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Latent Profiles of Academic Help-Seeking and Help-Giving Behavior and Related Factors

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Abstract

Learning is an interactive process involving help-seeking and help-giving behaviors among adolescents. Despite considerable research, potential differences in how they engage in these behaviors remain unclear. The current study aims to examine the heterogeneity of academic help-seeking and academic help-giving behaviors among peers. A total of 633 middle school students participated in the study. Using latent profile analysis, we revealed three profiles among adolescents: adaptive seeker-giver, expedient seeker-giver, and reluctant seeker-giver. We further explore the differences in perceived performance between these profiles and the extent to which the reciprocity belief and perceived teacher autonomy support predict their profile membership. The results found that adaptive seeker-givers showed higher academic performances than the others. Additionally, students with stronger reciprocity beliefs were more likely to be adaptive and expedient seeker-givers, and those who perceived more teacher autonomy support were more likely to be adaptive seeker-givers. Our study is the first to identify subgroups of help-seeking and -giving behaviors within academic settings, revealing its reciprocal nature and providing a theoretical guide for teachers to encourage adolescents to effective peer mutual-help learning.

Keywords: help-seeking; help-giving; academic performance; reciprocity belief; perceived teacher autonomy support