**Exploring the Factors of Help-Seeking Behavior in Collaborative Learning: Positive Goal Interdependence and Individual Goal Orientations**

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Abstract

This study aimed to investigate the influence of positive goal interdependence and individual goal orientations on elaborated help-seeking behavior in collaborative learning groups. The research surveyed a total of 832 fifth-grade students from 34 math classes that used collaborative learning. Path analysis was employed to examine the direct effect of positive goal interdependence and individual goal orientations on elaborated help-seeking behavior, as well as the indirect effect of positive goal interdependence on individual mastery goal and elaborated help-seeking behavior. The results revealed that both positive goal interdependence and individual goal orientations had a significant direct effect on elaborated help-seeking behavior. Additionally, positive goal interdependence had a significant indirect effect on individual mastery goal and elaborated help-seeking behavior, but it did not have a significant indirect effect on individual performance-approach goal or performance-avoid goal and elaborated help-seeking behavior. These findings suggest that promoting positive goal interdependence and individual mastery goals in collaborative learning groups can enhance students' elaborated help-seeking behavior.

Keywords: goal interdependence, goal orientation, help-seeking, collaborative learning