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RESEARCH PAPER

Scrutinize Traveling the Properties of Online Academic Help-Seeking and Blended Learning on Refining University Students, Knowledge

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ABSTRACT

This cause study present a quasi experiment was conducted to investigate whether represent involvement self-ability and self-directed learning increases with intervention by OAHS, BL and their combination. Three classes of first-year university students were chosen for this empirical study. The 98 represented were isolated into three gatherings. The outcome indicate that G1 students involvement self-ability and self-directed all improvement under the condition at the same time applying OAHS and BL. This study also reveals that the application of BL only could be helpful in G2 students increase of their involvement self-ability and self-directed learning. Though G3 students who learned with traditional teaching method in a conventional learning environment did not satisfactory improvement in their involvement self-ability and self-directed learning

Introduction

In any learning background a student needs to request for help from a more experienced person when facing an academic trouble Schyns et al. (2011). Over the previous two decades teaching and learning processes have been influenced by technological instructional and academic progresses (Mzoughi, 2015). These days' learners' demands are transforming because their study habits and learning strategies have already changed due to the pervasiveness of internet (Liu & Lan 2014).

Regardless which learning mode is use students learning outcomes are one of the most important things for educators. In order to keep up with the rapid evolution

of the education environment teachers must update themselves on the potential of new teaching approaches frequently and apply those to their instruction. Even though computers digital tools and educational technology have been deemed as benefits to the education field the potential advantage are not comprehensively understood (Hefling, 2012). As a result of educational revolution many college and university now offer online programs or computerized courses (Bishop & Verleger, 2013). In addition an online learning condition is useful for enhancing students help seeking behaviors and inspirations their learning processes Patton & Buffington (2016). There for students' online knowledge experience and related processes is a popular research topic and has recently been investigated by several terms(Tsai & Tsai 2014). However online learning also introduces a few troubles for example students may suffer alienation and isolation when they study in an online environment(Butt, 2014). This issue stays still today students suffer isolation when they study in online environment and this situation is often consider to be unavoidable(Tsai & Shen, 2015). In Pakistan most students of compulsory education are taught by upon entering college and participating an online course without teachers on the spot support students may not concentrate on learning materials especial when seduced by potential distractions such as playing online games surfing shopping websites watching online series and being addicted to social networks(Tsai & Shen 2009).

The Importance of Students Involvement Self-Ability and Self-Directed Learning

Online blended learning (BL) gives flexibility and accessibility. Not the same as conventional showing approach BL refers to instructors asking students to watch prescribed videos before class with other teaching materials to acquire knowledge and basic concepts while following in class time is devote to exercises project or discussions of that content (Tsai & Chuang, 2011). However it is difficult for teacher to involvement students in an online or blended courses in an environment that is full of shopping websites online games and social networking websites (Ross, 1999). Blended learning class room is teaching approach that focuses on students learning contribution(Pang& Tsai 2006). It is said in before inquire about that effective students involvement which can be defined as a person perceived relevance of a certain object based on inherent need values and interests(Cheng & Liang, 2013). Could play a critical role in helping to elevate learning quality(Cheng & Tsai, 2010). Moreover it is found that there are strong positive comment from students involved within a blended class (Musib, 2014). Therefore writer adopted BL in this study and measured whether students' involvement is improved in a blended environment with OAHS. From the educational point of view students may need more self-ability experience to enable them to learn effectively (Mzoughi, 2015). Self-ability which includes the belief that the individual has the ability to create change by personal action (Tsai, 2012). Is also a critical factor in online education It is indicated that positive internet attitude and preferences for web-based learning environment can be internet self-ability(Tsai and Chiang 2013). In addition self-

ability has been appeared to influence students motivation and learning results Weidman (2016). Moreover compare with traditional teaching and blended teaching method blended learning can be facilitate students cognitive engagement and guide them to interact more efficiently with the learning content Farenga & Quinlan (2016). That is it is important to improve students self-ability in an online blended course. In order to understand learners self-directed used of technology for learning it is necessary to understand what self-directed learning involves (Tsai, 2010). In a web based learning condition students have to assess the course independently and structure the time pace and strategy of their on learning (Bishop & Verleger 2013). It is important to develop students self-direction learning to help them learner well at the its own pace anytime and anyplace(Tsai & Chuang 2011). Define self–directed learning as a process in which individual take the initiative with or without the help from other in diagnosing their learning need formulation goals identifying human and material resource choosing and implementing more confident during coursed discussions because they have already previewed and prepared the learning materials before class. This can prompt their self-directed learning for their learning activities(Tsai & Tsai, 2014). In earlier studies linked to computer education this researcher teams emphasized the cultivation of students computer skill and the pass rate on computer certifications (Zainuddin & Attaran 2015). This investigation demonstrated that it is also important understand how to improve students' learning psychology such as their involvement and self-ability. Therefore the authors designed integrated OAHS in the implementation of BL and blended course titled applied educational information technology: office software and explored their effects on improving students' involvement self-ability and self-directed learning.

The Current Study

The present study gives an investigation of three classes of first year university students in Pakistan.(35 male and 63 female) and taking an compulsory course titled educational information technology (IT) Office software second class curriculum development and third and last class teaching of education. An experienced teacher instructed taught the three classes during the same semester with each of the classes taught using different teaching method. In this study G1 (with received treatment of online academic help-seeking and blended learning N = 33) and G2 (which received treatment of blended learning only N = 32) were the experimental group. Though G3 group (which received traditional teaching N = 33) served as a control group.

The experiment mainly target first year students from non-computer departments of study. Computer education is emphasized for students of each university department in Pakistan. Every student in university department of applied three credit-hour compulsory computer courses. In the way this course aims to develop students computing skill for using document processing Software such as Microsoft Word and PowerPoint.

Treatment in this Study

Three classes, each treated as a group, were associated with test. The first class G1 received the treatment of online academic help-seeking plus blended learning. The second class G2 received the treatment only blended learning. The last class G3 received traditional teaching method.

Study of Online Academic Help-Seeking

Understudy in G1 were divided into small groups at the start of the semester. All of the gatherings involving three to four participants. In addition the teacher also examined cell phone ownership rate in class. And found that every student in this investigation processed a smart phone and regarded a smart phone as their main device for internet. Also all the represented students had a Face book account and had also downloaded and installed a mobile application called "WhatsApp" each gathering of students was required to form an online learning community through which gathering colleague could point out problem discuss share information and remind one another to submit homework. In this all process of help-seeking through WhatsApp the teacher not directly involved. Students of every team in G1provided help for each other. When students face problem did not have worry, students could post tips in the Notes section of WhatsApp. They could even directly tale to their teammates via video in the team group. Moreover understudy had to take screenshot of online discussion help-seeking and problem – solving then upload them to the course website every week. In that way the researcher in this investigation could confirm that students really adopted OAHS and solved their problem.

Study of Blended Learning

In the execution of Blended learning method, The writers adopted and followed. Recommendation that students should performance the teaching materials outside of class so that they can prepare themselves well for discussion in class. In the learning students G1 and G2 were asked to watch four or five video lessons. Students use computer or cell phone for this task. In class students were asked to discuss share reflection and practice what they learned from the teaching videos. In order represent the usefulness of learning the teacher arranged short quizzes during the class and observes this formative assessment. The teacher in this investigation brought up issues for students discussion and communication the class time and teacher additionally chose students for asking question to confirm whether students watched the teaching videos. In addition the teacher kept track of students learning outcomes solved problem that stand up and improved teaching strategy based on the quiz results.

Measurements

Students Learning Performance

In this registering course the analysts measured represent' computer skill as their learning performance. In this investigation represent were required to take an examination for a certified in Microsoft PowerPoint in the fourth week and one for word in the sixteenth week of the semester. This examination administered by computer skill foundation in Pakistan. On the examination students had thirty five minutes to complete the simulation problem.

Students Involvement Self-Ability and Self-Directed Learning

In this investigation the specialists utilized a quasi-experimental designed and survey to measure understudy contribution self-ability and self-directed learning. In order to measure students involvement in the blended course(Chu & Tsai 2009).Personal involvement inventory (IIP) was adjusted which comprise nine statements rated by the learner about themselves on a seven-point scales used to assess about their own mental stats. Plus the Motivated Strategies for Learner Questionnaire (MSLQ) composed of eight item self-related on a five-point scale was adopted to examine students' self-ability for learning and performance. At the last the Self-Directed Learning Readiness Scales (SDLRSB) by (Tsai, Chuang & 2011) was adopted for examining students self-directed learning ability. SDLRSB is a 58 statements five point Likert-scale. The higher score students got the better self-directed learning they showed. All understudy were required to complete these three scales in the start week as pretest and afterward entire them again toward the finish of semester as a posttest. Understudy who did not complete the pretest posttest and certificate examinations were removed from analysis this study. At the last 98 understudy who finished all surveys and took the certificate examination were assessed as member in this investigation.

Results and Discussion

Table 1
One way ANOVA: pretest and posttest of students' involvement self- ability and self- directed learning.

Dependent variable	Pre-post	Group (I)	Group (J)	Mean difference (I-J)	Std. error	Sig	F	P
Involvement	Pretest	G1	G2	.16390	.11673	.377	.914	.404
			G3	.12071	.11585	.589		
	Posttest		G2	.12746	.12044	.572	3.831	025*
			G3	.32762*	.11959	.027		
	Pretest	G2	G1	.00530	.03939	.991		
			G3	.01273	.03911	.949		
	posttest		G1	-.11744	.12044	.563		

			G3	.20015	.11865	.246		
	Pretest	G3	G1	-.01691	.09123	.985		
			G2	.09815	.09053	.558		
	posttest		G1	-.32762*	.11956	.027		
			G2	-.20010	.11869	.246		
Self-ability	Pretest	G1	G2	-.15390	.11664	.377	1.069	.347
			G3	-.04120	.11757	.935		
	Posttest		G2	-.03330	.15756	.979	12.34	.000*
			G3	.65000	.15644	.000		
	Pretest	G2	G1	-.00531	.03941	.991		
			G3	.00712	.03969	.983		
	Posttest		G1	.03440	.15756	.979		
			G3	.65002*	.15526	.000		
	Pretest	G3	G1	.01473	.09188	.984		
			G2	.11409	.09188	.465		
	Posttest		G1	-.66001	.15645	.000		
			G2	-.67431	.15527	.000		
Self-directed learning	Pretest	G1	G2	.12071	.11585	.582	.053	.948
			G3	.04401	.11757	.929		
	Posttest		G2	-.02977	.05112	.845	.920	.402
			G3	.08678	.05075	.246		
	Pretest	G2	G1	-.01361	.03911	.949		
			G3	-.00741	.03969	.989		
	Posttest		G1	.02977	.05112	.844		
			G3	-.11564	.05037	.077		
	Pretest	G3	G1	-.09911	.09058	.556		
			G2	-.11407	.09188	.465		
	posttest		G1	-.08689	.05076	.244		
			G2	-.11559	.05035	.077		
Computer skill	Posttest	G1	G2	3.353	3.688	.663	.920	.402
			G3	4.745	3.576	.418		
	Posttest	G2	G1	-3.352	3.688	.663		
			G3	1.392	3.636	.929		
	posttest	G3	G1	-4.745	3.578	.419		
			G2	-1.392	3.636	.929		

Note.*p<.05, **p<.01, **<.001.

Table express according to the analysis of pretest and posttest the difference between students involvement self-ability and self-directed learning among G1 and G2 are not significant statistically and posttest shown in this table self-ability and self-directed learning among G1 and G3 are significant statistically. Moreover the writers also checked students' computer skill of using Microsoft Word or PowerPoint for the course began. In the first week of the semester in this course asked if students had previously learned and used Microsoft word or PowerPoint. The students who learned Microsoft Word or PowerPoint were excluded from the

experimental sample although they still remained in this course. Based on the analysis in the pretest and teachers check it is believed that the participating students had equal level of computer skill involvement self-ability and self- directed learning when the experiment started. Therefore the potential threat of initial variance among students computer skill involvement self-ability and self-directed learning can be excluded.

Posttest at the last of semester G1students involvement was higher than G3 in a statistically significant manner ($p<.05$). That is students who simultaneously adopted OAHS and BL had better development of involvement that those did not. In addition it is also found that students among the three control group G3 received traditional teaching approach had lowest degree of self-ability among the three groups ($p<.05$). However the difference of students self-ability and self-directed learning and their computer skill among G1 G2 and G3 are not significant statistically.

Limitation of the Study

Although it is found that OAHS and BL improved students involvement self-ability and self-directed learning in this mix course some are potential factor may cause bias when evaluating students learning performance For example the potential effect of students readiness for online learning mat also influence their performance (Hefling, 2012). Despite the study conducted in this course student's involvement self-ability and self-directed learning when the first participated in this course student' characteristics in the engage voluntarily but were forced to follow the course protocol for increasing their involvement self-ability and self-directed learning. Therefore the existing difference may influence students' acceptance of blended course or traditional course and lead to bias of measurement(Ross 1999).

Conclusion

With the existence of technology based learning help-seeking with material and communication technology tools has now become an important issue in modern learning atmosphere (Shen& Lee, 2008). Students can search for online academic help seeking through the plentiful resources on the internet(Liu & Lan, 2014). Addition the advantage of mobile learning and application not only facilitate users to study anytime anywhere but also feedback immediately(Bishop 2013). The writers used one of the most international popular combination applications WhatsApp and integrated BL and OAHS into an online course. Moreover the investigator in this study measure the effects of innovative adoption of mobile technology and help seeking on improving students learning psychology such as their involvement self-ability and self-directed learning in online computer course. Therefore the integration and implementation of OAHS and BL could provide comprehensive implication for educators to design their future online or blended courses and help their students to involve themselves in the course.

As blended learning become trend in innovative teaching approach OAHP and BL have become important factor in contemporary learning environment. This present investigation the writhers adopted OAHS and BL to involve students in a blended computing skill. The findings of this study reveal that students with interventions of OAHS and BL and BL alone had significant increase in the development of their involvement self-ability and self-directed learning. On the contrary under a traditional teaching method students not well involved nor have a high level of self-ability and self-directed learning in a blended computer skill. The writers hope that this result regarding the implementation of OAHS and BL can offer comprehensive insights for instructors to help students construct high level of involvement self-ability and self-directed learning in blended learning environment particularly for computing course.

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