Help-Seeking, Study Strategies and Academic Achievement

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Introduction

Self Regulated Learning

Self-regulated learning (SRL) refers to students who are metacognitively, motivationally and behaviourally in control of their own learning (Zimmerman, 1986). These students adopt a number of SRL strategies to improve their academic achievement. Students who are self-regulated learners are suggested to have higher academic achievement (Ibid.)

Help-Seeking

Help-seeking is said to be one of the most effective forms of SRL (McKeachie, 2006). It can be formal (seeking help from a lecturer or academic professional either in person or via email, etc) or informal (seeking help from a peer). It can also be executive (focused on short term gains) or instrumental (focus on deepening the understanding).

Lecture Capture

Access to lecture capture is available at a number of universities. This allows students to reflect back on any concepts the did not understand and allows them to personalise their learning experience by rewatching lectures.

Research Questions and Hypotheses

We asked two main questions: 1) What is the relationship between lecture capture, study strategies and help-seeking? 2) What is the relationship between help-seeking and lecture capture availability? Resultantly, we hypothesised: 1) A lack of research means we were unable to hypothesise the direction of the relationships, if any, between lecture capture (usage and strategy), and help seeking behaviours. 2) There would be a negative relationship between lecture capture availability and help-seeking behaviours.

Method

We recruited 60 University of Glasgow undergraduates via social media and university email listings (M = 14, F = 45).

Participants assigned themselves into one of two groups, those whose course of choice had access to lecture capture, and those who did not. They then completed a questionnaire comprising of the help-seeking subscale of the Motivated Strategies for Learning Questionnaire (MSLQ;, a modified version of the MSLQ, a short identification questionnaire, and where relevant, a novel lecture capture scale.

The study contained five measured variables. They were; help seeking behaviour, lecture capture usage, lecture capture strategy, lecture capture availability and GPA.

Multiple regression analyses were performed. In one model we used data from students who had access to lecture capture and the predictors were lecture capture usage, lecture capture strategy, and GPA. In a second model that included all participants, lecture capture availability and GPA were predictors.

Results

The variables studied in this experiment were help-seeking scores (M = 11.45, SD = 2.95), Lecture capture usage scores (M = 9.47, SD = 2.79), lecture capture strategy scores (M = 10.79, SD = 2.56) and GPA (M = 15.2, SD = 2.36).

Correlations between all variables were analysed. A moderate, positive correlation between help-seeking behaviours and lecture capture strategy was found, r = .466, p = 0.003 with an $R2$ = 0.217. A second moderate, positive correlation was found between lecture capture usage and lecture capture strategy, r = 0.579, p = 0.0001 with an $R2$ = 0.335. A weak positive correlation was found between GPA and lecture capture strategy, r = 0.075, p = 0.654 with an $R2$ = 0.006 however as p is non-significant a relationship cannot be determined.

The assumptions of normally distributed residuals, homoscedasticity, and multicollinearity were checked and met.

Results from the first multiple linear regression model suggest that lecture capture strategy is a significant predictor of help-seeking scores. There was no relationship found between lecture capture usage and help-seeking. The second multiple linear regression model found no significant relationship or interaction between lecture capture availability, GPA and help-seeking scores.
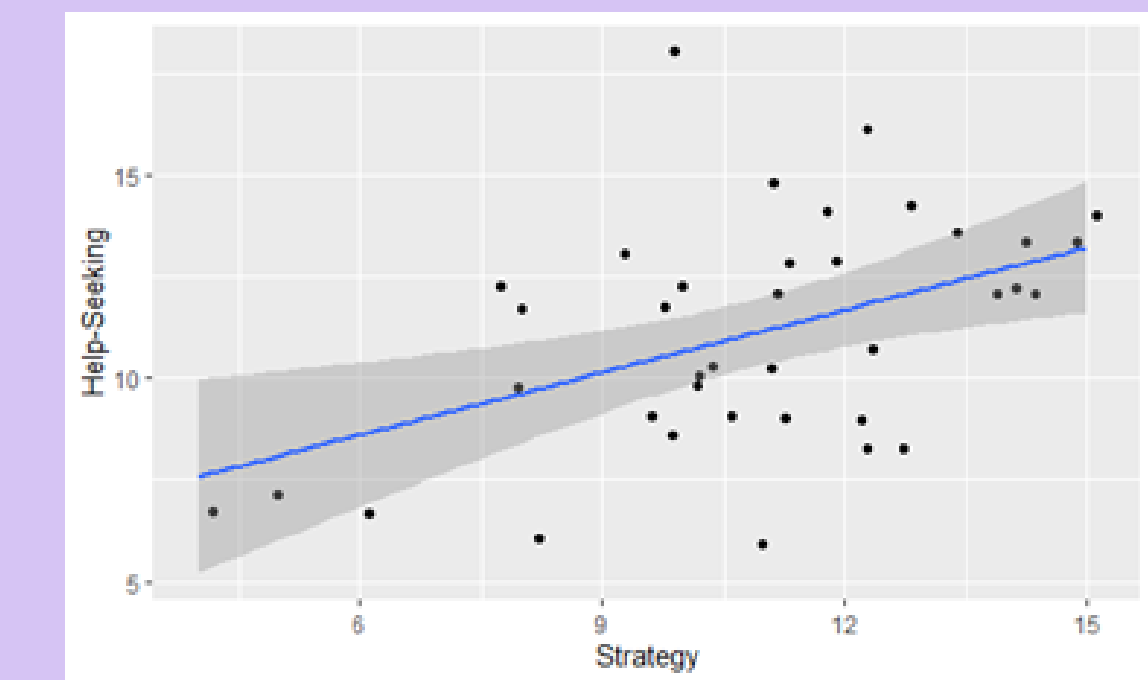
Strategy & Help-Seeking Correlation (r = .466, p = 0.003 with an R2 = 0.217)

Discussion

Findings

A significant relationship between lecture capture strategy and help-seeking scores means our first research question was answered and confirms that students who use lecture capture in a self-regulated way are more likely to engage in help-seeking behaviours. As there was no significant relationship or interaction between either lecture capture availability or GPA and help-seeking scores, these results contradict our second hypothesis, as we found having access to lecture capture has no relationship with students' help-seeking behaviours. These results also contradict the current literature, as we found no relationship between help-seeking behaviours and performance.

Interpretation

The results from this study suggest primarily that students who use lecture capture strategically are more likely to show help-seeking behaviours. This in turn, suggests that strategic use of lecture capture, alongside help-seeking, is a SRL technique which should be promoted.

Interventions

All academic institutions should give access to lecture capture to be used as a supplement to live lectures as a SRL technique. This study highlights the importance of SRL and encourages its' application in all academic institutions to allow students to perform at their potential.

Limitations and Future Research

A limitation of this study is that all participants were recruited from University of Glasgow which is a Russell Group university, meaning there is a lack of variety of academic ability so results may not be generalisable. Future research should include participants from a wider range of institutions to allow for academic variability.

References

Zimmerman, B. J. (1986) Development of Self Regulated Learning: Which are the key to subprocesses? Contemporary Educational Psychology, 16, 307-313

McKeachie, W. (2006). Forward of S. Karabenick and R. Newman (Eds). Help seeking in academic settings: Goals, groups, and contexts. Mahwah: Lawrence Erlbaum Publishers.