Upper Elementary Students’ Self-Regulated Learning And Intercultural Competence
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Statement of the Problem

Academic and professional success in the current technologically advanced globalized world require that students learn to self-regulate their learning (e.g., Dignath, Buettner, & Langfeldt, 2008; Kleiman, & Gibson, 2011; Whitebread et al., 2007) and to be interculturally competent to meet the requirements of global citizenship (e.g., Gunay, 2016; Odag et al., 2016; Zhao, 2009).

Purpose and Significance of the Study

To investigate the correlation between self-regulated learning (SRL) and intercultural competence (IC). Considering the importance of elementary students’ SRL and IC for future success, this study may influence changes in training and practice of upper elementary Teachers.

Definitions

SRL is self-directive processes and self-beliefs that enable learners to transform their mental abilities into academic performance skills (Zimmerman, 2000). IC is effective and appropriate communication in intercultural situations (Dearchoff, 2011).

SRL and Elementary Children

Elementary school children had been perceived, until the 1990s, as unable to self-regulate their learning. (Berger & Brandmo, 2013), however, they are able to self-regulate their learning (Dignath et al., 2008; Kitsantas, Steen, & Huiu, 2009) and to develop SRL strategies by themselves. (Martin and Kräger, 2011). Research shows that SRL skills can be taught to children. (Dignath et al., 2008).

IC and Elementary School Children

There is immigration and fast growth of minority populations. (Crouch & Zakaryya, 2014; increase in classroom diversity as a result of both 12). The middle childhood years (ages 7-12) are a critical period to begin addressing intercultural socialization. (Cushner, 2008)

Hypothesis

Elementary school students’ self-regulated learning skills are associated with their IC in adaptability, intrinsic interest, and reflectiveness.

Conceptual Framework

Zimmerman’s (2000) social cognitive perspective of self-regulation, which entails metacognitive, affective, and behavioral processes, and a resilient sense of self-efficacy to control them. Cushner’s (2008) focus on young people’s intercultural socialization, which lies at the intersection of cognitive, affective, and behavioral processes.

Method

This is a correlational quantitative study investigating the relationship between SRL and IC in elementary school students.

Participants

Questionnaire: 82 upper elementary students at local and non-local Montessori schools
Cognitive interviews: 7 upper elementary students at a local Montessori school

SRL and IC Shared Constructs

Zimmerman’s, 1998 Self-Regulatory Processes of Skillful Learners

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<thead>
<tr>
<th>Forethought Phase</th>
<th>Performance Phase</th>
<th>Self-Reflection Phase</th>
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<tbody>
<tr>
<td>Specific hierarchical goals learning goal orientation high self-efficacy</td>
<td>Focused on performance self-initiated and negative Process self-monitoring</td>
<td>Seeks self-evaluation strategic practice assignments positive self-evaluation</td>
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</tbody>
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IC: Intrinsic interested

IC: Adaptive

IC: Strangers - Nonadapters

IC: Interactants - Noninteractants

IC: Intrinsically interested

IC: Self-regulated

IC: Self-efficacy

IC: Self-reflection

IC: Self-monitoring

The 41 item questionnaire was adapted from Vandevelde et al. (2013), Zhu Huá et al. (2011), and Fantini and Tirmizi (2006) and is comprised of three sections: demographics, SRL, and IC.

Questions are on a five point Likert scale.

Sample SRL questions

<table>
<thead>
<tr>
<th>SRL level</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
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Sample IC questions

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<tr>
<th>IC level</th>
<th>Strongly disagree</th>
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Implications and Future Research

The proposed study may be of interest to researchers in both fields of SRL and IC. It may have implications on the training and practice of upper elementary teachers. Proposed future studies include studying the nature of the correlation between SRL and IC, as far as intrinsic interest and reflectivity and adaptability.

Data Analysis

Cognitive interviews were audio-taped, transcribed, and coded. Changes were made to the questionnaire.

SPSS software was used to clean data, check for basic assumptions, run internal consistency test (initial Cronbach’s Alpha .778), and run principle component analysis.

Results

Initial overall internal reliability statistic (Cronbach’s Alpha) .912. Initial overall Pearson correlation .604.

After dropping SRL and IC adaptability items for low basic assumptions, run internal consistency test. The proposed study may be of interest to researchers in both fields of SRL and IC. It may have implications on the training and practice of upper elementary teachers.

Proposed future studies include studying the nature of the correlation between SRL and IC, as far as intrinsic interest and reflectivity and adaptability.