slightly lower than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling moderately help distance learners to cope with health issues and hence there is need to review the methods used for further improvement. These results of this study contradict UNAIDS (2014) which established that a vast majority of youth and adult learners' in distance education programmes have no idea how HIV is transmitted or how to protect themselves.

Statement (HIV/AIDS5) 'HIV/AIDS guidance and counselling empowered me to cope with stigmatization and concentrate on my studies' had a mean of 3.36 and a standard deviation of 1.200. These results indicated that out of 319 participants, 116(36.4%) agreed, 69(21.6%) were undecided, 54(16.9%) strongly agreed, 51(16%) disagreed and 29(9.1%) of distance learners' strongly disagreed that HIV/AIDS guidance and counselling empowered them to cope with stigmatization and concentrate on their studies. These results suggested that the line item mean score of 3.36 and standard deviation of 1.200 were lower than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling does not empower distance learners to cope with stigmatization and concentrate on their studies. The findings

contradict findings reported by Gauged and Rosenkilde (2011) that HIV/AIDS guidance and counselling support services in distance education are powerful intervention component of the HIV/AIDS stigma. In addition, the most effective measures tap into the energy of idealism of both adult and youth to concentrate in study.

Statement (HIV/AIDS 6) ‘HIV/AIDS guidance and counselling has given me a sense of belonging to study in my university’ had a mean of 3.39 and a standard deviation of 1.133. These results indicated that out of 319 participants, 102(32%) agreed, 83(26%) were undecided, 60(18.8%) disagreed, 58(18.2%) strongly agreed and 16(5.0%) strongly disagreed that HIV/AIDS guidance and counselling has given them a sense of belonging to study in their university. These results suggested that the line item mean score of 3.39 and standard deviation of 1.133 were higher than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling gives distance learners a sense of belonging to study in their university thereby enhancing positive study habits. The results of the study support Wango (2013) who concluded that HIV/AIDS guidance and counselling may remove stigmatization of those affected or infected to create a sense of belonging.

Statement (HIV/AIDS7) ‘HIV/AIDS guidance and counselling encourages me to concentrate on my study’ had a mean of 3.29 and a standard deviation of 1.305. These results indicated that out of 319 participants, 100(31.3%) agreed, 71

(22.3%) disagreed, 68 (21.3%) were undecided, 56(17.6%) strongly agreed and 24(7.5%) strongly disagreed that HIV/AIDS guidance and counselling encourages them to concentrate on their study. These results suggested that the line item mean score of 3.29 and standard deviation of 1.208 were lower than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling has not enabled distance learners to concentrate on their studies. The results of this study contradict NACC (2016) that revealed that HIV/AIDS guidance and counselling support services gives hope which results in training in concentration reading, which is the bedrock of study habits.

Statement (HIV/AIDS8) “HIV/AIDS guidance and counselling has enabled me to know my HIV/AIDS status” had a mean of 3.40 and a standard deviation of 1.131. The results indicated that out of 319 participants, 98(30.7%) agreed, 86(27%) were undecided, 60 (18.8%) both disagreed as well strongly agreed, and 15(4.7%) of distance learners strongly disagreed that HIV/AIDS guidance and counselling has enabled them know their HIV/AIDS status. These results suggested that the line item mean score of 3.40 and standard deviation of 1.131 were higher than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling positively influence distance learner to know my HIV/AIDS status thereby enhancing their study habits. The results of this study confirm Fotso, Banjo and Akmyemi (2018) who found out those Universities involve their

learners on HIV/AIDS issues by instituting programmes advocacy campaigns, such as the “Know your HIV Status” campaigns.

Statement (HIV/AIDS9) ‘HIV/AIDS guidance and counselling has reduced HIV infections in the universities’ had a mean of 3.39 and a standard deviation of 1.205. These results indicated that out of 319 participants, 117(36.7%) agreed, 63 (19.7%) were undecided 58 (18.2%) strongly agreed, 54(16.9%) disagreed and 27(8.5%) strongly disagreed that HIV/AIDS guidance and counselling has reduced HIV infections in the universities. These results suggested that the line item mean score of 3.39 and standard deviation of 1.205 were higher than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling offered to the distance learners has reduced HIV infections in the university and hence positively influenced their study habits. The findings of this study contradict African Women in Science and Engineering (2001) study on African Universities, which revealed that each day nearly 6000 learners in age bracket of 15 to 49 are infected or affected by HIV/AIDS.

Statement (HIV/AIDS10) ‘HIV/AIDS guidance and counselling has increased my confidence to study’ had a mean of 3.44 and a standard deviation of 1.305. These results indicated that out of 319 participants, 110(34.5%) agreed, 66(20.7%) strongly agreed, 63(19.7%) were undecided, 58(18.2%) disagreed and 22(6.9%) strongly disagreed that HIV/AIDS guidance and counselling has increased their confidence to study. The results show that the statements mean score of 3.44 and

standard deviation of 1.201 was higher than the composite mean score of 3.38 and standard deviation of 1.189. The implication of these results to the study is that HIV/AIDS guidance and counselling has increased the confidence of distance learners to study which in turn positively influence their study habits. The results of this study support Buraga and Caballero (2018) who concluded that HIV/AIDS guidance and counselling support services are appropriate ways of building confidence and developing positive study habits.

Out of the ten statements of HIV/AIDS guidance and counselling; ‘HIV /AIDS guidance and counselling has given me hope to complete my studies’ (Statement 2) had the highest mean (mean=3.45). The implication of the results is that majority of participants tended to agree unanimously that HIV /AIDS guidance and counselling has given them hope to complete their studies. Variability was lower ($\sigma=1.131$) for Statement 8, HIV/AIDS guidance and counselling has enabled me know my HIV/AIDS status. The results indicated that majority of participants were homogeneous among themselves that HIV/AIDS guidance and counselling has enabled them to know their HIV/AIDS status. The composite mean and composite standard deviation was 3.38 and 1.18 respectively. The implication of the results to the study that majority of participants were undecided according to Likert scale that HIV/AIDS guidance and counselling influence Study habits of the distance learners. The results support Fotso, Banjo, and Akmyemi (2018) who concluded that HIV/AIDS guidance and counselling influence study habits.

The findings of this study were further supported by data collected from distance learners through open-ended questionnaires in which 319(100%) participants said that they were aware of presence of HIV/AIDS guidance and counselling offered at the University of Nairobi health services. Out of the 319 participants; 312 (97.81%) stated that they have benefited from HIV/AIDS guidance and counselling services provided to them at the University of Nairobi, citing that HIV/AIDS guidance and counselling has increased their confidence in study which in turn influence their study habits positively. HIV/AIDS guidance and counselling offered to the distance learners has reduced HIV infections in the universities and hence positively influencing their study habits. However, 7(2.19%) stated that they have benefited from HIV/AIDS guidance and counselling services provided to them at the University of Nairobi, citing that HIV/AIDS guidance and counselling has not enabled them to concentrate in study which in turn negatively hamper their study habits.

4.8.1 Correlation of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Pearson correlation coefficient employed to test the influence between HIV/AIDS guidance and counselling and study habits of distance learners in the Bachelor of Education programmes at 95% level of confidence. The correlation results obtained are indicated in Table 4.37.

Table 4.36
Correlations of HIV/AIDS Guidance and Counselling and Study Habits of
Distance Learners. (n=319)

Statements of HIV/AIDS guidance and counselling		Study habits of distance learners'
HIV/AIDS 1	Pearson correlation	0.503*
	sig. (2-tailed)	0.000
HIV/AIDS 2	Pearson correlation	0.213*
	sig. (2-tailed)	0.000
HIV/AIDS 3	Pearson correlation	0.519*
	sig. (2-tailed)	0.000
HIV/AIDS 4	Pearson correlation	0.480*
	sig. (2-tailed)	0.000
HIV/AIDS 5	Pearson correlation	0.478*
	sig. (2-tailed)	0.000
HIV/AIDS 6	Pearson correlation	0.455*
	sig. (2-tailed)	0.000
HIV/AIDS 7	Pearson correlation	0.471
	Sig.	0.000
HIV/AIDS 8	Pearson correlation	0.486*
	sig. (2-tailed)	0.000
HIV/AIDS 9	Pearson correlation	0.409*
	sig. (2-tailed)	0.000
HIV/AIDS 10	Pearson correlation	0.474*
	sig. (2-tailed)	0.000
(overall correlation)	Pearson correlation	0.501
	sig. (2-tailed)	0.000

*Correlation significant at 0.05 levels (2-tailed)

Several characteristics of HIV/AIDS guidance, counselling, and study habits analysis based on the following hypothesis; H_0 : There is no significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners in the Bachelor of Education programmes. The corresponding

mathematical model for the hypothesis was identified as follows: Study habits of distance learners = f (HIV/AIDS guidance and counselling). To measure the influence of HIV/AIDS guidance and counselling on the study habits of distance learners at 95% level of confidence. The null hypothesis, H_{03} : There is no significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners in Bachelor of Education programmes tested. All the P-values under significant 2-tailed were found to be significant at P-values <0.05 . 'HIV/AIDS guidance and counselling have empowered me to develop healthy sexual behaviour' (Statement 1; $r=0.503$, $P\text{-value}=0.000<0.05$), 'HIV /AIDS guidance and counselling has given me hope to complete my studies.' (Statement 2; $r=0.213$, $P\text{-value}=0.000<0.05$).

'HIV /AIDS guidance and counselling has given me encouragement to know my HIV status' (Statement 3; $r=0.519$, $P\text{-value}=0.000<0.05$). 'HIV/AIDS guidance and counselling has helped me cope with health issues' (Statement 4; $r=0.480$, $P\text{-value}=0.000<0.05$). 'HIV/AIDS guidance and counselling empowered me cope with stigmatizing to concentrate on my studies' (Statement 5 $r=0.478$, $P\text{-value}=0.001<0.05$). 'HIV/AIDS guidance and counselling has given me a sense of belonging to study in my university' (Statement 6 $r=0.455$, $P\text{-value}=0.000<0.05$). 'HIV/AIDS guidance and counselling encouraged me to concentrate on my study' (Statement 7, $r=0.471$, $P\text{-value}=0.000<0.05$). 'HIV/AIDS guidance and counselling has enabled me to know my HIV/AIDS status' (Statement 8, $r=0.486$, $P\text{-value}=0.000<0.05$). 'HIV/AIDS guidance and counselling has reduced HIV infections in the universities.' (Statement 9,

$r=0.409$, $P\text{-value}=0.000<0.05$. ‘HIV/AIDS guidance and counselling has increased my confidence to study’ (Statement 10, $r=0.474$, $P\text{-value}=0.000<0.05$).

The correlation output table 4.37 shows that all the HIV/AIDS guidance and counselling statements were statistically significant ($P\text{-values}$ under significant 2-tailed were all less than $\alpha=0.05$) against the statements. Similarly, the overall correlation coefficient for HIV/AIDS guidance and counselling and study habits of distance learners was found to be 0.501 with a $p\text{-value}$ of $0.000 < \alpha=0.05$. The results indicated that there is a significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners, thus, the null hypothesis was rejected (H_0 : There is no significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners in Bachelor of Education programmes. This agrees with Graugaad and Rosenkilde(2011) who found a significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners.

4.8.2 Regression Analysis of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

The rationale of using the simple regression model was to establish how HIV/AIDS guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners’ in Bachelor of Education programmes of the University of Nairobi.

4.8.2.1 Regression Model Summary of HIV/AIDS Guidance and Counselling Influence and Study Habits of Distance Learners

The model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predict study habits of distance learners. Table 4.38 presents the regression model summary table on the HIV/AIDS guidance and counselling influence on the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

Table 4.37
Regression Model Summary of HIV/AIDS Guidance and Counselling Influence and Study Habits of Distance Learners

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.501 ^a	0.251	0.249	0.925

a. Predictors: (Constant), HIV/AIDS Guidance and Counselling

The model summary suggests that there is a positive correlation ($R=0.501$) between HIV/AIDS guidance and counselling and the study habits as predicted by the regression model. In addition, 25.1% of the variance in the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi is explained by HIV/AIDS guidance and counselling. The results of this study are consistent also with previous study of UNAIDS (2014)) which found significant relationships between HIV/AIDS guidance and counselling the study habits of distance learners.

4.8.2.2 An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

The study sought to establish whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi after use of HIV/AIDS guidance and counselling. The regression ANOVA output statistics results presented in table 4.39.

Table 4.38
An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	90.934	1	90.934	106.27	.000 ^b
	Residual	271.255	317	0.856		
	Total	362.189	318			

a. Dependent Variable: Study habits of distance learners'

b. Predictors: (Constant), HIV/AIDS guidance and counselling

b. Predictors: (Constant), HIV/AIDS guidance and counselling

The ANOVA results indicated that (F-statistics (1,317) =106.27 is significant at

P value $0.000 < 0.05$ implying that the regression model results in significantly better prediction of study habits of distance learners' in Bachelor of Education programmes in University of Nairobi. From the views of the participants, HIV/AIDS guidance and counselling had positive influence on study habits of distance learners' in Bachelor of Education programmes in University of Nairobi. The results are consistent with the findings of other studies done by Graugaad and Rosenkilde (2011) who found that there is a significant relationship between the HIV/AIDS guidance and counselling and study habits of distance learners in Bachelor of Education programmes

4.8.2.3 Coefficients for the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

The study sought to find out whether there was influence of HIV/AIDS guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The simple linear regression coefficients results indicated that there was significant influence of HIV/AIDS guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi given P-Value $0.00 < 0.05$. The regression coefficients results are in table 4.40.

Table 4.39
Coefficients for the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Model		Coefficients ^a			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.604	0.166		9.643	.001
	HIV/AIDS Guidance and Counselling	0.482	0.047	0.501	10.309	.000

a. Dependent Variable: Study habits of distance learners'

The regression model for HIV/AIDS guidance and counselling was $y = -2.55 + 1.001x$. The result indicated that for each unit of HIV/AIDS guidance and counselling support services, study habits of distance learners marginally changed by 1.001 units. The results are also consistent with the findings of Graugaad and Rosenkilde (2011) who reported that there is a significant relationship between

the HIV/AIDS guidance and counselling and study habits of distance learners in Bachelor of Education programmes.

4.8.3 HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners –University Officials.

The participants were requested to give their opinions on their level of agreement or disagreement in a Likert scale of 1-5 where Strongly agreed (SA)=5, Agreed(A)=4, Undecided (UD)=3, Disagree(D)=2 and Strongly disagree (SD)=1.

The responses presented in Table 4.41.

Table 4.40

HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners’-University Officials

STATEMENTS	SA	A	UD	D	SD	Mean	Std. dev
HIV/AIDS guidance and counselling helps distance learners cope with health issues	11(36.7%)	12(40%)	7(23.3%)	0(0.00%)	0(0.00%)	4.13	0.776
HIV/AIDS guidance and counselling has helped distance learners have healthy sexual behaviours	12(40%)	10(33.3%)	8(26.7%)	0(0.00%)	0(0.00%)	4.13	0.819
HIV/AIDS guidance and counselling has helped reduced HIV/AIDS infections in the	10(33.3%)	10(33.3%)	10(33.3%)	0(0.00%)	0(0.00%)	4.00	.830

university							
HIV/AIDS guidance and counselling has helped those infected or affected with HIV/AIDS to complete their studies	11(36.7%)	14(46.7%)	5(16.6%)	0(0.00%)	0(0.00%)	4.20	0.714
HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status	10(33.3%)	13(43.3%)	7(23.3%)	0(0.00%)	0(0.00%)	4.10	0.759
Composite mean & standard deviation						4.13	0.776

Five Statements were developed to measure the extent of influence of HIV/AIDS guidance and counselling on study habits of distance learners' in Bachelor of Education programmes by distance learning.

Statement (1) 'HIV/AIDS guidance and counselling has helped distance learners cope with health issues' had a mean of 4.13 and a standard deviation of 0.776. These results indicated that out of 30 participants, 12(40%) agreed, 11(36.7%) strongly agreed and 7(23.3%) were undecided on whether HIV/AIDS guidance and counselling has helped distance learners cope with health issues. These results suggested that the line item mean score of 4.13 and standard deviation of 0.776 were similar to the composite mean score of 4.13 and standard deviation of 0.776. The implication of these results to the study is that HIV/AIDS guidance and counselling has helped distance learners cope with health issues and is hence

enhancing their study habits. The result agrees with Lancer and Eatough. (2018) findings that HIV/AIDS guidance and counselling can help distance learners cope with their health issues but did not relate the finding to study habits.

Statement (2) 'HIV/AIDS guidance and counselling has helped distance learners have healthy sexual behaviours' had a mean of 4.13 and a standard deviation of 0.819. These results indicated that out of 30 participants, 12(40%) strongly agreed, 10(33.3%) agreed and (26.7%) were undecided on whether HIV/AIDS guidance and counselling has helped distance learners have healthy sexual behaviours. These results suggested that the line item mean score of 4.13 and standard deviation of 0.819 were similar to the composite mean score of 4.13 and standard deviation of 0.776. The implication of these results to the study is that HIV/AIDS guidance and counselling moderately helps distance learners adopt healthy sexual behaviours thereby positively influencing their study habits.

Statement (3) 'HIV/AIDS guidance and counselling has helped reduce HIV/AIDS infections in the university' had a mean of 4.00 and a standard deviation of 0.830. These results indicated that out of 30 participants, 10(33.3%) strongly agreed, 10(33.3%) agreed and 10(33.3%) were undecided on whether HIV/AIDS guidance and counselling has helped reduce HIV/AIDS infections in the university. These results suggested that the line item mean score of 4.00 and standard deviation of 0.830 were lower than composite mean score of 4.13 and standard deviation of 0.776. The implication of the results to this study is that HIV/AIDS guidance and counselling offered to distance learners has not reduced HIV/AIDS infections in the university leading to poor study habits among

distance learners. The results support Ukase, Chidothe, and Wilson, (2019) who found out that all learners at University level continue to have unprotected sex even when they are guided and counselled and end up being affected by HIV.

Statement (4) 'HIV/AIDS guidance and counselling has helped those infected or affected with HIV/AIDS complete their studies' had a mean of 4.20 and a standard deviation of 0.714. These results indicated that out of 30 participants, 14(46.7%) agreed, 11(36.7%) strongly agreed and 5 (16.6%) were undecided on whether HIV/AIDS guidance and counselling has helped those infected or affected with HIV/AIDS to complete their studies. These results suggested that the line item mean score of 4.20 and standard deviation of 0.714 were higher than composite mean score of 4.13 and standard deviation of 0.776. The implication of these results to the study is that HIV/AIDS guidance and counselling has helped those infected or affected with HIV/AIDS to complete their studies and hence positively influencing their study habits. The results of this study are tandem with that of Orkin, Boyes, Cluver & Zhang, and (2013) who concluded HIV/AIDS guidance and counselling give hope to those affected and infected to complete their studies.

Statement (5) 'HIV/AIDS guidance and counselling helped distance learners' to know their HIV/AIDS status,' had a mean of 4.10 and a standard deviation of 0.759. These results indicated that out of 30 participants, 13(43.3%) agreed, 10(33.3%) strongly agreed that 7 (23.3%) were undecided on whether HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status. These results suggested that the line item mean score of 4.10 and standard

deviation of 0.759 were lower than composite mean score of 4.13 and standard deviation of 0.776. The implication of these results to the study is that HIV/AIDS guidance and counselling offered to distance learners is not effective enough to help them know their HIV/AIDS status. The results support Poynton and Lapan (2017) suggestion that many distance learners infected by HIV/AIDS have least interest in their studies and talk about their zero-status when they fail examinations.

Out of the five Statements of HIV/AIDS guidance and counselling, 'HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status', statement 5, had the highest mean (mean=4.20). The result suggest that majority of participants tended to agree unanimously that HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status. Variability was lower ($\sigma=0.714$) for statement 5, HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status. The results indicated that participants were homogeneous among themselves that HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status. The composite mean and composite standard deviation was 4.13 and 0.776 respectively. The results reveal that majority participants agreed that HIV/AIDS guidance and counselling influence study habits of the distance learners. These findings were further supported by qualitative data from the interview guide, this is what the university officials (who didn't respond to the questionnaires), and identified using unique coding [UCOUNS, 23] had to say;

'The news of HIV/AIDS infection can create considerable psychological stress and uncertainty about all aspects of distance learners' life, including studying quality and length of life. HIV/AIDS guidance and counselling support services can reduce the psychological stress for affected and infected distance learners, which can lead to development of sound study habits' Chaplain-UCHAP06 (2019). 'HIV/AIDS can affect any population in the university since it is a national disaster in Kenya and the number of clients is overwhelming. Counselling centres should be equipped with all facilities an AIDS patient may require such as well –equipped laboratories to avoid movement from one clinic to another in search of services' Counsellor-COUNS05 (2019). 'Distance learners only reveal the need for HIV/AIDS guidance and counselling when they have failed examination or face academic related challenges. If those distance learners affected or infected can seek HIV/AIDS guidance and counselling provided in the University of Nairobi health services, they may be able to develop good study habits' University course co-ordinator-UNCORDN-02(2019).

4.8.4 Correlation Statistics of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Pearson correlation coefficient adopted to test the influence of HIV/AIDS guidance and counselling on study habits of distance learners in Bachelor of Education programmes at the University of Nairobi at 95% level of confidence. The correlation results are presented in Table 4.42.

Table 4.41
Correlations of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Statements of HIV/AIDS guidance and counseling		Study habits of distance learners
HIV/AIDS guidance and counselling helps distance learners' cope with health issues	Pearson Correlation	0.507*
	Sig. (2-tailed)	0.004
	N	30
HIV/AIDS guidance and counselling has helped distance learners have healthy sexual behavior	Pearson Correlation	0.662
	Sig. (2-tailed)	0.000
	N	30
HIV/AIDS guidance and counselling has helped reduce HIV/AIDS infection in the university	Pearson Correlation	0.606*
	Sig. (2-tailed)	0.000
	N	30
HIV/AIDS guidance and counselling provides hope to those infected or affected by HIV/AIDS to complete their studies	Pearson Correlation	0.657*
	Sig. (2-tailed)	0.000
	N	30
HIV/AIDS guidance and counselling helps distance learners know their HIV/AIDS status	Pearson Correlation	0.549*
	Sig. (2-tailed)	0.000
	N	30
Study habit of distance learners	Pearson Correlation	1
	Sig. (2-tailed)	
	N	30
HIV/AIDS guidance and counselling (overall correlation)	Pearson correlation	0.469
	sig. (2-tailed)	0.000
	N	30

*Correlation significant at 0.05 levels (2-tailed)

Several characteristics of educational guidance and counselling and study habits analysis based on the following hypothesis;

H₀: There is no significant relationship between HIV/AIDS guidance and counselling on the study habits distance learners. The corresponding mathematical

model for the hypothesis was identified as follows: Study habits of distance learners = f (HIV/AIDS) guidance and counselling). To measure the influence of HIV/AIDS guidance and counselling on the study habits of distance learners at 95% level of confidence. The null hypothesis, H_0 : There is no significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners tested. All the P-values under significant 2-tailed were found to be significant; P-values <0.05 (HIV/AIDS guidance and counselling has helped distance learners cope with health issues statement 1, $r=.507$, P-value= $0.004 < 0.05$), HIV/AIDS guidance and counselling has helped distance learners have healthy sexual behaviours. (Statement 2, $r=.662$, P-value= $0.000 < 0.05$). HIV/AIDS guidance and counselling has helped reduced HIV/AIDS infections in the university (Statement 3 $r=.606$, P-value= $0.000 < 0.05$). HIV/AIDS guidance and counselling has helped those infected or affected with HIV/AIDS to complete their studies (Statement 4, $r=.657$, P-value= $0.000 < 0.05$). HIV/AIDS guidance and counselling helped distance learners know their HIV/AIDS status (Statement 5, $r=.549$, P-value= $0.000 < 0.05$).

The correlation output table 4.45 shows that all the HIV/AIDS guidance and counselling statements were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$) against the statements of study habits of distance learners. Similarly, the overall correlation coefficient for HIV/AIDS guidance and counselling and study habits of distance learners was found to be 0.469 with a p-value of $0.000 < \alpha=0.05$. The results reveal that there is a significant relationship

between HIV/AIDS guidance and counselling on the study habits of distance learners. Thus, the null hypothesis rejected (H_0 : There is no significant relationship between HIV/AIDS guidance and counselling on the study habits of distance learners).

4.8.5 Regression Analysis of HIV/AIDS Guidance and Counselling on the Study Habits of Distance Learners

The rationale of using the simple regression model was to establish how HIV/AIDS guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes at the University of Nairobi.

4.8.5.1 Regression Model Summary table of HIV/AIDS Guidance, Counselling, and Study Habits of Distance Learners

The model sought to establish how social guidance and counselling as a predictor significantly or insignificantly predict study habits of distance learners. Table 4.43 presents the regression model summary.

Table 4.42
Regression Model Summary table of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.469 ^a	0.220	0.192	0.3697

a. Predictors: (Constant), HIV/AIDS guidance and counselling

The model summary suggests that there is a positive correlation ($R=0.469$) between HIV/AIDS guidance and counselling and the study habits of distance learners in Bachelor of Education programmes at the University of Nairobi and

those predicted by the regression model. In addition, the coefficient of determination ($R^2=22\%$) suggesting that the amount of variance in the study habits of distance learners in Bachelor of Education programmes at the University of Nairobi is explained by HIV/AIDS guidance and counselling. The results are consistent with the findings previous studies of Nanka, Ezekannagha (2013); UNAIDS (2014); NACC (2016) that instituted significant relationships between the HIV/AIDS guidance and counselling the study habits of distance learners.

4.8.5.2 An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in the University of Nairobi after use of HIV/AIDS guidance and counselling. Regression ANOVA output statistics results presented in Table 4.44.

Table 4. 43
An ANOVA of the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.081	1	1.081	7.905	0.000
	Residual	3.827	28	0.137		
	Total	4.908	29			

a. Dependent Variable: Study habits of distance learners

b. Predictors: (Constant), HIV/AIDS guidance and counselling

The ANOVA results indicated that (F-statistics (1,28) =7.905 is significant at P value $0.000 < 0.05$ implying that the regression model results in significantly

better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The results are consistent with the findings of Graugaad and Rosenkilde (2011) who found that there are significant relationships between the HIV/AIDS guidance and counselling and study habits of distance learners' in Bachelor of Education programmes.

4.8.5.3 Coefficient for the Regression of HIV/ AIDS Guidance and Counselling and Study Habits of Distance Learners.

Pearson correlation coefficient employed to test the influence between HIV/AIDS guidance and counselling and study habits of distance learners in the Bachelor of Education programmes at 95% level of confidence. The regression coefficients results are in Table 4.45.

Table 4.44
Coefficients for the Regression of HIV/AIDS Guidance and Counselling and Study Habits of Distance Learners

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1.216	0.322		7.479	.000
HIV/AIDS Guidance and counselling	0.515	0.077	0.469	2.812	.000

a. Dependent Variable: Study habits of distance learners

The simple linear regression coefficients results indicated that there was significant influence of HIV/AIDS guidance and counselling and study habits of distance learners in Bachelor of Education programmes in University of Nairobi given P-Value $0.00 < 0.05$. The regression model for HIV/AIDS guidance and

counselling was $y = 1.216 + 0.515X_4$. The result suggests that for each unit of HIV/AIDS guidance and counselling support services and study habits of distance learners marginally changed by 0.515 units.

4.9 Combine Guidance and Counselling Support Services and Study Habits of Distance Learners

The study sought the perspectives of distance learners on combined guidance and counselling influence on the study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. Combined guidance and counselling support services used in this study were personal guidance and counselling, social guidance and counselling, educational counselling and HIV/AIDS guidance and counselling. It was important to get the views of the distance learners' when all the guidance and counselling approaches were combined together. This was the fifth objective the study sought to establish. The results displayed in Table 4.46.

Table 4.45:
Combined Guidance and Counselling Support Services Influence on the Study Habits of Distance Learners

Combined Guidance and counselling support services approaches	n	Mean	Standard deviation
Personal guidance and counseling	319	3.13	1.346
Social guidance and counseling	319	3.29	1.297
Educational guidance and counseling	319	3.71	1.133
HIV/AIDS and counseling	319	3.38	1.189
Composite mean standard deviation	&	3.41	1.240

Table 4.46 presents the descriptive statistics on distance learners' perspectives on combined guidance and counseling influence on the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The mean for educational guidance and counselling was 3.75. HIV/AIDS 3.38 social guidance and counselling at 3.29, while personal guidance and counseling at 3.13. A composite mean of 3.41 and standard deviation of 1.240 attained. The implication of the results to the study is that educational guidance and counselling and HIV /AIDS guidance and counselling influenced study habits of distance learners (their means of 3.38 with standard deviation of 1.133 and 1.189 respectively) were higher than the composite mean of 3.41 and standard deviation of 1.240.

However, personal guidance and social guidance moderately influenced study habits of distance learners (their means of 3.13 and 3.29 with standard deviation of 1.346 and 1.297 respectively) were lower than the composite mean of 3.41 and standard deviation of 1.240. The composite mean and composite standard deviation was 3.41 and 1.240 respectively. The implication of this finding to the study is that combined guidance and counselling moderately influence study habits of distance learners. The results support the findings of (Kishore (2014) who found out that combined guidance and counseling support services enhances study habits of distance learners.

4.9.1 Correlation Analysis of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners

Pearson correlation coefficient adopted, to test the extent to which combined guidance and counselling support services influence study habits of distance learners in Bachelor of Education programmes of the University of Nairobi at 95% level of confidence. The results obtained given in Table 4.47.

Table 4.46
Correlation Analysis of Combined Guidance and Counselling Support Services Influence and Study Habits of Distance Learners

Combined guidance and counselling support services		Study habits of distance learners
Personal guidance and counseling	<i>Pearson Correlation</i>	<i>0.543*</i>
	<i>Sig. (2-tailed)</i>	<i>0.000</i>
	<i>N</i>	<i>319</i>
Social guidance and counselling	<i>Pearson Correlation</i>	<i>0.520</i>
	<i>Sig. (2-tailed)</i>	<i>0.000</i>
	<i>N</i>	<i>319</i>
Educational guidance and counseling	<i>Pearson Correlation</i>	<i>0.449</i>
	<i>Sig. (2-tailed)</i>	<i>0.000</i>
	<i>N</i>	<i>349</i>
HIV/AIDS guidance and counselling	<i>Pearson Correlation</i>	<i>0.501</i>
	<i>Sig. (2-tailed)</i>	<i>0.000</i>
	<i>N</i>	<i>319</i>
Overall combined guidance & counselling	<i>Pearson Correlation</i>	<i>0.620</i>
	<i>Sig. (2-tailed)</i>	<i>0.000</i>
	<i>N</i>	<i>319</i>

Significant at 0.05 levels (2-tailed)

The corresponding mathematical model for the hypothesis identified as follows: Study habits of distance learners = f (combined guidance and counselling support services). To measure the influence of combined guidance and counselling support services on the study habits of distance learners using 95% level of confidence, the null hypothesis, H_{05} : There is no significant relationship between combined guidance and counselling support services on the study habits of distance learners in Bachelor of Education programmes was tested and all the P-values under significant 2-tailed were found to be significant since the P-values was <0.05 . Personal guidance and counselling and study habits of distance learners (Statement 1; $r=0.543$, $P\text{-value}=0.000<0.05$).

Social guidance and counselling and study habits of distance learners (Statement 2; $r=0.520$, $P\text{-value}=0.000<0.05$). Educational guidance and counselling and study habits of distance learners (Statement 3; $r=0.449$, $P\text{-value}=0.000<0.05$). HIV/AIDS guidance and counselling and study habits of distance learners (Statement 4; $r=0.501$, $P\text{-value}=0.000<0.05$). Similarly, the overall correlation coefficient for combined guidance and counselling services and study habits of distance learners was found to be 0.620 with a p-value of $0.000 < \alpha=0.05$. The implication of this finding to the study is that combine guidance and counselling support services have a significant relationship with study habits of distance learners. The null hypothesis was rejected (H_0 : There is no significant relationship between combined guidance and counselling services on the study habits of distance learners'). The implication of these results to the study is that combined guidance and counselling support services given to distance learners in Bachelor

of Education do not positively influence their study habits. This is in agreement with Sultan, (2004); Zindi and Makatore (2000) that when combined guidance and counselling support services are not effective, then study habits of distance learners will be inadequate.

4.9.2 Regression Analysis of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners

The rationale of using the multiple regression model was to establish how each predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes of the University of Nairobi; secondly to find out which of the guidance and counselling support services best predicted study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. Table 4.48 summarized regression model summary

4.9.2.1. Regression Model Summary of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners

The rationale of using the simple regression model was to establish how combine guidance and counselling as a predictor significantly or insignificantly predicted study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

Table 4.47
Regression Model Summary of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.620 ^a	0.385	0.377	0.842

a. Predictors: (Constant), Combined guidance and counselling

Table 4.48 presents the regression model summary on the relationship between the combined guidance and counselling support services and study habits of distance learners. The model summary suggests that there is a positive multiple correlation ($R=0.620$) between combined guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes in University of Nairobi and those predicted by the regression model. In addition, 38.5% of the variance in study habits of distance learners in Bachelor of Education programmes in University of Nairobi is explained by the combined guidance and counselling support services. The results are consistent with previous studies by Ghazi and Malik, (2013); Jung, (2005); Tucker, (2003) that there are significant relationships between combined guidance and counselling services and study habits of distance learners in Bachelor of Education programmes.

4.9.2.2 An ANOVA of the Regression of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners'

The study sought to find out whether the regression model is best fit for predicting study habits of distance, learners in Bachelor of Education programmes in

University of Nairobi after use of combined guidance and counselling support services. Regression ANOVA output statistics results shown in Table 4.49

Table 4.48
An ANOVA of the Regression of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners'

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	139.344	4	34.834	49.086	.000 ^b
Residual	22.845	314	0.710		
Total	362.189	318			

a. Dependent Variable: Study habits of distance learners'

b. Predictors: (Constant), Combined guidance and counselling support services

The ANOVA results indicated that F-statistics (1.317) = 49.077 is significant at P value $0.000 < 0.05$. The implication of the results to the study is that the regression model results in significantly better prediction of study habits of distance learners. The results are consistent with the findings of Maier and Gutheil (2015) that there is a significant relationship between the combined guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes.

4.9.2.3 Coefficients for the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners

Pearson correlation coefficient employed to test the influence between combined guidance and counselling and study habits of distance learners in the Bachelor of Education programmes at 95% level of confidence. The regression coefficients results are in table 4.50.

Table 4.49
Coefficients for the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	0.970	0.182		5.336	0.000
Personal guidance and counseling	0.100	0.055	0.105	1.823	0.000
Social guidance and counselling	0.123	0.061	0.142	2.021	0.000
Educational guidance and counselling	0.220	0.058	0.260	3.816	0.000
HIV/AIDS guidance and counselling.	0.236	0.053	0.246	4.487	0.000

a. Dependent Variable: Study habits of distance learners

The multiple linear regression coefficients results indicated that there was significant influence of combined guidance and counselling support services and study habits of distance learners given P-Value $0.00 < 0.05$. The model was $Y = 0.970 + 0.100X_1 + 0.123X_2 + 0.220X_3 + 0.236X_4$. The model shows that personal guidance and counselling, social guidance and counselling, educational guidance and counselling and HIV/AIDS guidance and counselling had statistical significance (P-value $0.000 < .05$). The best predictor was education guidance and counselling (beta=0.259) followed by personal guidance and counselling (beta=0.245), then by HIV/AIDS guidance and counselling (beta=0.143), and then social guidance and counselling (beta=0.105). The results are consistent with the findings of Ghazi and Malik (2013) reported that there was significant influence of combined guidance and counselling support services and study habits of distance learners.

4.9.3. Combined Guidance and Counselling and the Study Habits of Distance Learners - University officials

The study sought the perspectives of distance learners on combined guidance and counselling support services influence on the study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. This was the fifth objective the study sought to establish. Table 4.51 shows the descriptive statistics.

Table 4.50
Combined Guidance and Counselling Support Services and the Study Habits of Distance Learners

Guidance and counselling approaches	N	Mean	Standard deviation
Personal guidance and counseling	30	4.17	0.531
Social guidance and counseling	30	4.20	0.714
Educational guidance and counseling	30	4.73	0.450
HIV/AIDS and counseling	30	4.33	0.661
Composite mean	&	4.358	0.589
Composite standard deviation			

Table 4.54 presents the descriptive statistics. The mean for educational guidance and counselling was (Mean=4.73), HIV/AIDS guidance and counselling (Mean=4.33), social guidance and counselling (mean=4.20) and personal guidance and counselling (Mean=4.17); The results show that when the combined guidance and counselling support services is done, a composite mean of 4.358 and standard deviation of 0.589 attained. The implication of the result to the study is

that educational guidance influenced study habits of distance learners since it had a mean of 4.73 and standard deviation of 0.450, which was higher than the composite means of 4.358, and standard deviation of 0.589. However, HIV/AIDS guidance and counselling (Mean=4.33), social guidance and counselling (mean=4.20) and personal guidance and counselling (Mean=4.17) did not influence study habits of distance learners when all support guidance and counselling services were combined given that their respective means were all below the composite mean score of 4.358 and standard deviation of 0.589. Based on the composite mean score of 4.358 and standard deviation of 0.589, it was apparent that the participants agreed that combined guidance and counselling support services influence study habits of distance learners. The results support Ghazi and Malik, 2013; Jung, 2005; Tucker 2003; UNESCO, 2004) that use of combined guidance and counselling support services enhances study habits of distance learners. These findings were further supported by qualitative data from interview guide and this is what the university counsellor, unique coding [UCOUNS 23] had to say;

'Guidance and counselling support services are critical in enhancement of distance learners' study habits but availability of counsellors to provide such services is a challenge. We are few and cannot meet the guidance and counselling needs of learners in convectional and distance mode due to large numbers. There is a need for University of Nairobi to employ more counsellors and sensitize distance learners to seek Guidance and counselling support services. However,

we do provide guidance during orientations and counselling support services to few learners in distance programme' UCOUNS, 23 (2019).

4.9.4. Correlation Analysis of Combined Guidance and Counselling Support Services on Study Habits of Distance Learners -University Officials.

Pearson correlation coefficient adopted to test the relationship between combined guidance and counselling and study habits of Distance learners in Bachelor of Education programmes. This was done at 95% level of confidence to test the extent to which combined guidance and counselling support services influence study habits of distance learners (personal guidance and counselling, social guidance and counselling, educational guidance and counselling and HIV/AIDS guidance and counselling. The results obtained are presented in Table 4.52.

Table 4.51
Correlation Analysis of Combined Guidance and Counselling Support Services on the Study habits of Distance Learners

Combined guidance and counselling approaches		Study habits of distance learners
Personal guidance and counseling	<i>Pearson Correlation</i>	0.637**
	<i>Sig. (2-tailed)</i>	0.000
	<i>N</i>	30
Social guidance and counseling	<i>Pearson Correlation</i>	.0692
	<i>Sig. (2-tailed)</i>	0.000
	<i>N</i>	30
Educational guidance and counseling	<i>Pearson Correlation</i>	0.748
	<i>Sig. (2-tailed)</i>	0.000
	<i>N</i>	30
HIV/AIDS guidance and counselling	<i>Pearson Correlation</i>	0.814
	<i>Sig. (2-tailed)</i>	0.000
	<i>N</i>	30
Study habits of distance learners'	<i>Pearson Correlation</i>	1
	<i>Sig. (2-tailed)</i>	
	<i>N</i>	30
Combined guidance and counselling support services	<i>Pearson</i>	0.735
	<i>Sig.(2-tailed)</i>	0.000
	<i>n</i>	30

Correlation significant at 0.05 levels (2-tailed)

The analysis was based on the following hypothesis; H₀₅: There is no significant relationship between combined guidance and counselling support services on the study habits of distance learners in Bachelor of Education programmes. The corresponding mathematical model for the hypothesis was identified as follows: Study habits of distance learners = f (combined guidance and counselling support services). To measure the influence of combined guidance and counselling support services on the study habits of distance learners using 95% level of confidence, the null hypothesis, H₀₅: There is no significant relationship between

combined guidance and counselling support services on the study habits of Distance learners in Bachelor of Education programmes was tested. All the P-values under significant 2-tailed were found to be significant since the P-values <0.05 . Personal guidance and counselling and study habits of distance learners (Statement 1; $r=0.637$, $P\text{-value}=0.000<0.05$). Social guidance and counselling and study habits of distance learners (Statement 2; $r=0.692$, $P\text{-value}=0.000<0.05$). Educational guidance and counselling and study of distance learners (Statement 3; $r=0.748$, $P\text{-value}=0.000<0.05$). HIV/AIDS guidance and counselling and study habits of distance learners (Statement 4; $r=0.814$, $P\text{-value}=0.000<0.05$). Combined guidance and counselling support services and study habits of distance learners (; $r=0.735$, $P\text{-value}=0.000<0.05$).

The correlation output Table 4.52 shows that combined guidance and counselling support services were statistically significant (P-values under significant 2-tailed were all less than $\alpha=0.05$) against the statements of study habits distance learners. The small p-values under significant (2-tailed) indicated in Table 4.52 were all less than the threshold $\alpha=0.05$. The implication of these results to the study is that, there is a significant relationship among the variables, thus leading to rejection of the null hypothesis (H_{05} : There is no significant relationship between combined guidance and counselling support services on the study habits of distance learners in Bachelor of Education programmes. The study then concludes that there is a significant relationship between combined guidance and counselling support services on the study habits of distance learners. This is in agreement with Nonis

and Hudson (2010) who reported that there is a significant relationship between combined guidance and counselling support services and the study habits of distance learners.

4.9.5. Regression Analysis of Combined Guidance and Counselling Support Services and Study Habits of Distance Learners

The rationale of using the multiple regression models was to establish how each predictor significantly or insignificantly predict study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. Secondly, to find out which of the guidance and counselling support service best predicted study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

4.9.5.1 Regression Model Summary of Combined Guidance and Counselling and Study Habits of Distance Learners'

The rationale of using the multiple regression models was to establish how each predictor significantly or insignificantly predict study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The results presented in Table 4.53.

Table 4.52
Regression Model Summary of Combined Guidance and Counselling and Study Habits of Distance Learners'

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.735 ^a	0.541	0.467	0.300

a. Predictors: (Constant) Combined guidance and counselling support services

Table 4.53 presents the regression model. The model summary table suggest that there is a positive multiple correlation ($R=0.735$) between the combined guidance and counselling support services and the study habits of distance learners and those predicted by the regression model. In addition, 54.1% of the variance in the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi is explained by the combined guidance and counselling support services. The results are consistent with the findings of Oyo (2012 that suggest significant relationships between the combined guidance and counselling support services and study habits of distance learners.

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

The study sought to establish whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes in University of Nairobi. Regression ANOVA output statistics results shown in Table 4.54.

Table 4.53
An ANOVA of the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.933	4	1.483	28.899	0.000 ^b
	Residual	1.2400	25	0.0496		
	Total	7.172	29			

a. Dependent Variable: Study habits of distance learners'

The ANOVA results indicated that (F-statistics (4,25) 28.899 is significant at P value $0.000 < 0.05$. The implication of the result to the study is that the regression model results in significantly better prediction of study habits of distance learners. From the views of the participants, combined guidance and counselling support services had positive influence on study habits of distance learners in Bachelor of Education programmes learning in University of Nairobi.

4.9.5.3 Coefficients for the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners

The rational of using the multiple regression models was to establish how each predictor significantly or insignificantly predict study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. Secondly to find out which of the guidance and counselling support service best predicted study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The regression coefficients results are in Table 4.55. Table 4.54

Table 4.55
Coefficients for the Regression of Combined Guidance and Counselling and Study Habits of Distance Learners'

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.153	0.808		1.427	0.166
HIV/AIDS guidance and counselling	0.410	0.175	0.554	2.350	0.027
Social guidance and counselling	0.591	0.224	0.528	2.640	0.014
Personal guidance and counselling	0.669	0.138	0.484	2.673	0.013
Educational guidance and counseling	0.849	0.212	0.730	4.002	0.000

a. Dependent Variable: Study habits of distance learners

The multiple linear regression coefficients results indicated that there was significant influence of combined guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of University of Nairobi given P-Value $0.00 < 0.05$. The model was $y = 1.153 + (0.669X_1 + 0.591 X_2 + 0.849 X_3 + 0.410X_4)$. The model shows that personal guidance and counselling, social guidance and counselling, educational guidance and counselling and HIV/AIDS guidance and counselling had statistical significance (P-value $0.000 < .05$). The best predictor was educational guidance and counselling (beta=0.730). Next, HIV/AIDS guidance and counselling (beta=0.554), Social guidance and counselling (beta=0.528) and personal guidance and counselling (beta=0.484) respectively. The results are consistent with the findings of Ghazi and Malik (2013) that suggest significant relationships between the combined

guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning.

4.10 Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

The study sought to investigate the moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in the Bachelor of Education programmes of the University of Nairobi. This was the sixth research objective of the study. The sixth independent variable was learners' characteristics. The model used to respond to this objective was:

The multiple regression model employed as follow:

$$Y = \beta_0 + \beta_1 X_1 * L + \beta_2 X_2 * L + \beta_3 X_3 * L + \beta_4 X_4 * L + \beta_5 L$$

Y is Study habits of distance learners

$X_1 * L$ is Personal guidance and counselling moderated with learners' characteristics

$X_2 * L$ is Social guidance and counselling moderated with learners' characteristics

$X_3 * L$ is Educational guidance and counselling moderated with learners' characteristics

X₄*L is HIV /AIDS guidance and counselling moderated with learners' characteristics

The subsequent results using descriptive statistics is given in Table 4.56

Table 4. 55
Moderating influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

Learners' characteristics,	n	Mean	Std. Deviation
Guidance &counselling support services			
Personal guidance and counseling	319	3.1182	1.25775
Social guidance and counseling	319	3.2811	1.22635
Educational guidance and counseling	319	3.7139	1.12274
HIV/AIDS guidance and counseling	319	3.3833	1.11030
Learners' characteristics	319	3.1901	0.98272
Composite mean& standard deviation	319	3.1400	1.1400

Table 4.56 presents the descriptive statistics on distance learners' perspectives on the moderating influence of learners' characteristics on the relationship between guidance and counselling support services and their Study habits. The mean for Educational guidance and counselling was the highest (Mean=3.75, SD=1.12), followed by HIV/AIDS (Mean=3.38, SD= 1.11), Social guidance and counselling (Mean=3.28, SD= 1.23), Learners' characteristics (Mean= 3.19, SD= 0.982) and Personal guidance and counselling (Mean=3.12, SD=1.26). In terms of variability, personal guidance and counselling had a higher variability (SD= 1.26). The

implication of these results to the study is that majority of participants were heterogeneous in their level of agreement on whether learners' characteristics moderates personal guidance and counselling compared to the rest of guidance and counselling support services. The results revealed that distance learners were neutral (mean= 3.19) on their level of agreement that learners' characteristics moderated the relationship between guidance and counselling support services and study habits of distance learners. The result contradicts the findings reported by Rashid (2015) that learners' characteristics do not moderate the relationships between guidance and counseling support services and study habits of distance learners.

4.10.1 Correlation Analysis of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

Inferential statistics was conducted on moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. Pearson product-moment correlation coefficient employed in order to establish whether learners' characteristics moderate the relationships between the guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The correlation results as presented in Table 4.57.

Table 4.56
Correlation Analysis of Moderating Influence of Learners' Characteristics
on the Relationship between Guidance and Counselling Support Services and
Study Habits of Distance Learners

Guidance and counselling support services & study habits of distance learners' characteristics		
Personal guidance and counselling	Pearson correlation	0.543
	sig. (2-tailed)	0.000
	N	319
Social guidance and counselling	Pearson correlation	0.520
	sig. (2-tailed)	0.000
	N	319
Educational guidance and counselling	Pearson correlation	0.449
	sig. (2-tailed)	0.000
	N	319
HIV /AIDS guidance and counselling	Pearson correlation	0.501
	sig. (2-tailed)	0.000
	N	319
Learners' characteristics	Pearson correlation	0.234
	sig. (2-tailed)	0.000
	N	319
Overall correlation	Pearson correlation	0.624
	sig. (2-tailed)	0.000
	N	319

The correlation results show that all the guidance and counselling support services and learners' characteristics, (personal guidance and counselling($r=0.543$; p -value= $0.000 < 0.05$),, social guidance and counselling ($r=0.520$; p -value= $0.000 < 0.05$), educational guidance and counselling ($r=0.449$; p -value= $0.000 < 0.05$), HIV /AIDS guidance and counselling ($r=0.501$; p -value= $0.000 < 0.05$) and learners' characteristics($r=0.234$; p -value= $0.000 < 0.05$)

were significantly related (P -values <0.05) against the Statements of study habits of distance learners.

The small p -values ($p<0.05$) implies that there is a significant moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes at the University of Nairobi, thus, leading to rejection of the null hypothesis; H_{06} that learners' characteristics does not significantly moderate the relationships between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The result supports the findings of studies by Bowa (2011) that learners' characteristics significantly moderates the relationships between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes by distance learning.

4.10.2 Regression Analysis of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

Multiple linear regressions were adopted to investigate whether learners' characteristics moderate the relationships between Guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

4.10.2.1 Regression Model Summary of Moderating Influence of Learner's Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

The underpinning rationale of using the regression analysis model was to establish how each predictor upon moderating effect of learners' characteristics significantly or insignificantly predicted study habits of distance learners. Secondly to find out which of the predictors best predicted study habits of distance learners and finally to confirm whether the model was a best fit for predicting study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The model summary results as presented in Table 4.58.

Table 4.57
Regression Model Summary of Moderating Influence of Learner's Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.624 ^a	0.390	0.380	0.84037

a. Predictors: (Constant), Guidance and counselling support services & learners' characteristics

The model summary results suggested that there was a positive multiple correlation ($R=0.624$) between moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of learners' in Bachelor of Education programmes of the University of Nairobi. In addition, 39% of the variance in the moderating influence of learners'

characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi is explained. The results are consistent with the findings of studies done by Bowa (2011) that there is significant moderating influence of learners' characteristics on the relationships between guidance and counselling support services and study habits of distance learners' in Bachelor of Education programmes.

4.10.2.2 An ANOVA Results of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance learners

The study sought to find out whether the regression model is best fit for predicting study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The ANOVA results shown in Table 4.59

Table 4.58
An ANOVA Results of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance learners

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	141.144	5	28.229	39.972	0.000 ^b
	Residual	221.045	313	0.706		
	Total	362.189	318			

a. Dependent Variable: Study habits of distance learners'

b. Predictors: (Constant), Guidance and counselling support services& learners' characteristics

The ANOVA results indicated that (F-statistics (5,313) =39.972 is significant given that the P value $0.000 < 0.05$ which implies that the regression model results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

4.10.2.3 Coefficients for the Regression of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

Multiple linear regressions adopted to investigate whether learners' characteristics moderates the relationships between Guidance and counselling support services and study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi. The regression coefficients results as shown in Table 4.60.

Table 4.59
Coefficients for the Regression of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.

Model	Coefficients ^a			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1 (Constant)	0.788	0.214		3.678	0.000
Personal guidance & counselling	0.102	0.054	0.107	1.869	0.000
Social guidance and counselling	0.130	0.061	0.149	2.121	0.035
Educational guidance and counselling	0.216	0.058	0.254	3.740	0.000
HIV/AIDS Guidance and counselling	0.208	0.055	0.216	3.757	0.000
Learners' characteristics	0.168	0.056	0.157	3.017	0.000

a. Dependent Variable: Study Habits of distance learners

The multiple linear regression coefficients results indicated that there was significant moderating influence of learners' characteristics on the relationship between Guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi (P-Value $0.00 < 0.05$). By substituting the beta value as well as the constant term, the proceeding multiple linear regression model was as follows:

$$Y = 0.788 + 0.102X_1 * L + 0.130X_2 * L + 0.216X_3 * L + 0.208X_4 * L + 0.168.$$

The model shows that personal guidance and counselling (P-value $0.000 < 0.05$), social guidance and counselling (P-value $0.035 < 0.05$), HIV/AIDS guidance and counselling (P-value $0.000 < 0.05$) and learning characteristics (P-value $0.011 < 0.05$) had statistical significance (P-value $0.000 < 0.05$) after the moderating effect of learners' characteristics whereas educational guidance was not significant (P-value $0.063 > 0.05$) in predicting study habits of distance learners. In terms of the best predictor for the study habits of distance learners in Bachelor of Education programmes of the University of Nairobi, the study revealed that the best predictors were as follows; Educational guidance and counselling (beta=0.254), followed by HIV /AIDS guidance and counselling (beta=0.216), learners' characteristics (beta=0.157), Social guidance and counselling (beta=0.149), and personal guidance and counselling (beta=-0.107).

4.10.3. Analysis of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officers.

The study sought the views of University Administrative Officers on moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners. This is the sixth objective the study sought to establish. The results using descriptive statistics are assumed in Table 4.61.

Table 4.60

**Moderating Influence of Learners' Characteristics on the Relationship
between Guidance and Counselling Support Services and Study Habits of
Distance Learners - University Officers**

Learners' characteristics,	n	Mean	Std. Deviation
Guidance & counselling support services			
Personal guidance and counselling	30	3.81	0.523
Social guidance and counselling	30	4.11	0.660
Educational guidance and counseling	30	4.53	0.409
HIV/AIDS guidance and counseling	30	4.15	0.463
Learners' characteristics	30	3.08	1.04
Composite mean & standard deviation	30	3.94	0.619
Valid N (listwise)	30		

Table 4.61 presents the descriptive statistics on University Administrative Officers' perspectives on the moderating influence of learners' characteristics on the relationship between Guidance and counselling support services and distance learners' study habits. The mean for educational guidance and counselling was the highest (Mean=4.53), followed by HIV /AIDS guidance and counselling (Mean=4.15), social guidance and counselling (Mean=4.11), personal guidance

and counselling (Mean=3.81) and learners' characteristics (Mean= 3.94). The result revealed that distance learners agreed (mean=3.94) on their level of agreement that learners' characteristics moderated the relationship between guidance and counselling support services and study habits of distance learners.

4.10.4 Correlation Analysis of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners.

Pearson product-moment correlation coefficient was used in order to establish whether learners' characteristics moderates the relationships between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The correlation results are as shown in Table 4.62.

Table 4.61
Correlation Analysis Results of Moderating Influence of Learners’
Characteristics on the Relationship between Guidance and Counselling
Support Services and Study Habits of Distance Learners.

Guidance and counselling support services and learners’ characteristics		Study habits of distance learners’
Personal guidance and counselling	Pearson correlation	0.637
	sig. (2-tailed)	0.000
	N	30
Social guidance and counselling	Pearson correlation	0.692
	sig. (2-tailed)	0.000
	N	30
Educational guidance and counselling	Pearson correlation	0.843
	sig. (2-tailed)	0.000
	N	30
HIV/AIDS guidance and counselling	Pearson correlation	0.814
	sig. (2-tailed)	0.000
	N	30
Learners’ characteristics	Pearson correlation	0.753
	sig. (2-tailed)	0.001
	N	30
Overall correlation	Pearson correlation	0.913
		0.000
	sig. (2-tailed)	
	N	30

Correlation significant at 0.05 levels (2-tailed)

The correlation output table 4.62 shows that all the guidance and counselling support services and learners’ characteristics; Personal guidance and counselling ($r=0.637$; $p\text{-value}=0.000<0.05$), social guidance and counselling ($r=0.692$; $p\text{-value}=0.000<0.05$), educational guidance and counselling ($r=0.843$; $p\text{-value}=0.000<0.05$), HIV/AIDS guidance and counselling ($r=0.814$; $p\text{-value}=0.000<0.05$) and learners’ characteristics ($r=0.753$; $p\text{-value}=0.001<0.05$)

were significantly related (P -values <0.05) against the statements of study habits of distance learners.

The small p -values ($p<0.05$) implies that there is a significant moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. Thus, leading to rejection of the null hypothesis; H_{06} : that learners' characteristics does not significantly moderate the relationships between guidance and counselling support systems study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi. The result supports the findings of previous studies by (Sánchez-Elvira Paniagua, and Simpson, (2018); Bowa (2011); Rambo and odundo (2010) who found those learners' characteristics significantly moderate the relationships between guidance and counselling support services and study habits of distance learnerprs in Bachelor of Education programmes.

4.10.5. Regression Analysis of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

Multiple linear regressions were adopted to investigate how learners' characteristics moderates the relationships between Guidance and counselling support services and study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi.

4.10.5.1 Regression Model Summary of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners- University Officials.

The underpinning rationale of using the regression analysis model was to establish how each predictor, upon moderation effect of learners’ characteristics significantly or insignificantly predicted study habits of distance learners’ in Bachelor of Education of the University of Nairobi. Secondly, to find out which of the predictors after moderating effect of learners’ characteristics best predicted study habits of distance learners’ and finally, to confirm whether the multiple linear regression model was a best fit for predicting study habits of distance learners’ in Bachelor of Education programmes of the University of Nairobi. The regression results presented in Table 4.63

**Table 4.62
Regression Model Summary Table of Moderating Influence of Learners’ Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officials.**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.913 ^a	0.833	0.797	0.328

a. Predictors: (Constant), Guidance and counselling support services& learners’ characteristics

The model summary results suggest that there is a positive multiple correlation (R=0.913) between moderating influence of learners’ characteristics on the relationship between guidance and counselling support services and study habits

of distance learners in Bachelor of Education programmes of the University of Nairobi. In addition, the coefficient of determination ($R^2=0.833$) indicated that the 83.3% amount of variance in the moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits. The results are consistent with the findings of previous studies by Horzum, Ozkay and Alparslan, 2013) who established that there are significant relationships between guidance and counselling support services and study habits of distance learners..

4.10.5.2 An ANOVA of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officials

The study sought to find out whether the regression model is best fit for predicting moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The results of ANOVA are as displayed in Table 4.64

Table 4.63

An ANOVA of Moderating Influence of Learners' Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners - University Officials

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.977	5	1.195	23.996	.000 ^b
	Residual	1.195	24	0.0498		
	Total	7.172	29			

b. Dependent Variable: Study habits of distance learners

c. Predictors: (Constant), Guidance and counselling support services & learners' characteristics.

The ANOVA results indicated that F-statistics (5,24) =23.996 is significant given that the P value $0.000 < 0.05$ which implies that the regression model results is significantly better prediction of study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The results are consistent with the findings reported by Mlay, Sabi, Tsuma, & Langmia. (2015) that there is significant prediction of study habits of distance learners in Bachelor of Education programmes.

4.10.5.3 Coefficients for the Regression of Moderating Influence of Learners' Characteristics Study Habits of Distance Learners

Multiple linear regressions were adopted to investigate how learners' characteristics moderates the relationships between Guidance and counselling support services and study habits of distance learners in Bachelor of Education

programmes of the University of Nairobi. The regression coefficients results are in Table 4.65.

Table 4.64
Coefficients for the Regression of Moderating Influence of Learners' Characteristics Study Habits of Distance Learners -University Officials

Model		Coefficients			T	Sig.
		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1.632	1.236		1.321	0.199
	Personal guidance and counseling	0.760	0.289	0.607	2.123	0.019
	Social guidance and counselling	0.625	0.234	0.639	2.673	0.020
	Educational guidance and counseling	0.698	0.272	0.750	5.339	0.000
	HIV /AIDS guidance and counselling	0.769	0.196	0.650		0.000
	Learners' Characteristics	0.727	0.214	0.611	3.613	0.000
					2.517	

a. dependent variable: study habits of distance learners

The multiple linear regression coefficients results indicated that there was significant (P-Value $0.00 < 0.05$) moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. By substituting the beta value as well as the constant term, the proceeding multiple linear regression model was as follows:

$Y = 1.632 + 0.760X_1 * L + 0.625X_2 * L + 0.698X_3 * L + 0.769X_4 * L + 0.727L$. The model shows that personal guidance and counselling, social guidance and counselling, educational guidance and counselling, HIV /AIDS guidance and counselling and learning characteristics had statistical significance (P-value $0.000 < .05$). Educational guidance and counselling (beta=0.750) best, followed by HIV /AIDS

guidance and counselling (beta=0.650), then by social guidance and counselling (beta=0.639), by learners' characteristics (beta=0.611) and then the least predictor being personal guidance and counselling (beta=0.607).

University officials who had the following to say further supported the results:

'Distance learners' characteristics can encourage or hinder distance learners from seeking guidance and counselling support services. The distance learners who receive such service should be able to develop sound study habits' UNCORDN-20(2019).

4.11 Study Habits of Distance Learners

Study habits of distance learners in Bachelor of Education programmes of the University of Nairobi, in this study were the dependent variable. Both theoretical and empirical review in this study showed that appropriate personal goals, hours of reading before examination, submission of assignment in time, improved study habits, sound study time and studying through networking are key indicators of study habits of distance learners. To measure study habits of distance learners, eleven statements were developed in the self-administered questionnaires. The views of the 319 research participants on study habits of distance learners are presented descriptively in the subsequent section. The participants were requested to respond to the items in the Likert scale of 1-5 where strongly agree (SA) =5. Agree (A) = 4. Undecided (UD) =3. Disagree (D)=2. Strongly disagree. (SD)=1. The results displayed in Table 4.66

Table 4.65
Study Habits of Distance Learners

ITEMS	SA	A	U	D	SD	Mean	Std. dev
SHDL1	37(11.6%)	161(50.5%)	24(7.5%)	61(19.1%)	36(11.3%)	3.32	1.23
SHDL2	33(10.3%)	156(48.9%)	34(10.7%)	60(18.8%)	36(11.3%)	3.28	1.21
SHDL3	41(12.9%)	113(35.4%)	30(9.4%)	83(26%)	52(16.3%)	3.03	1.34
SHDL4	38(12%)	134(42%)	39(12.2%)	66(20.6%)	42(13.2%)	3.41	2.54
SHDL5	34(10.7%)	141(44.2%)	44(13.8%)	57(17.8%)	43(13.5%)	3.21	1.24
SHDL6	32(10%)	132(41.4%)	22(6.9%)	91(28.5%)	42(13.2%)	3.07	1.28
SHDL7	37(11.6%)	151(47.4%)	25(7.8%)	60(18.8%)	46(14.4%)	3.23	1.29
SHDL8	43(13.5%)	138(43.2%)	32(10.0%)	64(20.1%)	42(13.2%)	3.24	1.28
SHDL9	40(12.5%)	141(44.2%)	28(8.8%)	68(21.3%)	42(13.2%)	3.22	1.28
SHDL10	41(12.9%)	145(45.4%)	28(8.8%)	68(21.3%)	37(11.6%)	3.27	1.26
SHDL11	77(24.1%)	128(40.2%)	22(6.9%)	59(18.5%)	33(10.3%)	3.34	1.31
Composite mean and	44(13.8%)	139(43.6%)	33(10.3%)	63(19.8%)	40(12.5%)	3.23	1.07

Statement (SHDL1) ‘I have set appropriate personal goals for my study after receiving guidance and counselling support services’ had a mean of 3.32 and a standard deviation of 1.23. These results indicated that out of 319 participants, 37(11.6%) strongly agreed, 161(50.5%) agreed, 24(7.5%) were undecided, 61(19.1%) disagreed and 36(11.3%) strongly disagreed that they set appropriate personal goals for their study after receiving guidance and counselling support services. These results suggested that the line statement mean score of 3.32 and standard deviation of 1.23 were above the composite mean score of 3.23 and standard deviation of 1.07; These results implies that setting appropriate study goals by distance learners’ positively affect their study habits. The study results

support findings reported by Kerseys (2012) that academic performance of distance learners improve when they set study goals.

Statement - (SHDL2) 'I spend hours reading before an examination to achieve my personal study goals after receiving guidance and counselling support services' had a mean of 3.28 and a standard deviation of 1.21. These results indicated that out of 319 participants, 33(10.3%) strongly agreed, 156(48.9%) agreed, 34(10.7%) were undecided, 60(18.8%) disagreed and 36(11.3%) strongly disagreed that they spend hours reading before an examination to achieve their personal study goals after receiving guidance and counselling support services. These results suggested that the line statement mean score of 3.28 and standard deviation of 1.21 were above the composite mean score of 3.23 and standard deviation of 1.07. The implication of the result to this study is that spending hours reading before an examination by distance learners' after receiving guidance and counselling support services positively affect their study habits. The study results of this study support previous findings reported by Moor, Vines and Holcomb (2011) that spending hours reading before examination enable distance learners have mastery of their subject areas.

Statement - (SHDL3) 'I do not worry so much about my study routine' had a mean of 3.03 and a standard deviation of 1.34. These results indicated that out of 319 participants, 41(12.9%) strongly agreed, 113(35.4%) agreed, 30(9.4%) were undecided, 83(26%) disagreed and 52(16.3%) strongly disagreed that they do not worry so much about their study routine. These results suggested that the line

statement mean score of 3.03 and standard deviation of 1.34 were below the composite mean score of 3.23 and standard deviation of 1.07. The implication of the result suggests that distance learners do worry so much about their study routine, which negatively affect their study habits. The study results of this study are in tandem with Ayodele and Adebisi (2013) who reported distance learners manifest negative study habits such as procrastination, spending too much time watching television, reading in bed and studying around loud noise indicator that they do not worry about their study routine.

Statement - (SHDL4) 'I submit my assignments in time after receiving guidance and counselling support services' had a mean of 3.41 and a standard deviation of 2.54. These results indicated that out of 319 participants, 38(12%) strongly agreed, 134(42%) agreed, 39(12.2%) were undecided, 66(20.6%) disagreed and 42(13.2%) strongly disagreed that they submit their assignments in time after receiving guidance and counselling support services. The results show that the line statement mean score of 3.41 and standard deviation of 2.54 were above the composite mean score of 3.23 and standard deviation of 1.07. The result suggests that timely submission of assignments by distance learners' after receiving guidance and counselling support services positively affect their study habits. The study results are consistent with Horzum, Özkaya and Alparslan (2013) who concluded that distance learners have work and family issues that take off their study time and lack of guidance and counselling on how to cope with such issue result in late submission of assignments.

Statement (SHDL5) 'I can balance my studying and looking for fees after receiving guidance and counselling support services' had a mean of 3.41 and a standard deviation of 2.54. These results indicated that out 319 participants 34(10.7%) strongly agreed, 141(44.4%) agreed, 44(13.8%) were undecided, 57(17.8%) disagreed and 43(13.5%) strongly disagreed that they are able to balance their study and look for fees after receiving guidance and counselling support services. These results suggested that the line statement mean score of 3.21 and standard deviation of 1.24 were slightly below the composite mean score of 3.23 and standard deviation of 1.07. The implication of these results to the study is that balancing of study and looking for fees by distance learners moderately affect their study habits. The study results confirm findings of study by Rambo and Odundo (2010) that distance learners are low-income earners and may spend time looking for money at the expense of their study.

Statement - (SHDL6)) 'My note writing techniques have improved after being guided and counselled' had a mean of 3.07 and a standard deviation of 1.28. These results indicated that out 319 participants, 32(10%) strongly agreed, 132(41.4%) agreed, 22(6.9%) were undecided, 91(28.5%) disagreed and 42(13.2%) strongly disagreed that their note writing techniques have improved after being guided and counselled. These results suggested that the line statement mean score of 3.07 and standard deviation of 1.28 were below the composite mean score of 3.23 and standard deviation of 1.07; These results implies that distance learners have not improved their note writing techniques after being

guided and counselled which negatively affect their study habits. The study results contradict Bajwal, Shaheen and Ramzan (2011) who found out that guidance and counselling can improve note taking of distance learners.

Statement - (SHDL7) 'My reading habits have improved after being guided and counselled' had a mean of 3.23 and a standard deviation of 1.29. These results indicated that out 319 participants, 37(11.6%) strongly agreed, 151(7.8%) agreed, 25(6.9%) were undecided, 60(18, 8%) disagreed and 46(14.4%) strongly disagreed that their reading habits have improved after being guided and counselled. The results show that the line statement means score of 3.23 and standard deviation of 1.29 was similar to the composite mean score of 3.23 and standard deviation of 1.07. The implication of these results to study is that guidance and counselling support services improve reading habits of distance learners. The study results support findings reported by Brown (2015) that guidance and counselling induced study habits facilitate progression rate of distance learners.

Statement (SHUL) 'I now have sound study time due to guidance and counselling support services' had a mean of 3.24 and a standard deviation of 1.28. These results indicated that out 319 participants 43(13.5%) strongly agreed, 138(43.2%) agreed, 32(10%) were undecided, 64(20.1%) disagreed and 42(13.2%) strongly disagreed that they have sound study time due to guidance and counselling support services. The results showed that the line statement means score of 3.24 and standard deviation of 1.28 was above the composite mean score of 3.23 and

standard deviation of 1.07. The implication of the results to this study is that sound study habit is due to guidance and counselling support services. The study results are in tandem with Eurydice (2014) who found out that effective guidance and counselling promotes development of sound study habits.

Statement (SHDL9) 'I joined a study group and studying through networking after receiving guidance and counselling support services' had a mean of 3.22 and a standard deviation of 1.28. These results indicated that out 319 participants, 40(12.5%) strongly agreed, 141(44.2%) agreed, 28(8.8%) were undecided, 68(21.3%) disagreed and 42(13.2%) strongly disagreed that they have joined a study group and studying through networking after receiving guidance and counselling support services. These results suggested that the line statement mean score of 3.22 and standard deviation of 1.28 were similar to the composite mean score of 3.23 and standard deviation of 1.07. The implication of the result to the study that joining a study group and studying through networking by distance learners after receiving guidance and counselling support services positively affect their study habits. The study results confirm findings of Bimrose, Keffunen, Goddard (2015) study that networking through social guidance and counselling support services online promotes development of study habits amongst distance learners.

Statement (SHDL10) 'I created a daily study routine after receiving guidance and counselling support services' had a mean of 3.27 and a standard deviation of 1.31. These results indicated that out 319 participants, 41(12.9%) strongly agreed,

145(45.4%) agreed, 28(8.8%) were undecided, 68(21.3%) disagreed and 37(11.6%) strongly disagreed that they have created a daily study routine after receiving guidance and counselling support services. The results show that the line statement mean score of 3.27 and standard deviation of 1.31 were above the composite mean score of 3.23 and standard deviation of 1.07. The result implies that creation of study routine after receiving guidance and counselling support services by distance learners positively affect their study habits. The study results are consistent with Moor and Kersley (2012) who found out that distance learners find it difficult to create daily study routine if not guided and counselled due to work and family roles that slow their completion of study assignments.

Statement (SHDL11) 'I do have a better personal study time table after receiving guidance and counselling support services' had a mean of 3.34 and a standard deviation of 1.31. These results indicated that out of 319 participants, 77(24.1%) strongly agreed, 128(40.2%) agreed, 24(6.9%) were undecided, 59(18.5%) disagreed and 33(10.3%) strongly disagreed that they have a better personal study timetable after receiving guidance and counseling support services. These results suggested that the line statement mean score of 3.34 and standard deviation of 1.31 were above the composite mean score of 3.23 and standard deviation of 1.07. The implication of the results to the study is that guidance and counselling help distance learners develop a better personal study timetable which in turn positively affect their study habits. The findings are in tandem with that of George (2016) who established that study habits of distance learners can be boosted

through guidance and counselling services and then they are able to create a better personal study time

4.12 Study Habits of Distance Learners -University Officials

Study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi in this study was the dependent variable. Both theoretical and empirical review in this study showed that setting personal study goals, developing sound study time, reading habits, note writing and involvement in collaborative study are key indicators of study habits of distance learners. To measure study habits of distance learners, five statements were developed in the self-administered questionnaires. The views of participants (the 30 university officials) on study habits of distance learners are presented descriptively in the subsequent section. The participants were requested to respond to the items in the Likert scale of 1-5 where Strongly agree (SA)=5, Agree(A) =4, Undecided (UD) = 3, Disagree (D) = 2 and Strongly disagree (SD)=1. The results are as presented in Table 4.67

Table 4.66
Study Habits of Distance Learners' University Officials

ITEMS	SA	A	U	D	SD	Mean	Std. dev
SHDL1	11(36.7%)	19(63.3%)	0(0.00%)	0(0.00%)	0(0.00%)	4.37	0.490
SHDL2	11(36.7%)	18(60%)	0(0.00%)	1(3.3%)	0(0.00%)	4.30	0.651
SHDL3	15(50%)	15(15%)	0(0.00%)	0(0.00%)	0(0.00%)	4.50	0.509
SHDL4	13(43.3%)	15(50%)	2(6.7%)	0(0.00%)	0(0.00%)	4.37	0.615
SHDL5	13(43.3%)	17(56.7%)	0(0.00%)	0(0.00%)	0(0.00%)	4.57	0.504
Composite mean and						4.42	0.411

Statement - (SHDL1) 'Guidance and counselling support services given to distance learners in your institution helps them set personal study' had a mean of 4.37 and a standard deviation of 0.490. These results indicated that out 30 participants, 11(36.7%) strongly agreed and 19(63.3%) agreed that guidance and counselling support services given to distance learners in their institution helps them set personal study. The results show that the line statement mean score of 4.37 and standard deviation of 0.490 were below the composite mean score of 4.42 and standard deviation of 0.411. The implication of the result to the study that guidance and counselling support services given to distance learners in their institution has not adequately helped them set personal study and hence negatively affect their study habits. The study results support findings reported by Tucker (2003) that effective personal guidance and counselling enables distance learners to deal with psychological problems they may experience and they are able to make rational decisions and set personal study goals.

Statement - (SHUL) 'Guidance and counselling support services can help distance learners develop sound study time' had a mean of 4.30 and a standard deviation of 0.651. These results indicated that out 30 participants, 11(36.7%) strongly agreed, 18(60%) agreed and one (3.3%) disagreed that guidance and counselling support services can help distance learners to develop sound study time. These results suggested that the line statement mean score of 4.30 and standard deviation of 0.651 were below the composite mean score of 4.42 and standard deviation of 0.411. The implication of the results to the study is that guidance and counselling support services prearranged for distance learners is not adequate to help them develop sound study time and hence negatively affect their study habits. The findings confirm results by Wango (2015) who reported that students' counsellors of the University of Nairobi were too few to meet the counselling needs of large number of learners. Further findings reported by Kidombo (2007) designated that distance learners lack confidence in memorizing concepts, which is an indication of lack of sound study habits.

Statement - (SHDL3) 'Guidance and counselling support services can help distance learners improve on their reading habits' had a mean of 4.50 and a standard deviation of 0.509. These results indicated that out 30 participants 15(50%) strongly agreed, 15(50%) agreed that guidance and counselling support services can help distance learners improve on their reading habits. The results show that the line statement mean score of 4.50 and standard deviation of 0.509 were above the composite mean score of 4.42 and standard deviation of 0.411.

The implication of the results to the study is that guidance and counselling support services given to distance learners is adequate to help them improve their reading habits and hence positively affect their study habits. The study results contradict Thorpe (2012) who concluded that globally in many universities that offer distance education, particularly in the developing world, where resources are scarce, more attention is specified to new course development than guidance and counselling for reading habits.

Statement - (SHDL4) 'Guidance and counselling support services can help distance learners improve on their note writing' had a mean of 4.37 and a standard deviation of 0.615. These results indicated that out of 30 participants, 13(43.3%) strongly agreed, 15(50%) agreed and 2(6.7%) were undecided on whether guidance and counselling support services can help distance learners improve on their note writing, The results show that the line statement mean score of 4.37 and standard deviation of 0.615 were below the composite mean score of 4.42 and standard deviation of 0.411. The result indicated that guidance and counselling support services given to distance learners is not adequate to help them improve their note writing and hence negatively affect their study habits. The study results support Mark (2010) who found out that poor note writing of distance learners is an indicator of poor study habits which erode their self-confidence resulting in poor academic performance and low progression rate.

Statement (SHDL5) 'Guidance and counselling support services given to distance learners can encourage them to get involved in collaborative study' had a mean of

4.57 and a standard deviation of 0.504. These results indicated that out of 30 participants, 13(43.3%) strongly agreed, 17(56.7%) agreed that guidance and counselling support services given to distance learners can encourage them to get involved in collaborative study. These results suggested that the line statement mean score of 4.57 and standard deviation of 0.504 were above the composite mean score of 4.42 and standard deviation of 0.411. The implication of the results to the study is that guidance and counselling support services encourage them to get involved in collaborative study and hence positively affect their study habits. The study results support findings reported by Douce (2018) that provision of social guidance and counselling support services to the distance learners create a sense of belonging hence enabling them to collaborate in study with others. These findings were further supported by qualitative data from the interview guides and this is what the university lecturers identified using unique coding [ULECTS 9] had to say:

'The progression rate of distance learners in Bachelor of Education of University of Nairobi has not been so good. Some of them take too long to graduate while others drop out due to factors like inadequate study habits. Most of them come from systems where they are spoon-fed to pass examinations and find self-regulated study a challenge. They lack personal study goals, sound study time and planned routine. They also manifest poor reading techniques and note taking as they focus on memorising facts to finish tasks. Some of them fail to submit assignments

on time. While others have been caught cheating in examinations. Since the students originate from various parts of Kenya and only converge at the main learning centre for tutorials and revision. They lack time for group work. Group assignments are not well done. There is evidence to indicate that these students re-sit and re-take examinations at a higher rate than those in conventional programmes.’ (ULECTS 9).

4.13 Results from the Observation Check List.

The study made an observation on crucial documents including class attendance register, students’ enrollment files, graduation booklets, examination results, records of learners that attend counselling sessions and guidance and counselling offices. From the observation made from the crucial documents mentioned above, the research study found that from the attendance register; the distance learners class attendance was not consistent, perhaps due to a number of issues such as family commitments that takes off most of their class attendance time. Secondly, the researcher observed and noted few counselling rooms and offices in main learning centers.

The research study found that from the record of learners that attend counselling sessions, up to 20% of distance learners in Bachelor of Education programmes attended sessions. The implication of this finding to the study is that 80 % were not finding time to seek guidance and counselling support services or were simply not keen to go for the guidance and counselling services. ‘I observed some distance learners who needed special personal counselling from student

counsellors turned away due to large numbers of learners from convectional mode of study that had booked up the appointment.’ In main Campus, the researcher saw three student counsellors, whereas each learning center had one counsellor. Presence of lecture theatres physically observed and noted where most of Personal, Social and Educational guidance are given to distance learners’ face to face during tutorial and orientations by lecturers, support staff and Assistant Deans of students. The chaplains had put in place special rooms for guidance and counselling. Some clients were seen in the waiting room. In addition, there was a report of good progress on HIV AIDs testing of distance learners in terms of turning up to know their status going by the statistics in the data.

Thirdly, the research study found out that the guidance and counselling rooms were well designed and strategically positioned in ambient and ideal environment for counselling sessions. However, the upsurge of the attendees for counselling outweighed the officers providing the services. Fourthly, the research study found out from the examination records that a number of distance learners had performed poorly and had been referred for guidance and counselling support services to learn better examination strategies. Data collected from the examination office indicated low progression rate from one part to another. Fifthly, the research study found out from the enrollment records that some distance learners had deferred their studies, but due to the provision of personal and education guidance and counselling services, they were able to resume and complete their studies.

CHAPTER FIVE
SUMMARY OF FINDINGS, CONCLUSIONS AND
RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of findings, conclusions and recommendations. In the summary of findings, the results for each of the six hypotheses for the six research objectives are presented. The conclusions presented in this section were guided by the research objectives and informed by the findings, analysis, interpretation and discussions in the study. Based on the conclusions made, the contribution of the study to knowledge is examined. Recommendations based on the results for policy and practice and for methodology as well as suggestions for further research are made.

5.2. Summary of Findings

This section summarizes the findings of the study.

5.2.1. Personal Guidance and Counselling and Study Habits of Distance Learners

The first research objective was to examine the extent to which personal guidance and counselling influence study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The composite mean and composite deviation for the personal guidance and counselling from distance learners' perspective were 3.13 and 1.346 respectively. The implication of the finding from the Likert scale, the participants (distance learners) responses show

personal guidance and counselling moderately influence study habits of distance learners. From the University officials (participants) perspectives, the composite mean and composite deviation for the personal guidance and counselling were 3.80 and 1.095 respectively. The implication of the result to the study is that they agreed that personal guidance and counseling influence study habits of distance learners. The overall correlation coefficient for personal guidance and counseling and study habits of distance learners from the perspective of participants (distance learners') was found to be 0.543 with a p-value of $0.000 < \alpha=0.05$.

The participants' (University officials') opinions the overall correlation coefficient for personal guidance and counselling and study habits of distance learners was found to be 0.637 with a p-value of $0.000 < \alpha=0.05$. The result from all the views of participants in the study indicated that there was a significant relationship between personal guidance and counselling and study habits of distance learners. Therefore, leading to rejection of the null hypothesis (H_{01} : There is no significant relationship between personal guidance and counselling on the study habits of learners in Bachelor of Education programmes.) The ANOVA results from both the participants indicated that the regression model for personal guidance and counselling results is significantly better prediction of study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. The simple linear regression coefficients results indicated that there was significant (P-Value $0.00 < 0.05$).

The results from qualitative data indicate that effective guidance and counselling definitely empower distance learner to cope with anxieties, stress and conflicts. Unfortunately, the number of learners seeking personal guidance and counselling astound University of Nairobi professional counsellors. There is a need to employ counsellors that are more professional than are.

The researcher witnessed the need to employ more professional counsellors to provide face-to-face personal guidance and counselling when distance learners are in session at Campus. Digital technology should be improved to provide effective personal guidance and counselling within distance learner's environment to enhance their study habits.

5.2.2. Social Guidance and Counselling and Study Habits of Distance Learners

The second research objective was to examine the extent to which social guidance and counselling influence study habits of distance learners in Bachelor of education 1 of the University of Nairobi. The composite mean and composite deviation for the social guidance and counselling from distance learners' perspectives were 3.29 and 1.297 respectively. The implication of the result to the study is that the participants (distance) learners agreed that social guidance and counselling moderately influence study habits of distance learners. From the participants (University officials') perspectives, the composite mean and composite deviation for the Social guidance and counselling were 4.17 and 0.531 respectively. The implication is that using the Likert scale, participants

(University officials) agreed that social guidance and counselling influence study habits of distance learners.

The overall correlation coefficient for social guidance and counselling and study habits of distance learners from the perspective of participants (distance learners') was found to be 0.520 with a p-value of $0.000 < \alpha=0.05$. from the participants' (University officials) opinions the overall correlation coefficient for social guidance and counselling and study habits of distance learners was found to be 0.692 with a p-value of $0.000 < \alpha=0.05$. The implication of the result is that there is a significant relationship between social guidance and counselling and study habits of distance learners. Thus, leading to rejection of the null hypothesis (H_{02} : There is no significant relationship between social guidance and counselling on the study habits of distance learners in Bachelor of Education programmes.) The ANOVA results from both participants indicated that the regression model for social guidance and counselling results is significantly better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The simple linear regression coefficients results indicated that there was significant (P-Value $0.00 < 0.05$) influence of social guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

Qualitative results suggest that all staff who serve distance learners directly should be given training in social and life skills to make social guidance and counselling more effective in area of study habits. The researcher observed that

social guidance and counselling support services are provided in University of Nairobi to make distance learners feel that they belong to a scholarly community.

5.2.3. Educational Guidance and Counselling and Study Habits of Distance Learners

The third research objective was to examine the extent to which Educational guidance and counseling influence study habits of distance learners in Bachelor of education of the University of Nairobi. The composite mean and composite deviation for the educational guidance and counselling from distance learners' perspectives were 3.71 and 1.133 respectively. The implication of the result based on Likert scale the distance learners agreed that Educational guidance and counselling influence study habits. From the participants (University officials) perspectives, the composite mean and composite deviation for the educational guidance and counselling were 4.500 and 0.509 respectively. The implication based on the Likert scale, participants (the University officials) strongly agreed that educational guidance and counselling influence study habits of distance learners. The overall correlation coefficient for educational guidance and counselling and study habits of distance learners from the perspective of participants (distance learners) was found to be 0.449 with a p-value of $0.000 < \alpha=0.05$.

Participants (University officials) opinions on the overall correlation coefficient for educational guidance and counselling and study habits of distance learners was found to be 0.682 with a p-value of $0.000 < \alpha=0.05$. The result indicated

that from the views of participants in the study the results indicated a significant relationship between educational guidance and counselling and study habits of distance learners. Thus, leading to rejection of the null hypothesis (H_{03} : There is no significant relationship between educational guidance and counselling on the study habits of distance learners in Bachelor of Education programmes). The ANOVA results from both distance learners and university officials indicated that the regression model for educational guidance and counselling results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes in the University of Nairobi. The simple linear regression coefficients results indicated that there was significant ($P\text{-Value } 0.00 < 0.05$) influence of educational guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

Qualitative results suggested that majority of distance learners are P1 teachers who have undivided family commitments that take away their study time; thus, they require a strong based educational guidance and counselling support services to improve their study habits. The qualitative data from open question from perspective of distance learner stated that the first induction meeting as a guidance and counselling session is an icebreaker, which enable distance learners to familiar with the study center set up, library, multimedia facilities, staff and academic counsellors. The researcher observed also that educational guidance is given to distance learners' face to face during tutorial and orientations by lecturers, support staff and Assistant Deans of students.

5.2.4. HIV /AIDS Guidance and Counselling and Study Habits of Distance Learners

The fourth research objective was to examine the extent to which HIV /AIDS guidance and counselling influence study habits of distance learners in Bachelor of Education of the University of Nairobi. The composite mean and composite deviation for the HIV /AIDS guidance and counselling from participants' (distance learners') perspectives were 3.380 and 1.189 respectively. Results based on the Likert scale suggest that participants (the distance learners) agreed that HIV /AIDS guidance and counselling influence their study habits. From the participants' (University officials') perspectives, the composite mean and composite deviation for the HIV /AIDS guidance and counselling were 4.13 and 0.776 respectively. The implication based on the Likert scale the University officials agreed that HIV /AIDS guidance and counselling influence study habits of distance learner. The overall correlation coefficient for HIV /AIDS guidance and counselling and study habits of distance learners from the perspective of participants (distance learners') was found to be 0.501 with a p-value of $0.000 < \alpha=0.05$.

Participants (University officials) opinions the overall correlation coefficient for HIV /AIDS guidance and counselling and study habits of distance learners was found to be 0.469 with a p-value of $0.000 < \alpha=0.05$. The result from all the views of participants in the study indicated a significant relationship between HIV /AIDS guidance and counselling and study habits of distance learners. Thus,

leading to rejection of the null hypothesis (H_{04} : There is no significant relationship between HIV /AIDS guidance and counselling on the study habits of distance learners' in Bachelor of Education programmes.). The ANOVA results from both distance learners' and university officials indicated that the regression model for HIV /AIDS guidance and counselling results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The simple linear regression coefficients results indicated that there was significant ($P\text{-Value } 0.00 < 0.05$) influence of HIV /AIDS guidance and counseling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

This was further supported by qualitative results that suggested that news of HIV/AIDS infection could create considerable psychological stress and uncertainty about all aspects of distance learners' life, including studying, quality and length of life. HIV/AIDS guidance and counselling support services can reduce the psychological stress for affected and infected distance learners, which can lead to development of sound study habits' The researcher observation results also confirmed that University of Nairobi offer HIV/ AIDS guidance and counselling to all students in its health centres. In addition, there was a report of good progress on HIV AIDS testing of distance learners in terms of turning up to know their status going by the statistics in the data.

5.2.5. The Combined Guidance and Counselling Support Services and Study Habits of Distance of Nairobi

The fifth research objective was to assess how the combined guidance and counselling support services and study habits of distance learners in Bachelor of Education of the University of Nairobi. The composite mean and composite deviation for the combined guidance and counselling support services from distance learners' perspectives were 3.91 and 1.240 respectively. The results on Likert scale show that the participants (distance learners) agreed that combined guidance and counselling support services influence their study habits. From the participants (University officials) responses, the composite mean and composite deviation for the combined guidance and counselling support services were 4.358 and 0.589 respectively. The result based on the Likert scale show that the participants (University officials) agreed that combined guidance and counselling support services influence study habits of distance learners. The overall correlation coefficient for combined guidance and counselling support services and study habits of distance learners from the perspective of distance learners was found to be 0.620 with a p-value of $0.000 < \alpha=0.05$.

Participants' (University officials') opinions on the overall correlation coefficient for combined guidance and counselling support services and study habits of distance learners was found to be 0.735 with a p-value of $0.000 < \alpha=0.05$. The results from all the views of participants in the study indicated that there was a significant relationship between combined guidance and counselling support

services and study habits of distance learners. Thus, leading to rejection of the null hypothesis (H_{05} : There is no significant relationship between combined guidance and counselling support services on the study habits of distance learners in Bachelor of Education programmes). The ANOVA results from both distance learners and university officials indicated that the regression model for combined guidance and counselling support services results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi.

The multiple linear regression coefficients results indicated that there was significant ($P\text{-Value } 0.00 < 0.05$) influence of Combined guidance and counselling support services on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. These findings were further supported by qualitative data from interview guide which recommended that guidance and counselling support services are critical in augmentation of distance learners' study habits but availability of counsellors to provide such services is a challenge. However, the researcher found out from the enrollment records that some distance learners had deferred their studies, but due to the provision of personal and education guidance and counselling services, they were able to resume and complete their studies.

5.2.6. Moderating Influence of Characteristics on the Relationship between Guidance and Counselling Support Services and Study Habits of Distance Learners

The sixth research objective was to determine moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes in University of Nairobi. The composite mean and composite deviation for the moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners from distance learners' perspectives were 3.14 and 1.14 respectively. The responses on the Likert scale, suggests that participants (distance learners') accepted that there is a moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners.

From the participants' (University officials) responses, the composite mean and composite deviation for the moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners were 3.94 and 0.619 respectively. Thus, responses on Likert scale show that the participants (University officials) agreed that there was a moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners. The overall correlation coefficient for moderating influence of learners'

characteristics on the relationship between guidance and counselling support services and study habits of distance learners from the perspective of participants (distance learners) was found to be 0.624 with a p-value of $0.000 < \alpha=0.05$.

Participants (University officials) opinions from the overall correlation coefficient for moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners was found to be 0.913 with a p-value of $0.000 < \alpha=0.05$. The implication of the result to the study that there was a significant relationship between moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners. The null hypothesis was rejected (H_{06} : There is no significant relationship between moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners). The ANOVA results from both distance learners and university officials indicated that the regression model for moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners, results in significantly better prediction of study habits of distance learners in Bachelor of Education programmes in University of Nairobi.

The multiple linear regression coefficients results indicated that there was significant (P-Value $0.00 < 0.05$) moderating influence of learners' characteristics on the relationship between guidance and counselling support services and study

habits of distance learners in Bachelor of Education programmes at the University of Nairobi. Qualitative data from interview with University officials confirmed that distance learners' characteristics could inspire or hinder distance learners from seeking guidance and counselling support services. The distance learners who receive such service should be able to develop sound study habits. In addition the researcher observed that distance learners schedules when they come for tuition at the main campus, they develop sound study habits by attending lectures, completing assignments and preparing for examinations.

5.3. Conclusion

The first research objective was to examine the extent to which personal guidance and counselling influence study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The simple linear regression coefficients as well as the Pearson correlation results indicated that there was significant influence of personal guidance and counselling on study habits of distance learners in Bachelor of Education programmes at the University of Nairobi. The small P-values, results from interview schedule and observation suggested that there was significant influence of personal guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The study concluded that there is significance influence of personal guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

The second research objective was to examine the extent to which social guidance and counselling influence of study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The simple linear regression coefficients, the Pearson correlation. Interview and observation results indicated that there was significant influence of social guidance and counselling of study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The small P -values implies that there is a significant influence of social guidance and counselling on study habits of distance. The study concluded that there is significance influence of social guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

The third research objective was to examine the extent to which educational guidance and counselling influence study habits of distance learners' in Bachelor of Education programmes of the University of Nairobi. The simple linear regression coefficients, the Pearson correlation. Interview, observation results indicated that there was significant influence of educational guidance and counselling of study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The small p-values indicated that there is a significant influence of educational guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The study concluded that there is significance influence of Educational

guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

The fourth research objective was to examine the extent to which HIV/AIDS guidance and counselling influence study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The simple linear regression coefficients the Pearson correlation , interview, observation results indicated that there was significant influence of HIV/AIDS guidance and counselling of study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The small p-values implies that there is a significant influence of HIV/AIDS guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The study concluded that there is significance influence of HIV/AIDS guidance and counselling on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

The fifth research objective was to examine the extent to which combined guidance and counselling support services influence study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The multiple linear regression coefficients, the Pearson correlation, interview, observation results established that there was significant influence of combined guidance and counselling support services on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The small P-Values suggest that there is significant influence of combined guidance and

counselling support services on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The study concluded that there is significance influence of combined guidance and counselling support services on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

The sixth research objective was to determine the moderate influence of learners' characteristics on the relationship between guidance and counselling support services and study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The multiple linear regression coefficients, the Pearson correlation, interview, observation results designated that there was significant moderate influence of learners' characteristics on the relationship between guidance and counselling support services study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. The small P-Values indicated that there is significant moderate influence of learners' characteristics on the relationship between guidance and counselling support services on study habits of distance learners.

5.4. Contributions to the Body of Knowledge

The contribution to knowledge based on empirical studies verse finding per objectives.

Objectives of the study

1. To establish how personal guidance and counselling influence study habits of distance learners.

2. To determine how social guidance and counselling influence study habits of distance learners’

3. To Examine how educational guidance and counselling influence study habits of distance learners.

Contribution to knowledge

The study findings confirm that when Universities improve their virtual technology personal guidance and counselling influence on study habits may not be a mirage in public universities in Kenya as reported by previous studies in distance education of Ochieng (2012); Gatuba (2012);

The study results reveal that social guidance and counselling foster a sense of comradeship that diffuse some isolation that negatively influence study habits of distance learners, which previous studies by Bowa (2011); Judilla and Gemora (2015) failed to address.

The study has narrowed the boundary of generalizability of the previous studies by Somuah (2014); Hassan (2006) in terms of linking education guidance and counselling as the best predictor of study habits of distance learners.

4. To assess the extent to which HIV/AIDS influence study habits of distance learners

4. The study findings has provided insight into the strengths of HIV/AIDS guidance and counselling on study habits of distance learners' that previous studies by UNAIDS (2014); Kelly (2001); Lancer and Eatough (2018) ignored.

5. To determine how combined guidance and counselling influence study habits of distance learners.

The study findings highlighted positive influence of guidance and counselling support services on distance learners' study habits that previous studies in distance education by Kidombo (2008); Bowa (2011) Ghazi and Malik (2013) failed to address,

6. To establish the extent to which learners' characteristics moderate the relationship between guidance and counselling support services and study habits of distance learners'

The study analyzed causal mediation effects of distance learners' characteristics on guidance and counselling and study habits by Offering a more an understanding on how they contribute to deviational study habits of distance learners that was limited in the previous studies by Rashid (2015); Horzum, Özkaya and Alparslan (2013); Moor and Kersley (2012).

5.5. Recommendations

From the findings of the study, the following recommendations for policy and action for further research are made:

5.5.1. Education Policy Makers

Ministry of Education, Science and Technology (MOEST) may apply the information revealed by the study in formulating appropriate policy and legal framework for guidance and counselling support services in all public Universities. Education policy makers ought to develop and support the implementation of guidance and counselling support services for all distance learners. In addition, the Ministry should provide more resources to enable universities improve on face to face and on line guidance and counselling service delivery to distance learners.

5.5.2. University of Nairobi Administrative Officials.

The University Administrators may use the findings of this study in formulation of future revision of curriculum and strategies towards a more effective delivery of teaching and learning in distance education. They should see the need to integrate personal guidance and counselling, social guidance and counselling, educational guidance and counselling support services in order to address the myriad challenges facing distance learners in connection with their study habits. The findings of this study could assist in development and implementation of more effective programmes in enhancing study habits of distance learners. The University should strive to improve online or telecommunication guidance and

counselling for ease of accessing the distance learners. The direct service providers should be given basic training in guidance and counselling to enable them understand and mitigate distance learners' difficulties. Online guidance and counselling support services could be improved to lay the foundation for better study habits. There was need to develop effective guidance materials to be given to distance learners during their orientation. In addition, distance learners could be sensitized to seek guidance and counselling services at the most appropriate places. The staffs who are actively involved in distance education should be trained in social skills in order for them to provide effective social guidance and counselling.

5.5.3. Distance Learners

The study has demonstrated a positive influence of guidance and counselling support services on the study habits of distance learners. They should therefore, make deliberate efforts to seek available guidance and counselling services and put into practice various guidance and counselling strategies learnt to counteract any emerging issues that may hinder their study habits. They should not assume that they could carry out self-regulated study without sound study habits since concentration study habits are the bedrock of academic performance.

5.5.4. Counsellors

Counsellors should mobilize resources to provide necessary guidance and counselling support services to distance learners' in order for them to realize positive results in their study habits. The University needs to employ more trained counsellors to be placed in all Halls of Residence who should create time for distance learners with an aim of helping them develop healthy study habits. The counsellors should be invited to attend orientation of newly admitted students to inform them of the availability of guidance and counselling services. Guidance and counselling centres in the University's Main Campus, Health Services and Learning Centre's staff may also utilize the findings of this study to promote a more focused and factual knowledge on factors that affect distance learners' study habits.

5.5.5 Lecturers

Lecturers should develop an understanding of better diversity of guidance and counselling support services needed by distance learners that may develop more effective methodologies in enhancing study habits of distance learners. They should use educational guidance and counselling more effectively in promotion of positive study habits to reduce examination cheating and late submission of assignments. They ought to provide educational guidance and counselling online and face-to-face during tutorials and revision periods.

5.5.6 Further Research

The study looked at study habits of learners in Bachelor of education by distance programmes of University of Nairobi excluding other distance learners and other factors that may affect their completion rate. Furthermore, the influence of guidance and counselling on study habits of distance learners in Bachelor of Education programmes by distance learning was looked at leaving out distance learners in other universities in Kenya. Apart from distance learners' characteristics emphasized in this study, there is need to study other factors that may act as obstacle to distance learners seeking for guidance and counselling support services. Further research should therefore be carried out to fill the gaps opened up by this study.

REFERENCES

- Acharya, T. and Joshi, D. (2014). Towards a Theory of Online Learning. In T. Anderson & F. Elloumi (Eds.), *Theory and Practice of Online Learning* (pp. 33-60). Canada: Athabasca University Problems and counselling needs of sandwich learners of *University of Illorin, Nigeria*. Illorin: University Press.
- Allen, I. E., and Seaman, J. (2017) Digital Learning Compass: Distance Education Enrolment Report 2017. Retrieved from <https://files.eric.ed.gov/fulltext/ED580868.pdf>
- AL-Mutairi, Abdullah. (2011). 'Factors Affecting Business Learners' Performance in Arab Open University: The Case of Kuwait'. *International Journal of Business and Management*: Vol. 6, No.
- Muchiri. (2012) Need for serious Counselling in Kenyan schools, Unpublished PGDE Thesis University of Nairobi, Nairobi Kenya.
- Andrien, H. (2011). Causes of Stress on Learners. Retrieved from <http://www.stressmanagementblog.com/can/causeofstress>.
- Ashish, R. (2013). Study Habits for Students: Bad Ones to Avoid, Good Ones to Achieve Success. www.education.wisc.edu/soe/newsevents. 12/3/2016.
- Assey, A. (2009). Effect of ICT integration in ODL in Kenya. Unpublished Ph.D. Thesis. University of Nairobi.
- AWSE, (2001). Women in Higher Education and science, Africa Universities Responding to HIV/AIDS, Nairobi.
- Ayodele, C. S., and Adebisi, D. R. (2013). Study habits as Influence of Academic Performance of Students Nurses of Banquet State University. *International Journal of Nursing Science*, 5(2), 60-65.
- Bajwa1, S., and Ramzan (2011). Comparative study of the study habits of the students from formal and non-formal systems of education in Pakistan. *International Journal of Business and Social Science* Vol. 2 No. 14 www.ijbssnet.com.

- Bakke, I.B., Haug, E.H. and Hooley, T. (2018). Moving from information provision to Co-careering. Integrated guidance as a new approach to e-guidance in Norway. *Journal of the National Institute for Career Education and Counselling*, forthcoming.
- Banda. G. M. and Kaphesi, E. (2015). Student perceptions of open and distance learning mode for primary teachers training in Malawi. A case of Lilongwa Teachers college. *Journal of research f research open distance and e- learning*.
- Banjwa, A. Gujjaret, W. Berger, J. B. and Lyons, S. (2011). Past to present: A historical look at retention. In Siedman, A. (Ed.). *College Student Retention: Formula of Student Success*. Westport, CT: Praeger Press.
- Benavides, A. D., & Keyes, L. (2016). New-student orientations: Supporting success and socialization in graduate programs. *Journal of Public Affairs Education*, 22(1),107–15. <http://doi.org.10.1080/15236803.2016.12002231> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- Bimrose, J., Mulvey, R. and Brown, A. (2016). Low qualified and low skilled: the need for Context sensitive careers support. *British Journal of Guidance & Counselling*, 44, 145–157.
- Bimrose, Keffunan. J, Goddart. T, (2015). ICT. New Frontier “pushing the boundaries of Career practice.” *British Journal of Guidance and counselling*.
- Bowa, O. (2011). The relationship between learners’ characteristics and academic performance of distance learners’: the case of external degree programme of the University of Nairobi. *Journal of Continuing, Open and Distance Education* Volume 1, Issue 2, June 2011 University of Nairobi Press
- Bowa, T. (2008). The influence of learners’ support services on academic performance of Distance Education at University of Nairobi. PHD Thesis. University of Nairobi.
- Bozkurt, A., Akgun-Ozbek, E., Yilmazel, S., Erdogdu, E., Ucar, H., Guler, E., & Dincer, G. D. (2015). Trends in distance education research: A content analysis of journals 2009-2013. *The International Review of Research in Open and Distributed Learning*, 16(1).
- Brook, A. (2013). *Research methods for business students* (5th Edit.). Harlow, England: Pearson education.

- Brown, W.F. (2010). Student to student counselling: An Approach to motivating. Evaluation Framework. *Journal of Professional School Counselling*, 6 (5), 316-331.
- Buck, L. (2016). Guidance programme pages. Retrieved from www.feps.com 5.2.2016, Handbook.
- Buraga, J., and Caballero, R. (2018). Effectiveness of the Career Guidance Program and the Employability of the Graduates of Isabela State University during the School Year 2010-2015. *Researchers World: Journal of Arts, Science and Commerce*, 9(1), 127. Doi: 10.18843/rwjasc/v9i1/16
- Cacheiro-Gonzalez, M. L., Medina-Rivilla, A., Dominguez-Garrido, M. C., & Medina-Dominguez, M. (2019). The learning platform in distance higher education: Students' perceptions. *Turkish Journal of Distance Education*, 20(1), 71–95. [Crossref], [Web of Science ®], [Google Scholar]
- Carew, P.F. (2004). Enhancing study habits, patterns and academic performance of university students. The development and testing of the study habits of distance learners' and examination taking inventory. Maiduguri: Salone psycho-education service
- Carruthens, T. (2019). Rethinking Students belonging in higher Education: From Bordeieu to borderlanda. London, UK. Routledge
- Chao, R. S. (2012). From cradle to the grave Adult attachment across life, span. *Journal of personality*, 81,171-13.
- Cluver, L., Operario, D., Lane, T., & Kganakga, M. (2011). "I Can't Go to School and Leave Herin So Much Pain". *Journal of Adolescent Research*, 27(5), 581-605. Doi: 10.1177/0743558411417868.
- Creswell, J. W. (2014). Research designs: Qualitative, quantitative, and mixed approaches. (4th.ed). London. UK. Sage Publications.
- Das, M and Ghosh,C.K (2011). Academic Counselling in Distance Education: The Need and Expectations of IGNOU Learners, *Indian Journal of Open Learning*, 20(3):191-216. *Indira Gandhi National University Profile (2013).*New Delhi: IGNOU4

- Davis, M. (2018). Designing positive effects: Orientation and student success. *College and University*, 93(4), 33–36. https://www.aacrao.org/docs/default-source/c-u-.pdfs/cuj9304-web.pdf?sfvrsn=94408324_2 [Google Scholar]
- Double, N., and Supriya, M, V. (2011). Student Life Balance: Myth or reality? *The International Journal of Educational Management*, vol.25, NO.3, pp.237-25
- Douce, C. (2018). *EDEN: Report on the European Distance Education Network (EDEN) Conference*, 13–16 June 2017, Jönköping, Sweden. *Open Learning: The Journal of Open, Distance and e Learning*, 33(1), 63–69. doi:10.1080/02680513.2017.1414589 [Taylor & Francis Online], [Web of Science ®], [Google Scholar]
- Egan, G. and Reese, R.J. (2019). *The Skilled Helper: A Problem-Management and Opportunity Development Approach to helping* (11th edition). Boston: Cengage.
- Esere, M. O. and Idowu. A.I. (2012). Computer accessibility, Usage and Lecturers' perception of innovative ICT based assessment in Nigeria University. Implication for attitude change. *The Counsellor*, 31 (1), 1-7.
- European Commission (2015), *Dropout and Completion in Higher Education in Europe*, European Commission, Luxembourg.
- Farley TM, Samuelson J, Grabowski MK, Ameyan W, Gray RH, Baggaley R (2020). "Impact of male circumcision on risk of HIV infection in men in a changing epidemic context - systematic review and meta-analysis". *J Int AIDS Soc* (Review). 23 (6): e25490. doi:10.1002/jia2.25490. PMC 7303540. PMID 32558344.
- Fauk, N., Mwakinyali, S., Putra, S., & Mwanri, L. (2017). The socio-economic impacts of AIDS on families caring for AIDS-orphaned children in Mbeya rural district, Tanzania. *International Journal of Human Rights in Healthcare*, 10(2), 132-145. Doi: 10.1108/ijhrh-01-2017-0002

- Fried, R., and Irwin, J.D. (2016). Calmly coping: A Motivational Interviewing via Co-Active Life Coaching (MI-VIACALC) pilot intervention for university students with perceived levels of high stress. *International Journal of Evidence Based Coaching and Mentoring*, 14 (1) 16-33.
- Gakuu, C. M. (2006). Analysis of factors and attitudes that influence lecturers 'Readiness to adopt distance education and use of ICT in Teaching. The University of Nairobi case: Published PhD Thesis; University of Nairobi, Kenya
- Gakuu, J. W. (2013). The influence of learner support services on academic performance of distance learners': A case of open and distance learning undergraduate students of Kenya Methodist University. Unpublished thesis. University of Nairobi
- Gatuba, (2012). Influence of learner's support in enrolment of learners' in Distance programme. PHD Thesis. University of Nairobi.
- George, D. (2016). Time diary and questionnaire assessment of factors associated with academic and personal success among university undergraduates. *Journal of American College Health*, 56, 706-715
- Ghazi, A.S. Malik, M.A and Safdar, M. (2013). Addressing psychological problems in distance education learners' through guidance and counselling. Islamabad, Pakistan
- Graugaard, E & Rosenkilde. M. (.2011), A vicious Circle of Vulnerability-Orphans, Vulnerable children and youth in relation to HIV AND AIDS.
- Haack C., and Lefebvre P., (2020) Program for International Student Assessment (PISA), "Pandemic school closures may increase inequality in test scores", Working Paper No. 20-03, June 2020, Retrieve at https://grch.esg.uqam.ca/wpcontent/uploads/sites/82/Haack_Lefebvre_GRCH_WP20-03-5.pdf.
- Hanney, M. Newvine, T. (2015). Perception of distance learnings. A comparison of online learning and traditional learning. IN MERI. *Journal learning and teaching* Vol.2. No 1,
- Hassan, T. (2013). Psychology of studying and passing mathematics examinations. Psychology for everyday living; Enugu; Agada publishers.

- Hatzipanagos, S. and Gregson, J. (2015), “The role of open access and open educational resources: a distance learning perspective”, *The Electronic Journal of e-Learning*, Vol. 13 No. 2, pp. 97-105, available at: www.ejel.org
- Hauser, L. (2013). *Qualitative Research in Distance Education: An Analysis of Journal Literature 2005–2012*. *American Journal of Distance Education*, 27(3), 155-164.
- HEADS, (2010). *South Africa Case studies VCT Services in Higher Education institutions 2002-2004*. Prtoia HESA.
- Herman, H., Puspitasari, K. A., & Padmo, D. A. (2015). The importance of student support services and students’ satisfaction at Universities Terbuka. *ASEAN Journal of Open Distance Learning*, 7(1), 17–29. <http://repository.ut.ac.id/7360/1/L00043-18.pdf> [Google Scholar]
- Hooley, T. and Rice, S. (2018). Ensuring quality in career guidance: a critical review. *British Journal of Guidance & Counselling*, online first.
- Horzum, M.B., Özkaya, M., Demirci, M., Alparslan, M. (2013). Review of Turkish Distance Education Research. *Inonu University Journal of the Faculty of Education*, 14(2), 79-100
- Ikeotuonye, A. I. and Ukwueze, A. C. (2014). Challenges facing guidance and counselling in National Open University of Nigeria (NOUN). Paper presented during the 29th annual congress of the Nigerian Academy of Education held at Uyo, 3rd to 7th November.
- Ikwanme, W. (2014). *Crisis in the classroom: The making of American Education*; London. House Publication.
- Johnson, B., and Christensen, L. (2017). *Educational research: Quantitative, qualitative, and mixed approaches* (6th ed.). Thousand Oaks, CA: Sage
- Joint United Nations Programme on HIV/AIDS. (2014). *Fast-track: ending the AIDS epidemic by 2030*. Geneva. *Switzerland: UNAIDS*.
- Kaffenberger, M. (2020) “Modelling the long-run learning impact of the COVID-19 learning shock: Actions to (more than) mitigate loss”, *RISE Insight Series*. 2020/017, 4 June 2020, retrieved from https://doi.org/10.35489/BSG-RISE-RI_2020/017

- Kamau, J. (2007). Retraining primary school teachers against diminishing resources: Is distance education the answer? Conference paper, UNESCO, second regional seminar for Africa, Accra Ghana; UNESCO
- Kangai, C. and Bukalia R. (2010). The Potential and Challenges of introducing new Technology in Distance Reaching and Learning. *International Journal on New Trends in Education and Their Implications*. Vol. 1 Issue's
- Kelly, W. E., (2015). "The Influence of Sleep length and Grade-Point-Average College Students," *College Student Journal*.
- Kidombo, M. N. (2007). From traditional distance learning to virtual distance learning in higher education in Africa trends and challenges. Nairobi: UNESCO. Kenya.
- Kilonzo, G. K. (1984). Guidance and in Kenya seminar paper, Kenyatta University No. 2046. The Bureau of Educational Research. Nairobi: Kenyatta University.
- Kilonzo, M. N. (2003). The establishment of a higher education open and distance learning knowledge base for decision makers in Kenya. Nairobi: UNESCO.
- Kim, D. and Kim, S. (2018), "Sustainable education: analysing the determinants of university student dropout by nonlinear panel data models", *Sustainability*, Vol. 10 No. 954, pp. 1-18
- Kishore, S. (2014). Academic counselling in ODL: Information system for capacity building of academic Counsellors' in IGNOU. *Turkish Online Journal of Distance Education- TOJDE*, 15(2), 98–107. [Crossref], [Google Scholar]
- Kraatz, S. (2015). Reforms of Education system. Europe policies for lifelong guidance to fight early school leaving and unemployment. Briefing URL.
- Krishna, C. (2012). Students support services in distance higher Education in India. *Critical Appraisals. IJRESS*. Vol.2.issue.
- Lancer, N. and Eatough, V. (2018). One-to-one coaching as a catalyst for personal Development: An Interpretative Phenomenological Analysis of coaching undergraduates at a UK university. *International Coaching Psychology Review*, 13, 72–88

- Lucas, A., Chidothe, M., and Wilson, N. (2019). Effects of adult health interventions at scale on children's schooling: Evidence from antiretroviral therapy in Zambia. *Economics of Education Review*, 72, 107-120. Doi: 10.1016/j.econedurev.2019.04.006;
- Mahlangu, V. P. (2018). The good, the bad, and the ugly of distance learning .higher education. In M. Sinecen (Ed.), Trends in E-learning. <https://doi.org/10.5772/intechopen.75702>.
- Mancillas, A. (2011). *Counselling Students' Perceptions of counselling effectiveness*. Salone psycho-education service. *Journal of Humanistic Psychology*, 43 (4), 8-45.
- Mau, W.C. and Jepsen, D.A. (2017) Attitudes toward Counsellors and Counselling Processes: A Comparison of Chinese and American Distance Students. *Journal of Counselling and Development*, 96, 189-193. <https://doi.org/10.1002/j.1556-6676.1988.tb02090.x> [Citation Time(s):1]
- Marc, K. (2011). The Importance of Good Study Habits. Retrieved from www.answer.com. 12/3/2016.
- Marks, D.F. (2010). "IQ variations across time, race, and nationality: an artefact of differences in literacy skills". *Psychological Reports*, 106, 643-66.
- Mbogori, K. D. (2007). An investigation of the influence of the courses Delivery systems and learners' need in Kenya published PhD thesis; university of Nairobi, Kenya
- Mbugua, (2012). Factors influencing Educational manager support for Distance Education mode of learning. PhD Thesis. University of Nairobi
- Mbwesa, J. (2007). Library support services for Distance learners. PhD Thesis. University of Nairobi. Kenya.
- Mbwesa, J. (2013). Student perceived quality of distance courses as a correlate of learner's satisfaction. A case study of Bachelor of Education (Arts) programme. University of Nairobi, Kenya. Parkland, FL. Dissertation. Com.
- Mensa, G. & Thorne, E. (2010). General education and distance education: Two channels in the new mainstream. Alabama: *The Journal of General Education*, 50 (4). Methods approach (3rd Ed.). Thousand Oaks, CA: Sage.

- Mihai, J. (2012). The use of ICT in delivering counselling services, a Europe wide survey. In JOBTRIBU / New technologies for career guidance and mobility. 7-12 EU; Bucharest.
- Mikaye, D.O. (2012). Influence of guidance and counselling on students' discipline in public secondary schools in Kabondo division, Kenya. Unpublished, Master thesis. University of Nairobi.
- Miller, T. Short, L. Garland, M. & Clark, B. (2010). Towards a cognitive-emotional of Rogers' person-centred approach. *Journal of Humanistic Psychology*,
- Mlay, S. V., Sabi, H. M., Tsuma, C. K., & Langmia, K. (2015). Uncovering reading habits of university students in Uganda: Does ICT matter? *International Journal of Education and Development Using Information and Communication Technology (IJEDICT)*, 11(2), 38–50. [Google Scholar].
- Mohd A.M., Tazilah D. A. B. K., Ahma M. F. (2016). The relationship between environmental factors, learning style and self-management towards academic performance of accounting students: a case of uniten College of Business Management and Accounting University Tenaga Nasional. *South East Asia Journal of Contemporary Business, Economics and Law*, Vol. 10, Issue 1 (Aug.)2016.
- Moore, C., & Greenland, S. (2017). Employment-driven online student attrition and the assessment policy divide: An Australian open-access higher education perspective. *Journal of Open, Flexible and Distance Learning*, 21(1), 52–62. <https://files.eric.ed.gov/fulltext/EJ1148193.pdf> [Google Scholar]
- Moore, M.G & Kearsley, G. (2012). *Distance Education: A systems view of Online Learning*, Third Edition. Berlmont, CA: Wadsworth.
- Morris, A. (2014). *Multivariate data analysis*. Upper Saddle River: Prentice-Hall.
- Muchiri P.W. (2012). Construction and evaluation of the effectiveness of a need based learner support system: The case of the school of continuing and

distance education Kenya, unpublished PhD thesis; university of Nairobi, Kenya

- Murray, J., Hale, F., & Dozier, M. (2015). Use and perceptions of second life by distance learners: A comparison with other communication media. *International Journal of E-learning and Distance Education*, 30, 1. [Google Scholar]
- Mutie, E.K. & Ndambuki, P. (2011). *Guidance and counselling in Schools and Colleges*. Nairobi: Oxford
- Mutual, (2012). Factors influencing Educational manager support for Distance Education mode of learning. PHD Thesis. University of Nairobi
- Myers, M. E. (2012). Meaning of e counselling. Retrieved on September 13, 2012 from www.counselcarecanada.org.
- NACC, (2014). *Kenya National AIDS Strategic Framework, 2014/15–2018/19*. National AIDS Control Council.
- NACC, (2016). *Kenya HIV County Profiles 2016*. National AIDS Control Council (NACC) and National AIDS and STI Control Programme (NASCO)
- Nanka, C. V. and Ezekannagha, G. N. (2013). Student support services in open and distance learning at NOUN. In T. A. Bolarin & G. C. Unachukwu (Eds.). *Education for all: Progress and challenges*. Lagos: Nigerian Academy of Education, 147-153
- Ndirangu, J. M. (2000). *Youth in Danger: A Handbook for teachers, Students, Parents, Pastors and Community Workers*. Nairobi: Uzima.
- Njeri, N. L., Sindabi, A. M. & Njonge, T. (2014). A comparative study of factors influencing guidance and counselling help-seeking behaviours among public secondary school. *International Journal of Contemporary Applied Sciences* Vol.2, No.8, and August 2015 (ISSN: 2308-1365).
- Nonis, S. A., and Hudson, G. I. (2010). Performance of college students: Impact of study time and study habits. *Journal of Education for Business*, 85, 229-

- Nyerere, J. K. A., Gravenir, F. Q., & Mse, G. S. (2012). Delivery of open, distance, and E- learning in Kenya. *The International Review of Research in Open and Distributed Learning*, 13(3). doi:10.19173/irrodl.v13i3.1120 [Crossref], [Web of Science ®], [Google Scholar]
- Nyingi, P. N. (2014). Students' perceptions of the effectiveness of guidance and counselling services in curbing deviancy in selected secondary schools of Thika Sub-county, Kenya. *International Journal of Innovative Research and Studies*, 3(5), 85-113
- Ochieng, P. G. (2012). Evaluation of library utilization by learners enrolled in external degree programme in University of Nairobi, Kenya. *International Journal of Education Administration and Policy Studies*, 4(3), 87-95.
- Ogbodo, R. O. (2010). Effective study habits in educational sector: Counselling implications. *Edo Journal of Counselling*, 3(2), 229-239.
- Ojo, O. D. (2012). Multimodal counselling therapy: Strategy for learner support in distance learning. *Malaysian Journal of Distance Education*, 12 (2), 1-13
- Okama, A. J. H. (2003). An Investigation into the Implementation of Guidance and Counselling Programs in some selected schools in Butere Mumias District, Kenya. Nairobi. Master of Education Thesis, Kenyatta University.
- Okech, J. E. A., & Kimemia, M. (2012). Professional Counselling in Kenya: History, status, and future trends, *Journal of Counselling &*
- Orkin, M., Boyes, M., Cluver, L., & Zhang, Y. (2013). Pathways to poor educational outcomes for HIV/AIDS-affected youth in South Africa. *AIDS Care*, 26(3), 343-350. Doi: 10.1080/09540121.2013.824533
- Orodho, J.A. (2014). *Techniques of writing research proposals and reports in education and social sciences*. Nairobi: Kanezja Publishers.
- Panda, S., & Santosh, S. (2017). Faculty perception of openness and attitude to open sharing at the Indian National Open University. *International Review of Research in Open and Distributed Learning*, 18(7), 89–111.
- Perkowski.J. (2013) The role of gender in distance learning: a meta-analytic review of gender differences in academic performance and self-efficacy in

distance learning Justine State university of New York at stony brook. .
Educational technology systems, vol. 41(3) 267-278, 2012-2013.,
Baywood Publishing Co., Inc. doi: <http://dx.doi.org/10.2190/ET.41.3.e>
<http://baywood.com>

Peacock, S., & Cowan J., (2019). Promoting sense of belonging online Learning Communities of Inquiring in accredited Courses. *Online Learning*, 23(2), 67-8.

Peck, L., Stefaniak, J. E., Shah S. J. (2018). The correlation of self-regulation and motivation with retention and attrition in distance education, *Quarterly Review of Distance Education*. 19(, 1-16 3)

Pilctic, P. (2018). Lower costs are making more students prefer online education. Retrieved February 11, 2020 from e learning industry website.<https://elearningindustry.com/student-prefer-online-education-lower-cost-making>

Poynton, T.A. and Lapan, R. T. (2017). Aspirations, achievement, and school Counsellors' impact on the college transition. *Journal of Counselling & Development*, 95(4), 369-377.

Pratt, K. (2015). Supporting distance learners: Making practice more effective. *Journal of Open, Flexible and Distance Learning*, 19(1), 12–26. <https://files.eric.ed.gov/fulltext/EJ1068330.pdf> [Google Scholar]

Rakoma, M. A. (2018). Rural students' experiences of online learning support in an open distance-learning environment [Unpublished master's dissertation]. Stellenbosch University. [Google Scholar]

Rambo, C.M (2008). Financing distance learning in Kenya a focus on Bachelor of Education (ARTS), published PhD theses of University of Nairobi, Kenya.

Rambo, C.M. & Odundo. P.A.(2010). Financing practices adopted by distance learners. The case of Bachelor of Education (arts) University of Nairobi. Kenya. *Journal of continuing, Open and distance Education*, Vol 1. Issue: Jan 2010. University of Nairobi.

Rashid, M.M. (2015). Student Enrolment and Dropout: An Evaluation Study.

Reid, E.R. (2018). Length Matters! Exploratory Research into the Impact the Shortening of Guidance Appointments is having on Practice. Warwick:

University of Warwick.

- Ritzhaupt, A., Stewart, M., Smith, P., & Barron, A. (2010). An investigation of distance education in North American research literature using co-word analysis. In the *International Review of Research in Open and Distance Learning*, 11(1), pp. 37-60. Retrieved from
- Robert, V. Krejcie, (2006). *Determining Sample Size for Research Activities*. University of Minnesota, Duluth.
- Rogers, A. (1951). In search of higher persistence rates in Distance education online. *Journal of Higher Education* 6, 1-16.
- Rumble, G. (1992). *The Management of Distance Learning System*, Paris: UNESCO and IIEP.
- Sánchez-Elvira Paniagua, A. and Simpson, O. (2018), “Developing student support for open and distance learning: the EMPOWER project”, *Journal of Interactive Media in Education*, Vol. 1 No. 9, pp. 1-10, available at: <https://doi.org/10.5334/jime.470>
- Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. *Kolner Zeitschrift Fur Soziologie Und Sozialpsychologie*[Cologne Journal for Sociology and Social Sociology], 69(Suppl.2), 107–131. doi: 10.1007/s11577-017-0454-1 <http://doi.org/10.1097/00006199-199103000-00014> [Crossref], [Web of Science ®], [Google Scholar]
- Sekaran, U., and Bougie, R. (2010). *Research methods for business: A skill building approach (5th Edit.)*. Chichester, West Sussex: John Wiley & Sons, Inc.
- Senior, R.M., Bartholomew, P., Soor, A., Shepperd, D., Bartholomew, N. and Senior, C. (2018), “The rules of engagement: student engagement and motivation to improve the quality of undergraduate learning”, *Frontiers in Education*, Vol. 3 No. 32, pp. 1-9.
- Simo Fotso, A., O. Banjo, O., & O. Akinyemi, J. (2018). HIV and adolescents' educational Attainment in South Africa: Disentangling the effect of infection in children and household members. *South African Journal of Child Health*, 12(2b), 4. Doi: 10.7196/sajch.2018.v12i2b.1512
- Simpson, A. & Gibbs. (2012). Quality assurance in distance education: The challenges to be addressed. *Higher Learners': A Retrospective Analysis*.

Journal of Youth and Adolescence, 11 (2), 121-124.

- Simpson, O. (2016). *Student support services for success in open and distance learning*. https://www.researchgate.net/publication/294428578_Student_Support_Servicesfor_Success_in_Open_and_Distance_Learning/download [Google Scholar]
- Stoessel, K., Ihme, T. A., Barbarino, M. L., Fisseler, B., & Stürmer, S. (2015). Socio demographic diversity and distance education: Who drops out from academic programs and why? *Research in Higher Education*, 56, 228–246
- Tait, A. (2014), “From place to virtual space: reconfiguring student support for distance and e-learning in the digital age”, *Open Praxis*, Vol. 6 No. 1, pp. 5-16.
- Teaster, P., & Blieszner, R. (1999). Promises and Pitfalls of the Interactive Television Approach to Teaching Adult Development and Aging. *Educational Gerontology*, 25 (8), pp. 741-754.,
- Tomaszewski, W., Perales, F. and Xiang, N. (2017). Career guidance school Experiences and the university participation of young people from low socio-economic backgrounds. *International Journal of Educational Research*, 85, 11-23
- Tsikati, A. F. (2018). Factors contributing to effective guidance and counselling services at University of Eswatini. *Global Journal of Guidance and Counselling in Schools: Current Perspectives*, 8(3), 139-148.
- Tucker, P. (2003). Evaluating distance education courses. *Journal of Student Perception Assessment and Evaluation in Higher Education*, 2 (2), 165-177
- Ukwueze, A. C. (2013). Counselling as the hub of Learner support services in open and distance education in Nigeria. In I. O. Salawu
- UNAIDS, (2014). *Fast Track: Ending the AIDS Epidemic by 2030*, Geneva United Nations Joint Programme on AIDS (UNAIDS)
- UNESCO and COL (2015), *Guidelines for Open Educational Resources (OER) in Higher Education*, UNESCO and COL, Paris and Burnaby.
- UNESCO, *Global Education Monitoring (GEM) Report, 2020: Inclusion and education: all means all*, 2020, Retrieved from at

<https://unesdoc.unesco.org/ark:/48223/pf0000373718>.

University of Nairobi, (2014). *University of Nairobi calendar*. Nairobi.

Uribe, S. N., & Vaughan, M. (2017). Facilitating student learning in distance education: A case study on the development and implementation of a multifaceted feedback system. *Distance Education*, 38(3), 288–301. <http://doi.org/10.1080/01587919.2017.1369005> [Taylor & Francis Online], [Web of Science ®], [Google Scholar]

Vaccaro, A., & Newman B., (2017). A sense of belonging through first years LGBPP Students. *Journal of Students Research and practice*. 54 (2) 1-13

Wambugu, Lydia., Kyalo, Dorothy (2013). Open and Distance Education as a Strategy for Improving Higher Education in the 21st Century in Kenya-A Case of the University of Nairobi :*Journal of Education and Practice*, Vol.4, No.14, 201

Wambugu, N. L. (2012). A comparative study of performance between the Bachelor of Education (science) on campus students distance study students (science): the case of University of Nairobi.

Wanga.Y. Pengb H., Huangb,R Houc Y & Wangb J. (2008) Characteristics of distance learners: research on relationships of learning motivation, learning strategy, self-efficacy, attribution and learning results. .Beijing Radio and Television University. *Open Learning* Vol. 23, No. 1, February 2008, 17–28 The Open University DOI: 10.1080/02680510701815277 <http://www.informaworld.com>

Wango, G. M. (2015). A Synchronic Hermeneutic Phenomenological Approach to Counselling Psychology in Contemporary Traditional Societies.

Wei, L. S., Suleiman, T. F. T., Wardah, M., & Kassim, Z. A. (2011). *Motivation and Study habits of working adults: A case study of master's students in Open University, Malaysia*. Pahang: Open University of Malaysia.

APPENDICES

APPENDIX I: INTRODUCTORY LETTER

Dear Respondent,

As part of my PhD research thesis at the University of Nairobi, I am conducting a survey on guidance and counselling support services, Learners' characteristic and study habits of distance learners'; I will appreciate if you could complete the following questionnaires. Any information obtained in connection with this study will remain confidential and be used solely for educational resolves. Kindly fill in all the statements in the questionnaire.

Please direct any enquiries to Janet Orero Obiero

Name: Janet Orero Obiero



PHD Student, University of Nairobi

Registration number: L80/97013/2014

E-mail: obierojanet@gmail.com

Cell phone: +254 0722916480

APPENDIX II: QUESTIONNAIRE FOR DISTANCE LEARNERS

Please respond to all statements in each section by putting a tick (✓) on the appropriate box to show your level of agreement with the statements.

SECTION A: BIOGRAPHIC DISTANCE LEARNERS' CHARACTERISTICS

1. Select your appropriate age bracket.
19 to 25, years 26 to 30 years
31 to 35 years 36 to 40 years
Over 41 years
2. Select your gender
Male Female
3. Select your marital status?
Married Single
Separated Divorced
Windowed Remarriage ()
4. What is your place of residence?
Rural Urban
5. What is your educational entry level?
Form 4 P1 Diploma and above
6. Indicated categories of your employment
Government Community Private institution
7. State your monthly income in Kenya Shillings by ticking an appropriate bracket.
Below 10,000 11,000 – 20,000
21,000 – 30,000 Above 31,000
8. How many dependants do you have?
None One to Two

Four to Five [] Above Five []

9. Do issues to do with your finances affect your study habits?

Yes [] No []

Please explain-----

10. Level of study

Part 1 [] Part 2 [] Part 3 ()

Part 4 [] part 5 [] Part 6 ()

11. Is your current environment conducive to study?

Yes [] No []

SECTION A: PERSONAL GUIDANCE AND COUNSELLING

This section provides constructs based on personal guidance and counselling support processes given to individual distance learners to cope with personal problems that may interfere with development of positive study habits.

1. a) Does your University provide personal guidance and counselling services to distance learners?

Yes [] No []

i) If yes, where is the personal guidance and counselling services provided for distance learners at the university?

.....

ii) If no give the reason why

.....

2. Have you benefited from personal guidance and counselling offered in your University?

.....

Yes [] No []

3. In which way have you benefited from personal guidance and counselling offered in your University? -----

4. Please give your opinion on the level of agreement or disagreement with the statement using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided -3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statement	SD	D	U	A	SA
A 1	Personal guidance and counselling has helped me to manage my anxieties.					
A2	Personal guidance and counselling has helped me to increase my abilities to make decisions.					
A3	Personal guidance and counselling has enabled me to have self-regulation.					
A4	Personal guidance and counselling has helped me to resolve personal conflicts.					
A5	Personal guidance and counselling has assisted me to acquire patience in reading.					
A6	Personal guidance and counselling has helped me to develop skills of attainment goals.					
A7	Personal guidance and counselling has assisted me to do self-assessment					
A8	Personal guidance and counselling helped me to attain self-motivation to study.					
A9	Personal guidance and counselling helped me to cope with personal family issues.					
A10	Personal guidance and counselling has helped me to increase my ability to steer and control my emotions.					

SECTION B: SOCIAL GUIDANCE AND COUNSELLING

This section provides statements based on social guidance and counselling support processes that help distance learners respect themselves and others and acquire interpersonal skills.

1. (a) Do you receive social guidance and counselling in your university?

Yes [] No []

(i) If yes, state the place where social guidance and counselling is offered in your university.

.....

(ii) If no, give reasons why you are not receiving social guidance and counselling services.

.....

2. Please give your opinion on the level of agreement or disagreement on statements, using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statement	Response				
		SD	D	U	A	SA
B1	Social guidance and counselling helped me to develop interpersonal skills.					
B2	Social guidance and counselling has helped me to retain good relationship with my peers.					
B3	Social guidance and counselling has assisted me to develop safety and survival skills.					
B4	Social guidance and counselling has helped me to develop a sense of responsibility.					

B5	Social guidance and counselling services has helped me to develop social competence					
B6	Social guidance and counselling has enabled me to develop self esteem					
B7	Social guidance and counselling has helped me to achieve positive attitude towards study.					
B8	Social guidance and counselling has helped me develop better communication skills.					
B9	Social guidance and counselling has empowered me to develop self-confidence in my studies.					
B10	Social guidance and counselling has made me to respect others.					
B11	Social guidance and counselling has helped me to develop self-awareness.					
B12	I seek social guidance and counselling to improve my self-esteem.					

SECTION C: EDUCATIONAL GUIDANCE AND COUNSELLING

This section provides statements based on educational guidance and counselling support services provided by lecturers, support staff, counsellors or any other professional within the university or at learning centres for development of proper study habits.

1. a) Do you believe that educational guidance and counselling have enhanced your study habits at the university?

Yes No

- i) If yes, mention some of the improvements that you have noted

.....

ii) If No, give reasons why.

.....

2. Please give your opinion on the level of agreement or disagreement with the statements using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree -4, SA-Strongly Agree =5

	Statement	Response				
		SD	D	U	A	SA
C1	Educational guidance and counselling has helped me to manage my study time.					
C2	Educational guidance and counselling has increased my ability to respond to study pressures					
C3	Educational guidance and counselling has helped me develop attitude of tolerance.					
C4	Education guidance and counselling has helped me to learn better examination strategies					
C5	Education guidance and counselling has enabled me to receive orientation to study at distance					
C6	Educational guidance and counselling has helped me manage examination phobia					
C7	Educational guidance and counselling has given me encouragement to return to study when I defer my					

	studies					
C8	Educational guidance and counselling helped me to increase my level of motivation to study.					
C9	Educational guidance and counselling has helped to use web resource.					
C10	Educational guidance and counselling helped me to overcome fear examinations.					

SECTION D: HIV/AIDS GUIDANCE AND COUNSELLING

This section provides statements based on HIV / AIDs guidance and counselling support services provided by counsellors or any other professional within the university

1. a). Are you aware of presence of HIV/AIDS guidance and counselling offered in your University?

Yes [] No []

i). If yes state where they are being offered.

.....

ii). If no give reasons why HIV/AIDS guidance and counselling is not offered in your University.

2. a) Do you benefit from HIV/AIDS guidance and counselling offered in your institution?

Yes [] No []

i) If your answer is yes, state how these services have helped to improve your study habits.

.....

ii) If your answer is no please give the reasons

.....

Please give your opinion on the level of agreement or disagreement with statement using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statement	Response				
		SD	D	U	A	SA
D1	HIV/AIDS guidance and counselling has empowered me to develop healthy sexual behaviour.					
D2	HIV /AIDS guidance and counselling has given me hope to complete my studies.					
D3	HIV /AIDS guidance and counselling has given me encouragement to know my HIV status.					
D4	HIV/AIDS guidance and counselling has help me to cope with health issues					
D5	HIV/AIDS guidance and counselling empowered me to cope with stigmatization to concentrate in my studies.					
D6	HIV/AIDS guidance and counselling has given me a sense of belonging to study in my University					

D7	HIV/AIDS guidance and counselling enabled me to concentration in study.					
D8	HIV/AIDS guidance and counselling has enabled me to know my HIV/AIDS status.					
D9	HIV/AIDS guidance and counselling has reduced HIV infections in the universities.					
D10	HIV/AIDS guidance and counselling has increased my confidence to study					

SECTION E. CHARACTERISTICS OF DISTANCE LEARNERS IN BACHELOR OF EDUCATION PROGRAMMES BY DISTANCE LEARNING

This section provides statements based on characteristics of distance learners such as age, gender, income, education background, family status and study environment that moderate the relationship between guidance and study habits of distance learners.

1. Please give your opinion on the level of agreement or disagreement with statement using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree -4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SA
E1	I lack sufficient time for study and guidance and counselling support services because of my family commitments.					
E2	Distance from home to the regional centre affects my group study and seeking					

	guidance and counselling support services.					
E3	I have financial constraints, which negatively affect my studies, and desire to seek for guidance and counselling support services.					
E4	Lack of support from family my studies and guidance and counselling enhancement of study habits.					
E5	My gender responsibilities interfere with guidance and counselling support services my study habits.					
E6	I encounter unfavourable home studying environment, which negatively influence guidance and counselling, and study habits.					
E7	My educational background has influenced me to seek guidance and counselling support services to enhance my study habits.					
E8	I spent a lot of time looking for fees than studying and seeking for guidance and counselling support services					
E9	I lack social interaction with my peer and lecturers due work and study commitments					
E10	My age does not allow me to sit for long hours studying and seek guidance and counselling support services.					
E11	I do not like being guided and counselled by women counsellor to develop proper my study habits.					
E12	I have difficulty in controlling my children while studying at home					

E13	I Lack of lack time to seek guidance and counselling support services to enhancing my studies.					
E14	I feel am old enough to deal with my study habits without guidance and counselling support services					
E15	There is lack of responsiveness from regional centre and headquarter administrative staff to my counselling needs to enhance my studies because of my gender.					
E16	My family financial have negatively affected my studies.					
E17	I need guidance and counselling support services on managing my finances to remain focussed in my studies.					

SECTION F: STUDY HABITS OF DISTANCE LEARNERS

This section provides statements based on study habits of distance learners in relation to guidance and counselling services.

1. Please give your opinion on the level of agreement or disagreement with the statement using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SD
F 1	I have set appropriate personal goals for my study after receiving guidance and counselling support services.					
F 2	I spend hours reading before an examination to achieve my personal study goals after receiving guidance and counselling support					

	services.					
F 3	I do not worry so much about my study routine after receiving guidance and counselling support services					
F 4	I hand in my assignments in time after receiving guidance and counselling support services.					
F 5	I can balance my studying and looking for fees after receiving guidance and counselling support services.					
F 6	My note writing techniques have improved after being guided and counselled					
F 7	My reading habits have improved after being guided and counselled.					
F 8	I now have sound study time due to guidance and counselling support services.					
F 9	I joined a study group and studying through networking after receiving guidance and counselling support services.					
F 10	I have created a daily study routine after receiving guidance and counselling support services.					
F 11	I do have a better personal study timetable after receiving guidance and counselling support services.					

**APPENDIX III: INTERVIEW GUIDE FOR DEANS, ASSISTANT DEAN
OF STUDENTS, COLLEGE REGISTRAR, CHAIRMEN OF
DEPARTMENTS, ADMINISTRATORS, CENTRE COORDINATORS,
COUNSELLORS AND LECTURERS**

DATE OF INTERVIEW 12/04/2019

I will appreciate if you could complete this questionnaire. Your response will be very useful in my study on the influence of guidance and counselling support services, moderating influence of learners' characteristics on study habits of distance learners in Bachelor of Education programmes of the University of Nairobi. Any information obtained in this interview will be confidential and used only for purposes of study.

1 a) Please, is there guidance and counselling support services given in your institution?

b) Who provides these guidance and counselling support services?

c) What are the strategies put in place by your institution to address issues of guidance and counselling support services in distance education?

2. Guidance and counselling support services

a) Personal guidance and counselling

i) In your opinion have personal guidance and counselling services provided to distance learners helped them in management of anxiety, stress and conflict?

ii) Briefly comment on effectiveness of personal guidance and counselling services towards enhancing study habits of distance learners in Bachelor of

Education programmes of the University of Nairobi.

iii) What are some of the notable challenges your office face while offering personal guidance and counselling services to distance learners?

iv) What recommendations would you make in order to improve personal guidance and counselling services provided to distance learners'?

b) Social Guidance and Counselling

i) Briefly comment on the effectiveness of social guidance and counselling support services in enhancing study habits of distance learners in Bachelor of Education programmes of the University of Nairobi.

c). Educational Guidance and Counselling

i) Please explain the effectiveness of educational guidance and counselling support services in your institution in helping distance learners develop sound study habits.

ii) Is there any report of cheating in examinations by distance learners?

iii) If yes, please tell me how it is sorted out?

iv) What recommendations would you make in order to improve educational guidance and counselling support services to distance learners'?

d). HIV/AIDS Guidance and Counselling

i) Please comment briefly, on how HIV/AIDS guidance and counselling services to distance learners in your institution help them to develop positive study habits.

ii) What strategies have been put in place in your institution to ensure that

distance learners are sensitized about HIV?

iii) What are some of the challenges you have observed amongst distance learners' infected or affected by HIV/AIDS and how do these challenges affect their study habits-----

2. Distance Learners' Characteristics

- i) Briefly comment on mediation effects of learners' characteristics on guidance and counselling support services.
- ii) Please comment on learners' characteristics on their study habits.

4. Study Habits of Distance Learners

i) Please, briefly comment on distance learners' drop out.

Comment on their progression rate.

ii) What are some of the challenges you have observed amongst distance learners in terms of study habits?

THANK YOU FOR YOUR COOPERATION

SECTION B: PERSONAL GUIDANCE AND COUNSELLING

This section provides constructs based on personal guidance and counselling support services, which are learners'-oriented processes in your university.

Please give your opinion on the level of agreement or disagreement with statement using Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SA
B1	Personal guidance and counselling offered in your institution helps distance learners to manage stress.					
B2	Personal guidance and counselling given to the distance learners helps to instil in them coping skills that they may use to enhance their study habits.					
B3	Personal guidance and counselling offered in your institution helps distance learners to study with patience.					
B4	Personal guidance and counselling given to distance learners helps them in conflict resolutions.					
B5	Personal guidance and counselling given to learners' does not help in them in anxiety management.					

SECTION C: SOCIAL GUIDANCE AND COUNSELLING

This section provides statement based on social guidance and counselling support services, which involves socialization of learner-oriented processes in your university.

Please give your opinion on the level of agreement or disagreement with the statements using a Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 UD– undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SA
C1	Social guidance and counselling offered in the university helps improve self-esteem of distance learners'					
C2	Social guidance and counselling offered in the university empowers the distance learners to consult their peers					
C3	Social guidance and counselling given to distance learners in your institution makes them feel socially secure.					
C4	Social guidance and counselling offered in your institution enables distance learners to develop social skills					
C5	Social guidance and counselling given to distance learners helps them to develop interpersonal skills					

SECTION D: EDUCATIONAL GUIDANCE AND COUNSELLING

This section provides statements based on educational guidance and counselling support services provided by lecturers, support staff, counsellors or any other professional within the university.

Please give your opinion on the level of agreement or disagreement with statement using Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SA
D1	Educational guidance and counselling in your institution helps distance learners to manage their time.					
D2	Educational guidance and counselling offered to distance learners in your institution helps them to adopt better examination techniques.					
D3	Educational guidance and counselling offered to distance learners helps them to get clarification on the courses they undertake.					
D4	Educational guidance and counselling given to the distance learners encourage those who have deferred their courses to resume study.					
D5	Educational guidance and counselling orientated distance learners to become members of the university community.					

SECTION E: HIV/AIDS GUIDANCE AND COUNSELLING

This section provide statement based on HIV / AIDS guidance and counselling support services provided by counsellors or any other professional within the University.

Please give your opinion on the level of agreement or disagreement with the statements using Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SA
E1	HIV/AIDS guidance and counselling helps distance learners to cope with their health issues.					
E2	HIV/AIDS guidance and counselling has helped distance learners to have healthy sexual behaviour.					
E3	HIV/AIDS guidance and counselling has reduced HIV/AIDS infections in the university.					
E4	HIV/AIDS guidance and counselling provides hope to those infected or affected by HIV/AIDS to complete their studies.					
E5	HIV/AIDS guidance and counselling can help distance learners know their HIV/AIDS status.					

SECTION F: CHARACTERISTICS OF DISTANCE LEARNERS IN BACHELOR OF EDUCATION PROGRAMMES BY DISTANCE LEARNING

This section provides statements based on characteristics of distance learners such as age, gender, income, education background, status and study environment that moderate the relationship between guidance and study habits of distance learners. Please give your opinion on the level of agreement or disagreement with Statement using Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 U – undecided =3 A –Agree = 4, SA-Strongly Agree =5

Statement No	Statements	Response				
		SD	D	U	A	SA
F1	The age of distance learners affects the relationship between guidance and counselling supports services and their study habits.					
F2	The gender of the distance learners affects the relationship between guidance and counselling supports services and their study habits.					
F3	The status and income of distance learners influence the relationship between guidance and counselling supports services and their study habits.					
F4	The educational background of distance learners influence relationship between guidance and counselling supports services and their study habits.					
F5	The environment where the distance learners live influence the relationship between guidance and counselling supports services and their study habits.					

SECTION G: STUDY HABITS OF DISTANCE LEARNERS

This section provides statements based on study habits of distance learners in relation to guidance and counselling services.

Please give your opinion on the level of agreement or disagreement with Statement using Likert Scale of 1 – 5 where SD-Strong disagree, =1 D-Disagree =2 UD – undecided =3 A –Agree = 4, SA-Strongly Agree =5


Statement No	Statements	Response				
		SD	D	UD	A	SA
G1	Guidance and counselling support services given to distance learners in your institution helps them to set personal study goals.					
G2	Guidance and counselling support services helps distance learners to develop sound study time.					
G3	Guidance and counselling support services helps distance learners to improve on their reading habits.					
G4	Guidance and counselling support services helps distance learners to improve on their note writing.					
G5	Guidance and counselling support given to distance learners encourages them to be involved in collaborative study.					

APPENDIX IV: OBSERVATION SCHEDULE

The following observation schedule was adopted to confirm the availability of documents related to guidance and counselling support services.

Facilities/Official documents	Present	Absent
Guidance and Counselling rooms		
Computer services		
Network coverage		
Examination rooms		
Enrolments data		
Class attendance / register		
Record of learners' attending counselling sessions		
Graduation pamphlets		

APPENDIX V: AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
(Research, Production & Extension)
Prof. Lucy W. Irungu B.Sc., M.Sc., Ph.D.

P.O. Box 30197-GPO,
00100, Nairobi-Kenya
Telephone: +254-20-2315416 (DI), 318262

Fax: 0202317251
Email: dvrpe@uonbi.ac.ke

UON/RPE/3/5/Vol.XVII February 20, 2017

Janet Orero Obiero
The Technical University of Kenya
NAIROBI

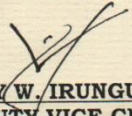
Dear Obiero,

AUTHORITY TO COLLECT DATA AT THE UNIVERSITY OF NAIROBI – ICTC


I refer to your request dated February 17, 2017 to collect data at the University of Nairobi for your PhD Degree entitled: “*Distance Learners Enrollment between 2014 and 2017 and their completion rate.*”

I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library and Information Services on completion of your study.


LUCY W. IRUNGU
DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)
&
PROFESSOR OF ENTOMOLOGY

Copy to: Vice-Chancellor
DVC, A&F
DVC, AA
DVC, SA
Principal, CEES
Director, Library & Information Services
Registrar Administration

 ISO 9001:2008 CERTIFIED

The Fountain of Knowledge Providing leadership in academics excellence

APPENDIX VI: PERMIT

THIS IS TO CERTIFY THAT: **Permit No. : NACOSTI/P/18/46297/25874**
MS. JANET OREO OBIERO **Date Of Issue : 28th September, 2019**
of UNIVERSITY OF NAIROBI, 14552-100 **Fee Received :Ksh 2000**
Nairobi, has been permitted to conduct
research in All Counties

on the topic: GUIDANCE AND
COUNSELLING SUPPORT SERVICES,
LEARNERS' CHARACTERISTICS AND
STUDY HABITS OF DISTANCE LEARNERS;
A CASE OF BACHELOR OF EDUCATIONAL
PROGRAMMES BY DISTANCE LEARNING
OF THE UNIVERSITY OF NAIROBI,
KENYA.

for the period ending:
28th September, 2019

Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation

