

# THE INFLUENCE OF SELF-EFFICACY, TASK VALUE, AND GOAL ORIENTATION ON HELP-SEEKING AND ACADEMIC PERFORMANCE

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## Abstract

**Purpose of the study:** This study aimed to investigate the influence of task-value, goal orientation and self-efficacy on the help-seeking of the students, and thereafter on the academic performance.

**Methodology:** To carry out research findings, a quantitative survey was applied by employing a self-regulated online learning questionnaire (SOL-Q), and a Motivated Strategies for Learning Questionnaire (MSLQ). A total of 317 university Arabic learners participated in the present study. Analysis of data used SPSS version 22 software. Both descriptive and inferential statistics were used to analyse the data and to examine the relationship among learners' help-seeking, motivation, and learners' GPA.

**Main Findings:** The results of the present study provide support to the motivational beliefs (SE and TV) predict help-seeking, and students who endorsed high self-efficacy are more likely seeking help from others, and achieve high performance as well.

**Applications of this study:** This study will enable faculty management, instructors, and students to better understand the essential role of help-seeking and motivational factors in Arabic language learning.

**Novelty/Originality of this study:** The case of Self-Efficacy, Task Value, Goal Orientation, Help-Seeking, and Academic Performance were widely explained by the number of researchers. But there is no recent publication that has explained the influence of Self-Efficacy, Task Value, and Goal Orientation on Help-Seeking within the Arabic learning context.

**Keywords:** *Help-Seeking, Academic Performance, Self-Efficacy, Task Value, and Goal Orientation.*

## INTRODUCTION

Student-led learning is increasingly essential to develop life-long learning skills and to sustain the preparation of students for the workforce through education in the 21<sup>st</sup> century. To produce self-regulated learners, teachers and parents are more likely to seek a more comprehensive education that includes general life skills rather than one that focuses on memorization and the repetition of information. Self-Regulated Learning (SRL) includes performance, forethought, and self-reflection. Seeking additional help was seen to be a vital factor that could affect the performance of the SRL (Zimmerman and Campillo 2003).

"Although SRL was viewed as especially important during personally directed forms of learning... it was also deemed important in social forms of learning, such as seeking help from peers, parents, and teachers" (Zimmerman, 2008)

In their study, Ryan et al. (2001) stated that help-seeking was an SRL Strategy (SRLS), which was used by the students to face academic challenges. It was used as a tool to acquire the necessary help. Academic HS was seen to be a vital learning technique because the learners who experienced a learning impasse and showed a less satisfactory performance could require guidance and assistance so that they could continue their learning process. In such situations, it is essential to calibrate the extent of the learner's need for help. The students need to identify all their issues, determine if they require assistance, decide if they wish to seek help and determine what type of help (i.e., instrumental or executive), whom to ask for assistance and finally understand the help that they have received (Karabenick and Dembo 2011). As depicted in Figure 1.

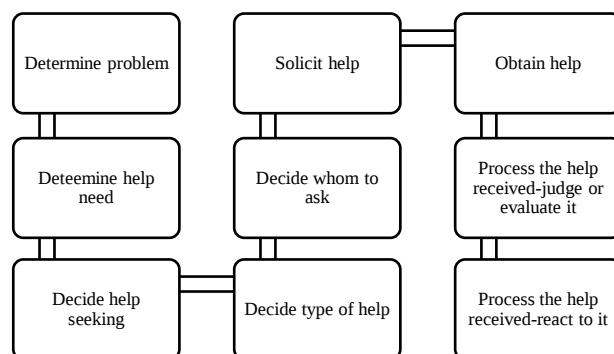
HS was considered as an integrated learning technique instead of a degrading activity, which must be avoided (Black and Allen 2019). As Karabenick & Berger (2013) reported "The process of seeking assistance from other individuals or other sources that facilitate accomplishing desired goals, which is an academic context may consist of completing assignments or satisfactory test Performance". In some of the earlier reports (Newman 2000; Karabenick 2004), the researchers argued that the university students could monitor and evaluate their success and determine if they needed any additional assistance with regards to their academic curriculum. However, they stated that a majority of the student shy away from actively seeking support and help with their studies (Newman 2000; Karabenick 2004).

## LITERATURE REVIEW

### THE INFLUENCE OF SELF-EFFICACY, TASK VALUE, AND GOAL ORIENTATION ON IN HELP-SEEKING

An effective application of the 8 steps involved in the HS process requires various social, cognitive, and emotional abilities that are taught to the students who lack such skills (Karabenick and Dembo 2011). One study (Black and Allen

2019) proposed that effective and instrumental help is based on 3 prerequisites which have been being is described in Figure 2.



**Figure 1:** Stages of Help-seeking process (Karabenick& Dembo, 2011)



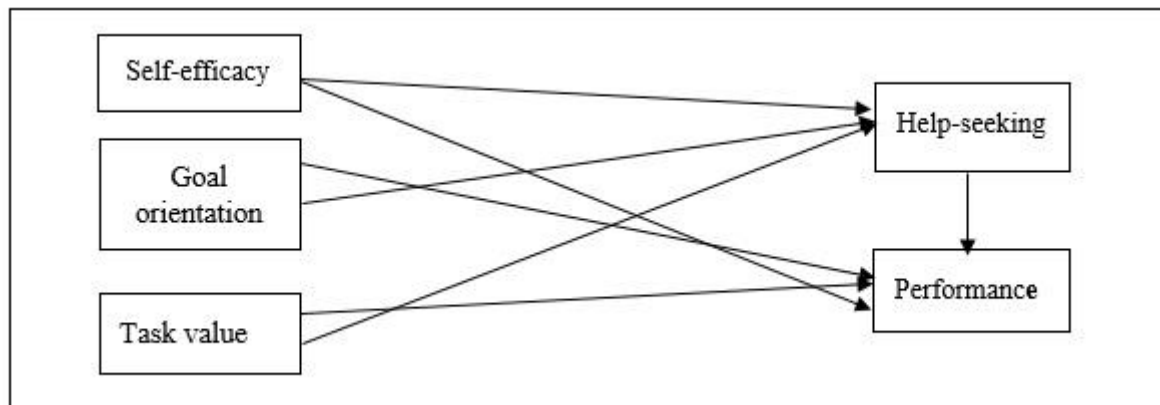
**Figure 2:** Prerequisites for asking for academic help (Black & Allen, 2019)

The 3 three major requirements related to the students seeking help include: they should have opportunities for asking and receiving help; they must be motivated to seek help and they should be granted permission for acquiring help. An opportunity for HS requires the presence of a sympathetic and competent help-giver, whenever the student needs help. Practically, this indicated that a helpful service is readily available and the student can take advantage of this service on time. The students also should be motivated and express a desire to complete their tasks, and also willing to make adequate efforts. In their study, Black and Allen (2019) described the objectives and factors which motivated the students (like task value and self-efficacy), and also mentioned some of the factors due to which the students did not ask for help. Lastly, the students should be permitted to seek help (or they possess a self-confidence to seek help despite any permission). Thus, Task Value (TV), Goal Orientation (GO), and Self-Efficacy (SE) could assist the students in their HS process.

GO was related to the HS process (Karabenick 2004; Karabenick and Newman 2009). GO was mainly focused on the learning and mastering of a task, grades, or completing a task, along with the students' ability to socially compete with the other students. Ryan and Hicks (1997) stated that the students who showed a GO for improving their understanding, skills, and insights, and who determined their self-worth based on whether they mastered the task, regarded HS as a positive step. On the other hand, in the case of the students who focused on their performance GO, aimed to do better than their competitors, acquire more recognition, and attain praise for their abilities. They believed that asking for any help indicated that they were not competitive compared to other students. Hence, a performance GO could increase their avoidance of seeking help (Ryan et al., 2001).

Several earlier reports (Bandura 1986; Pintrich 2000; Schunk and Ertmer 2000) highlighted the important correlation between the SE and HS. When they required help, the students having a high SE level showed a higher HS behavior. On the other hand, the students having a low-efficacy believed that if they sought help, it would indicate that they lacked the ability and hence, were not very likely to seek any help (Newman 1990; Ryan et al., 1998). In their study, Villavicencio (2011) determined the effect of the SE and HS behavior on TV and academic achievement. Their results indicated that SE and HS were positively related to the TV. Thus, students with a higher SE were likely to select more difficult tasks, seek additional help, display more efforts, persist for a long time and use adequate problem-solving strategies for completing all their tasks in comparison to the students with a low SE. Williams and Takaku (2011) studied the SE, HS and the writing performance of the college students. They noted that the SE and HS factors were inversely related, and a higher HS behavior by the students improved their performance in the composition classes.

In conclusion, after an extensive literature review, it is believed that SE, TV, and GO influence HS and academic performance, as pictured in figure 3. On the other hand, differences in gender and study experiences are other issues of HS that have been considered by several writers; nevertheless, although the issues have been examined in several studies, no clear consensus has been reached. Some studies such as (Ryan et al., 1997; Xuan, Ismail, Zailaini & Hussin, 2014) have reported that there are gender and years of study differences, while some have reported otherwise (Newman 1990, Ryan and Pintrich 1997). Therefore, the issues of gender and years of study also need to be clarified.



**Figure 3:** Contracture Framework

## OBJECTIVES OF THE STUDY

This study aimed to investigate the influence of task-value, goal orientation and self-efficacy on the help-seeking of the students, and thereafter on the academic performance. To reach this aim, the following questions were made.

1. What is the level of task-value, goal orientation, self-efficacy, and help-seeking?
2. Are there any statistically significant differences in task-value, goal orientation, self-efficacy, and help-seeking based on their gender?
3. Are there any statistically significant differences in task-value, goal orientation, self-efficacy, and help-seeking based on their years of study?
4. Are there any statistically significant influence of task-value, goal orientation, self-efficacy on help-seeking?
5. Is there any statistically significant influence of task-value, goal orientation, self-efficacy, and help-seeking on Academic Performance?

## HYPOTHESES OF THE STUDY

**H<sub>1</sub>:** There are statistically significant differences in Self-efficacy, Task-value, Goal orientation, and Help-seeking based on their gender.

H<sub>1a</sub>: There are statistically significant differences in self-efficacy based on their gender.

H<sub>1b</sub>: There are statistically significant differences in task-value based on their gender.

H<sub>1c</sub>: There are statistically significant differences in goal orientation based on their gender.

H<sub>1d</sub>: There are statistically significant differences in help-seeking based on their gender.

**H<sub>2</sub>:** There are statistically significant differences in Self-efficacy, Task-value, Goal orientation, and Help-seeking based on their years of study.

H<sub>2a</sub>: There are statistically significant differences in self-efficacy based on their years of study.

H<sub>2b</sub>: There are statistically significant differences in Task-value based on their years of study.

H<sub>2c</sub>: There are statistically significant differences in goal orientation based on their years of study.

H<sub>2d</sub>: There are statistically significant differences in help-seeking based on their years of study.

**H<sub>3</sub>:** There is a significant influence of Self-efficacy, Task-value, and Goal orientation on help-seeking.

H<sub>3a</sub>: There is a significant influence of Self-efficacy on help-seeking.

H<sub>3b</sub>: There is a significant influence of Task-value on help-seeking.

H<sub>3c</sub>: There is a significant influence of Goal orientation on help-seeking.

**H<sub>4</sub>: There are the significant influence of Self-efficacy, Task-value, Goal orientation, and Help-seeking in academic achievement.**

H<sub>4a</sub>: There is a significant influence of Self-efficacy in academic achievement.

H<sub>4b</sub>: There is a significant influence of Task-value in academic achievement.

H<sub>4c</sub>: There is a significant influence of Goal orientation on academic achievement.

H<sub>4d</sub>: There is a significant influence of Help-seeking in academic achievement.

## METHODOLOGY

### Participants

The population of this study consisted of 317 Malay bachelor degree students (Year one, Year 2, Year 3, and Year 4) as Arabic learners in six universities. These included the University of Malaya (UM), University Kebangsaan Malaysia (UKM), International Islamic University Malaysia (IIUM), Universiti Sultan Zainal Abidin (UnizSA), Universiti Putra Malaysia (UPM) and Universiti Sains Islam Malaysia (USIM). Regarding demographic information, the gender of participants comprised 14.2% male and 85.8% female. Most participants were attending university in their second year (50.9%), first-year (21.7%), third-year (11.8%) or fourth year (15.6%). The profiles of the respondents, according to the demographic characteristics, are displayed in Table 1.

**Table 1:** Profiles of Respondents according to Demographic Characteristics (N=317)

| Variables     | Characteristics | Frequency | Percent (%) |
|---------------|-----------------|-----------|-------------|
| Gender        | Male            | 45        | 14.2        |
|               | Female          | 272       | 85.8        |
| Year of study | Year 1          | 69        | 21.7        |
|               | Year 2          | 161       | 50.9        |
|               | Year 3          | 38        | 11.8        |
|               | Year 4          | 49        | 15.6        |

### Instruments

Regarding the questionnaire that was developed as the survey instrument of this study, it comprised of three sections. The first section, Section A, included the participants' demographics and personal information related to the study. This section of the questionnaire comprises three questions regarding the participants' demographic information, which were (1) learner's gender, (2) learner's level of study (3) learner's academic achievement. Section two measured the learners' Help-seeking in which a further instrument was needed. The self-regulated online learning questionnaire (SOL-Q) (Jansen Van Leeuwen, Janssen, Kester & Kalz, 2017) help-seeking section was used to measure HS among Arabic learners in this section.

The third section comprised items relating to motivation, adopted from the Motivated Strategies for Learning Questionnaire (MSLQ) which consisted of self-efficacy (8 items), task value (6 items), and goal orientations (8 items). As the majority of participants learning the Arabic language were Malayan, the researcher found that some did not understand English very well. Therefore, the items within the questionnaire were in Malay to avoid errors relating to the participants' comprehension of the questions and task at hand. A pilot study was undertaken involving 35 students and did not require further review or modification of the survey instrument. The reliability of the questionnaire showed that the Cronbach's Alpha for the HS was in the range between 0.611 and 0.921. And the motivation dimensions were also in good agreement within the range between 0.736 and 0.859. Therefore, this demonstrated a very good level relating to internal consistency and reliability.

### Data analysis

Analysis of data used SPSS version 22 software. Both descriptive and inferential statistics were used to analyze the data and to examine the relationship among learners' help-seeking, motivation, and learners' GPA. The data and analysis of self-regulated learning strategies and motivation were supported by using a 5-point Likert scale. Three different statistical analysis procedures were used to assess the responses of participants. The research questions were initially analyzed using descriptive statistics to determine the mean and standard deviation, and later inferential statistics Linear regression was conducted to confirm the influences of self-efficacy, task value, and Goal orientation on the learners' help-seeking and academic performance.

## RESULTS/FINDINGS

To discover the influence of Self-Efficacy, Task Value, and Goal Orientation on Help-Seeking and Academic Performance by Malaysian university students, the researchers did a Normality test for Each Variable to ensure if the data set is well-modeled by a normal distribution.

**Table 2:** Value of the Normality Z-value for Each Variable

| Variables        | Skewness (Z) | Kurtosis (Z) | Kolmogorov-Smirnov Sig |
|------------------|--------------|--------------|------------------------|
| Help-seeking     | -0.48        | -0.11        | .13                    |
| Self-efficiency  | 0.50         | 1.55         | .12                    |
| Task Value       | 0.42         | -0.55        | .10                    |
| Goal orientation | 0.52         | 0.33         | .20*                   |

Table 2 shows that the variables HS, SE, TV, and GO are generally distributed in terms of normally distributed (according to skewness and kurtosis values), which is in the range of -2 to +2, and the Kolmogorov-Smirnov value is greater than 0.05 (Chua, 2013). Therefore, the data analyses had to be done using parametric tests.

#### *The level of Help-seeking*

The descriptive data mean and standard deviation for the dimension of Arabic learners' HS were reported, as shown in the table below.

**Table 3:** Mean and Std. Deviation of Help-seeking

| Dimensions SRLs | Mean | Std. |
|-----------------|------|------|
| Help-seeking    | 4.12 | .52  |

The descriptive statistics, as shown in Table 3, depict that the overall mean of Arabic learners using HS for Arabic learning is 4.12. This could be interpreted as a high level of HS among Arabic learners. In other words, Malaysian university Arabic learners had a high level of HS.

#### *The level of Self-Efficiency, Task Value, and Goal Orientation*

The descriptive data mean and standard deviation for the dimension of Arabic learners' Self-Efficiency, Task Value, and Goal Orientation were reported in Table 4.

**Table 4:** Mean and Std. Deviation of SE, TV and GO

| Dimensions Motivation | Mean | SD  |
|-----------------------|------|-----|
| Self-efficiency       | 3.94 | .53 |
| Task Value            | 4.18 | .48 |
| Goal orientation      | 4.14 | .44 |
| Total motivation      | 4.08 | .41 |

As depicted in Table 4, the overall degree for Arabic learners' motivation for the Arabic learning extent is 4.08, which could be interpreted as a high level of motivation among Arabic learners. Task Value is seen as the most frequent strategy used by Arabic learners ( $M = 4.18$ ,  $SD = .48$ ), also interpreted as a high level of Task value strategies usage in Arabic learning. Next, goal orientation is the second strategy which is used by Arabic learners ( $M = 4.14$ ,  $SD = .44$ ), followed by self-efficiency strategy ( $M = 3.94$ ,  $SD = .53$ ) in Arabic language learning. All three dimensions of motivation had high-level usage by Arabic learners.

#### **Test of Hypotheses**

Inferential statistics independent Sample Tests, ANOVA, and Linear regression were conducted to test the hypothesis.

$H_1$ : There are statistically significant differences in task-value, goal orientation, self-efficacy, and help-seeking based on their gender.

**Table 5:** Independent Sample Test

|    | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |
|----|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|
|    | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference |
| HS | .378                                    | .539 | 1.064                        | 315    | .288            | .08401          | .07893                |
|    |                                         |      | 1.016                        | 76.779 | .313            | .08401          | .08269                |
| SE | 3.016                                   | .083 | 1.396                        | 315    | .164            | .11203          | .08024                |
|    |                                         |      | 1.538                        | 89.902 | .127            | .11203          | .07282                |
| TV | .670                                    | .413 | 1.074                        | 315    | .283            | .07881          | .07335                |
|    |                                         |      | 1.097                        | 82.129 | .276            | .07881          | .07185                |

|   |      |      |       |        |      |        |        |
|---|------|------|-------|--------|------|--------|--------|
| O | .050 | .824 | 1.566 | 315    | .118 | .10336 | .06600 |
|   |      |      | 1.621 | 83.373 | .109 | .10336 | .06377 |

An independent-samples t-test was conducted to compare the difference between HS, SE, GO, and TV in gender. There was no significant difference in gender for HS  $t(315)=1.064$ ,  $p=.288$ , SE  $t(315)=1.396$ ,  $p=.164$ , TV  $t(315)=1.074$ ,  $p=.283$ , and GO  $t(315)=1.556$ ,  $p=.118$ . These results suggest that gender does not affect Arabic learners' HS, SE, GO, and TV. Hence,  $H_{1a}$ ,  $H_{1b}$ , and  $H_{1c}$  were rejected.

$H_2$ : There are statistically significant differences in task-value, goal orientation, self-efficacy and help-seeking based on their years of study

**Table 6:** One-way ANOVA Test

|    |                | Sum of Squares | df  | Mean Square | F     | Sig. |
|----|----------------|----------------|-----|-------------|-------|------|
| SE | Between Groups | 3.478          | 3   | 1.159       | 4.004 | .008 |
|    | Within Groups  | 90.616         | 313 | .290        |       |      |
|    | Total          | 94.094         | 316 |             |       |      |
| TV | Between Groups | 2.113          | 3   | .704        | 2.888 | .036 |
|    | Within Groups  | 76.325         | 313 | .244        |       |      |
|    | Total          | 78.438         | 316 |             |       |      |
| O  | Between Groups | 2.389          | 3   | .796        | 4.061 | .007 |
|    | Within Groups  | 61.370         | 313 | .196        |       |      |
|    | Total          | 63.759         | 316 |             |       |      |
| HS | Between Groups | 2.531          | 3   | .844        | 2.992 | .031 |
|    | Within Groups  | 88.266         | 313 | .282        |       |      |
|    | Total          | 90.797         | 316 |             |       |      |

Table 6 shows the results of a one-way ANOVA test that was conducted to compare the differences in help-seeking (HS), self-efficacy (SE), goal orientation (GO), and task value (TV) in different years of study. There was a significant difference between years of study in SE ( $F(3,313) = 4.004$ ,  $p=.008$ ). A Tukey post hoc test displayed in Appendix A shows that the Year One group was significantly greater statistically in SE than the Year Two, Year Three, and Year Four learners ( $p=.031$ ). Subsequently, the Year Four learners scored the second-highest while the Year Two learners scored the lowest in SE. By the same token, there was a significant difference between the years of study as well for TV ( $F(3,313) = 2.888$ ,  $p=.036$ ) and GO ( $F(3,313) = 4.061$ ,  $p=.007$ ). The results of the Tukey test were according to the following order, namely, Year Four, Year One, Year Three, and Year Two, respectively. Besides, there was also a significant difference in HS ( $F(3,313) = 2.992$ ,  $p=.031$ ) in terms of years of study, where the Tukey test results were in the order of Year Four, Year One, Year Two, and Year Three, respectively. These results suggest that the years of study affect the HS, SE, GO, and TV of Arabic learners. The Year Four and Year One learners displayed higher levels of HS, SE, GO, and TV, while Year Two learners had the lowest SE, GO, and TV levels. Therefore,  $H_2$  was supported.

$H_3$ : There is a significant influence of Self-efficacy, Task-value, and Goal orientation on help-seeking.

**Table 7:** Regression Coefficients between SE, TV, GO and HS

| Model            | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------|-----------------------------|------------|---------------------------|-------|------|
|                  | B                           | Std. Error | Beta                      |       |      |
| (Constant)       | 1.074                       | .222       |                           | 4.838 | .000 |
| Self-efficiency  | .226                        | .059       | .231                      | 3.810 | .000 |
| Task Value       | .468                        | .074       | .435                      | 6.285 | .000 |
| Goal orientation | .044                        | .080       | .037                      | .548  | .584 |

a. Dependent Variable: HS

By referring to Table 7, Liner Regression showed that t-statistics with values more than 1.96 for the individual path between Self-efficiency and HS ( $\beta=.231$ ,  $t=3.810$ ,  $p<.05$ ), Task value and HS ( $\beta=.468$ ,  $t=6.285$ ,  $p<.05$ ) which indicated that SE and TV with significant influence in HS. However, Goal orientation ( $\beta=.044$ ,  $t=.548$ ,  $p>.05$ ) is not statistically significant influence in help-seeking at the level of  $p>.05$ . Thus,  $H_{3a}$ ,  $H_{3b}$  were supported, and  $H_{3c}$  was rejected.

**Table 8:** Model summary

| Model | R                 | R <sup>2</sup> | Adjusted R Square | Std. The error of the Estimate |
|-------|-------------------|----------------|-------------------|--------------------------------|
| 1     | .641 <sup>a</sup> | .411           | .405              | .41345                         |

a. Predictors: (Constant), O, SE, TV

As shown in Table 8,  $R^2$  for Self-efficiency, Task value, and Help-seeking are .411. This can be inferred as the influence of self-efficiency and task value in help-seeking would be maximized to 41.1%. In other words, a total of 41.1% help-seeking is due to self-efficacy and task value. Hence, it confirmed that self-efficacy and task value enhances learners' help-seeking behavior.

*H4: There are the significant influence of Self-efficacy, Task-value, Goal orientation, and Help-seeking in academic achievement.*

**Table 9:** Regression Coefficients among SE, TV, GO, HS and Academic Performance

| Model            | Unstandardized Coefficients |            | Standardized Coefficients |        | Sig. |
|------------------|-----------------------------|------------|---------------------------|--------|------|
|                  | B                           | Std. Error | Beta                      | t      |      |
| (Constant)       | 2.312                       | .322       |                           | 7.172  | .000 |
| Self-efficiency  | .184                        | .085       | .170                      | 2.157  | .032 |
| Task Value       | -.136                       | .111       | -.115                     | -1.227 | .221 |
| Goal orientation | .118                        | .112       | .090                      | 1.055  | .292 |
| Help-seeking     | .077                        | .079       | .070                      | .969   | .334 |

a. Dependent Variable: Achievement

Referring to Table 9, Liner Regression showed that t-statistics with values more than 1.96 for the individual path between Self-efficiency and GPA ( $\beta = .184$ ,  $t = 2.157$ ,  $p < .05$ ), which indicated that SE with significant influence in GPA. However, Task value ( $\beta = -.136$ ,  $t = -1.227$ ,  $p > .05$ ); Goal orientation ( $\beta = .118$ ,  $t = 1.055$ ,  $p > .05$ ); and Help-seeking ( $\beta = .077$ ,  $t = .969$ ,  $p > .05$ ) are not statistically significant influence in academic achievement at the level of  $p > .05$ . Therefore, H4a was supported, in converse, H4b, H4c, and H4d were not supported.

## DISCUSSION

Motivation and self-regulated learning with regards to academic achievement is becoming increasingly essential in education in the 21<sup>st</sup> century. In this study, the researchers highlighted the significance of TV, SE, HS, and GO on their academic achievements.

The results of the study showed that Arabic students in Malaysia possessed a high SE, HS, TV, and GO skill. They regarded HS as a vital factor that assisted them in learning the Arabic language. Additionally, they believe the Arabic language is worth learning, and they can learn it. It is also worth mentioning that the highest scores depicted that their main reasons for learning Arabic were first, to show their family, friends, employers or others that they could learn the Arabic language; secondly, to obtain a good grade; thirdly, to enable them to appreciate the Islamic arts, *Nasheed* and literature in Arabic; and finally, to gain an in-depth understanding of the Quran, Hadith, and Islamic knowledge.

This study also indicated that the gender of the respondents did not play any role in the results of the SE, HS, TV, and the GO. These results suggest that gender does not affect on the HS, SE, GO, and TV of Arabic learners. In other words,  $H_1$  was fully rejected. The result has consisted of [Newman \(1990\)](#); [Ryan and Pintrich \(1997\)](#). In contrast,  $H_2$  was fully supported. The current finding also showed that SE, TV, and GO were significantly different between Year One, Year Two, Year Three and Year Four learners, and the finding was consistent with [Xuan, Ismail, Zailaini & Hussin \(2014\)](#). Interestingly, Year One and Year Four learners had high levels of HS, SE, TV, and GO, and Year Three and Year Two learners had lower levels than the others. All these results have presented an implication for policy implementation and research studies in the future. One such implication showed that these outcomes were required for investigating why the Year 2 and 3 students showed a low HS, TV, SE, and Go level, and how these levels could be improved.

Moreover,  $H_{3a}$  and  $H_{3b}$  were supported which can be indicated as SE and TV had a significant influence on HS. In other words, SE and TV can strongly predict HS, and when students have high levels of SE and TV, their HS behavior is higher as well. Similarly, [Villavicencio \(2011\)](#) proposed that HS and SE are both positively correlated to TV. In contrast, [Williams and Takaku \(2011\)](#) reported an inverse relationship between SE and HS. However,  $H_{3c}$  was rejected due to GO does not have any statistically significant influence on HS. The finding was inconsistent with that of a huge number of studies ([Ryan et al., 1997](#); [Karabenick 2004](#); [Karabenick and Newman 2009](#)) which stated that GO always supports HS.

Besides,  $H_{4b}$ ,  $H_{4c}$ , and  $H_{4d}$  were rejected as TV, GO and HS were not shown to influence the academic performance of learners. It is interesting to note that TV, GO and HS were at a high level among the Arabic learners. This finding was inconsistent with that of [Taplin et al. \(2001\)](#), [Villavicencio \(2011\)](#), and [Williams and Takaku \(2011\)](#). Also,  $H_{4a}$  was supported as SE was an effective source relating to academic achievement. The present finding was consistent with that of a large number of studies ([Noels et al., 2003](#); [Dörnyei 2001](#); [Dörnyei and Ushioda 2011](#)). Though this report did not show a statistically significant effect of the TV, HS, and GO on the academic achievements of the students, it did indicate that a further investigation in these issues could help the researchers improve the quality of the Arabic language that is taught to the students. It could also facilitate better indicators and lectures which could control the needs and abilities of the students, such that their skills could be fostered according to the 21<sup>st</sup> century.

Based on the above-mentioned results, it could be concluded that GO did not affect the academic performance of the students. Hence, [Ryan et al., \(2001\)](#) determined 2 types of different GOs, i.e., mastery and performance. The students who displayed a better mastery GO showed a higher desire to successfully all their tasks since they valued the benefits of their achievement. As the HS supported the learning, a mastery-based GO supported the HS behavior. On the other hand, the students who showed a performance-based GO focused on showing a better performance than their competitors and were very focused on deriving praise and attaining recognition for their abilities. They believed that asking for any help was an indication that they were not as competent as others. Thus, a performance-based GO increased the avoidance of the HS factor ([Ryan et al., 2001](#)). This reason may be explained why students' GO not to predict HS and academic achievement. Besides, [Black and Allen \(2019\)](#) determined some of the reasons why the students who required academic help did not ask for it. These reasons were categorised into 4 different categories – 1) *Goals and motivation* (like a lack of motivation for completing any task, fatalist attitude, unable or unwilling to devote any time and effort, a higher concern for their social status); 2) *Social interactions* (like an inability to understand why they need help, group dynamics and peer influence, preservation of their self-esteem and self-image, perceiving the help provider as a person who cannot offer adequate help, a desire to not be a burden); 3) *Personal characteristics* (which includes a fear that a help provider would show no empathy or could not understand the actual situation, a higher desire for self-reliance and autonomy, overconfidence, uncomfortable while disclosing personal information); and 4) *Learning environment* (includes a lack of awareness with regards to the available help, a lack of proper opportunities which enable asking for help, fear of the negative consequences which reveal a need for additional help and some negative past experiences).

## CONCLUSION

This study highlights the importance of integrating self-efficacy, task value, goal orientation in help-seeking, and academic achievement. The results provide support to the motivational beliefs (SE and TV) predict help-seeking, and students who endorsed high self-efficacy are more likely seeking help from others, and achieve high performance as well. Therefore, the results of the present study have implications for teacher practices attempting to foster adaptive help-seeking among university students. Students themselves, lectures, parents should increase awareness for these reasons and show students with the right guidance.

## LIMITATION AND STUDY FORWARD

Several limitations of the present study may be addressed in future research. Since the study was cross-sectional, the measurements were conducted in the questionnaire only. Longitudinal studies are suggested for further studies, such as a face-to-face interview. Besides, this study may be attributed to the limited geographic region as the population, demographics, and instruments used in this study. Therefore, for future study, the sample distribution should be expanding the target population to generalize the results across a broader population.

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## AUTHORS CONTRIBUTION

Di Xuan was responsible for data collection, data analysis, and information collection. Muhammad AzharZailani was a response in information collection and review papers. Lastly, Wail Muin Ismail was in charge of the discussion and suggestion section, and review paper. All authors were contributed to this study.

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## APPENDIX A

### Multiple Comparisons

#### Tukey HSD

| Dependent Variable | (I) YearofStudy | (J) YearofStud y | Mean Difference (I- J) | Std. Error | Sig.  | 95% Confidence Interval |             |
|--------------------|-----------------|------------------|------------------------|------------|-------|-------------------------|-------------|
|                    |                 |                  |                        |            |       | Lower Bound             | Upper Bound |
| SE                 | Year 1          | Year 2           | .22224*                | .07024     | .009  | .0408                   | .4037       |
|                    |                 | Year 3           | .10964                 | .11312     | .767  | -.1825                  | .4018       |
|                    |                 | Year 4           | .00173                 | .10918     | 1.000 | -.2803                  | .2837       |
|                    | Year 2          | Year 1           | -.22224*               | .07024     | .009  | -.4037                  | -.0408      |
|                    |                 | Year 3           | -.11260                | .10695     | .718  | -.3888                  | .1636       |
|                    |                 | Year 4           | -.22051                | .10276     | .141  | -.4859                  | .0449       |
|                    | Year 3          | Year 1           | -.10964                | .11312     | .767  | -.4018                  | .1825       |
|                    |                 | Year 2           | .11260                 | .10695     | .718  | -.1636                  | .3888       |
|                    |                 | Year 4           | -.10791                | .13573     | .857  | -.4585                  | .2427       |

|        |        |        |          |        |        |        |        |
|--------|--------|--------|----------|--------|--------|--------|--------|
| TV     | Year 4 | Year 1 | -.00173  | .10918 | 1.000  | -.2837 | .2803  |
|        |        | Year 2 | .22051   | .10276 | .141   | -.0449 | .4859  |
|        |        | Year 3 | .10791   | .13573 | .857   | -.2427 | .4585  |
|        | Year 1 | Year 2 | .14224   | .06447 | .124   | -.0243 | .3088  |
|        |        | Year 3 | .12214   | .10382 | .642   | -.1460 | .3903  |
|        |        | Year 4 | -.08033  | .10020 | .854   | -.3391 | .1785  |
|        | Year 2 | Year 1 | -.14224  | .06447 | .124   | -.3088 | .0243  |
|        |        | Year 3 | -.02010  | .09815 | .997   | -.2736 | .2334  |
|        |        | Year 4 | -.22258  | .09431 | .087   | -.4662 | .0210  |
|        | Year 3 | Year 1 | -.12214  | .10382 | .642   | -.3903 | .1460  |
|        |        | Year 2 | .02010   | .09815 | .997   | -.2334 | .2736  |
|        |        | Year 4 | -.20247  | .12457 | .366   | -.5242 | .1193  |
|        | Year 4 | Year 1 | .08033   | .10020 | .854   | -.1785 | .3391  |
| Year 2 |        | .22258 | .09431   | .087   | -.0210 | .4662  |        |
| Year 3 |        | .20247 | .12457   | .366   | -.1193 | .5242  |        |
| O      | Year 1 | Year 2 | .17757*  | .05781 | .012   | .0283  | .3269  |
|        |        | Year 3 | .05685   | .09310 | .929   | -.1836 | .2973  |
|        |        | Year 4 | -.01649  | .08985 | .998   | -.2486 | .2156  |
|        | Year 2 | Year 1 | -.17757* | .05781 | .012   | -.3269 | -.0283 |
|        |        | Year 3 | -.12072  | .08801 | .518   | -.3480 | .1066  |
|        |        | Year 4 | -.19406  | .08457 | .101   | -.4125 | .0244  |
|        | Year 3 | Year 1 | -.05685  | .09310 | .929   | -.2973 | .1836  |
|        |        | Year 2 | .12072   | .08801 | .518   | -.1066 | .3480  |
|        |        | Year 4 | -.07334  | .11170 | .913   | -.3619 | .2152  |
|        | Year 4 | Year 1 | .01649   | .08985 | .998   | -.2156 | .2486  |
|        |        | Year 2 | .19406   | .08457 | .101   | -.0244 | .4125  |
|        |        | Year 3 | .07334   | .11170 | .913   | -.2152 | .3619  |
| HS     | Year 1 | Year 2 | .07944   | .06933 | .661   | -.0996 | .2585  |
|        |        | Year 3 | .16039   | .11165 | .478   | -.1280 | .4488  |
|        |        | Year 4 | -.18709  | .10775 | .307   | -.4654 | .0912  |
|        | Year 2 | Year 1 | -.07944  | .06933 | .661   | -.2585 | .0996  |
|        |        | Year 3 | .08095   | .10555 | .869   | -.1917 | .3536  |
|        |        | Year 4 | -.26653* | .10142 | .044   | -.5285 | -.0046 |
|        | Year 3 | Year 1 | -.16039  | .11165 | .478   | -.4488 | .1280  |
|        |        | Year 2 | -.08095  | .10555 | .869   | -.3536 | .1917  |
|        |        | Year 4 | -.34747* | .13396 | .049   | -.6935 | -.0015 |
|        | Year 4 | Year 1 | .18709   | .10775 | .307   | -.0912 | .4654  |
|        |        | Year 2 | .26653*  | .10142 | .044   | .0046  | .5285  |
|        |        | Year 3 | .34747*  | .13396 | .049   | .0015  | .6935  |

\*. The mean difference is significant at the 0.05 level.