

## 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; Kleitman, & 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, 2008). IC is effective and appropriate communication in intercultural situations (Deardorff, 2011).



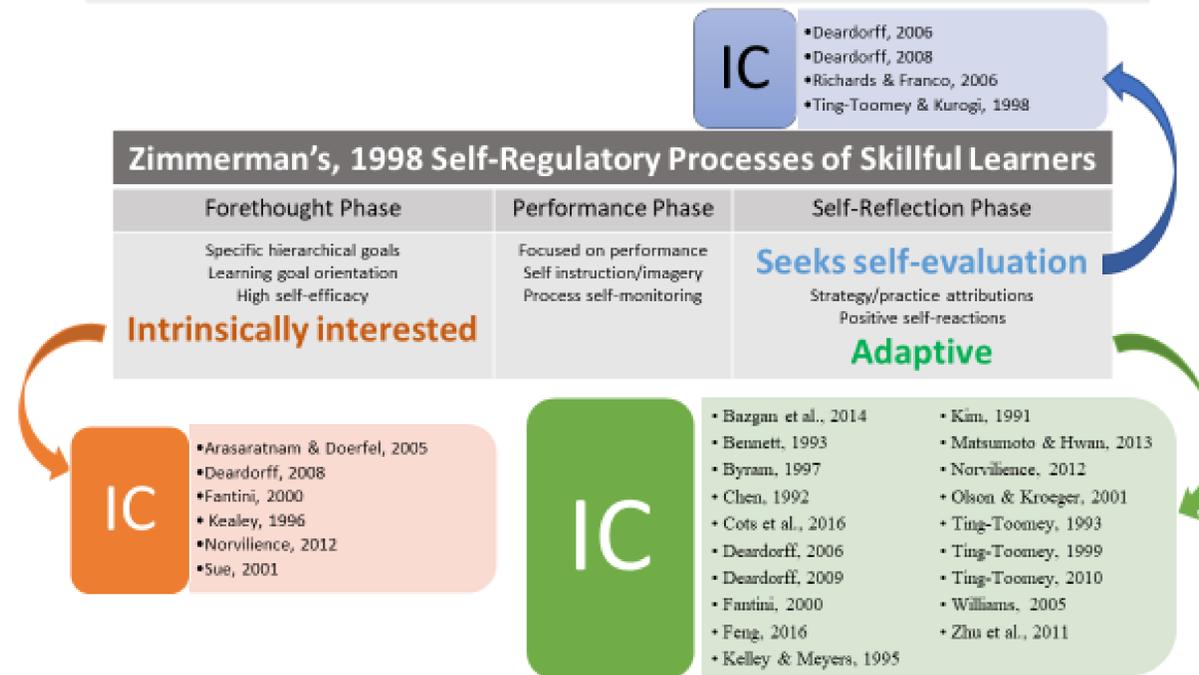
## SRL and Elementary Children

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, & Huie, 2009) and to develop SRL strategies by themselves. (Martin and Kragler, 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 & Zakariya, 20an 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)

## SRL and IC Shared Constructs



## 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

## Questionnaire

The 41 item questionnaire was adapted from Vandeveldt et al. (2013), Zhu Hua 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

After finishing my schoolwork, ...	Strongly disagree	disagree	unsure	agree	Strongly agree
	1	2	3	4	5
I go over my answers again.	<input type="checkbox"/>				
I check that I haven't forgotten anything.	<input type="checkbox"/>				
I ask myself: 'Will I use a similar approach next time, or should I choose a different approach?'	<input type="checkbox"/>				
I ask myself: 'Did that way of doing it work well?'	<input type="checkbox"/>				
I ask myself: 'How did I feel about it? (fun, difficult, boring, interesting, ...)?'	<input type="checkbox"/>				

### Sample IC questions

After spending time with children from different cultures I reflect on ....	Strongly disagree	disagree	unsure	agree	Strongly agree
	1	2	3	4	5
the differences between my culture and theirs.	<input type="checkbox"/>				
how comfortable I was around them.	<input type="checkbox"/>				
how respectful I was of them.	<input type="checkbox"/>				
how much I enjoyed being around them.	<input type="checkbox"/>				
I ask myself: 'should I do things similarly next time, or should I choose a different approach?'	<input type="checkbox"/>				

## 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 construct internal reliability statistics, internal reliability statistic .902 and overall Pearson correlation .526

### Inter-Item Correlation Matrix

	SRL_II	SRL_R	IC_II	IC_R	SRL	IC
SRL_II	1.000					
SRL_R	.478	1.000				
IC_II	.543	.300	1.000			
IC_R	.282	.452	.326	1.000		
SRL	.849	.829	.495	.403	1.000	
IC	.472	.475	.729	.885	.535	1.000

## Discussion

There are medium high overall correlation between SRL and IC and between SRL and IC's construct of intrinsic interest, and a medium correlation between SRL and IC's construct of reflection.

Participants showed high means of intrinsic interest and adaptability, but low means of reflectivity.



## 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.