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THE CORRELATED RELATIONSHIP BETWEEN ACADEMIC HELP-SEEKING AND ACADEMIC SELF-EFFICACY AMONG UNIVERSITY STUDENTS¹

A RELAÇÃO CORRELATA ENTRE A BUSCA DE AJUDA ACADÊMICA E A AUTO-EFICÁCIA ACADÊMICA ENTRE ESTUDANTES UNIVERSITÁRIOS

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ABSTRACT

The current research seeks to investigate the correlation between academic assistance-seeking and academic self-efficacy and determine the prevalence of academic assistance-seeking among students at Prince Sultan University as well. Additionally, the research aimed to establish a formula for learning about academic self-efficacy utilizing academic assistance-seeking. The sample of the study includes 218 participants at Prince Sultan University. The results of the research stated that the percentage of the students who demonstrated an increased level of perceived forms of assistance request (henceforth AR), necessary (adaptive) AR, implemented (maladaptive) help-seeking, and avoidance of help-seeking was 51.4%, 50%, 6.8%, and 5.1%, respectively. Furthermore, the results indicated a considerable positive correlation between necessary assistance-seeking and self-efficacy, while a considerable negative connection was found between implemented AR and academic self-efficacy. However, no statistically significant relationship was found between avoidance of assistance-seeking and academic self-efficacy.

Keywords: Academic help-seeking and academic self-efficacy.

RESUMO

A pesquisa atual procura investigar a correlação entre a procura de assistência acadêmica e a auto-eficácia acadêmica e determinar a prevalência da procura de assistência acadêmica também entre os estudantes da Universidade Príncipe Sultão. Além disso, a pesquisa visa estabelecer uma fórmula para aprender sobre a auto-eficácia acadêmica utilizando a busca de assistência acadêmica. A amostra do estudo inclui 218 participantes da Prince Sultan University. Os resultados da pesquisa indicaram que a porcentagem dos estudantes que demonstraram um aumento do nível de percepção das formas de solicitação de assistência (doravante RA), RA necessário (adaptativo), RA

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implementado (mal-adaptativo) e evitação de busca de ajuda foi de 51,4%, 50%, 6,8% e 5,1%, respectivamente. Além disso, os resultados indicaram uma correlação positiva considerável entre a busca de ajuda necessária e a auto-eficácia, enquanto foi encontrada uma conexão negativa considerável entre a RA implementada e a auto-eficácia acadêmica. Entretanto, não foi encontrada nenhuma relação estatisticamente significativa entre a prevenção da assistência - a busca de assistência e a auto-eficácia acadêmica.

Palavras-chave: Busca de ajuda acadêmica e auto-eficácia acadêmica.

INTRODUCTION

Pupils face difficulties and mysterious situations in classroom settings that require them to seek assistance. In such situations, resorting to others as sources of necessary assistance and continuing the learning process is considered an adaptive approach. Requesting assistance is an active process between students and the teacher that primarily requires effort to use the available resources to raise their opportunities for future progress (Lee, 2007:427).

AR is a serious self-regulated learning approach that helps students learn effectively. It is defined as being in a line with complicated learning contexts. (Amy et al., 2014: 4). Karabenick (1998: 118) defines it as a self-organized strategy that prepares learners for future success. Newman (1990: 649) suggests that asking for assistance is required to align students with one another as they actively engage in the task. Successful help-seeking requires students to identify learning activities, connect these activities with their existing knowledge, determine if they need help, and how to benefit from these activities to achieve productive educational outcomes.

Some people believe that seeking assistance in educational contexts indicates dependence or failure, and as a result, many students who seek assistance have their reputations distorted and are stigmatized (Karabenick, 1998: 126). However, Nelson-Le Gall (1981: 229-234) was able to convert educational experts' view of requesting assistance from behaviors that shows immaturity, passivity, and incompetence to responsible and positive behaviors that reflect the experts' proficiency.

Seeking assistance was defined as a stratagem for solving problems that helps adapt learners to the academic troubles by having assistance from others. Two patterns of AR were distinguished, known for certain objectives: adaptive help-seeking, which requires the student to search only for the assistance necessary for learning or achieving the task successfully, and this kind of pursuing assistance improved learners' skills, producing significant advantages. The other form is implemented help-seeking, which means asking others to complete the task finally, leading to task completion, but it does not promote long-term student learning.

Zimmerman and Martinez-Pons (1986) confirm that requesting necessary assistance, with its advantages, is associated with academic incentives and achievement. On the other hand, requesting implemented help, which involves avoiding necessary assistance, is negatively associated with incentives and achievement. Based on this distinction, requesting necessary assistance is seen as adaptive and beneficial behavior, while requesting implemented assistance is viewed as defeatist and maladaptive.

Depending on students' incentive for seeking assistance and their reasons, help-seeking behavior can take the form of either adaptive or maladaptive behavior. Students may have tendencies toward suitable, avoidant, or autonomous assistance-seeking behaviors. Appropriate help-seeking includes requesting assistance that develops to students' skill t, while ignoring assistance seeking includes learners' aptitude to avoid pursuing assistance even when they recognize the need for it. Dependent help-seeking requires requesting immediate problem-solving assistance (Ryan et al., 2005: 279-282)

Students with a tendency to seek appropriate assistance tend to prefer necessary help, such as notes, hints, explanations, and examples that help them complete tasks on their own. On the other hand, students with a tendency to seek implemented assistance tend to express a desire for direct problem-solving assistance, such as providing them with solutions and answers (Sigmund, 2006: 211). It seems that students who are engaged in seeking necessary assistance become more efficient and independent, and as a result, they show more awareness

of metacognitive knowledge, which in turn affects students' awareness of seeking help.

Moreover, students with necessary assistance tendencies maintain their focus and perseverance on the task, whereas implemented requesting assistance limits students' efficiency and future independence because they do not show a challenge to learning and do not attempt to present independent solutions to the problems they are facing. (Collins & Sims, 2006: 208).

The importance of looking for assistance stems from it is a socially interactive and self-regulated behavior that positively influences learner' overall academic success (Volet & Karabenick, 2006: 137). Karabenick (2003) and Sigmund (2006), indicate that seeking assistance from official sources (faculty members, academic service centers) and informal outlets leads to great results, such as good attitudes towards learning, self-efficacy, and improved students' learning skills. The results of Karabenick's research (2004) also suggest a direct connection between assistance-seeking and cognitive and metacognitive learning strategies and resource management.

The help-seeking process constitutes different stages: to be aware of your need to help and support, decision-making, identifying potential helpers, implementing strategies to seek help, and evaluating the experience. Researchers believe that the crucial stage in seeking assistance is the decision-making stage, as it involves students considering the need for help, the cost of seeking help, the adequacy of resources, and the nature of providers (Ryan et al., 2001: 99).

Despite the positive aspect of seeking help, many students do not ask for assistance until they need it. It has been thought to identify the factors predicting students' ignorance of assistance-seeking. The results of studies have revealed multiple reasons that explain why students avoid seeking assistance in the classroom, including the inconvenience of asking for assistance in a certain situation. There may be rules and standards that prevent seeking help, so students may refrain from asking for assistance because they simply do not want to put themselves in an awkward or embarrassing situation Some students may believe that seeking assistance is not effective due to the unavailability of the appropriate

person to provide help. In addition, the results of some studies have identified social and psychological fears that determine the avoidance of seeking help, such as the desire for independence and the fear associated with competence (Butler, 1998: 638).

Some individuals believe that their needs of help and assistance might be understood as a sign of diminished ability, and it is likely to elicit negative evaluative responses from others. It has been found that many students are anxious about the negative judgments of teachers and peers regarding their abilities, and this anxiety is positively associated with avoidance of help-seeking. Therefore, the need for help-seeking is considered an indicator of weakened abilities, which in turn explains why students refrain from seeking assistance (Ryan & Pintrich, 1997: 268).

It should be noted that there are personal and environmental factors associated with the fear of incompetence when seeking assistance and the behavior of avoiding help-seeking. Examples of personal factors include cognitive self-perceptions of competence, achievement goal orientations, and student gender. Undoubtedly, the classroom environment has a clear impact on the behavior of seeking help, as the teacher may produce a learning environment that which can be either seeking help stimulating or discouraging one. Other factors that also affect help-seeking behavior include the goal structure of the classroom and the social climate prevailing in the classroom (Ryan et al., 2001: 102-107).

Studies, such as the research by Ryan et al. (2001), have shown that personality traits of students, such as academic achievement, self-esteem, and cognitive self-efficacy perceptions, are related to the decision of students to avoid seeking help. The need to seek assistance is more threatening to low-achieving students. Additionally, research by Ryan & Pintrich (1997) showed that goal orientations play a crucial role in avoiding seeking help. Mastery goal orientations reduce competence-related anxiety about seeking assistance and also reduce avoidance of seeking help.

Ryan et al. (1998) suggested the approach of that the goal mastery which sends the message to students that it is important to focus on understanding and mastering learning and the internal values of learning, is associated with low levels

of assistance avoidance while the performance-approach goal structure, which reflects the importance of demonstrating ability compared to others and focusing on competition and improving ability, is associated with high levels of assistance avoidance.

Newman & Schwager (1993) revealed that, students who feel loved and appreciated are less likely to avoid seeking help. Regarding the impact of gender, the results of research by Nelson-Le Gall (2006) showed that females seek assistance more than males and show a greater desire for academic support and assistance from school staff than males. Females are also more likely to seek assistance from their female peers compared to males in middle schools, and they perceive the adaptive benefits of seeking assistance more than males do in public and private high schools.

Li & Cheung (1999) revealed the connection between self-efficacy, academic achievement, and academic help-seeking. The research sample consisted of 135 eighth-grade learners in a middle school. The results demonstrated a statistically significant positive correlation between self-efficacy and the benefits of necessary asking for help and a negative correlation between implemented help-seeking and assistance avoidance. The academic success was positively connected with the advantages of help-seeking and necessary assistance request, and negatively connected with implementing help-seeking and assistance avoidance.

Karabenick, (2003) examined levels of anxiety relating to assistance -seeking, help-seeking goals, the optimal assistance sources, incentive in the classroom.. The research participants contain 883 learners from a university in the Midwest of America, divided into four homogeneous groups. The results have shown that 17% of the sample were designated as adaptive help-seekers and formal help-seekers, while 23% were avoidant help-seekers and utilitarian help-seekers. The results also revealed that adaptive help-seekers showed high levels of incentive and tendencies towards a mastery approach, as well as high levels of achievement orientation and the use of rehearsal strategies.

In contrast, students who avoided help-seeking showed high degree of anxiety and, low degree of success, and depended less on repetition techniques while relying excessively on organizational strategies and showed high-level mastery of

avoidance. The results also demonstrated a statistically significant positive correlation between seeking assistance from teachers and self-efficacy, while no statistically considerable relationship was between help-seeking anxiety, help-seeking avoidance, and implemented help-seeking on one hand and self-efficacy on the other.

To identify the distinct profiles of students who were classified by their teachers into assistant -seeking negligent, appropriate help-seeking and dependent help-seeking, Ryan et al. (2005) conducted two studies. The first research sample includes 844 sixth-grade students, and the results revealed that 65% of students displayed appropriate help-seeking, 22% displayed help-seeking avoidance, and 13% displayed dependent help-seeking. The results of the study have revealed that the learners who exhibited various help-seeking tendencies differed in incentive, social relationships, achievement, and anxiety. Avoidant help-seeking students had a less adaptive profile compared to their appropriate help-seeking counterparts, and students with autonomous help-seeking had an adaptive profile related to social connections but had a maladaptive profile related to anxiety, academic self-efficacy, and academic achievement

(Sakiz, 2011) conducted research aimed at verifying the relationships between learners who are goal oriented, and have academic self-efficacy, and the academic behaviours of help-seeking among 98 third-year students at Istanbul University. The research's results revealed that the mastery-approach goal orientation was positively and statistically significantly related to academic self-efficacy beliefs and academic help-seeking behaviours. However, the goal orientation approach had nothing to do with academic self-efficacy beliefs. Additionally, it was negatively and statistically significantly related to academic help-seeking behaviors. The research's results also showed a statistically significant positive relationship between general academic help-seeking behaviours and academic self-efficacy.

Williams & Takaku, 2011) conducted research aimed at verifying the role of adaptive help-seeking behaviour and self-efficacy in written performance among 671 university students. The research's results showed a negative relationship

between general help-seeking behaviour and self-efficacy, and that help-seeking behavior was the strongest predictor of academic success.

In addition, (Hanem Abu Al-Khair Al-Sharbinin, 2003) conducted a research aimed at uncovering disparities between male and female students in assistance - seeking behavior and their attitudes towards it. The research also revealed differences between achievement-oriented students (learning performance) in their competence and help-seeking behavior and attitudes, as well as differences between socially competent students (academic and social) in their achievement goals and help-seeking behavior. The research sample consisted of 379 students, including 36 males and 243 females, from the third year of the Faculty of Education at Mansoura University.

The results revealed no significant disparities between males and females in both help-seeking behavior and attitude toward it. However, significant differences were found in the reluctance to seek assistance and the perceived threat of asking for assistance for the benefit of those oriented towards performance, as well as in the willingness to see assistance and the perceived benefits of seeking assistance for those oriented towards learning. The results also showed considerable differences in both the willingness to seek assistance and the realized advantages of assistance - seeking for those with known academic competence, as well as in the reluctance to seek assistance and the perceived threat of seeking assistance for those with benefits of social competence.

Previous studies have shown contradictory results. For instance, Sakiz (2011) found a good relationship between general assistance - seeking behaviour and academic self-efficacy, while Williams and Takaku (2011) did not find a statistically significant relationship between general help-seeking behaviour and academic self-efficacy. Additionally, the results of Ryan et al. (2005) and Li and Cheung (1999) differed regarding the inverse relationship between implemented assistance - seeking manner and avoidance of help-seeking behaviour on the one hand, and academic self-efficacy. However, Karabenick (2003) found a positive relationship between implemented assistance-seeking behaviour and avoidance of help-seeking behaviour on the one hand, and academic self-efficacy on the other hand. As for

necessary help-seeking behavior, Karabenick (2003) and Li and Cheung (1999) found considerable statistical relationship with academic self-efficacy, while Ryan et al. (2005) did not find a relationship between necessary asking for help behavior and academic self-efficacy. Therefore, the current research aims to investigate the relationship between academic help-seeking behavior and academic self-efficacy among university students.

Research Problem

The students have shown clear differences in their attitudes and behaviours toward looking for academic help. A number of students look for the assistance necessary for learning and improving their skills, while others ask others to complete their tasks for them, and some avoid seeking assistance altogether. This case of disparity leads to variations in learners' incentive, learning, and cognitive and metacognitive adopted techniques. Based on this variation, the researcher conducted this research to examine the correlation between academic assistance-seeking behaviour and other variables related to students' incentives, such as academic self-efficacy. In addition, previous studies on the relationship between academic help-seeking behaviour and variables related to student incentive have yielded contradictory results, indicating a critical need for research that directly investigates this relationship to remove confusion and ambiguity. This will positively impact our perception of the academic help-seeking, and therefore, the present study explores the problem through using the following questions:

- 1- What is the ratio of academic help-seeking among university learners ?
- 2- Is there a statistically significant relationship between academic help-seeking behavior and academic self-efficacy?

Research Objectives

The current research aims to:

- 1- Identify the existence of academic assistance-seeking among university students.

2- Investigate the correlation between academic help-seeking behavior and academic self-efficacy.

Research Significance

The significance of this research can be attributed to the following reasons:

1. The topic it addresses, academic help-seeking, is highly relevant to students' incentive, academic achievement, learning improvement, attitudes toward learning, future success, cognitive and metacognitive learning strategies, and academic adjustment in general.
2. The theoretical importance of this research is represented in the idea that the findings will demonstrate the relationship between academic assistance -seeking and academic self-efficacy, contributing to a high level awareness of the learning concept, its problems, and the factors that affect it in general. Therefore, the results of the research will assistance identify the characteristics of university students who have low help-seeking behavior, which will push us to design programs that aim to assistance them adapt to help-seeking and recognize its benefits, and thus shape positive attitudes towards it.
3. The practical significance of the research lies in drawing the attention of university students and faculty members to the necessity of using adaptive help-seeking strategies and realizing their benefits, which will have a positive impact on their learning and will prevent them from giving up when facing academic difficulties and problems.
4. The researcher's attempt to develop two scales, the Academic Help-Seeking Scale, and the Academic Self-Efficacy Scale, is to assist faculty members evaluate the effectiveness of plans and programs aimed at enhancing the educational process and improving it within the classrooms.

Research Terms

A-Academic Help-Seeking: The researcher defines it procedurally as the behaviors that a student engages in when in need of academic help, and it is measured procedurally by the score the student receives on an Academic Help-Seeking Scale that has been developed. Academic help-seeking is divided into:

A/1 – Necessary Help-Seeking: this is seeking necessary assistance solely for the purpose of learning or completing a task successfully.

A/2 – Implemented Help-Seeking: this is asking others to complete the entire academic task without putting in an effort.

A/3 - Benefits of Help-Seeking: this is the recognition that academic help-seeking is a useful strategy for improving learning.

A/4 - Avoiding Help-Seeking: this is when a student avoids seeking academic assistance when they need it.

B- Academic Self-Efficacy: The researcher defines it procedurally as the student's beliefs about their ability to accomplish their academic tasks and succeed in them. It is measured procedurally by the score the student receives on an Academic Self-Efficacy Scale that has been developed.

Research Procedures

Pilot Research Subjects

The pilot research participants consisted of 131 students from Prince Sultan University, selected to include most of the characteristics of the research population. The sample included 31 male students in science majors, 33 male students in literary majors, 32 female students in scientific majors, and 35 female students in literary majors. The research was conducted to measure learning outcomes and determine the extent to which educational objectives were achieved by the current sample of university students. The sample included both genders and scientific and literary majors, and therefore, variables such as gender and major might have affected more patterns of academic help-seeking behavior among the sample. Some studies have shown differences in academic help-seeking behavior, while others

have found no significant differences. For example, research by Nelson-Le Gall (2006) found differences between genders in academic help-seeking or favor of females, while a search by Hanem Abu Al-Khair Al-Sharbini (2003) found no significant differences between males and females in both seeking-assistance and behaviors.

Participants

The research was conducted on subjects of 218 male and female students from the College of Education at Prince Sultan University. They were randomly selected from the research population in the second semester of the academic year 2022/2023.

METHODOLOGY

The current research adopted the descriptive methodology, which aims to provide a scientific and organized interpretation of a phenomenon or problem by quantitatively describing it through the collection, classification, and analysis of data.

Research Instruments

Academic Help-Seeking Scale:

1a/ Initial description of the scale:

After reviewing the scales included in some studies such as Karabenick (2003), Nelson-Le Gall (1981), Cheong et al. (2004), and Kay et al. (2015), the Academic Help-Seeking Scale was developed in its initial form, consisting of (24) items answered using a five-point Likert scale, distributed across (4) subscales: Necessary ARwith (4) items, Implemented Help-Seeking with (4) items, Avoidance of Help-Seeking with (10) items, and Benefits of Help-Seeking with (6) items.

1/b- Scale Validity:

1/b/1- Content Validity: The researcher presented the initial scale to a group of (10) experts to evaluate the validity of the items in terms of their relevance to the

dimension being measured, the possibility of adding, deleting, or modifying some items, and to provide any necessary notes or instructions to ensure the validity of the scale. As a result, the linguistic formulation of some items was modified, and the four sub-scales were randomly ordered to form the final version of the scale.

/ B / 2- Scale Reliability:

The scale's reliability was calculated by determining the factor structure, and the results of the exploratory factor analysis using the principal component method with varimax rotation revealed four factors that were interpreted based on item loadings that are equal to or greater than 0.35 (Osama Rabie Amin, 2008: 196). Table (1) shows the item loadings of the scale on these factors.

Table (1)

"Factors of the Academic (AR) Scale after Varimax Orthogonal Rotation for the Component Loadings Matrix

Factor loadings				
Item	First Factor	Second Factor	Third Factor	Fourth Factor
11	0.884			
7	0.843			
4	0.828			
17	0.824			
15		0.832		
3		0.818		
1		0.784		
5		0.780		
16			0.820	
2			0.820	
8			0.799	
20			0.788	

14			0.773	
12			0.639	
10			0.652	
13			0.574	
22			0.543	
18			0.521	
9				0.767
19				0.650
21				0.647
24				0.646
6				0.634
23				0.604
latent root	7.127	5.482	2.785	1.500
The percentage of variance	29.69	22.84	11.61	6.25

Factors interpretation

Factor 1: This factor was interpreted as seeking necessary assistance, and it was saturated with four items, such as "When I need help, I prefer to get hints rather than a direct answer."

Factor 2: This factor was interpreted as seeking implemented help, and it was saturated with four items, such as "My goal for seeking assistance is to accomplish my academic tasks without exerting effort."

Factor 3: This factor was interpreted as avoiding help-seeking, and it was saturated with ten items, such as "I don't want anyone to know that I need help."

Factor 4: This factor was interpreted as perceiving benefits of help-seeking, and it was saturated with six items, such as "Asking questions makes learning more enjoyable".

The square root of the latent variances (after rotation) for Factor 1 was 7.127, Factor 2 was 5.482, Factor 3 was 2.785, and Factor 4 was 1.500. Factors 1 and 2

together explained 52.53% of the total variance, while all four factors explained 70.93% of the total variance.

Scale Validity

Cronbach's alpha coefficient was calculated after applying the scale to the survey sample, and the value obtained was (0.93). The scale reliability was also assessed using the split-half reliability method with the Spearman-Brown coefficient, resulting in a reliability coefficient of (0.94). The reliability was also assessed using the Guttman coefficient, and the value obtained was (0.94). These values indicate the high reliability of the scale.

1/ d- Internal consistency of the scale:

Through the scores of the sample students on the scale, the correlation between students' scores on each item and the dimension it measures were calculated. The correlation between students' scores on each item and the total score on the scale was also calculated. Correlation coefficients between dimensions and between dimensions and the total score were also calculated. All calculated correlation coefficients were statistically significant at acceptable levels of significance as shown in Tables (2, 3, and 4).

Table (2)

The correlation coefficients between each item score of the scale and the corresponding dimension it measures."

Item No	Measured dimension	Correlation coefficient Item to dimension	Significant Level
1	Necessary help-seeking	0.559	0.01
2		0.684	0.01
3		0.628	0.01
4		0.486	0.01
5	Implemented help-seeking	0.673	0.01
6		0.757	0.01
7		0.776	0.01

Item No	Measured dimension	Correlation coefficient Item to dimension	Significant Level
8		0.816	0.01
9	Help-seeking avoidance	0.753	0.01
10		0.763	0.01
11		0.865	0.01
12		0.714	0.01
13		0.776	0.01
14		0.710	0.01
15		0.857	0.01
16		0.780	0.01
17		0.855	0.01
18		0.797	0.01
19	Help-seeking benefits	0.834	0.01
20		0.894	0.01
21		0.832	0.01
22		0.730	0.01
23		0.697	0.01
24		0.745	0.01

Table (3)

"The correlation coefficients between each item score of the scale and the total score of the scale."

Item	Item-total correlation coefficient	Item	Significant Level	Item-total correlation coefficient	Significant Level
1	0.625	13	0.01	0.745	0.01
2	0.640	14	0.01	0.698	0.01
3	0.710	15	0.01	0.861	0.01
4	0.725	16	0.01	0.789	0.01

5	0.761	17	0.01	0.863	0.01
6	0.608	18	0.01	0.735	0.01
7	0.712	19	0.01	0.757	0.01
8	0.724	20	0.01	0.831	0.01
9	0.770	21	0.01	0.799	0.01
10	0.703	22	0.01	0.704	0.01
11	0.796	23	0.01	0.703	0.01
12	0.654	24	0.01	0.678	0.01

Table (4)

The correlation coefficients between the dimensions of academic help-seeking and the total score of the scale.

Strategies	Necessary help-seeking	Implemented help-seeking	Help-seeking avoidance	Help-seeking benefits
Necessary help-seeking	--			
Implemented help-seeking	0.816	--		
Help-seeking avoidance	0.855	0.900	--	
Help-seeking benefits	0.867	0.888	0.883	--
Total Scale	0.907	0.942	0.947	0.943

It is evident from Tables (2, 3, 4) that the correlation coefficients between students' scores on each item of the scale and the dimension it measures, and the correlation coefficients between students' scores on each item of the scale and the total score on the scale, and the correlation coefficients between the dimensions themselves and the total score are statistically significant at the 0.01 level.

1/ H- Scale Scoring Method:

The scale consists of (24) items in its final form. Each item has five choices representing a five-point Likert scale. Scores are given for the response on this scale as follows: 1= Strongly disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly agree. Thus, students' scores on the Necessary Assistance subscale range from (4 to 20), students' scores on the Implemented Assistance subscale range from (4 to 20), students' scores on the Avoidance of Assistance subscale range from (10 to 50), students' scores on the Help-Seeking Benefits subscale range from (6 to 30), and student's scores on the total scale range from (24 to 120) points.

2/A- Initial Image of the Scale:

After reviewing the scales included in some studies such as the research by (Wood & Lock, 1987), the research by (Solberg et al., 1993), the research by (Morgan & Jinks, 1999), the research by (Ugur, 2015), and the research by (Buch et al., 2015), the Academic Self-Efficacy Scale was developed. The scale in its initial form consists of (34) items answered using a five-point Likert scale.

2/b- Scale validity:

2/b/1- Expert validity:

The researcher presented the scale in its initial form to a group of experts, who numbered (10), to evaluate the validity of the statements and the possibility of adding, deleting, or modifying some of them. They were also asked to provide any necessary feedback or suggestions for improving the scale's validity. As a result, some of the statements were rephrased, and the test consisted of (34) items after being presented to the experts.

2/b/2 - Inter-Rater Reliability:

The reliability of the scale was checked using the method of inter-rater reliability (upper 27% and lower 27% biserial) with a total of (35) participants in each group. This was done on the following dimensions: [Please provide the dimensions or factors being assessed in the scale]

Table (5)

The validity of the academic self-efficacy scale using the method of Peripheral Comparison validity.

Statistical Data	No	Mean	St.Dev	T-Test Value	DF	Sig.Value
Upper Set	35	151.06	7.67	24.50	68	0.01
Lower Set	35	102.20	8.97			

From Table (5), it is evident that the "t" value is significant at the 0.01 level. Therefore, the scale has discriminatory power and thus has a high degree of validity.

2/c-Reliability of the Scale:

After applying the scale to the survey participants, Cronbach's alpha coefficient was calculated, and it was found to be equal to (0.94). The reliability was also calculated using the split-half method with the Spearman-Brown coefficient, and the reliability coefficient was found to be equal to (0.90). Additionally, the reliability was calculated using the split-half method with the Guttman coefficient, and the reliability coefficient was found to be equal to (0.90). These values indicate a high-reliability coefficient for the scale.

The final version of the scale consists of (34) items, with five choices provided for each item on a five-point Likert scale. The scoring for each response on this scale is as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. Thus, student scores on the scale range from 34 to 170.

RESULTS

The researchers used Statistical Package for Social Sciences (SPSS v.28) to analyze the data obtained, and the results are as follows:

Findings of the first question:

The first question states: "What are the dominant types of cognitive control among university students?" To answer this question, the arithmetic means and standard

deviations were calculated for the dimensions of the Academic Help-Seeking Scale, and Table (6) illustrates this.

Table (6)

"The mean scores and standard deviations for the dimensions of the academic help-seeking scale."

Dimensions	Mean	St.Dev	Order
Necessaryhelp-seeking	16.75	3.28	2
Implemented help-seeking	14.55	3.39	3
Help-seeking avoidance	11.31	2.56	4
Help-seeking benefits	24.06	5.12	1

From Table 6, the mean scores of the dimensions of the Academic Help-Seeking Scale were as follows: Benefits of Seeking Assistance ranked first with a mean score of 24.06, followed by NecessaryHelp-Seeking with an arithmetic mean of 16.75, followed by implemented Help-Seeking with a mean score of 14.55, and finally Avoidance of Help-Seeking with a mean score (11.31). Table 8 shows the frequencies and percentages of the levels of the dimensions of help-seeking behavior among the research subjects.

Table (7)

"The frequencies and percentages of the levels of the dimensions of the help-seeking request among the research sample (n=218)."

Level	Help-seeking benefits		Help-seeking avoidance		Implemented help-seeking		Necessary help-seeking	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Weak	12	5.5	134	61.5	164	75.2	22	10.1
Moderate	97	44.5	69	31.7	43	19.7	84	38.5
High	109	50	15	6.8	11	5.1	112	51.4
Total	218	%100	218	%100	218	%100	218	%100

It is evident from Table (7) that:

1/a - The highest percentage of the levels of using the intermediary AR among the research sample individuals was (50%) for the high level, followed by (44.5%) for the medium level, while the lowest percentage was (5.5%) for the low level. This indicates the prevalence of using the intermediary AR among the research participants.

1/b - The highest percentage of the levels of using the implemented AR among the research sample individuals was (61.5%) for the low level, followed by (31.7%) for the medium level, while the lowest percentage was (6.8%) for the high level. This indicates the non-prevalence of using the implemented AR among the research participants.

1/c - The highest percentage of the levels of avoiding help-seeking among the research participants was (75.2%) for the low level, followed by (19.7%) for the medium level, while the lowest percentage was (5.1%) for the high level. This indicates the non-prevalence of avoiding help-seeking among the research participants.

1/d - The highest percentage of the levels of using the benefits of help-seeking among the research sample individuals was (51.4%) for the high level, followed by (38.5%) for the medium level, while the lowest percentage was (10.1%) for the low

level. This indicates the prevalence of using the benefits of help-seeking among the research participants.

Findings of the second question:

The second question asks: "Is there a statistically significant relationship between academic help-seeking and academic self-efficacy?" To answer this question, correlation coefficients were calculated between students' scores on the dimensions of the academic help-seeking scale and the academic self-efficacy scale, and Table (8) shows this.

Table (8)

The correlation coefficients between students' scores on the dimensions of the academic help-seeking scale and the academic self-efficacy scale.

Dimensions of the Academic Help-Seeking Scale	Academic Self-Efficacy Scale	Sig. Level
Necessaryhelp-seeking	0.38	0.01
Implemented help-seeking	0.29-	0.01
Help-seeking avoidance	0.03 -	0.959
Help-seeking benefits	0.42	0.01

It is evident from Table (8) that there is a statistically significant positive relationship at a significant level of (0.01) between the dimensions of (necessaryhelp-seeking, perceived benefits of help-seeking) and academic self-efficacy. Additionally, a statistically significant negative relationship was found between implemented help-seeking and academic self-efficacy. However, there was no statistically significant relationship found between avoidant help-seeking and academic self-efficacy.

DISCUSSION AND CONCLUSION

The findings of the research have revealed that the percentage of students who demonstrated a high level of benefit from seeking assistance were: seeking indirect assistance (51.4%), seeking direct assistance (50%), avoiding seeking implemented assistance (6.8%), and avoiding seeking assistance altogether (5.1%). These results indicate the prevalence of the benefits of seeking help, particularly indirect help. Conversely, seeking implemented assistance and avoiding seeking assistance were not common. These findings are consistent with the results of research by Ryan et al. (2005), which showed the prevalence of using the benefits of seeking assistance and indirect help, and the infrequent use of seeking implemented assistance to avoid seeking help. This may be due to encouragement from university professors to seek assistance from their students, especially indirect help, and drawing their attention to the benefits of seeking help, which can prevent them from avoiding seeking help.

The findings of the current research reflect the necessity of elevating the demand for necessary assistance and increasing the perceived benefits of seeking assistance to the maximum possible extent. The university professor is considered the best person to achieve this task by improving his students' attitudes toward seeking assistance and their understanding of its numerous benefits. This can be achieved by enhancing their self-efficacy and creating a classroom environment that encourages them to seek necessary assistance by providing opportunities to ask questions that promote class participation in general and academic mastery in particular.

The research findings revealed a statistically significant positive connection between asking for necessary assistance and the perceived utility of seeking assistance with academic self-efficacy, while there was a statistically significant negative relationship between seeking implemented assistance and academic self-efficacy. Furthermore, there was no statistically significant relationship between avoiding seeking assistance and academic self-efficacy.

Regarding the positive connection between seeking necessary assistance and the perceived utilities of seeking assistance with academic self-sufficiency, the

research's findings were consistent with the results of a research conducted by Hanem Abu Al-Khair Al-Sharbini (2003), which revealed a statistically significant positive connection between the benefits of seeking assistance and academic proficiency. Additionally, the research was in line with the results of research conducted by Li and Cheung (1999), which revealed a statistically significant positive relationship between seeking necessary assistance and the perceived benefits of seeking assistance with academic self-sufficiency. The research's findings were also consistent with research conducted by Karabenick (2003), which revealed a positive relationship between seeking necessary assistance from a teacher and academic self-efficacy.

Based on the positive connection between seeking necessary assistance and the positives of asking for help, and academic self-efficacy, there is a mutually positive effect between these variables. The student who seeks assistance that develops his/her skills through hints, and only requests the necessary assistance to learn or complete the task, increases their self-efficacy. Rather, it seems that the student who possesses a high level of academic self-efficacy is more inclined to seek necessary help.

Similarly, regarding the positives of assistance requests, it appears that the students who believe that seeking assistance makes learning more enjoyable, and urge them to understand the research materials, increasing their self-efficacy. On the other hand, the student with high self-efficacy is more aware and conscious of the positive benefits of seeking assistance and its positive impact on their learning.

These findings can be understood by considering the features of the pupils who seek necessary assistance and the characteristics of the students who believe in the positives of asking for help. Studies such as Zimmerman et al. (1986), Karabenick (2004), Sigmund (2006), and Collins & Sims (2006) have asserted that these pupils have a high academic incentive, are more efficient and independent learners, are metacognitive and self-regulated, and are more task-oriented and persistent in completing it. Consequently, it can be said that the positive characteristics that students with necessary help-seeking and awareness of the benefits of seeking assistance possess will have a positive impact on their self-efficacy. A student who

actively monitors his/her cognitive processes plans his/her academic tasks, assesses his/her progress in completing academic tasks, and uses metacognitive strategies in learning will eventually develop effective control over his/her cognitive processes, which in turn will enhance their academic self-efficacy. On the other hand, a student who sets learning goals monitors his/her incentive and behavior and organizes his/her awareness and achieves goals in educational situations could have high academic self-efficacy.

The link between the variables of assistance request, the positives of asking for help, and academic self-efficacy give real meaning to the positive relationship between them. This was confirmed by research by (Cheong et al., 2004) and others by (Roussel et al., 2011). Regarding the significant negative link between implemented assistance and academic self-sufficiency, the results of the research are in line with the results of research by (Li & Cheung, 1999) and research by (Ryan et al., 2005). Studies such as those (Collins & Sims, 2006) have confirmed that these students have the low academic incentive and low competence, and independence, and do not show a challenge to learning or attempt to solve their problems on their own.

This result can also be explained in the light of Bandura's (2000) theory of social learning, which asserts that dependent pupils tend to exert less effort in their academic tasks and are also less persistent when facing academic obstacles, whereas independent students are high achievers. Thus, it can be argued that dependent pupils could constantly seek implemented assistance.

Recommendation

- 1- It is necessary for university professors to enhance their use of mediated assistance and encourage their students to recognize the multiple benefits of seeking assistance and the importance of improving their academic self-efficacy, especially since the research results revealed a mutually positive effect between mediated assistance and the benefits of seeking help, and academic self-efficacy.
2. It is necessary for university professors to upgrade the academic self-sufficiency of pupils who ask for implemented assistance, especially since the research results

revealed a negative relationship between seeking implemented assistance and academic self-efficacy. This can be achieved by avoiding exposing students to repeated failure experiences and encouraging them to try and persevere in learning and success.

3- The university professor should enhance students to ask for help, encourage them to ask questions, and accept them. Consequently, it could not ridicule their abilities, encourage them to rely on themselves in learning, and emphasize the importance of seeking assistance from the university professor and classmates when needed.

Suggested Studies

1- Academic assistance seeking and its relationship with achievement goal orientations among university students.

2- Academic assistance seeking and its relationship with learning strategies among university students.

2- Academic assistance seeking and its relationship with some personal and cognitive variables among university students.

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