

## Abstract

The primary objectives of this study were to investigate the current situation of the academic help-seeking behavior and their related factors among secondary school students in Macao. Also, the correlations between academic help-seeking attitude, academic goal, achievement attribution and academic help-seeking behavior are also investigated.

The research framework of this study is based on self-regulated learning theories, academic help-seeking theories, goal setting theories and achievement attribution theories. Pearson correlation, step-wise multiple regression analysis were used to analyze the data. The sample of this study came from twenty secondary schools in Macao, ranging from Form 1 to Form 5 students, with 2,965 valid samples.

The major findings of the study are as follows:

1. Under the academic need circumstances, students incline to seek help.
2. The students think that they have more gain than loss in academic help-seeking behavior.
3. The students incline to choose learning goal in goal orientation.
4. The students incline to attribute failure and success to effort factor.
5. There is positive correlation between benefit of academic help-seeking and academic help-seeking; there is negative correlation between cost of help-seeking and academic help-seeking.
6. There is positive correlation between learning goal and academic help-seeking, goal setting and academic help-seeking.

7. In failure attribution, there is positive correlation between secondary students' effort attributed failure and academic help-seeking behavior; static attributed failure and academic help-seeking behavior. In success attribution, there is a positive correlation between secondary students' ability attributed failure and academic help-seeking behavior; static attributed failure and academic help-seeking behavior.
8. There is a medium positive correlation between the benefits of help-seeking behavior and academic goal.
9. There is a low medium positive correlation among academic goal, ability attributed success, effort attributed success and static attributed success.
10. There is a medium positive correlation among benefits of help-seeking behavior, effort attributed success and static attributed success.
11. The benefit of academic help-seeking, learning goal, goal setting and effort attributed success are effective predictors in predicting the academic help-seeking behavior.

Based on the findings in this study, suggestions for teaching, educational guidance, and further studies were proposed.

Keywords: self-regulated learning, academic help-seeking, academic help-seeking attitude, learning goal, goal setting, achievement attribution