ABAC ODI JOURNAL Vision. Action. Outcome

ISSN: 2351-0617 (print), ISSN: 2408-2058 (electronic)

Improving Student Online English Learning Engagement in Blended Learning Through Organization Development Interventions

Aihong Yuan, Vorapot Ruckthum

ABAC ODI JOURNAL Vision. Action. Outcome Vol 13(2) pp. 348-370

https://assumptionjournal.au.edu/index.php/odijournal

Published by the
Organization Development Institute
Graduate School of Business and Advanced Technology Management
Assumption University Thailand

ABAC ODI JOURNAL Vision. Action. Outcome
is indexed by the Thai Citation Index and ASEAN Citation Index

Improving Student Online English Learning Engagement in Blended Learning Through Organization Development Interventions

Aihong Yuan[1], Vorapot Ruckthum[2]

[1]Lecturer, Zhejiang Yuexiu University, China. Email: 56438609@qq.com
[2]Lecturer, Graduate School of Business and Advanced Technology Management, Assumption University, Thailand, Email: vorapotrck@au.edu

Received: 24 July 2025. Revised: 02 September 2025. Accepted: 08 September 2025

Abstract

The purpose of this study is to investigate how to improve student online English learning engagement through organization development interventions (ODIs) at Zhejiang Yuexiu University (ZYU). The current research was conducted with four research objectives: to discover the current situation of goal setting (GS), help seeking (HS), time management (TM), self-assessment (SA) and online learning engagement; to design and implement appropriate organization development interventions for improving GS, HS, TM, SA and promoting online English learning engagement; to identify the differences in GS, HS, TM, SA and online learning engagement between Pre-ODI and Post-ODI. This research investigated 42 students. The independent variables were goal setting, help seeking, time management and self-assessment, and the dependent variable was online learning engagement, including cognitive engagement, affective engagement and behavioral engagement. This research applied both quantitative and qualitative methods. The results of the paired samples t test and thematic analysis indicated that there was a significant difference in GS ($t=9.58$, $p<0.01$), HS ($t=7.87$, $p<0.01$), TM ($t=8.91$, $p<0.01$), SA ($t=9.75$, $p<0.01$) and online learning engagement ($t=10.31$, $p<0.01$) between pre-ODI and post-ODI. Based on the research findings, recommendations were proposed to improve goal setting, help seeking, time management and self-assessment.

Keywords: Organization Development Intervention, Goal Setting, Help Seeking, Time Management, Self-Assessment, Online English Learning Engagement

Introduction

With the quick development of information technology in higher education, traditional face-to-face teaching began to be combined with online learning. The two complemented each other, which triggered major changes in teaching models, and consequently, the teaching modes of online learning like blended teaching have also developed quickly. Mature online learning management systems have been developed in the field of higher education. The rise of online technology has boosted the popularity of online learning, with learning engagement being a key indicator for evaluating teaching quality and academic achievement.

In this context, online learning engagement has entered people's vision and has become

an important topic for scholars to study and understand online learning and then to optimize and improve the quality of online education.

Learning engagement is an important indicator of learning evaluation. Several researchers have already done relevant studies to create scales to measure learning engagement, like Student Engagement in Distance Education Questionnaire by J. C. Sun and Rueda (2011). By using the measuring tools, some researchers have done some studies. However, there is a lack of research on how to improve online learning engagement through action research. This study intends to bridge the gap in the literature regarding promoting online learning engagement in blended learning through organization development interventions.

Research Problem

The SWOT analysis was used to do the preliminary diagnosis as shown in Table 1.

Table 1

SWOT Analysis

Strengths (S) 1.The structured course design reduced the difficulty of time management. 2.Good technical services and support improved learning experience and the likelihood of continued engagement. 3.A systematic teaching plan and phased goals helped students arrange their study time reasonably. 4.Regular teaching meetings promoted students to review learning process and conduct self-assessment.	Weaknesses (W) 1.There was a low level of active engagement in online learning. 2.Some students focused on the final score only and had little enthusiasm in online English learning. 3.Some students learned without goals. 4.Some students hesitated to ask for help. 5.Some students were not good at managing the time for online learning. 6.Some students attached little importance to self-assessment.
Opportunities (O) 1.With higher quality of online teaching, students could more easily obtain effective feedback in this environment and conduct self-assessment. 2.The national strategic background prompted students to set clearer learning goals and drove them to engage more. 3.Policy support led to more structured online course design, and clear learning path which helped students better manage their time and set phased learning goals.	Threats (T) 1.There were fierce competitions which forced students to set clear learning goals to stand out. 2.There was poor financial funding which forced students to make better use of existing online resources. 3.Students had weak academic foundations and were more likely to feel frustrated. They needed to set goals to boost their confidence.

Despite the increasing adoption of online learning platforms, the SWOT analysis has revealed several critical challenges that hinder students' effective engagement in online learning. Many students struggled with setting clear and achievable learning goals, which affected their motivation and direction in the online environments. Additionally, there was a lack of proactive help-seeking behaviors when students encounter difficulties, often leading to frustration and disengagement. Poor time management further exacerbated the problem, as

students found it difficult to maintain consistent engagement in online learning. Moreover, limited opportunities for self-assessment reduce students' ability to reflect on their progress and adjust their learning strategies accordingly. As a result, the overall engagement in online learning was not high. These problems led to poor online learning. This research aimed to investigate how to improve college students' online learning engagement through organization development interventions (ODIs) at ZYU.

Research Objectives

1. To discover the current situation of the focal organization in terms of goal setting, help seeking, time management, self-assessment and online English learning engagement.
2. To design and implement appropriate organizational development interventions for improving goal setting, help seeking, time management, self-assessment and promoting online English learning engagement.
3. To identify the differences in goal setting, help seeking, time management, and self-assessment between pre-ODI and post-ODI.
4. To identify the differences in online English learning engagement between pre-ODI and post-ODI.

Research Questions

1. What is the current situation of the focal organization in terms of goal setting, help seeking, time management, self-assessment and online English learning engagement?
2. What are the appropriate organizational development interventions for improving goal setting, help seeking, time management, self-assessment and promoting online English learning engagement?
3. What are the differences in goal setting, help seeking, time management, and self-assessment between Pre-ODI and Post-ODI?
4. What are the differences in online English learning engagement between Pre-ODI and Post-ODI?

Significance of the Study

This research enriches the existing body of knowledge on students' online learning by offering effective countermeasures and suggestions. It develops more effective teaching strategies and technology applications for online learning. It makes significant contributions to the development of blended learning courses and the relevant theories of online learning. By integrating theoretical insights with practical applications, it supports the continuous improvement and innovation of teaching practices.

Literature Review

Online Learning

Education that is received online is referred to as "online learning" and is also known as "e-learning". Online learning is, to put it simply, a method of learning where students use a platform to learn online. A platform for online learning is an online learning environment made up of text materials, audio and video, multimedia courseware, and other learning resources (Hou & Li, 2017). Different forms of online learning have been integrated into higher education, like blended learning.

Blended Learning

In blended learning, online and offline education are combined. Rather than replacing traditional in-person instruction, blended learning uses online instruction as a supplement. According to Caner (2010), there are many different methods used in blended learning. One easy way is to provide students with access to online resources and materials outside of the classroom or use online technology as a platform for communication and interaction outside of the traditional classroom setting.

Student Learning Engagement

Almutairi and White (2018) defined engagement as the amount of physical and mental effort a student puts into their academic experience. Fredricks et al. (2004) divided learning engagement into three parts: behavioral investment, cognitive investment, and emotional investment.

Online Learning Engagement

Daumiller et al. (2023) defined learning engagement in the online learning course as the quantity of time and energy that students devote to activities with an intended educational objective. In this research, it refers to the time, mental work and effort that students put into the learning process when students use online learning platform to learn, including cognitive engagement, affective engagement and behavioral engagement (Hzu & Li, 2017). Cognitive engagement refers to students' mental efforts and strategies invested in processing, understanding the English language content delivered through English courses provided online; affective engagement refers to students' emotional connection within the online learning community and their favorable attitudes to learning English online; behavioral engagement refers to students' observable actions that demonstrate active participation and involvement in learning English online.

Goal Setting

According to Bailey (2017), goal-setting refers to the process of deciding how to achieve particular objectives and identifying them. In this research, goal setting students' ability to set short-term (daily/weekly) and long-term (monthly/for the semester) goals and define clear, achievable, and measurable objectives for learning English online.

Help-seeking

Li et al. (2023) defined help seeking as the ability to use other people or resources to solve problems when faced with complex situations and learning challenges. In this research, help seeking refers to students' ability to know when they need help, actively seek it out from instructors, peers, or online resources, and evaluate the effectiveness of the help received when learning English online.

Time management

In the field of education, time management has also been recognized as essential, particularly. Time management refers to the ability to plan study time and tasks (Effeney et al., 2013). In this research, time management refers to students' ability to effectively organize, prioritize, and complete tasks within the time frame when learning English online.

Self-assessment

Baleghizadeh and Masoun (2014) defined self-assessment as the process by which students made judgments about their learning, particularly their learning outcomes. In this research, self-assessment refers to students' ability to make judgments about their online learning process and learning outcomes when learning English online.

Goal setting, help seeking, time management, and self-assessment are recognized as core aspects of students' self-regulated learning (Zimmerman, 2002).

Organization Development Interventions

In this research, team building, goal setting and appreciative inquiry (AI) were used.

According to Bonebright (2010), there are five stages in team building: forming, storming, norming, performing and adjourning. This research adopted this five-step model.

Goals impact actions in terms of direction, effort, and persistence and affects the ways in which goals are achieved. The most commonly cited set of criteria is SMART (Specific, Measurable, Achievable, Realistic, and Time-sensitive) (Shahin & Mahbod, 2007). The researcher adopted the SMART to guide participants to set goals.

Appreciative inquiry (AI) is an energizing and remarkably effective method for fostering organizational change. The cooperative, co-evolving exploration of what is best in people, their organizations, and the environment around them is known as appreciative inquiry (Cooperrider & Whitney, 2005). In this research, 5D AI cycle (Acosta & Douthwaite, 2005)

was adopted. They are definition, discovery, dream, design, and destiny.

Team building, goal setting and AI activities were designed based on the SOAR analysis as shown in Table 2 which summarized the observed strengths, available opportunities, shared aspirations, and expected results.

Table 2

SOAR Analysis

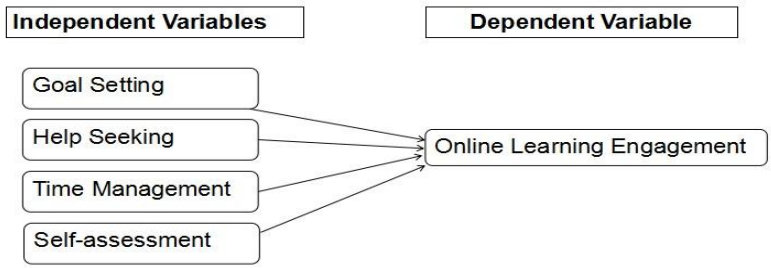
Strengths (S) 1.Regular teaching meetings prompted students to review their learning process and conduct periodic self-assessment. 2.The national strategic background prompted students to set clearer learning goals and drove them to engage more in online English learning. 3.Policy support led to more structured online course design which helped students better manage their time and set phased learning goals.	Opportunities (O) 1.Improving the quality of online teaching and learning for the pursuit of good cooperation with overseas colleges. 2.Releasing educational policies to support and promote online teaching and learning.
Aspirations (A) 1.Students set short- and long-term online English learning goals. 2.Students felt empowered to seek help from peers, instructors, and online resources, creating a collaborative online learning culture. 3.Students cultivated effective time management habits that enable engagement in online learning. 4.Reflective practice becomes integral to online English learning, with students regularly doing self-assessment to adjust strategies.	Results (R) 1.Increased goal adherence and completion rates in online English learning. 2.Improvement of frequency and quality of peer-to-peer help seeking behavior and more frequency of seeking help from instructors and online resources. 3.Improved consistency in logging into the learning platform and submitting assignments on time and reduction in procrastination. 4.More accurate alignment between self-assessment and instructor evaluation.

Conceptual Framework

As shown in Figure 1, the independent variables are goal setting, help seeking, time management, and self-assessment, derived from the framework by Barnard et al. (2009). The dependent variable is online learning engagement including cognitive engagement, affective engagement and behavioral engagement, adopted from the online learning engagement framework by Christenson et al. (2012).

Figure 1

Conceptual Framework

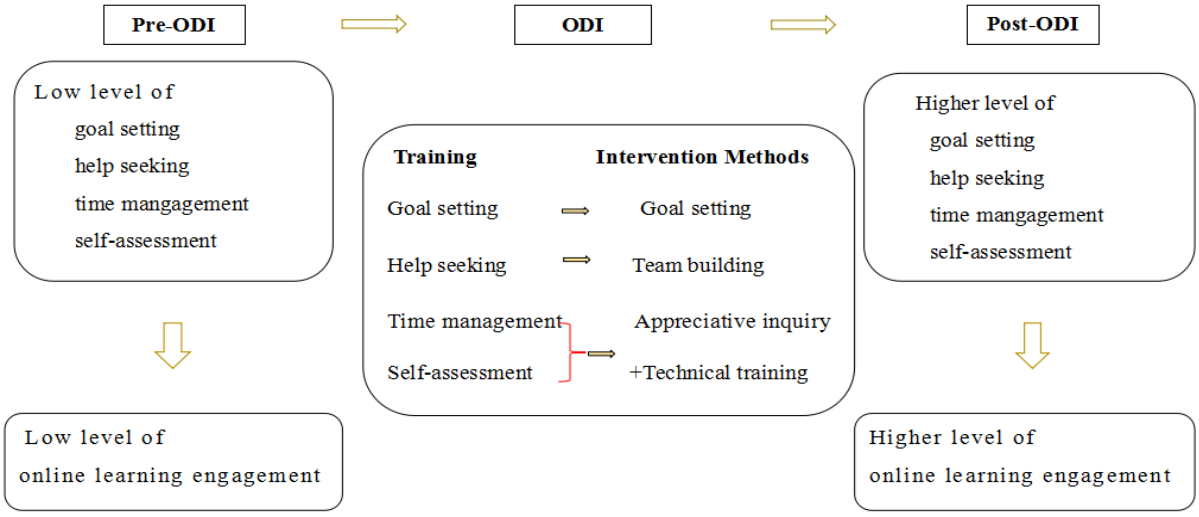


Action Research Framework

According to the action research framework as shown in Figure 2, there are three stages in this research: the pre-ODI stage, the ODI stage, and the post-ODI stage.

Figure 2

Action Research Framework



Pre-ODI stage

The researcher used SWOT and SOAR analysis to analyze the organization and identify the problems. The researcher used questionnaires and interviews to collect data to determine the current situation of goal setting, help seeking, time management and self-assessment and online learning engagement, including cognitive engagement, affective engagement and behavioral engagement in blended learning.

ODI stage

The researcher did interventions to help improve participants' goal-setting, help-seeking, self-assessment, and time management with the purpose of making actual changes. The researcher employed the goal-setting intervention to help students set their online English learning goals, team-building intervention to help students seek help, and appreciative inquiry (AI) intervention to help them improve time management and self-assessment.

Post-ODI stage

The researcher gathered data of goal setting, help seeking, time management and self-assessment, and online learning engagement, including cognitive engagement, affective engagement and behavioral engagement after taking action by using the same set of questionnaire and interview questions as at the Pre-ODI stage. After collecting the data, the researcher analyzed the data gathered at the Pre-ODI and Post-ODI to test whether there is a significant difference in goal setting, help seeking, time management, self-assessment and online learning engagement between Pre-ODI and Post-ODI

Research Hypotheses

H1o: There is no significant difference in goal setting between Pre-ODI and Post-ODI.

H1a: There is a significant difference in goal setting between Pre-ODI and Post-ODI.

H2o: There is no significant difference in help seeking between Pre-ODI and Post-ODI.

H2a: There is a significant difference in help seeking between Pre-ODI and Post-ODI.

H3o: There is no significant difference in time management between Pre-ODI and Post-ODI.

H3a: There is a significant difference in time management between Pre-ODI and Post-ODI.

H4o: There is no significant difference in self-assessment between Pre-ODI and Post-ODI.

H4a: There is a significant difference in self-assessment between Pre-ODI and Post-ODI.

H5o: There is no significant difference in online learning engagement between Pre-ODI and Post-ODI.

H5a: There is a significant difference in online learning engagement between Pre-ODI and Post-ODI.

Research Methodology

In this study, the researcher adopted the action research method, and both quantitative method and qualitative methods were used both at the pre-ODI stage and post-ODI stage. The quantitative method was achieved by collecting questionnaire data and conducting descriptive statistical analysis and paired samples t-test. The qualitative method was achieved by collecting interview data and conducting thematic analysis.

There are four research questions, and in order to answer them, the researcher conducted action research with three stages, namely the pre-ODI stage with one week, the ODI stage with three months, and the post-ODI stage with one week. At the pre-ODI stage, questionnaires for quantitative data and interviews for qualitative data were carried out to collect data about the first question. At the ODI stage, OD interventions like goal setting, appreciative inquiry, and team building were used to help train the student skills of goal setting, time management, help seeking, and self-assessment. The second question was answered at this stage. At the post-ODI stage, the same questionnaires and interviews were carried out to answer the last two questions.

Research Sampling

In this research, the population includes all students (N=798) in the School of Asian Studies (SAS) of ZYU. Purposive sampling was used in the selection of the study's sample based on the following criteria: the classes chosen are from SAS; blended teaching and learning was conducted in the classes; and students were willing to participate in the current research. 42 students were selected as the subjects due to their academic background, language learning context, participation in online English courses and willingness to participate in the research. The demographic information was shown in Table 3.

Table 3

The Demographic Data

Items	Categories	Frequency	Percentage
Gender	Male	8	19.05%
Age	18 years old	25	59.52%
	19 years old	17	40.48%
English Test	Pass	19	45.24%
	Fail	23	54.76%

Research Instruments

Quantitative and qualitative methods were used in this research. For the quantitative method, the researcher used the questionnaire. The measurement of online learning engagement was revised on the basis of the Student Engagement in Distance Education

Questionnaire by J. C. Sun and Rueda (2011). Based on it, this study merged and modified some items and finally formed an online learning engagement questionnaire with a total of 15 items. The measurement of dependent variables was revised on the basis of the Online Self-Regulated Learning Questionnaire by Barnard et al. (2009). 20 items were finally formed to measure goal setting, help seeking, time management and self-assessment. For the qualitative methods, the researcher used semi-structured interviews with seven questions.

Instrumentation

To test the validity of the questionnaire, the researcher invited five experts to rate each item in the Item-Objective Congruence (IOC) test. IOC indices of 0.60 to 1.00 were accepted values (Pengruck et al., 2019), which indicates that the item can be retained. The mean score of each item in GS, HS. TM, SA and online learning engagement was greater than 0.67, indicating that these items were all consistent with the goals of the research and the definitions of the terms.

To test the reliability of the questionnaire, a total of 30 valid questionnaires were collected to do the reliability test, and the Cronbach Alpha was used to measure the reliability. The research by Ghazali (2016) indicates Cronbach's alpha greater than 0.7 is acceptable. The Cronbach's Alpha for the questionnaire of GS, HS, TM and SA is 0.897; the Cronbach's Alpha for the online learning engagement questionnaire is 0.885. Both of them were higher than 0.7, indicating that the questionnaires are reliable.

Data Collection and Analysis

The same two sets of questionnaires were distributed to the students at Pre-ODI and Post-ODI. SPSS statistical analysis tools were used to do descriptive analysis and paired samples t test. The researcher interviewed 12 students with seven questions. Thematic analysis was used to find, examine, and present themes of interview answers.

Results and Discussion

Pre-ODI Quantitative Analysis

Budiman (2023) put forward scale interpretation criteria as seen in Table 4. The criteria were used to assess the level of goal setting, help seeking, time management, self-assessment and online learning engagement in this study.

Table 4

Scale Interpretation Criteria

Descriptive Rating Scale	Score	Range
Strongly agree	5	4.21-5.00

Descriptive Rating Scale	Score	Range
Agree	4	3.41-4.20
Neutral	3	2.61-3.40
Disagree	2	1.81-2.60
Strongly disagree	1	1.00-1.80

Table 5 showed that at the Pre-ODI stage, the mean score of goal setting was 3.02; the mean score of help seeking was 3.34; the mean score of time management was 3.19; the mean score of self-assessment was 3.01. Among them, help seeking obtained the highest score while self-assessment obtained the lowest score.

Table 5

Descriptive Data Analysis of GS, HS, TM and SA (Pre-ODI)

Variables	Mean	Std. Deviation	Interpretation
Goal setting	3.02	0.48	Neutral
Help seeking	3.34	0.49	Neutral
Time management	3.19	0.46	Neutral
Self-assessment	3.01	0.60	Neutral

Table 6 showed that at the Pre-ODI stage, the mean score of cognitive engagement was 3.32; the mean score of affective engagement was 3.29; the mean score of behavioral engagement was 3.30; the mean score of overall engagement was 3.30. Among them, cognitive engagement obtained the highest score while behavioral engagement obtained the lowest score.

Table 6

Descriptive Data Analysis of Online Learning Engagement (Pre-ODI)

Variables	Mean	Std. Deviation	Interpretation
Cognitive engagement	3.32	0.58	Neutral
Affective engagement	3.29	0.67	Neutral
Behavioral engagement	3.30	0.50	Neutral
Overall engagement	3.30	0.49	Neutral

Pre-ODI Qualitative Analysis

Goal setting, help seeking, time management, and self-assessment are recognized as core aspects of students' self-regulated learning (Zimmerman, 2002). Online learning engagement includes cognitive engagement, affective engagement and behavioral engagement (Hu & Li, 2017). The thematic analysis results at Pre-ODI were shown in Figure 3 and Figure 4.

Figure 3

Thematic Analysis of GS, HS, TM and SA (Pre-ODI)

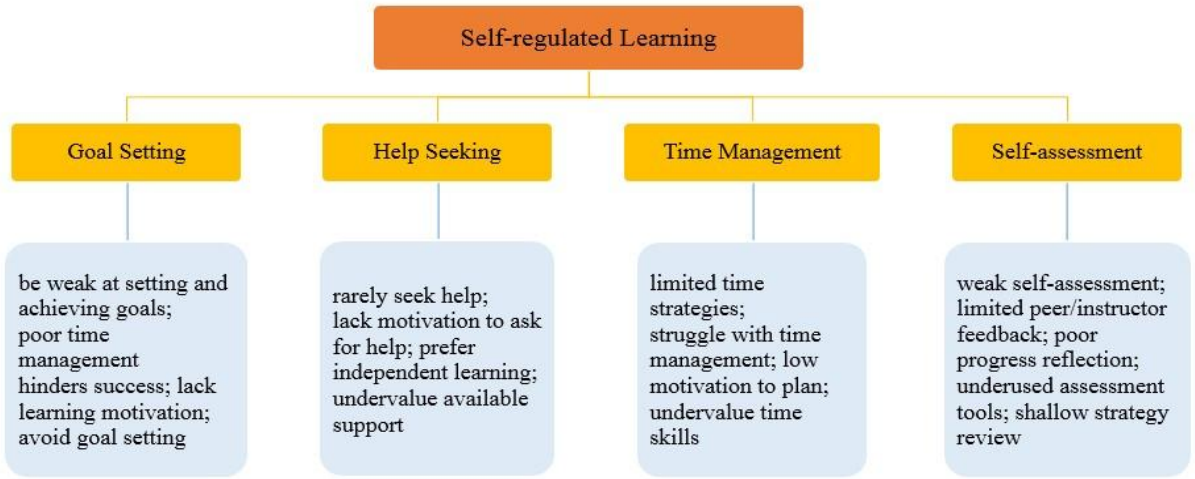
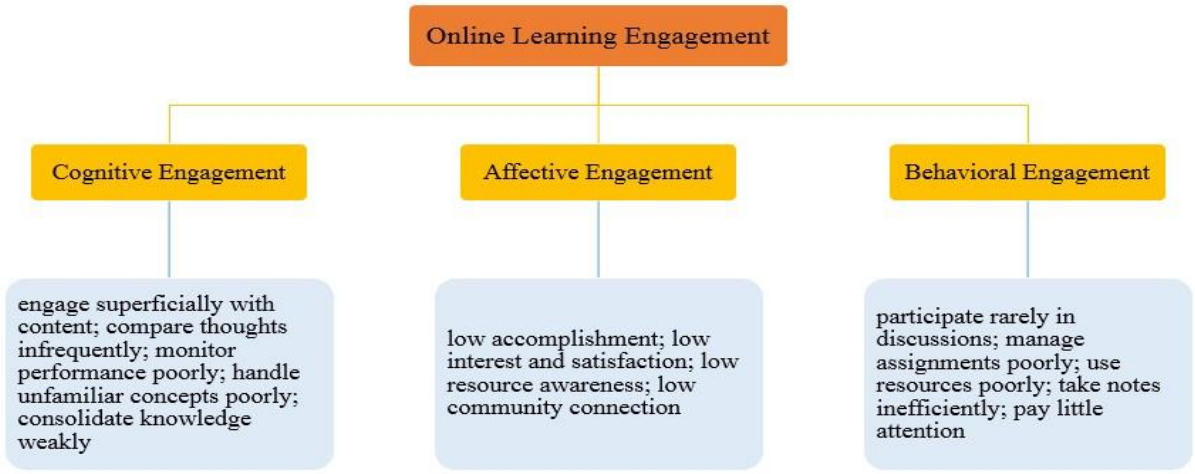


Figure 4

Thematic Analysis of Online Learning Engagement (Pre-ODI)



Discussion of Data Results for Pre-ODI

The quantitative data in Table 5 and 6 showed that students' performance was insufficient in goal setting (M=3.02), help seeking (M=3.34), time management (M=3.19), self-assessment (M=3.01), cognitive engagement (M=3.32), affective engagement (M=3.29) and behavioral engagement (M=3.30). The scores of these variables were between 2.61 and 3.40 indicating neutral on a 5-Likert scale.

Qualitative analysis results shown in Figure 3 and 4 further revealed the specific manifestations. In goal setting, participants showed a tendency to be weak in setting and achieving goals and avoid goal setting; in seeking help, participants rarely seek help, prefer to study independently, and underestimate the value of available support; in time management, participants lacked effective time strategies, have difficulty coping with time management challenges, and underestimate the importance of time management skills; in self-assessment, participants had weak self-assessment ability, insufficient reflection on progress, inadequate use of assessment tools, and shallow strategy review. In cognitive engagement, participants showed a tendency to process content superficially, do not frequently compare and think, poorly monitor learning results, difficulty in handling unfamiliar concepts and weak ability to consolidate knowledge; in affective engagement, participants showed the characteristics of low sense of achievement, low interest and satisfaction, lack of resource awareness, weak community connection; in terms of behavioral engagement, participants showed low participation in discussions, improper homework management, inefficient use of resources, fragmented note-taking and unequal attention distribution. In summary, these weaknesses in goal setting, help seeking, time management and self-assessment made them feel frustrated, which led to low online learning engagement.

The qualitative and quantitative results supported with each other. These findings highlighted the need for targeted interventions to enhance goal setting, help seeking, time management and self-assessment among participants. For the independent variables, self-assessment obtained the lowest score. This is in alignment with the qualitative analysis. Participants did not have the assessment tools. Therefore, the researcher could help them to design tools for self-assessment and encouraged them to share their experience of effective self-assessment with each other. In goal setting, some participants mentioned they didn't know how to set goals. The researcher used SMART to guide them. In help seeking, some participants mentioned they were afraid to ask for help. The researcher helped them to build teams to establish a good relationship, which could promote team work and cooperation. In time management, some participants mentioned that they did not know how to effectively manage time when faced with a serious of tasks. The researcher introduced techniques like the Eisenhower Matrix and the Pomodoro and encouraged them to share their experience of effective time management with each other.

Post-ODI Quantitative Analysis

Table 7 showed that at the Post-ODI stage, the mean score of goal setting was 4.17; the mean score of help seeking was 4.29; the mean score of time management was 4.23; the mean score of self-assessment was 4.14. Among them, help seeking obtained the highest score while self-assessment obtained the lowest score.

Table 7

Descriptive Data Analysis of GS, HS, TM and SA (Post-ODI)

Variables	Mean	Std. Deviation	Interpretation
Goal setting	4.17	0.63	Agree
Help seeking	4.29	0.58	Strongly Agree
Time management	4.23	0.61	Strongly Agree
Self-assessment	4.14	0.65	Agree

Table 8 showed that at the Post-ODI stage, the mean score of cognitive engagement was 4.30; the mean score of affective engagement was 4.27; the mean score of behavioral engagement was 4.38; the mean score of overall engagement was 4.32. Among them, behavioral engagement obtained the highest score while affective engagement obtained the lowest score.

Table 8

Descriptive Data Analysis of Online Learning Engagement (Post-ODI)

Variables	Mean	Std. Deviation	Interpretation
Cognitive engagement	4.30	0.49	Strongly Agree
Affective engagement	4.27	0.57	Strongly Agree
Behavioral engagement	4.38	0.50	Strongly Agree
Overall engagement	4.32	0.48	Strongly Agree

Post-ODI Qualitative Analysis

The thematic analysis results at the Post-ODI were shown in the following figures.

Figure 5

Thematic Analysis of GS, HS, TM and SA (Post-ODI)

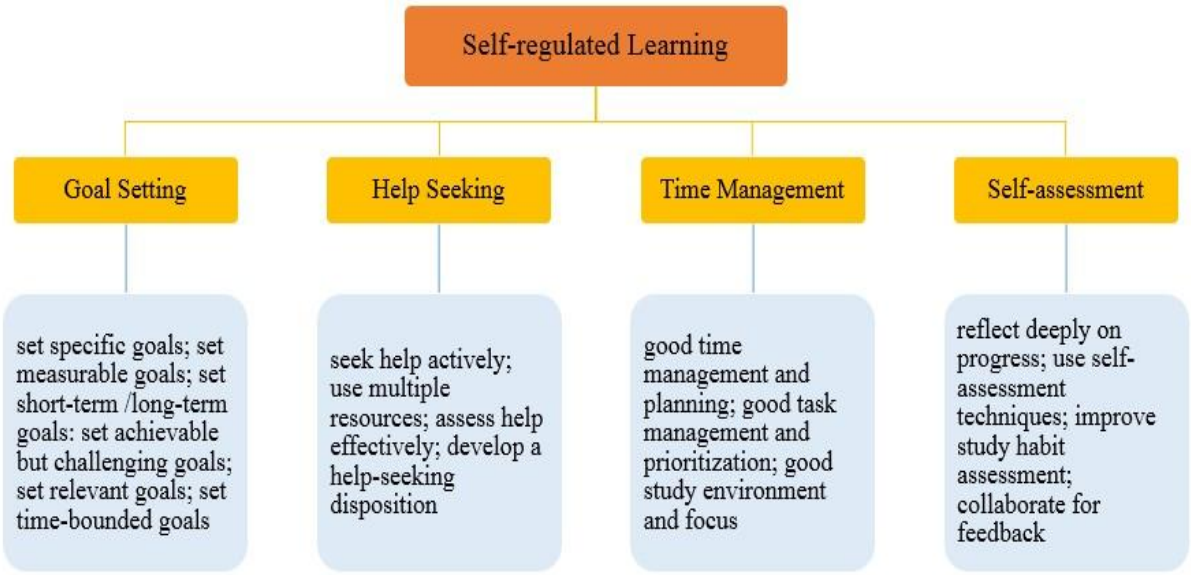
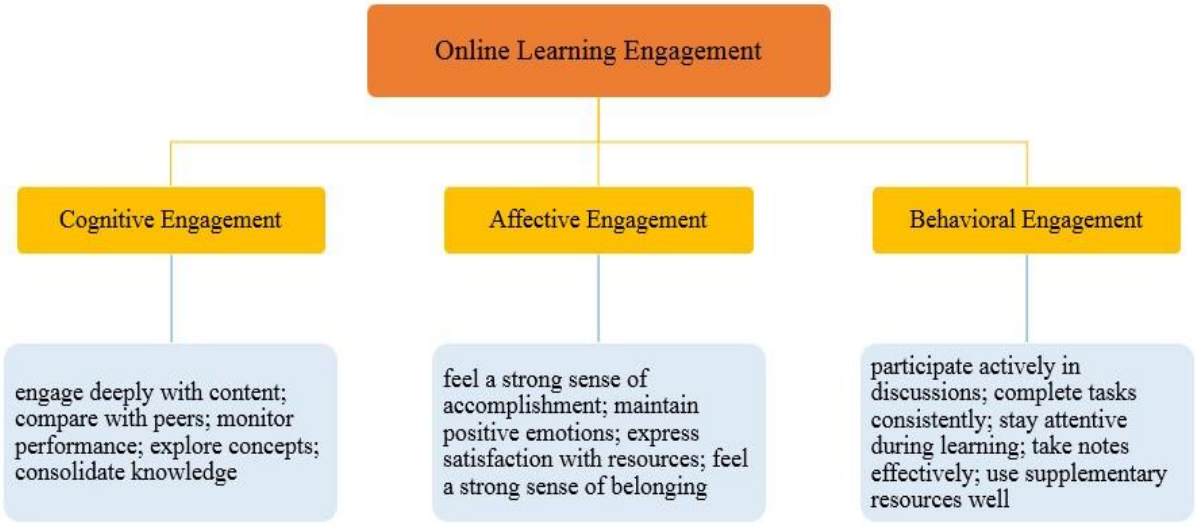


Figure 6

Thematic Analysis of Online Learning Engagement (Post-ODI)



Discussion of Data Results for Post-ODI

The quantitative data in Table 7 and 8 showed that the scores of goal setting (M=4.17) and self-assessment (M=4.14) were between 3.14 and 4.20 indicating agree on a 5-Likert scale. The scores of help seeking (M=4.29), time management (M=4.23), cognitive engagement (M=4.30), affective engagement (M=4.27) and behavioral engagement (M=4.38) were between 4.21 and 5.00 indicating strongly agree on a 5-Likert scale.

The qualitative research results in Figure 5 and 6 further reflect the variables after the intervention. In goal setting, participants were able to set and achieve specific, relevant, and measurable goals, demonstrating a stronger goal orientation; in help-seeking, participants were proactive in seeking help and using resources effectively, which enhanced their enthusiasm and efficiency in seeking help; in time management, they demonstrated better time management and task planning abilities, and were able to complete tasks efficiently and stayed focused; in self-assessment, participants' self-assessment abilities were enhanced, and they were able to deeply reflect on their progress and actively adjust their learning strategies; in cognitive engagement, participants interacted more deeply with learning content, frequently engaged in thinking and comparison, and effectively monitored their own performance; in affective engagement, participants had strong sense of accomplishment and belonging, and they had interest and satisfaction in the learning process; in behavioral engagement, participants actively participated in discussions, completed their homework well, concentrated, took notes systematically, and were good at using supplementary resources. In summary, the strengths in goal setting, help seeking, time management and self-assessment made them feel good, which led to higher online learning engagement.

The qualitative and quantitative results supported with each other. Compared with the quantitative results of Pre-ODI, the mean score of Post-ODI increased. The qualitative results also showed that participants did better than before interventions. In goal setting, they used SMART goals to help them. In help seeking, they were more willing to ask for help and made a good use of resources to ask for help. In time management, time management tools and techniques were used and they built better learning environment to stay focused. In self-assessment, tools like checklist were used and they communicated with peers and instructors for feedback.

The Comparison Between Pre-ODI and Post-ODI

Paired samples t-test was used to find out whether the interventions brought about significant changes and to test the hypotheses. According to Hentschke and Stüttgen (2011), p-value is usually less than 0.05 or 0.01, indicating there is a significant difference.

Table 9

Paired Samples t-test Analysis of GS, HS, TM and SA

Variables	Pre-ODI (n=42)		Post-ODI (n=42)		Mean Difference	t	p
	Mean	S.D.	Mean	S.D.			
Goal setting	3.02	0.48	4.17	0.63	1.15	9.58	.000
Help seeking	3.34	0.49	4.29	0.58	0.95	7.87	.000
Time management	3.19	0.46	4.23	0.61	1.04	8.91	.000
Self-assessment	3.01	0.60	4.14	0.65	1.13	9.75	.000

H1o: There is no significant difference in goal setting between Pre-ODI and Post-ODI.

H1a: There is a significant difference in goal setting between Pre-ODI and Post-ODI.

According to Table 9, the mean score of goal setting at the Post-ODI (4.17) was higher than the mean score at the Pre-ODI (3.02), with a mean difference of 1.15. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$). Additionally, interview results indicated that through interventions, goal setting was improved. Therefore, H1a is accepted while H1o is rejected.

H2o: There is no significant difference in help seeking between Pre-ODI and Post-ODI.

H2a: There is a significant difference in help seeking between Pre-ODI and Post-ODI.

The mean score of help seeking at the Post-ODI (4.29) was higher than the mean score at the Pre-ODI (3.34), with a mean difference of 0.95. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$). Additionally, interview results indicated that through interventions, help seeking was improved. Therefore, H2a is accepted while H2o is rejected.

H3o: There is no significant difference in time management between Pre-ODI and Post-ODI.

H3a: There is a significant difference in time management between Pre-ODI and Post-ODI.

The mean score of time management at the Post-ODI (4.23) was higher than the mean score at the Pre-ODI (3.19), with a mean difference of 1.04. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$). Additionally, interview results indicated that through interventions, time management was improved. Therefore, H3a is accepted while H3o is rejected.

H4o: There is no significant difference in self-assessment between Pre-ODI and Post-ODI.

H4a: There is a significant difference in self-assessment between Pre-ODI and Post-ODI.

The mean score of self-assessment at the Post-ODI (4.14) was higher than the mean score at the Pre-ODI (3.01), with a mean difference of 1.13. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$). Additionally, interview results indicated that through interventions, self-assessment was improved. Therefore, H4a is accepted while H4o is rejected.

Table 10

Paired Samples t-test Analysis of Online Learning Engagement

Variables	Pre-ODI (n=42)		Post-ODI (n=42)		Mean Difference	t	p
	Mean	S.D.	Mean	S.D.			
Cognitive engagement	3.32	0.58	4.30	0.49	0.98	8.91	.000
Affective engagement	3.29	0.67	4.27	0.57	0.98	7.77	.000
Behavioral engagement	3.30	0.50	4.38	0.50	1.08	10.95	.000
Overall engagement	3.30	0.49	4.32	0.48	1.02	10.31	.000

H5o: There is no significant difference in online learning engagement between Pre-ODI and Post-ODI.

H5a: There is a significant difference in online learning engagement between Pre-ODI and Post-ODI.

According to Table 10, the mean score of cognitive engagement at the Post-ODI (4.30) was higher than the average score of at the Pre-ODI (3.32), with a mean difference of 0.98. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$).

The mean score of cognitive engagement at the Post-ODI (4.27) was higher than the average score of at the Pre-ODI (3.29), with a mean difference of 0.98. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$).

The mean score of cognitive engagement at the Post-ODI (4.38) was higher than the average score of at the Pre-ODI (3.30), with a mean difference of 1.08. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$).

The average score of the overall online learning engagement at the Post-ODI (4.32) was higher than the average score of at the Pre-ODI (3.30), with a mean difference of 1.02. There was a significant difference between Pre-ODI and Post-ODI ($p < 0.01$). Additionally, interview results indicated that through interventions, cognitive engagement, affective engagement, and behavioral engagement were all improved.

Therefore, H5a is accepted while H5o is rejected.

Discussion

The paired samples T-test, and interview results showed that the levels of goal setting (GS), help seeking (HS), time management (TM), self-assessment (SA) and online learning engagement have been positively improved after organization development interventions, indicating that the interventions of team building, goal setting and appreciative inquiry helped improve GS, HS, TM, SA and online learning engagement.

The finding that intervention of team building helped improve help seeking and online learning engagement supports the research by Hanafi et al. (2022) who stated that online learning engagement is encouraged at various stages of team building and Schworm and Gruber (2011) who proved that team work has a positive effect on help seeking.

The finding that the intervention of goal setting helped improve online learning engagement supports the researches by W. Sun et al. (2022) who put forward that online learning engagement was higher among learners who were aware of the learning goals, Handoko et al. (2019) who put forward that students stayed engaged in their studies by helping them set goals, and Kurt and Taş (2023) who put forward that there was greater engagement among students who had set goals. The participants mentioned in the presentation that with SMART goals they knew what to do, had clear plans to follow and then reached the goals as planned. In order to reach the goals, they were more willing to finish the tasks and thus engaged more in online learning, which is in alignment with the research by Zhang et al. (2022).

The finding that the intervention of appreciative inquiry helped improve time management and self-assessment, in which students focused on their strengths and successes supported the research by Cooperrider and Whitney (2005) who stated that appreciative inquiry helped explore what is best in people.

The finding that online learning engagement had been improved was consistent with the previous research by Brown et al. (2013) that doing action research brings about changes to solve the problems.

Conclusions

This research aimed to improve student online learning engagement in blended learning by promoting goal setting (GS), help seeking (HS), time management (TM), self-assessment (SA) through organization development interventions. Both quantitative and qualitative methods were applied to investigate goal setting, help seeking, time management, self-assessment and the student online learning engagement before and after the interventions of team building, goal setting and appreciative inquiry on GS, HS, TM, and SA. Based on the quantitative and qualitative data obtained before and after the organizational development intervention (ODI) in this study, it can be seen that the interventions had a significant positive impact.

Quantitative data showed that students' scores in GS, HS, TM, and SA, as well as overall online learning participation indicators, have shown significant improvements after intervention. Qualitative data further revealed improvement: students generally reflected that team building activities enhanced their willingness to collaborate in the learning community; The goal setting process helped them clarify their learning direction; The method of appreciative inquiry effectively guides students to focus on their own and their peers' strengths and successful experiences, creating a positive and supportive learning atmosphere, significantly reducing barriers to seeking help, and promoting more frequent and effective help seeking behavior. At the same time, students' awareness and ability in time planning have also been strengthened.

In summary, this study confirmed the effectiveness of applying organizational development interventions to educational contexts.

Recommendations

In order to further consolidate these results and provide theoretical and practical guidance for the implementation of similar projects in the future, this paper proposes the following suggestions.

1.Strengthen the systematic training of goal setting

It is recommended to take goal setting as one of the key training contents in the organizational development project and conduct systematic teaching in combination with the SMART principle.

2.Build a diversified help-seeking support system

It is recommended that organizations introduce diversified help-seeking channels in project design, such as peer mutual assistance groups, online question-and-answer platforms, etc. At the same time, the guidance and reflection of help seeking should be strengthened to help participants form the habit of actively seeking help and improve the quality and efficiency of help-seeking.

3.Promote time management tools and strategies

It is recommended to introduce common time management methods to participants through training courses, such as to-do lists, Eisenhower Matrix and the Pomodoro Technique. Students can be also encouraged to use mobile phone APPs to help them to manage time. At the same time, a phased task review session can be set up to help participants evaluate the effectiveness of their own time allocation and continuously optimize the study rhythm.

4.Establish a normalized self-assessment mechanism

It is recommended to incorporate self-assessment into the regular process, such as setting up a weekly or monthly study/work review session. At the same time, a standardized assessment template can be provided to guide students to conduct systematic reflection.

5.Conduct systematic teacher training programs

Schools should design and implement systematic teacher training programs based on the goals and content of OD intervention. The training content should cover the basic concepts of organizational development, key methods (such as goal setting, team building, Appreciative Inquiry, etc.), and application skills of intervention tools.

6.Optimizing the teaching strategy based on OD concept

For helping students set long term goals, the teacher should give clear instructions about the course requirement, objectives, and evaluation at the beginning of the semester. With these instructions students can set long term goals accordingly. Before each unit, the teacher also should give clear instructions about the learning content and learning goals which can help students make short-term goals accordingly.

Limitation and Recommendation for Future Research

1.This research was conducted in ZYU, a private university. The effectiveness of organization development interventions may vary across different educational settings, institutions, or cultural contexts, and the research finding and conclusions may not be universally applicable. In the future, research on online learning engagement can be carried out in other universities to further test the effectiveness of organization development interventions.

2. There were only 42 participants constituting the experimental group, and there was no control group because of the limited number of students. In the future, more participants can be invited for experimental group with interventions and control group without interventions.

3.The interventions in this research lasted for one semester. In the future, a longitudinal study can be conducted to track changes in online learning engagement over time, providing a clearer picture of the sustained impact of organization development interventions.

References

Acosta, A. S., & Douthwaite, B. (2005). *Appreciative inquiry: An approach for learning and change based on our own best practices.* RePEc: Research Papers in Economics. https://doi.org/10.22004/ag.econ.52516

Almutairi, F., & White, S. (2018). How to measure student engagement in the context of blended-MOOC. *Interactive Technology and Smart Education, 15*(3), 262-278. https://doi.org/10.1108/itse-07-2018-0046

Bailey, R. R. (2017). Goal setting and action planning for health behavior change. *American Journal of Lifestyle Medicine, 13*(6), 615-618. https://doi.org/10.1177/1559827617729634

Baleghizadeh, S., & Masoun, A. (2014). The effect of self-assessment on EFL learners' self-efficacy. *TESL Canada Journal*, *31*(1), 42. https://doi.org/10.18806/tesl.v31i1.1166

Barnard, L., Lan, W. Y., To, Y. M., Paton, V. O., & Lai, S. L. (2009). Measuring self-regulation in online and blended learning environments. *The Internet and Higher Education*, *12*(1), 1-6. https://doi.org/10.1016/j.iheduc.2008.10.005

Bonebright, D. A. (2010). 40 years of storming: a historical review of Tuckman's model of small group development. *Human Resource Development International, 13*(1), 111-120. https://doi.org/10.1080/13678861003589099

Brown, A., Rich, M., & Holtham, C. (2013). Student engagement and learning Case study of a new module for business undergraduates at Cass business school. *Journal of Management Development*, *33*(6), 603-609. https://doi.org/10.1108/JMD-04-2014-0038

Budiman, A. N. A. (2023). Pre-service English teachers' perceptions towards the effect of cross-cultural peer mentoring (A case of Indonesian Participants of Sea Teacher Batch 8, Pangasinan State University, the Philippines). *Journal of Innovation Research and Knowledge*, *3*(1).

Caner, M. (2010). A blended learning model for teaching practice course. *The Turkish Online Journal of Distance Education*, *11*(3), 78-97. https://doi.org/10.17718/tojde.66482

Christenson, S. L., Reschly, A. L., & Wylie, C. (2012). *Handbook of Research on Student Engagement*. Springer eBooks. https://doi.org/10.1007/978-1-4614-2018-7

Cooperrider, D. L., & Whitney, D. (2005). *Appreciative Inquiry: A positive revolution in change*.

Daumiller, M., Rinas, R., & Dresel, M. (2023). Relevance of students' goals for learning engagement and knowledge gains in an online learning course. *Behavioral Sciences*, *13*(2), 161. https://doi.org/10.3390/bs13020161

Effeney, G., Carroll, A., & Bahr, N. (2013). Self-regulated learning: Key strategies and their sources in a sample of adolescent males. *Australian Journal of Educational and Developmental Psychology*, *13*, 58-74.

Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: potential of the concept, state of the evidence. *Review of Educational Research*, *74*(1), 59-109. https://doi.org/10.3102/00346543074001059

Ghazali, N. H. M. (2016). A Reliability and Validity of an instrument to evaluate the School-Based Assessment System: a pilot study. *International Journal of Evaluation and Research in Education (IJERE)*, *5*(2), 148. https://doi.org/10.11591/ijere.v5i2.4533

Hanafi, M., Azram, A. a. R., Omar, S. K., Nadri, H. N., Soopar, A. A., & Fuat, N. H. M. (2022). The impact of group work on students' online engagement. *International Journal of Academic Research in Business and Social Sciences*, *12*(8). https://doi.org/10.6007/ijarbss/v12-i8/14619

Handoko, E., Gronseth, S., McNeil, S., Bonk, C. J., & Robin, B. (2019). Goal setting and MOOC completion. *The International Review of Research in Open and Distributed Learning*, *20*(3). https://doi.org/10.19173/irrodl.v20i4.4270

Hentschke, H., & Stüttgen, M. C. (2011). Computation of measures of effect size for neuroscience data sets. *European Journal of Neuroscience*, *34*(12), 1887-1894. https://doi.org/10.1111/j.1460-9568.2011.07902.x

Hou, M., & Li, H. (2017). *Student engagement in online learning: A review*. IEEE 2017 International Symposium on Educational Technology. https://doi.org/10.1109/iset.2017.17

Kurt, U., & Taş, Y. (2023). Students engagement in science during Covid-19 Pandemic: Role of self-efficacy beliefs and achievement goals. *Journal of Science Learning*, *6*(1), 23-33. https://doi.org/10.17509/jsl.v6i1.51104

Li, R., Hassan, N. C., & Saharuddin, N. (2023). College student's academic help-seeking behavior: A systematic literature review. *Behavioral Sciences*, *13*(8), 637. https://doi.org/10.3390/bs13080637

Pengruck, L., Boonphak, K., & Sisan, B. (2019). Early childhood education: A confirmatory factor analysis concerning Thai administrators' creative administration. *Asia-Pacific Social Science Review*, *19*(1). https://doi.org/10.59588/2350-8329.1199

Schworm, S., & Gruber, H. (2011). e-Learning in universities: Supporting help-seeking processes by instructional prompts. *British Journal of Educational Technology, 43*(2), 272-281. https://doi.org/10.1111/j.1467-8535.2011.01176.x

Shahin, A., & Mahbod, M. A. (2007). Prioritization of key performance indicators. *International Journal of Productivity and Performance Management, 56*(3), 226-240. https://doi.org/10.1108/17410400710731437

Sun, J. C., & Rueda, R. (2011). Situational interest, computer self-efficacy and self-regulation: Their impact on student engagement in distance education. *British Journal of Educational Technology*, *43*(2), 191-204. https://doi.org/10.1111/j.1467 8535.2010.01157.x

Sun, W., Hong, J., Dong, Y., Huang, Y., & Fu, Q. (2022). Self-directed learning predicts online learning engagement in higher education mediated by perceived value of knowing learning goals. *The Asia-Pacific Education Researcher*, *32*(3), 307-316. https://doi.org/10.1007/s40299-022-00653-6

Zhang, Y., Guan, X., Ahmed, Z., Jobe, M. C., & Ahmed, O. (2022). The association between university students' achievement goal orientation and academic engagement: Examining the mediating role of perceived school climate and academic self-efficacy. *Sustainability*, *14*(10), 6304. https://doi.org/10.3390/su14106304

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory Into Practice*, *41*(2), 64-70. https://doi.org/10.1207/s15430421tip4102_2