Mediating Role of Cultural Intelligence Between Perceived Social Support and Social Competence Among International University Students in Pakistan

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Dedicated to

My adorable parents, my sisters (Afrah Naz, Naira Hina, Aiman Muntaha, Zoya Aroosha & Kiran), my nephews (Ashar & Hanan), my niece (Manal) and specially Dr. Aqdas Shehzad;

Who are the symbol of pride and biggest support of my life

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Abstract

The present study was conducted to examine the mediating role of cultural intelligence between perceived social support and social competence among international university students. The study also aimed at exploring this relationship with reference to varying demographic variables. Cultural intelligence scale; (Ang et al, 2007), Multi-dimensional perceived social support; (Zimet et al, 1988), social competence in higher education scale; SCHES (Santiago et al, 2014) and a demographic sheet were used for data collection from 100 international university students through convenient sampling from different universities of Islamabad. Results in the present study showed that cultural intelligence and perceived social support positively predicted social competence among international university students. Male international university students were more culturally intelligent as compared to female international university students. Cultural intelligence mediated the relationship between perceived social support and social competence among international university students. Findings were discussed in the light of past literature and cultural context. Limitations and suggestions along with implications of the study were also discussed.

INTRODUCTION

Chapter 1

Introduction

With the passage of time, world is turning into a global world and bringing change in the interests of people and they are tending to invest more and more in international education on individual as well as at government level. Experiences attained by students help them in giving a good opportunity for their future and job career. Mobility of students is a trans-continental event. That's why thousands of students migrate from all over the world, cross the ocean and become international students to attain higher education in a country which is different from their own in order to shape their future. As results of international student mobility throughout the world, many higher education institutions attain financial advantages and attract the extra ordinary students in order to achieve diversity and newness to their campuses. Thus international students become important part of cultural diversity and understanding in universities from all over the world.

From educational point of view, many students want to study abroad for example, according to the ministry of Taiwan; the number of international students studying in colleges is increasing year by year. In 2011, there were 55463 international students in Taiwan but during the year 2016 it has been increased to 110182. Nowadays, research on international students has become noteworthy and statistics has shown that the number of international students throughout the world (1990-2014) is increased from 1.5 million to 5 million which evokes the researchers to find out the relationship between cultural intelligence and social competence of the students when they become part of a new culture.

Kahanec & Kralikova (2011) stated that higher education policies, the standard of higher education institutions and different programs specially taught in English language can perform the part in attracting international students and genius migrants. International students attend universities in different cultures that differ from their own culture but they have to deal with international organizations, attitudes and expectations and above all they face adjustment problems. This difficulty is faced by new comers regardless of the fact they knew about the problems already but they have to face more difficulty in result of ignorance from these difficulties and they assume that they will be treated like their own country and they become lost in

translation. On the whole, the result of unknown experiences on cultural travelers is termed as cultural shock. So it is important to make the life of student living abroad better. Some researchers said that the students studying abroad are expected to learn new languages, experience adventure and attain cultural refinement so they can develop intercultural competence and become able to discover more about themselves (Hoffa, 2007).

Perceived Social Support

Perceived social support is defined as the perception of a person being loved, cared, praised and the fact that he is connected with number of people who help him in need. The perception of support is a mental and subjective appraisal that allows an individual to depend on someone else in any case for help (Barrera 1986).

Research has proved that people with strong social network and good social support are mentally less distressed and higher subjective well being (Gallagher & Vella-Brodrick, 2008; Kong & You, 2011; Montes-Berges & Augusto, 2007).

Different researchers gave importance to the perception of support instead of only support received (Antonucci & Israel, 1986). For example Wethington & Kessler (1986) after a study proved that in analyzing the effect of social support in stressful condition, the perception of support was more relevant than the received support itself.

Gottlieb (2000) stated that relations improved through the exchange of psychosocial or physical ways to elaborate the level of understanding, cooperation and esteem in relations is perceived social support. For a person perceived social support is precious gift that he receives from his friends and family. Social support is considered as a reaction of people that an individual gain in result of his action. Social support is regarded as a support that an individual gain from his interaction with others.

Wills and Shinar (2000) stated that the difference in perceived and received social support lies between the facts that what is intended to provide and what an individual actually received. Same conception was highlighted by Uchino (2009). Perceived social support is related with intrapersonal approach and received or actual social support is linked with interpersonal approach.

Many discussions are held to prove which type of support is more important for individuals. Cohen and Wills (1985) explained that in order to take advantage from received social support, perceived social support is more important. Many researchers supported this fact that perceived social support is more important than the received social support. But the importance of received social support cannot be avoided from an individual's life.

In perceived social support, the importance is given to psychosocial and physical ways because out of stress and depression one person can live a happy and satisfactory life. Through perceived social support the physical and psychological health of an individual can improve and he can avoid negative thoughts or feelings by keeping an effective large social group. Perceived social support can play a positive role in building confidence in an individual and also brings good results in academics. Many researchers supported this idea.

Perceived social support studies social networks and many studies highlighted the importance of social bonds. Walen and Lachman (2000) found that there are positive and negative effects of social networks. Through effective social network, the health of an individual can improve and he can live a happy life out of stress. Some researchers give equal importance to perceived and received social support. Perceived social support carries four determinants including personal qualities of an individual, demographic variables, social environment and social network. Most of the researches on these conducted in western countries.

Types of Social Support

Social support is effective when it fulfills the demands of receiver and the need of that particular condition. It means that social support varies from situation to situation. Cohen et al., (2000) defines following types of social support:

Emotional support. Emotional support includes the love, care, affection and sense of understanding given to a person. It also builds the self confidence in an individual.

Informational support. Informational support is provided to a person in time of need as it guides a person in different situations how to deal with them. The basic aim of informational support is to solve the problems of an individual.

Tangible or instrumental support. Instrumental support is given to an individual in practical way in form of help to solve his problems (Cohen, Underwood, & Gottlieb, 2000).

Esteem support. Esteem support is given by therapist to an individual to build his confidence. This support can also be provided to an individual by friends and family (Barnett, 2007).

The type of social support depends on the individual who is receiver. It varies with the developmental stages of an individual. For example an individual needs parental support in early stage of adolescence than the late. Age also matters in social support, for example instrumental support is important for young ones and elders need emotional support (Lynch et al., 1999).

Perceived social support carries two aspects that is; structural and functional (Charney, 2004). Structural aspect deals with the number of people with whom an individual interact while functional deals with two aspects in which one is related to emotions like love and care, the other deals with practical support like money and work done by others. Both aspects are important but some researchers regarded functional aspects more important.

Factors affecting Perceived Social Support

Gender. Many researchers conducted researches on different variables and proved that men depend on their partners for support and women receive more social support. There is a relation of give and take between women and family as women give support and attention to their family and in result also receive the support. Women receive more social support than men because they are active and social. Some researches prove that women receive less social support and some said that there is no difference of gender in concept of support (Cornamen, Goldman, Weinstein, & Lin, 2001). Social support effects health and morality as well (Uchino, 2009).

There is difference of perception of support in males and females. Women are observed to have expanded social networks and more engaged in social interactions. On the other side, men are also able to make strong relations but they need support from fewer people (Caetano, Silva, & Vettore, 2013).

Studies supported that girls need more support than boys (Demaray & Malecki, 2002; Talwar, Kumaraswamy, & Mohd, 2013). It was also explored that perception of support from friends, parents, classmates and teachers was higher in girls than the male peers (Brookmeyer, Henrich, Cohen, & Shahar, 2011; Vitoroulis et al., 2012). There are some other researches which indicate the opposite trend. For example Malecki & Demaray (2003) declared that there is no difference in boys and girls regarding parents and teachers support and Vitoroulis et al. (2012) argued that boys found more support from their fathers as compared to girls. When the frequency of support perceived from various ways is compared, girls regarded their friends more supportive ones than the boys (Rueger, Malecki, & Demara, 2010).

To study developmental differences, a longitudinal study on college students was conducted, which showed that the perception of support from friends decreased with the passage of time, and the function of mentors increased (Bordes-Edgar, Arredondo, Robinson, Kurpius, & Rund, 2011). Authors considered that the role of mentors is important at this stage because they may help in future professional tasks.

Ethnicity and socioeconomic status. Race and ethnic history also effects social support. Many researches prove that culture and socioeconomic affects the concept of an individual for social support (Cornamen, Goldman, Weinstein, & Lin, 2001).

Perceived social support plays an important role in the life of an individual. When social support is given in a positive way, it removes the stress from the life of an individual and builds up his confidence level. Social support helps an individual to become adapt with the healthy environment (Roth, 2004).

Social Support and Academic Achievement

Academic development is considered to be connected with social development (Konishi, Hymel, Zumbo, & Li, 2010). High perception of social support is related to the better academic achievement because it depends on conception of social support (Cohen & Wills, 1985). The academic environment has been repeatedly regarded as a mean of stress (Casullo, Fernandez, & Liporace, 2001).

Stress involve in pursuit of education can be reduced by search and proper use of support and potential of its availability. They act as protective factor and decreases

low achievements and school disengagement. Searching social support is a commonly employed strategy; different studies declared that high perception support favors academic achievement.

In elementary students, due to perceived support from parents, teachers, friends academic performance was higher (Chen & Rubin, 1992; Dubow & Tisak 1989; Elias & Haynes, 2008; Murray & Zvoch, 2011; Rosenfled, Richman, & Bowen, 2000).

Same analyses conducted on high school students, showed improved academics accomplishments and the perception of support was higher from all sources (Chen, 1997; Konishi et al., 2010; Lee & Smith, 1999; Malecki & Demaray, 2003; Rosenfled et al., 2000). Scarcity of research with college students, same results founded; better academic achievement was connected with higher perceived support from parents and family (BordesEdgar et al., 2011). To increase perception of social support in students interventions stand out as concrete proposals with positive results. These studies focused on academic adjustment, which is much complex and encompassing variable that cannot be analyzed. It seems reasonable to assume that academic performance would run in the same direction as academic adjustment.

The improvement of academic performance by enhancement of social support has been found in recent report. Strategies of this kind would benefit students by taking this into account, could have access to resources that may help them to navigate academia.

Theories on Perceived Social Support

Many theories are given on perceived social support and every theory gives a new concept that there are different factors affecting social support. Some of them are following;

Stress and coping perspectives. Stress and coping theory (Cohen & Lakey, 2000) gives its perspective about perceived social support. This theory stated that stress arises from wrong judgment of an event and it leads to bad health. In stressful conditions, social support act as buffer and helps an individual to cope with the situation. According to this theory, stressful situations lead to bad health and develop negative feelings in an individual but it can be alleviated by providing social support

to an individual. Social support prevents the stressful conditions. Social support should be given to an individual in such a way that he can maintain his health condition and also become able to deal with difficult situation. There should be harmony between the need of situation and the support provided to an individual (Cohen & Hoberman, 1985).

According to this theory, interconnected support role, perceived support and social integration plays an important role in the life of an individual and are the base of perceived social support. It proves that if a person becomes social he will receive social support (Uchino, 2009).

Social cognitive perspective. Social cognitive perspective gives importance to social support and it emphasize on physical as well as mental health of individuals. In the cognition of an individual, the negative emotions and assessments are connected. According to this model an individual mostly think of him and others in a negative way. This model helps the individuals to think positively about the situations and reduce negativity from their minds. (Lakey & Drew, 1997).

Stress and perceived social support. The two important factors highlighting the relation between stress and social support are as following;

Buffering hypothesis. This hypothesis stated that social support is useful for the individuals only in difficult situation. It protects an individual from negative thoughts. It is regarded as buffering hypothesis because it buffers an individual from negative situation (Cohen, Underwood, & Gottlieb, 2000).

According to this hypothesis, an individual becomes victim of stress when he finds himself unable to cope with the stressor. In this condition social support helps the individual by changing his way of assessing the situation. At this stage social support helps an individual by influencing his response to the situation, by providing the solution to the problem or guide to less respond the stressor so that he can deal the situation (Cohen & Wills, 1985; Roth, 2004).

Main effect hypothesis. Effect hypothesis stated that social support is helpful for the individuals not only in stressful conditions but in all the ways it plays an important role. When a person will have a large number of people in his interaction he will receive positive emotions and feelings then he will not become able to respond

negativity (Cohen & Wills, 1985). This concept emphasis social support because it gives self importance and recognition to individuals (Roth, 2004).

Cultural Intelligence

The individual's capability to deal with different cultural context and to adopt new cultural environment is called cultural intelligence (Earley & Ang, 2003). According to Earley and Ang (2003) cultural intelligence is the ability to perform effectively in different countries, which can also predict an individual's cross cultural functionality as a similar concept with cross culture adaptability.

Cultural intelligence is a ability that enhances individual capacity to interact with people of other cultures. It refers to certain skills and abilities to communicate with people of other cultures (MacNab & Worthley, 2012).Through cultural intelligence, a person can effectively become used to with new culture which is different from his country's culture.

Cultural intelligence is ability through which an individual can interact with people from other cultures. Cultural intelligence is a key competency in a global world due to its importance on individuals as it enables the individual entering in a new culture to better adjust and perform which ultimately results in achievement of their set objectives. On the other hand individual with low cultural intelligence will not be able to successfully compete in host culture resulting in failure not only at individual but at professional front as well.

In 1990, the study of culture and multiple intelligences became popular (Crawford-Mathis, 2009; Hofstede, 2006). Four worthy cross culture studies gave way to cultural intelligence including house globe study that wanted to elaborate the relation between social culture, organizational processes and leadership (Hofstede, House, Javidan, Hanges, & Dorfman, 2006), the world values survey which was conducted on respondents of market research agencies across the world, Schwartz's survey of values covering students and teachers in 50 countries and a study of event management including managers from 47 countries.

Another remarkable work was done by Den Hartog et al (1990) which elaborated universal leadership traits. These studies determined why some people are

more effective than others in diverse cultural condition (Ang et al., 2007). Earley (2002) postulated that cultural intelligence has an impact on intercultural interaction.

Components of Cultural Intelligence

There are four components of cultural intelligence which includes cognitive, meta-cognitive, behavioral and motivational cultural intelligence. Cognitive culture intelligence depicts the information about norms, practices and rules of various cultures attained by education and personal experience and people with high cognitive cultural quotient (CQ) understand the similarities and differences in different cultures (Ang et al., 2007).

On the other hand, meta-cognitive culture intelligence depicts mental processes that individual uses to gain cultural knowledge, people with high meta-cognitive cultural quotient are intentionally aware of other cultures before and during interaction and they are also set their mental models before and during interaction (Ang el at., 2007). Motivational cultural intelligence depicts the ability to direct attention and energy to learning and functioning in situations assigned by cultural differences. Finally, behavioral intelligence is the ability to exhibit the suitable appropriate verbal and non verbal acts during interaction with people belonging to different culture and it involve wide and flexible repertoire of behavior, exhibit situational appropriate behaviors (Ang et al., 2007).

On the other hand low levels of cultural intelligence are evidenced by the people who find difficulty in adjusting in different cultures because they bear low level of tolerance regarding the adaptation of other cultures. They become confused and failed to focus on cultural differences (Brislin et al., 2006). When the different levels of cultural intelligence are manipulated, the knowledge base to choose culturally appropriate methodology, the conflict resolution ability, is increased or decreased. That's why cultural intelligence levels act as independent variables on the dependent variables of conflict resolution ability.

There are also studies related to mindfulness and cultural intelligence. Elizabeth (2014) explained that an individual can become culturally more sensible by enhancing mindfulness in pre departure sessions. Previous studies revealed that cultural intelligence (CQ) significantly affect cross cultural adjustment (Ang et al.,

2007; Huff, 2013; Huff et al., 2014; Kumar et al., 2008; Lee, 2010; Lee & Sukoco, 2010; Lee & Kartika, 2014; Malek & Budhwar, 2013; Ramalu et al., 2010; Ramalu et al., 2011), and job performance (Ang et al., 2007; Chen et al., 2011; Kumar et al., 2008; Lee, 2010; Lee & Sukoco, 2010; Malek & Budhwar, 2013; Peltokorpi & Froese, 2012; Ramalu et al., 2011; Ramalu et al., 2012).

Studies have proved that expatriates, who remain unable to adapt to foreign countries mostly failed in their overseas assignments (Ramalu et al., 2010; Shaffer et al., 2006) and in result it leads to higher cost of their firm, also destroy firm's relation with host country by losing business opportunities (Mervosh & Mcclenahen, 1997). Various studies have shown positive impact of work experience on cultural intelligence (Crowne, 2008; Lee & Kartika, 2014; Moon, 2010), and cross culture adaptability (Huff et al., 2014; Lee & Kartika, 2014; Peltokorpi & Froese, 2012). In contrast, researchers have also revealed that tenure or experience have important effect on cultural intelligence (Gupta et al., 2013; Lee, 2010; Macnab & Worthley, 2012) and cross culture adjustment (Chang et al., 2013).

Different researchers have found a relationship between culture intelligence CQ and cross culture adjustment (Jyoti & Kour 2015; Lee & Sukoco, 2010; Ramalu et al., 2010; Ramalu et al., 2011). Earlier researchers have proved that individuals with high level of CQ are more able to adjust themselves in host culture environment (Earley & Aug, 2003; Kumar et al., 2008; Ramalu, 2011).

Individuals perform poorly when they are outside of their home region because they fail to understand the differences in other cultures (Stone-Romero, 2013). Ang et al. (2007) stated that people who are more conscious of their environment (meta-cognitive CQ) and who are capable to adapt their behavior accordingly (behavioral CQ) can better perform their roles according to the norms that are culturally suitable.

Role of Different Types of Intelligence in Enhancing CQ

Emotional intelligence and cultural intelligence. The term emotional intelligence (EQ) was firstly used by Salovey & Mayer (1990). It is termed as a set of mental process including appraising and expressing emotions in self and others in using emotions in adaptive ways (Salovey & Mayer, 1990). Emotionally intelligent

people have a deep sense of self, which helps them to understand others, maintain proportion, easily focus and understand what is important. This activity is positively associated with CQ (Brislin et al., 2006; Crowne, 2009; Crowne, 2013; Kumar et al., 2008; Moon, 2010)

People with higher CQ have capacity to face confusing situations, think deeply things are happening in which sequence and can understand properly related to the context of cultures. Researchers proved that CQ have a "heart or emotional' component (Westby, 2007) which shows that EQ leads to CQ.

Crowne (2009) gave the concept of relationship between EQ and CQ by arguing that EQ and CQ are related but different in construct. People with intelligent emotions can understand the emotions of others and are able to have a good interaction with people of other cultures (Crowne, 2009). Further, he conducted a test on 467 students of business courses at a large university in northeastern part of US and the results proved that EQ and CQ are relevant but different in construct and same has been proved by Moon (2010) as well.The social competence (social awareness and relationship management) in it EQ is more closely related to CQ, it requires the ability for accepting one's emotion awareness and expressions, and choose what is more important in cross culture interaction (Moon, 2010). People having good understanding of their own emotions can better comprehend the cultural knowledge. They are aware of their internal state and quickly respond to cross-culture interactions.

The self awareness component of EQ is positively related to meta-cognitive component of CQ. On the other hand self management of emotions is positively associated with all the component of CQ except motivational CQ (Moon, 2010). People with high emotional intelligence can understand the emotions of their own and of others and have the ability to engage themselves in cross-culture relation. Only in this way, EQ can play an important role in enhancing CQ.

Social intelligence and cultural intelligence. Goleman (2006) stated that Thorndike gave the concept of social intelligence (SQ) in 1920 as a mental ability different from abstract and mechanical intelligence. According to Wechsler (1958), SQ is general intelligence related to social situations. Ford and Grolnick (1983) defined social intelligence in term of behavioral result as one's capability to fulfill the

certain tasks in a specific situation. On the other hand, Marlowe (1986) argued that SQ is equal to social competence. In the start, researchers regarded it as a capability to comprehend and manage the people (Thorndike, 1920). It is related with skills relevant with social interaction and act properly in these situations (Brislin et al., 2006; Kaukiainen et al., 1999; Marlowe, 1986; Salovey & Mayer, 1990; Silvera et al., 2001).

In a recent cross culture study, researchers found a positive relation between SQ and CQ (Earley & Ang 2003; Earley & Pieterson, 2004; Thomas, 2006; Thomas et al., 2008). The interpersonal aspects of SQ include the interpersonal aspects of CQ (Crowne, 2009). This shows that CQ is the subset of SQ but latter Crowne (2013) tested the model on 467 students in business courses at a large university of northeastern US and results proved that CQ is not the subset of SQ. SQ is related with effective interaction whereas CQ effectively interact in cross culture situations and shows that SQ leads CQ. CQ is dynamic and involves continuous learning from interaction in social situations (Thomas et al., 2008) which depicts a relation in SQ and CQ.

SQ involve the skill of being sensitive in complex conditions and also the skills in cultural knowledge and cultural information, It is related with skills of all social interactions and properly, it can positively affects the components of behavioral CQ that indicate interpersonal competencies (Brislin et al., 2006).

Correlates of Cultural Intelligence

Cross cultural adjustment. Cross-culture adjustment (CCA) is the degree of psychological comfort an expatriate has with various aspects of a host culture (Black & Stephens 1989; Black & Gregersen, 1992). It assists a person to be happy and comfortable in new culture.

Individuals with high motivational CQ can perform better because they have natural interest in new culture and it assists them to be successful in cross culture situations (Ang et al, 2007). Behaviorally intelligent people bear the ability to vary verbal and non-verbal cues in communication with the people of host region.

Some researchers in India revealed that connection between CQ and task performance is mediated by cross-culture adjustment (Jyoti & Kour, 2015) and

adaptability (Jyoti, 2015). A successful cross cultural adjustment in host culture region alleviate the strain and stress, infact improve their performance (Kraimer et al., 2006; Ramalu et al., 2006; Ramalu et al., 2011). Individuals with higher CQ can perform better and adjust in new culture (Jyoti et al., 2015; Ramalu et al 2012).

Perceived social support. Albrecht and Adelman (1987) defined social support as interaction between recipients and providers that can alleviate the uncertain situation, the self, the others, or relationship and function to improve the perception of personal control in one's life.

Social support is the skill to lessen the stress relevant to new working environment (Kraimer et al., 2001). Social support helps employees to fulfill the expectations of their supervisors and coworkers by showing positive approach and attitude towards problem solving and with hard work (Ito & Brotheride, 2003). This phenomenon strengthens the relation between CQ and CCA (Lee, 2010; Lee & Kartika, 2014; Wu & Ang, 2011).

Individuals with high social support from family, organization and managers are better able to adjust in a new culture. Managers who receive social support and positive attitude from their coworkers to solve the problems have positive attitude towards job (Karapete, 2012). The relation in CQ and CCA become strong when manager receive more support from family, coworkers and supervisors. Due to lack of social support the positive effects of intelligence on CCA reduced (Lee, 2010).

Social support reduces the stress related to work in new place (Kramier et al 2001) which helps in adjustment (Lee et al., 2013). Without social support, it is difficult for the intelligent people to cope with new situation. When managers receive enough social support the effects of intelligence on adjustment increased (Lee, 2010). Families play an important role to support their members when they suffer through difficult times and improve their performance. When culturally intelligent managers receive proper support and guideline from seniors they become able to adjust themselves and this support enhances the relation between CQ and CCA (Lee & Kartika, 2014).

Personal experience. Experience is the observation a person attains from the events of a culture and is also affected by those observations (Takeuchi & Chen,

2013). Studies have proved that experience enhances the relationship between CQ and CCA (Lee & Sukoco, 2010; Takeuchi et al., 2015).

Expatriates with high level of CQ and with international work experience can easily adjust themselves in host region (Lee & Sukoco 2010). If the managers have high international experience, the relation of CQ and CCA become stronger and it will give confidence and motivation to positively interact with people of host country, and adjust themselves in different cultural environments.

When the expatriates have experience of working outside the state, they can better adjust in host region because of the familiar general environment (Lee, 2010). Culturally intelligent people have international work experience and are aware of cultural so they know how to deal with cross-cultural situations in host region and it gives power to the relation of CQ and CCA. If the expatriates have international experience but lower CQ, it reduces the chances of cultural adjustment (Lee & Sukoco, 2010; Takeuchi et al., 2015). International work experience help employees to deal with the expected situations happening in host country and helps in adjustment (Black, Gregersen, & Mendenhall, 1992) and previous work experience enhances the relation of CQ and CCA.

Social Competence

Social competence reflects socially suitable behaviors in different situations and according to social need of the environment (Gresham, 1995). A person who is socially competent can optimize the social behavior depending on the available social information (Taborsky & Oliveira, 2012). This skill enhances their social interaction and relationship (Savickas, 2005) and based on behavioral flexibility. Social competence is the part of eight key competences of lifelong learning, and refers to all the other behaviors which permit the individuals to take part in effective and useful way in various situations of social and working life.

In educational field, social competence is influenced by social environment and is linked to the skill to interact and cooperate with each other. Social competence include teamwork, problem solving, making decisions, confronting challenges and making relations, self control, responsibility and respect among each others.

The development of social competence is important from school to university as it helps in personal growth and self esteem and respect for socially developed human rights. An individual with low social competence can face many problems in life, showing positive feelings and determining aims in worse conditions (Del Prette et al., 1999).

In last decade, different studies highlighted the importance of designing and assessed different programs to develop social competence among higher school students. It is important to develop valid and reliable instruments to measure social competence, as it is the first measure taken in the measurement of social competence and its effect on educational results and psychosocial development. The development and measurement of social competence in higher education confronts the challenges as general organization of courses do not favor group work and educational aims at university as teachers are mainly focused on academic knowledge (Buchs & Butera, 2015).

Dimensions of Social Competence

Three well known dimensions of social competence include; group climate, team cohesion and social skills (Glass & Benshoff, 2002; Goldstein et al., 1989; Mackenzie, 1983).

Group climate. Group climate is related to the perception of participant about group atmosphere (Kivlighan & Angelone, 1992). Group climate can affect the performance of any team. In the field of education, group climate is related to student's emotions, feelings and behaviors while working with a group of students. Being future professionals, higher education students are able to interact effectively with each other, solve the conflicts and able to solve them successfully. Mackenzie (1983) highlighted three attributes of group climate including participation, avoidance and conflict.

Participation. It highlights that if the members want to be the part of group, they need to share the information of personal life and participate to attain group goals.

Avoidance. In avoidance, members fail to discuss important matters and depend on facilitator for guidance.

Conflict. Conflict arises because of the differences among team members and they feel anxious, doubtful, distant and withdrawn.

Team cohesion. Team cohesion depicts the degree in which group members want to remain in their group (Shivers,1980) e.g., the power lies between the members, unity, interaction and the way members coordinate to achieve the goals (Forsyth,1999). Social competence is like teamwork which means the ability to work and interact with others for group development.

Social skills. Many researchers made effort to make a consensus based on the concept of social skills and formed two important theoretical models (Del Prette et al., 1999). On one side, social skills are equal to social competence (Caballo, 1993). On the other side, social skills are related to those behaviors related to social actions and social competence evaluated the effectiveness of social action in terms of social skills (Gresham, 2001). In terms of this perspective the concept of social study is evaluated as positive social behavior that results in positive social interaction (La Greca, 1983).The term social skills is explicit and implicit behaviors of social actions and can be further divided into intrapersonal and interpersonal skills (Goldstein et al., 1989). Interpersonal skills refer to interaction and communication with each other in both forms individually and in groups. Whereas intrapersonal skills govern within the mind of a person and allow effective thought process.

Theories on Development of Social Competence

Following are the theories in support of social competence:

Theory of attachment. Future communal abilities and evolution depends on a child's attachment and alliance with caregiver (Bowlby as cited in Shaffer, 2008). Affection or endearment is biological and is expected to exhibit that enough social support and assistance is obtainable to child to successfully survive till the time he is not able to live on his own.

According to Ainsworth (2011), the layout of social alteration, adjustment and association in childhood or infancy is likely to continue through the whole life of individual (Ainsworth as cited in Huitt & Dawson, 2011). In a study, it was found that children who had strong connection and association with significant others make more confidant participants while attending the summer camp. Likewise, researchers

found in study that those adolescents who had strong companionship and affection with their parents had strong and enriched social aptness and were able to form good romantic relationships and friendships (Engles, Finkenauer, Meeus, & Dekovic, 2005). These discoveries tell that those children who were not able to form good relationships in their early childhood they should be given some chance to restore unique tenderness and warmth or develop some kind of relationship with someone outside the home like in school with teacher or a counselor.

Psychosocial theory. Another theory related to the development of social adeptness was presented by Erikson (1950). According to his psychosocial theory, the growth and metamorphism of a person's disposition should be stressed on efficacious dealings and social domains. He highlighted the significance of a person's relationships in a chain of disagreements that he faces in social interactions. Clash, conflict and mistrust occur in infancy. He further, elucidated that it will end in trust and if that interaction is insensitive and invaluable it will develop mistrust in infant. As a consequence, development of trust in babyhood help a person to move to the second step of toddlerhood in this stage there is a dispute between independence and ignominy or reservation. Sense of independence and control on oneself and on the surrounding environment will develop in toddler in response to confidence on caregiver which was an outcome of previous stage. The development of creative inventiveness versus blame and industry versus meekness in next two steps are especially worthy to note for educationalists. Children start their schooling in their early childhood. For this purpose, this is important for children to develop their inquisitiveness in knowing their social competence and its use while working with others. The chore of combining personal desires and requirements with those of others become even more multifaceted for children of elementary-age. It is crucial for them to follow rules and regulations to make things to go in right way and at the same time learn to engage in perspective taking and learn to work with others. If Children do not successfully complete any of these stages there is probability of inability to develop independence and feeling of inadequacy and dearth, and lack of social prowess and abilities as compare to their friends.

Social learning and social perception theory. Bandura (1986), conceptualized the three groups of influences and effects on mounting social skills, those behaviors that any individual witness in his home by his elders or in society,

intellectual ingredients like his very own point of view about victory and successfulness, and social influences like atmosphere of class and school. In his mutual determinism model, he enunciated that all of these features are equally important for social growth of any person and are interconnect. It means that every factor has an influence on the other. Any change in one factor will bring variation in other For example, child's beliefs about his abilities can have impact on his interaction with others in class and in return his deportment can influence his social surroundings i.e. classroom. In similar fashion, any change in classroom setting can bring change in his social abilities and automatically bring change in his potency.

Another point of view regarding the effect of environment on development of human attitude and behavior was presented by Bronfenbrenner (1979). As stated by him humans grow in the series of three systems of environment. Those few environments where a person spends most of his time are included in micro systems of environment that are central to this theory. Bronfenvrenner defined school and classrooms symbolize the substantial micro systems for the social development of children. Macro system such as movement of individuals from agricultural age to industrial age that had influence on all human beings was another important feature of his theory. Third series of environmental systems were meso systems and according to Bronfenvrenner, these are links between different micro systems for example, linking between experiences at school and that of family. His theory provides evidence for the significance of communication as well as importance of child's family and his school in growth of his social expertise which will be helpful in successful development of social competencies of individual.

Development of social competence. As enlightened by Vygotsky (1978) an eminent theorist who worked on social development, that intellectual functioning of an individual is linked with his companionship in the external world. According to his point of view significant others in the life of children and his socially capable friends escort him and train him to move in social world. Vygotsky (1978) clarified that children sequentially gain that how to behave socially through their interaction with someone in their lives who is socially experienced and this occurs within the proximal region of growth. All those ventures that children can do without the help of anyone that provide guidance from the lower border of this zone of proximal development. Similarly all those activities that they cannot learn at this stage of development even

in the presence of and backing of highly experienced mentor are present at the upper border of zone of proximal development.

One of the leaders in the expansion of social-emotional learning is the Collaborative for Academic, Social, and Emotional learning. It explained five such competences that according to them are beneficent for effective development of personality and these competences are manipulatable. One is awareness about self (understanding and valuing other's emotions and feelings, being thankful to them and having good interpersonal interactions). Managing self and regulate personal emotions so that they help in the attainment of objectives rather than becoming obstacles. Another competence is maintaining effective correspondences. And in the last ability to make responsible decision.

Character education is meant to meet early the pubescent need for increasing social competency. Moreover, adolescent's engagement in character education is the key for their learning from the education. The engagement and deficiency in social adroitness are therefore sensible conditions for the efficiency of character education in promoting social competency. In a study the focal point of the researchers was to foretell the social competence of the students. In order to reduce partiality from the selection process of the study and the character education program, researchers adjust for the analysis show the endowment of the character education program to social competence Moreover, dedication to the program and heralding lower social competence are the individual elements of the participants that are responsible for the contribution.

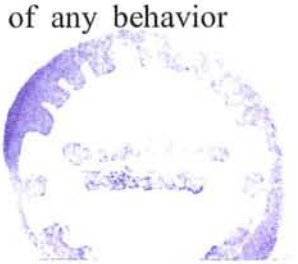
Perception of Social Competence as Situation Dependent

Formerly, researchers have been prone to restrict to place the social competence in one of two approaches. According to one point of view, social capabilities are the part of person's constant format of behaviors, part of his personality this is known as trait model. This model possibly has factual and hypothetical snags. On the other hand, trait models may have theoretical and existential obstructions (Dirks, Treat, & Weersing. 2007). Trait models state that social competency is a part of one's personality and features of a personality are evaluated by the effectiveness of person's behaviors (Dirks, Treat, & Weersing. 2007). Trait models predict that if a person is aptly behaving in one situation as

compared to those who are not socially skilled, similarly social skills approaches also suggest that as social skills are idiosyncratic of behavior so, any behavior that is successful in one situation it will equally be helpful in other circumstances.

The suggestion that any individual or behavior competent in one situation will similarly be competent across different situations is hard to accept because it is difficult to ponder about a person who can deal effectively with all of his pals and in different situations it is not possible to finds out a desirable behavior across variety of situations. Sometimes the action that is considered socially acceptable may not be acceptable in some other situations, for instance, while managing interpersonal conflict with others smiling will be less acceptable. Empirical evidences favor the idea of situation dependence of social competency. Contradictory to the concept of trait model it had been proved that children who showed good social skillfulness in one situation were not able to manage successfully in other situations. It had been proved that the patterns of information processing in one social dominion is not effective in predicting behaviors in other social dominion and evaluation responses of children in particular situation will be helpful in predicting their future behavior for same situations but will not be effective in evaluating their general competence. A research suggested that those children who are popular among their companions are more socially competent in playgrounds where as those who are less popular they are more likely to initiate the social contact inside the classroom this contradicted with the idea presented by social skill approach. These studies propose that social competencies are not consistent in all situations it is highly situation dependent. One who is competent in one social situation may not be successful in other situations. And this idea is supported by the literature which shows that there are many theories presented in previous two decades that social competence is least dependent on situation in which a certain behavior occurs (Dodge, 2014).

Situation dependence approach of social competence says that it is not the possession on any individual or any one behavior. It is the situation which decides the competency of a behavior. It develops as a result of appropriate equivalence of behavior and situation. There are theories which suggest that social competence can be managed by effectively using the personal resources in order to achieve favorable outcomes in the wide range of social interactions. Effectiveness of any behavior depends on social context to some extent (Bierman, 2004).



Another study supports that females are high in social competency than males. Hypothesis of the study was, individual difference in theory of mind understanding are linked to important features of social behavior and this relationship is different for lad and lass. Research scrutinized the relation between theory of mind understanding and preschool aged student's peer-related social competence. Results express that after controlling the age theory of mind product disruptive and to some extent timid behavior for boys and pro social behavior for girls (Walker, 2005).

Social Competence and University Students

Social competence plays an integral role in the development and transition of a person. Without sufficient social abilities, a person may find trouble in the areas of employment, daily living skills, independent living and participating in the community.

Social competency is usually defined in broader terms and its definitions are complicated by a lack of objectivity regarding social skills. What one person believes to be himself of having suitable social skills, it may seem inappropriate to other. Being able to sit silently for a while during free time may seem surprising for someone, yet not a problem for another. Also, different skills are useful in different situations. A social skill exercised by a person with a friend or relative is not the same as with an employer or landlord. Basic social proficiency is expressed in the students having the ability to interact appropriately with others in multiple situations. A major component of the definition is determining an apt behavior. For instance, some children may possess the accurate social skills but may use it at the wrong time or only when it is personally beneficial. A socially competent person can correctly determine appropriate behaviors in a certain situation.

Most of the skills that are needed in the classroom are academically related with each other. Being academically proficient is the focus of mentors and parents in the classroom society. Teaching social and interpersonal skills is not prioritized by most teachers, including social education teachers. Social skills and how to tackle the problems regarding social behaviors are not often included in individualized education plans or the basic curriculum. As Anderson (2000) reported that only 37 percent of students need social skills training. At the same time, teachers consider

following directions, completing tasks and dealing with emergencies and ethics to be very important.

These learned social skills are vital for academic success; many students with learning disability face trouble mastering them. Other social behaviors including turn taking, listening and managing conflicts, can also be difficult for children with learning disabilities to master. These skills are crucial for becoming successful and independent in the world outside the school walls and need to be incorporated into curriculum for all children.

Toews & Lockyer (1997) demonstrated that perceived global social support was related to academic, personal-emotional, and social adjustment during the 3rd and 15th weeks of the first semester. Perceived social support was more closely connected to social adjustment than to personal-emotional or academic adjustment.

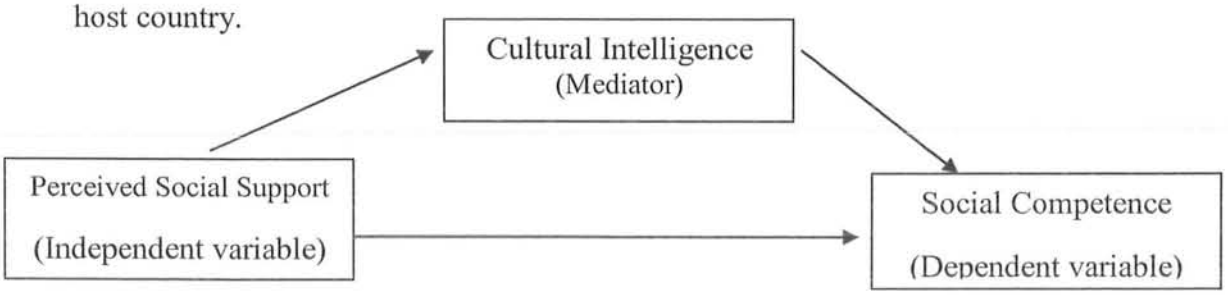
Relationship between Perceived Social Support, Cultural Intelligence and Social Competence

Previous literature also provides the supporting evidence that social support provided by the class fellows not only help to overcome the adjustment related issues such as social stress, anxiety, relations with significant others and depression but it also enhanced the social competencies of students (Demaray et al., 2005).

Researches have shown that there is a significant and positive relationship between cultural intelligence and social competence of girls and boys, students of sciences, humanities and commerce (Jaseena, 2016). Further research findings also suggest a relationship between cultural intelligence, perceived social support and cross- cultural adjustment which is an important outcome of social competence. Social support reduces the stress related to work in new place (Kramier et al., 2001) which helps in adjustment (Lee et al., 2013).Without social support it is difficult for the intelligent people to cope with new situation. When managers receive enough social support the effects of intelligence on adjustment increases (Lee, 2010). Families play an important role to support their members when they suffer through difficult times (Lee, 2010, Lee & Kartika, 2014), and improve their performance. When culturally intelligent managers receive proper support and guideline from

seniors, they become able to adjust themselves and this support enhances the relation between cultural intelligence and cross cultural adjustment.

The studies explained above may serve as theoretical framework for investigating the relationship between cultural intelligence, perceived social support and social competence among international university students. So the present study aims to explore the "mediating role of cultural intelligence between perceived social support and social competence". Maybe the international students with high perception of social support and high cultural intelligence may show increased social competence in host country as compared to those students with low perception of social support and low cultural intelligence and show decreased social competence in host country.



Rationale of Study

Development in science and technology has turned the world into a global village and in this village, there is just ease for people in all the fields like work, traveling, business and study all over the world. With this ease of mobility people from all over the world despite of cultural differences come across and create cultural harmony among themselves. The progress in the field of technology invites the people from all over the world to trade to travel and to study by crossing seas and borders. Through a study, it is highlighted that about one million students and scholars got higher education in abroad. In US from some years it is noted that there is increase in the number of international students at colleges and universities. When the Open Doors was introduced in 2000 then there was a massive increment in the number of international students in US in the year 1999/2000. The enrollment percentage of international students increased from 3.8% to 4.8% and the students who got their higher education from US are worldly known. For example (74.7%) of all abroad students got their education from US (Davis, 2001) their presence cause economic impact of 12.3 billion dollars and 1 million jobs in US (Davis, 2001)While reviewing

these statistics, it is important to conduct psychological studies on international students that how they adjust in the countries in which they go for studies.

Previous research revealed that international students are under pressure for studying in a culturally different country. It was also observed that international students have to face various problems including homesickness, difficulty in understanding of native language, lack of money and many other daily life tasks and all these things leads students to lose sleep, burn out, depression, anxiety and academic failure etc (Mallinckrodt & Leong, 1992). So it is important to help the international students to adjust in other host countries. Many researches (Mallinckrodt & Leong, 1992; Parr et al., 1992; Sandhu et al., 1991) highlighted that international students suffer from home sickness, loneliness, sadness and financial problems. So, there is need of a study which will be helpful in finding the protective factors for the international students.

After 1950, there were many researches on social and psychological problems of international students meanwhile systematic study was also conducted (Davis, 2001). A lack is found in literature regarded the role which cultural intelligence plays in positive adjustment of international students.

Not only cultural intelligence but social support plays the role of a protective shield and lessens the number of failures and school disengagement in international students. The academic level of students can be improved as the social support can enhance social competence of international students. In educational setting, social environment has a great impact on social competence and focus on the skill how to communicate and cooperate with each other. Social competence plays important role in personal growth, self respect and sense to respect human rights. Students who remain unable to adjust in new environment cause a great financial loss to their parents but at the same time destroy their future as well.

There is a gap in literature regarding the relationship between cultural intelligence, perceived social support and social competence. Topic of present research is "Mediating role of cultural intelligence between perceived social support and social competence" findings of which will try to fill the gap in literature. This study has a great significance not only on individual level but also at organizational

and government level. This will help to provide counseling to foreign students having adjustment issues in host country.

In Pakistan, there is scarcity of literature on cultural intelligence as well. A few researches are available on cultural intelligence which was conducted in organizational settings only with variables including turnover intention and organizational socialization. As Pakistan is a developing country, this research will not only help to increase number of international students to gain economical advantage by generating revenue but also to attract talented and innovative minds from overall the world by modifying their educational policy according to the needs and issues faced by international students and increasing the standards of their higher education institutes.

METHOD

Chapter 2

Method

Objective

1. To investigate the relationship between cultural intelligence, perceived social support and social adjustment among international university students.
2. To explore the relationship of demographics in relationship with cultural intelligence, perceived social support and social adjustment.
3. To investigate the mediating role of cultural intelligence between perceived social support and social competence among international university students.

Hypotheses

1. Cultural intelligence and its subscales (meta-cognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and behavioral cultural intelligence) will positively predict social competence among international university students.

2. Perceived social support and its subscales (family, friends and significant others perceived social support) will positively predict social competence among international university students.

3. Cultural intelligence and its subscales (meta-cognitive cultural intelligence, cognitive cultural intelligence, motivational cultural intelligence and behavioral cultural intelligence) will mediate the relationship between Perceived social support including its subscales (family, friends and significant others perceived social support) and social competence.

4. Male international students will score higher on cultural intelligence as compared to female international university students.

5. Female international university students will be higher on perceived social support and social competence in comparison to male university students.

6. Science students will score higher on cultural intelligence, perceived social support and social competence as compared to students of humanities.

Operational Definitions

Cultural intelligence. Cultural intelligence is a ability that enhances individual capacity to interact with people of other cultures. It refers to certain skills and abilities to communicate with people of other cultures (MacNab & Worthley, 2012). In current research, cultural intelligence had been operationalized through scores on cultural intelligence scale. High score on cultural intelligence scale will show good adjustment in a new culture whereas low score will show poor adjustment.

Perceived social support. Perceived social support is defined as the perception of a person being loved, cared, praised and the fact that he is connected with number of people who help him in need. The perception of support is a mental and subjective appraisal that allows an individual to depend on someone else in any case for help (Barrera 1986). In current research, Perceived social support had been operationalized through scores on MPSS scale. High score on multi-dimensional perceived social support scale shows an individual is receiving more social support whereas low score shows less social support from surrounding environment.

Social competence. Social competence reflects socially suitable behaviors in different situations and according to social need of the environment (Gresham, 1995). A person who is socially competent can optimize the social behavior relay on the available social information (Taborsky & Oliveira, 2012).This skill enhances their social interaction and relationship (Savickas, 2005) which are based on behavioral flexibility. In current research, Social competence had been operationalized through scores on SCHES scale. An individual scoring high on social competence scale shows enhanced social skills in comparison to individual scoring low on social competence scale.

Instruments

Cultural Intelligence Scale (CQS). Cultural Intelligence is measured by using cultural intelligence scale which was developed by Ang et al. (2007). It consists of 20-items. It's a multi-dimensional constructs comprising of four subscales including: (1) Meta-cognitive CQ (2) Cognitive CQ (3) Motivational CQ (4) Behavioral CQ. The corresponding item for Meta-cognitive CQ are (items, 1, 2, 3 and 4) for Cognitive CQ are (items, 5, 6, 7, 8, 9 and 10) for Motivational CQ are (items

11,12, 13 and 14) and for Behavioral CQ are (items 15, 16, 17, 18, 19 and 20). The overall scale reliability is (Cronbach's alpha (α) = 0.70). The Cronbach's alphas for all subscales is within the range of 0.71-0.74. Items are rated on 7 point Likert Scale with categories 1= strongly disagree, 2= moderate disagree, 3= disagree, 4=uncertain, 5= agree. 6= moderate disagree, 7= strongly agree.

Multidimensional Scale of Perceived Social Support. Multidimensional Scale of Perceived Social Support was developed by (Zimet, Dahlem, Zimet, & Farley, 1988). MSPSS consists of 12-items which consists of three sub-scales in order to measure perceived social support from three different sources including friends, significant others and family. It is a 7-point likert type scale in which responses ranges from (1=very strongly disagree to 7=very strongly agree). Scoring of MSPSS is very simple. The total score is acquired by summing all the items and diving by 12 gives a mean total score of the whole scale which can be accessed as a response to 7-point response scale. Items for subscales Friends are (items, 6, 7, 9 and 12) for Family are (items 3.4, 8 and 11) and for Significant others are (items 1.2, 5 and 10).

Social Competence in Higher Education Questionnaire. Esther and Santiago (2013) has developed CCSES to measure social competence. It's a 40-items questionnaire on a 4-point Likert Scale consisting of three variables: (1) Group climate, (2) Team cohesion, (3) Social skills. Items for subscales group climate are (12 items: 1-4-7-10-13-16-19-22-25-29-34-37) for team cohesion (9 items: 2-5-8-11-14-17-20-23-26) and for social skills are (19 items: 3-6-9-12-15-18-21-24-27-28-30-31-32-33-35-36-38-39-40). Cronbach's Alpha coefficient showed a reliability of 0.89 for the overall social competence questionnaire. Reliabilities for subscale team cohesion and group climate is above 0.80 whereas for social skills is above 0.90. It is a 4 point Likert Scale with categories 1= totally disagree, 2= disagree, 3= agree, 4= totally agree.

Sample

A sample of 100 international university students was collected from different universities of Islamabad. Sample collected from Quaid-i-Azam university was (N=40) whereas from International Islamic university was (*N*=60). Only those

students were included in the study who had already spent more than 6 months in Pakistan.

Table 1

Frequency and Percentages along Demographics Variables (N= 100)

Demographics (*N*=100)	Frequency (*f*)	Percentage (%)
Gender		
Male	50	50
Female	50	50
Degree program		
BS	95	95
M. Phil	05	05
Nationality		
Central Asia	43	43
South Asia	07	07
Eastern Asia	15	15
Western Asia	07	07
South East Asia	21	21
Africa	07	07
Department		
Natural Science	31	31
Social Science	25	25
Humanities	28	28
Computer Science	16	16
Time spent in Pakistan		
1 year	12	12
2 year	51	51
3 year	21	21
4 year	16	16
Residence		
University hostel	96	96
Personal accommodation	04	04
Relatives living in Pakistan		
Yes	11	11
No	89	89
Location of Relatives		
Islamabad	04	04
KPK	06	06
Punjab	01	01

Note. KPK= Khyber pakhtoon khwa.

Table 1 indicates the ratio of male and female students is equal in selected sample. The distribution on the basis of degree program indicates higher ratio of BS students in comparison to M. Phil students. The finding reveals that the maximum number of sample student is from Central Asia whereas the minimum number is from Africa and Western Asia. Most of the students were enrolled in natural sciences whereas the least number is enrolled in computer science. The distribution on the basis of time spent in Pakistan indicates higher ratio of students that has spent 2 year in Pak in comparison to those that has spent 3 or more than 3 years. Table shows that majority of sample students lives in university hostels on contrary only a few numbers has personal accommodation. The sample shows that most of the sample students have no relatives in Pakistan and those who have relatives; most of them are the residents of Islamabad.

Procedure

Informed consent was taken from the participants and they were ensured about anonymity and confidentiality of their personal information. They were given the right to quit at any time while answering the questionnaire. Verbal instructions were also given along with written information. Their ambiguities related to the research were cleared at the spot and they were welcomed for further queries.

Try Out

A try out study was conducted on a small sample (N=15) of international students from different universities of Islamabad in order to achieve the following objectives:

1. To evaluate the validity of scales.
2. To get the feedback of international university students regarding the questionnaire used to measure corresponding constructs, language used in written items, clarity in understanding statement of item.

Feedback of students was very positive and appreciating as they informed us that items were written in a very simple language and they faced no difficulty in filling the questionnaire which had played a very vital role in the conductance and completion of main study. The reliabilities of the scales are as follows; Cultural

Intelligence Scale (α= 0.92), Multidimensional Perceived Social Support Scale (α= 0.89) and Social Competence Scale is (α= 0.87).

RESULTS

Chapter 3

Results

Aim of present research was to study the relationship between cultural intelligence, perceives social support and social competence among international university students (N=100). Statistical Package for Social Sciences (SPSS 21.0 for Windows) for quantitative analysis was used to analyze data. As the study is based on empirical data the results have been presented in the form of tables given below. The statistical analysis consists of inferential and descriptive statistics. In inferential statistics Pearson Product Moment Correlation, Simple linear regression, mediation, ANOVA and independent sample t-test were included. In descriptive statistics, it includes items of scales/subscales, Cronbach α, mean, range, standard deviation, kurtosis and skewness.

The study was conducted on international university students in the region of Islamabad. Data was collected from different universities of Islamabad which facilitates and accommodates foreign students.

Trend of Cultural Intelligence and its Subscales among Students with Different nationalities

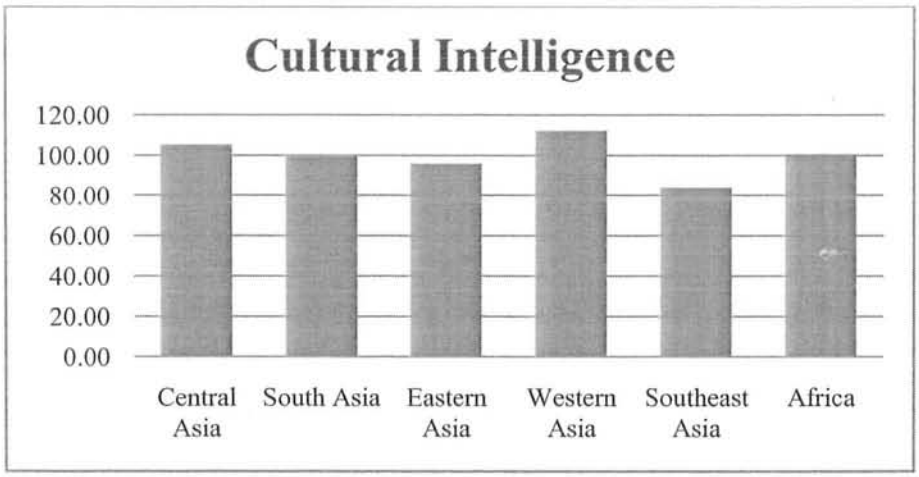


Figure 1. Mean differences in cultural intelligence among students from different areas of the world (*N*= 100).

Figure 1 illustrates the mean value of CI of students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for cultural intelligence whereas, Southeast Asia shows the lowest mean value for cultural intelligence.

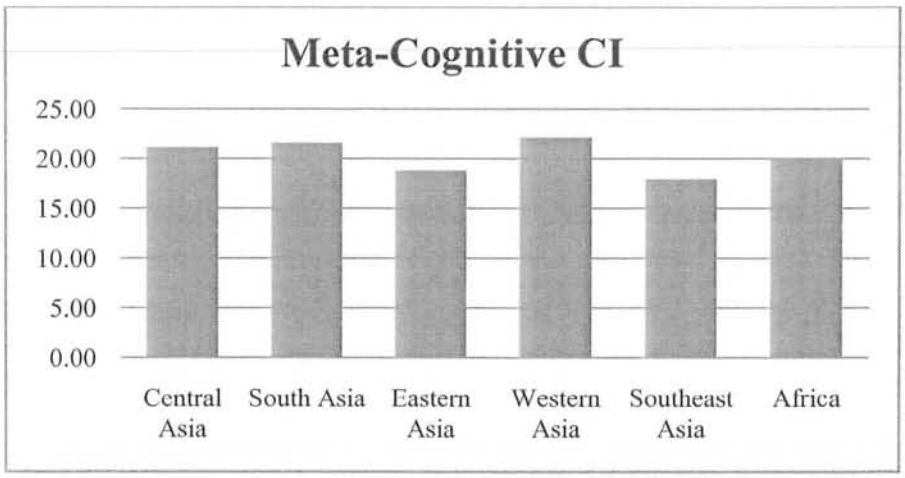


*Figure 2.*Mean differences in meta-cognitive CI among students from different areas of the world (*N*= 100).

Figure 2 illustrates the mean value of meta- cognitive CI which is a subscale of CI for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows highest mean value for meta-

cognitive CI whereas, Southeast Asia shows the lowest mean value for meta-cognitive CI.

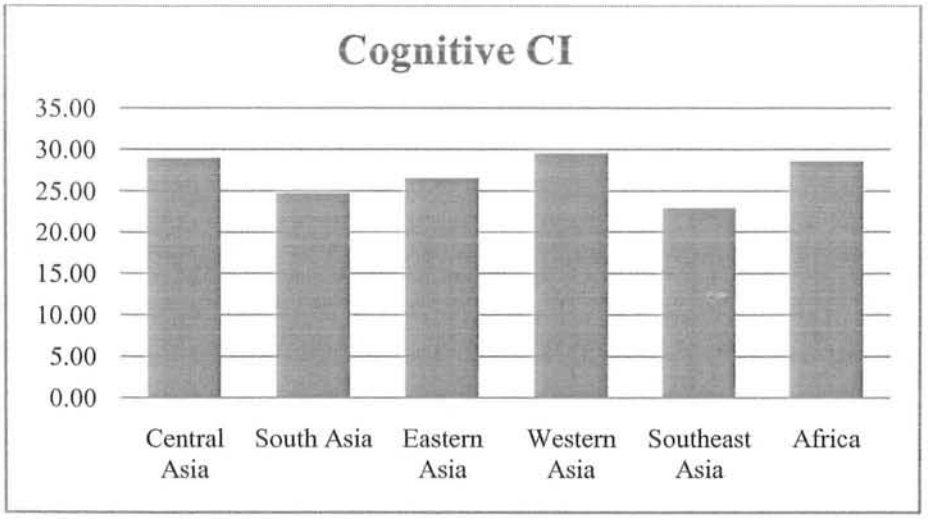


Figure 3. Mean differences in cognitive CI among students from different areas of the world (N= 100).

Figure 3 illustrates that mean value of cognitive CI which is a subscale of CI for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for cognitive CI whereas, Southeast Asia shows the lowest mean value for cognitive CI.

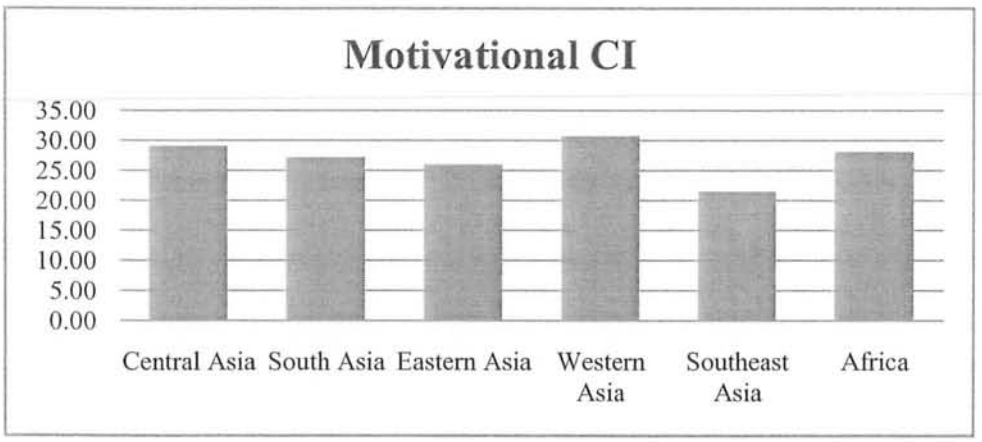


Figure 4. Mean differences in motivational CI among students from different areas of the world (N= 100).

Figure 4 illustrates that mean value of motivational CI which is a subscale of CI for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast

Asia and Africa. Western Asia shows the highest mean value for motivational CI whereas, Southeast Asia shows the lowest value for motivational CI

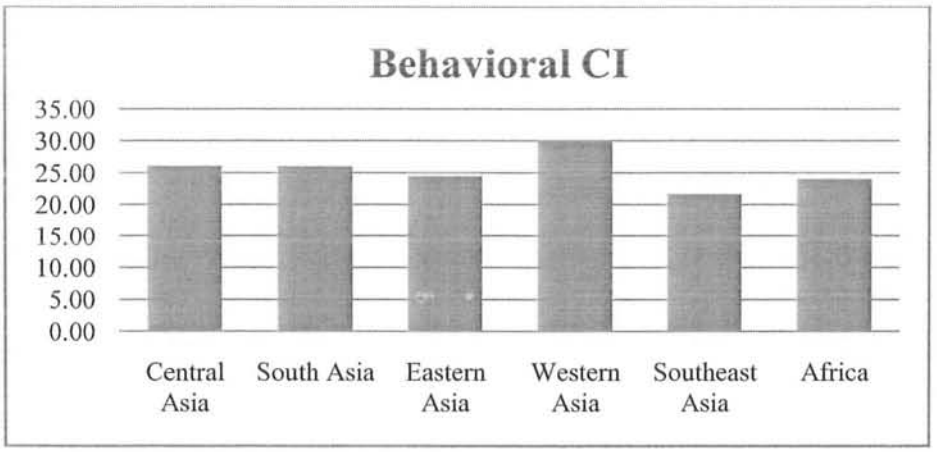


Figure 5. Mean differences in behavioral CI among students from different areas of the world (N= 100).

Figure 5 illustrates that mean value of behavioral CI which is a subscale of CI for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for behavioral CI whereas, Southeast Asia shows the lowest mean value for behavioral CI.

Perception of Social Support and its Subscales among Students from Different Nationalities

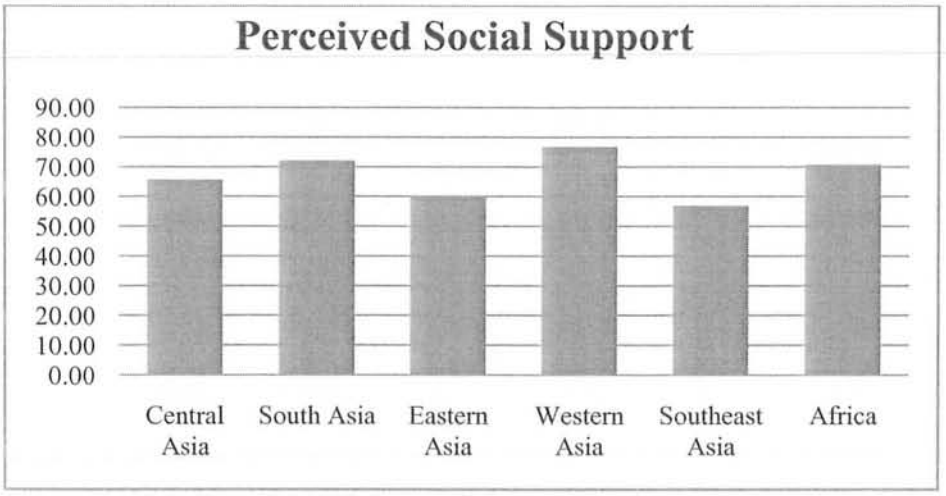


Figure 6. Mean differences in perceived social support among students from different areas of the world (N= 100).

Figure 6 illustrates that mean value of perceived social support for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and

Africa. Western Asia shows the highest mean value for perceived social support whereas, Southeast Asia shows the lowest mean value for perceived social support.

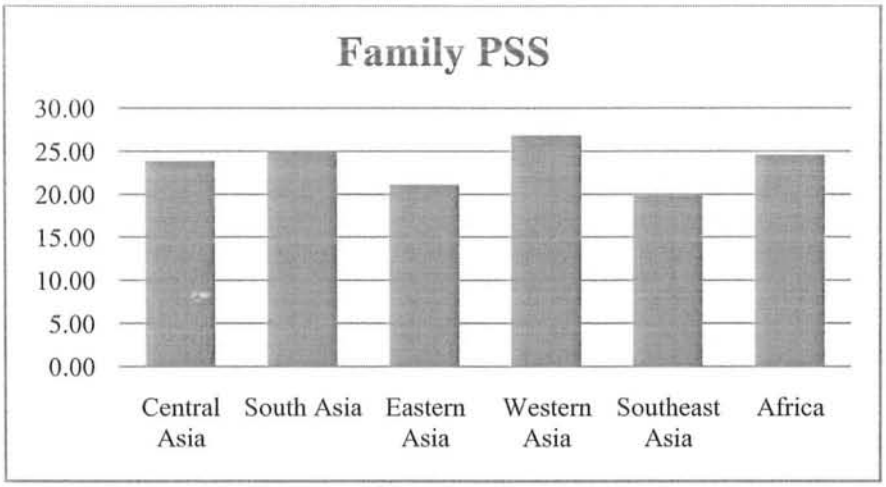


Figure 7. Mean differences in family PSS among students from different areas of the world (N= 100).

Figure 7 illustrates that mean value of family support which is a subscale of MPSS for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for family perceived social support whereas, Southeast Asia shows the lowest mean value for family perceived social support.

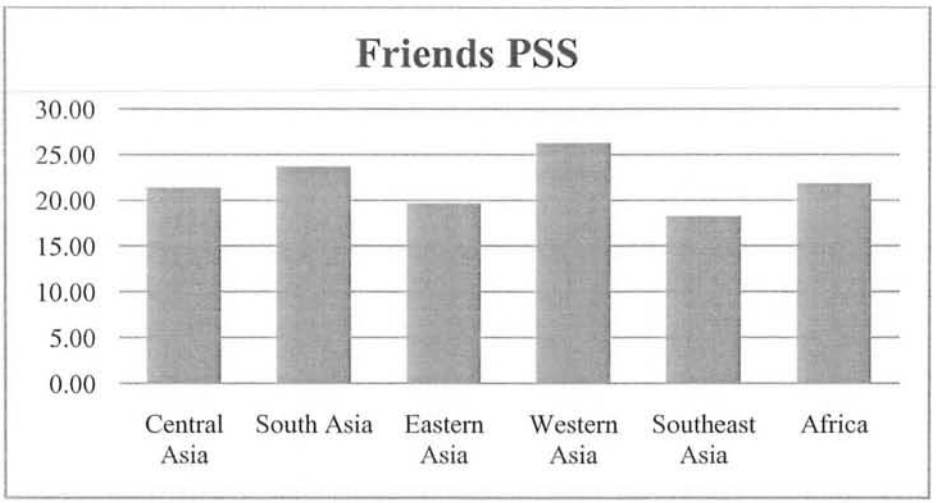


Figure 8. Mean differences in friends PSS among students from different areas of the world (N= 100).

Figure 8 illustrates that mean value of friends support which is a subscale of MPSS for students from Central Asia is, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for friends

perceived social support whereas, Southeast Asia shows the lowest mean value for friends perceived social support.

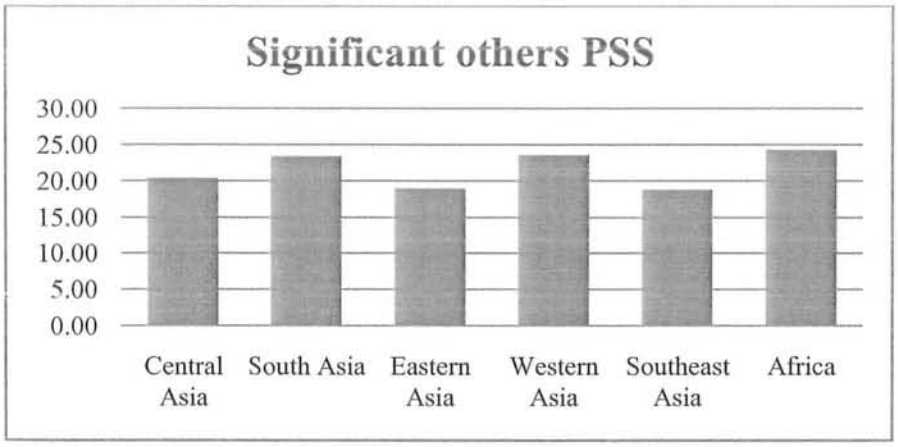


Figure 9. Mean differences in significant others PSS among students from different areas of the world (N=100).

Figure 9 illustrates that mean value of significant others support which is a subscale of MPSS for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for significant others perceived social support whereas, Southeast Asia shows the lowest mean value for significant others perceived social support.

Trend of Social Competence and its Subscales among Students from Different Nationalities

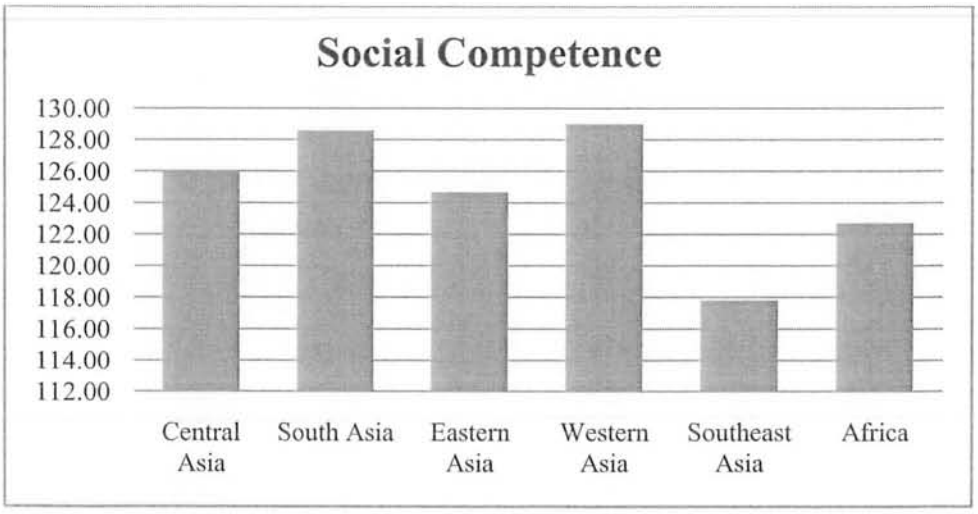


Figure 10. Mean differences in social competence among students from different areas of the world (N=100).

Figure 10 illustrates that mean value of social competence for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia, and Africa. Western Asia shows the highest mean value for social competence whereas, Southeast Asia shows the lowest mean value for social competence.

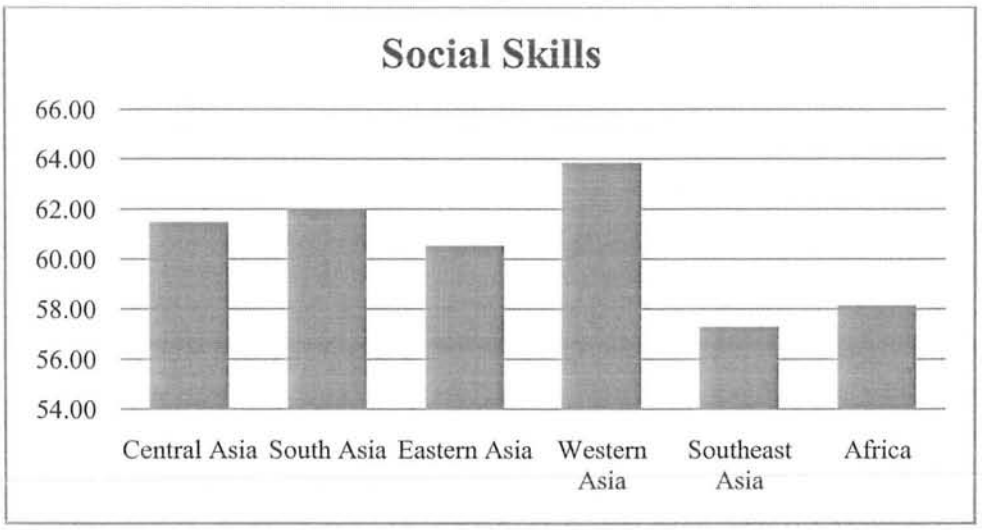


Figure 11. Mean differences in social skills among students from different areas of the world (N=100).

Figure 11 illustrates that mean value of social skills which is a subscale of social competence for students from Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. Western Asia shows the highest mean value for social skills whereas, Southeast Asia shows the lowest mean value for social skills.

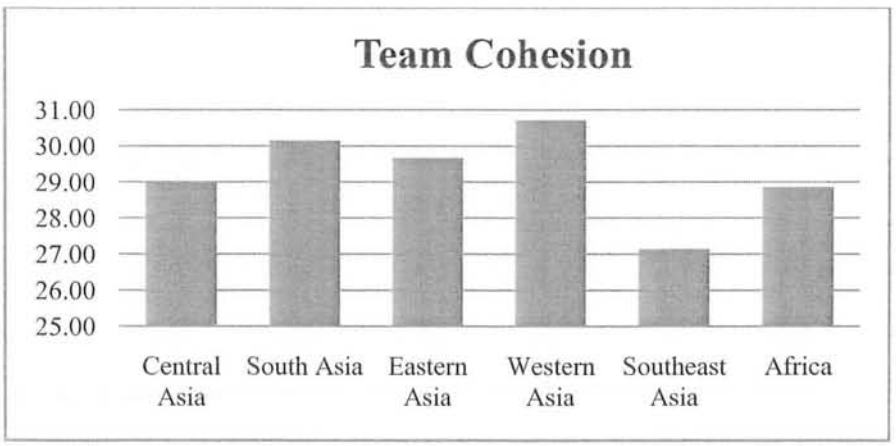


Figure 12. Mean differences in team cohesion among students from different areas of the world (N= 100).

Figure 12 illustrates that mean value of team cohesion which is a subscale of social competence for students Central Asia, South Asia, Eastern Asia, Western Asia,

Southeast Asia and Africa. Western Asia shows the highest mean value for team cohesion whereas, Southeast Asia shows the lowest mean value for team cohesion.

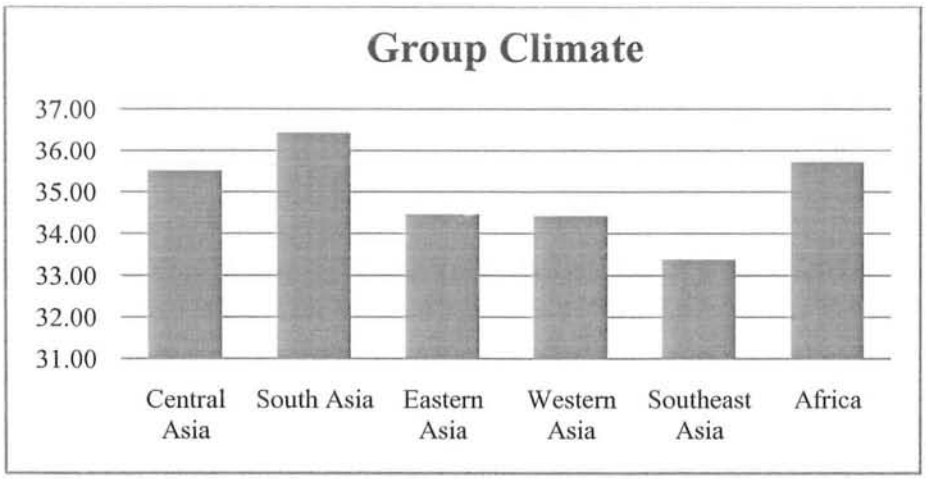


Figure 13. Mean differences in group climate among students from different areas of the world (N= 100).

Figure 13 illustrates that mean value of group climate which is a subscale of social competence for students Central Asia, South Asia, Eastern Asia, Western Asia, Southeast Asia and Africa. South Asia shows the highest mean value for group climate whereas, Southeast Asia shows the lowest mean value for group climate.

Table 2

Descriptive Statistics and Alpha Reliability of Study Variables (N=100)

Scales	Items	α	*M*	*SD*	Range		Skew	Kurtosis
					Potential	Actual		
CQS	20	.91	99.14	17.82	20-140	57-135	-.33	-.56
MQ	04	.80	20.14	4.154	4-28	7-28	-.69	.72
CQ	06	.67	27.06	5.536	6-42	14-40	-.11	.06
MoQ	05	.87	26.94	5.990	5-35	11-35	-.61	-.43
BQ	05	.85	25.00	6.003	5-35	9-35	-.47	-.32
MPSS	12	.90	64.52	13.37	12-84	12-84	-1.4	2.50
Fam	04	.83	22.95	5.224	4-28	4-28	-1.5	2.53
Fri	04	.85	21.01	5.311	4-28	4-28	-1.0	.78
Sigot	04	.84	20.56	5.244	4-28	4-28	-1.0	1.27
SCS	40	.91	124.2	14.35	40-160	66-149	-1.0	2.57
SS	19	.86	60.43	7.225	19-76	33-73	-.90	2.05
TC	09	.82	28.90	4.111	9-36	15-36	-.74	.30
GC	12	.70	34.91	4.740	12-48	18-44	-.56	1.77

Note. CQS= Cultural intelligence scale, MQ= metacognitive intelligence, CQ= cognitive intelligence, MoQ=motivational intelligence , BQ=behavioral intelligence , MPSS= Multi-dimentional perceived social support scale, SigOt= Significant others, SCS= Social competence scale, SS= Social skills , TC= team cohesion, GC=Group climate .

Table 2 shows the alpha reliability of study variables lies between the acceptable range from .70 to .91 which shows that the scales and their subscales are reliable to measure the selected constructs of cultural intelligence, perceived social support and social competence.

Table 3

Correlation among Cultural intelligence scale, Multi-dimensional perceived social support, Social competence and their subscales (N= 100)

SR. no	Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1	CQS	-												
2	MQ	.793**	-											
3	CQ	.791**	.528**	-										
4	MoQ	.864**	.628**	.559**	-									
5	BQ	.829**	.549**	.502**	.619**	-								
6	MPSS	.544**	.379**	.413**	.476**	.497**	-							
7	Fam	.498**	.411**	.275**	.469**	.474**	.850**	-						
8	Fri	.440**	.211*	.403**	.415**	.373**	.841**	.569**	-					
9	SigOt	.443**	.341**	.370**	.324**	.415**	.848**	.592**	.563**	-				
10	SCS	.528**	.375**	.380**	.463**	.498**	.676**	.554**	.620**	.540**	-			
11	SS	.552**	.414**	.345**	.498**	.539**	.602**	.563**	.497**	.470**	.934**	-		
12	TC	.515**	.336**	.376**	.501**	.450**	.684**	.496**	.722**	.518**	.865**	.725**	-	
13	GC	.312**	.213*	.294**	.207*	.297**	.535**	.391**	.496**	.470**	.858**	.675**	.649**	-

Note. CQS= Cultural intelligence scale, MQ= metacognitive intelligence, CQ= cognitive intelligence, MoQ=motivational intelligence, BQ=behavioral intelligence, MPSS= Multi-dimentional perceived social support scale, SigOt= Significant others, SCS= Social competence scale, SS= Social skills, TC= team cohesion, GC=Group climate .

*p <.05 and **p <.01

Table 3 shows significant positive correlations among all the study variables and their subscales.

Table 4

Mean, Standard Deviation and t- values of Study Variables along Participants Gender (N=100)

	Male (N=50)		Female (N=50)				95 %CI		
Variables	*M*	*SD*	*M*	*SD*	*t*	*p*	*LL*	*UL*	Cohen's *d*
CQS	102.44	16.18	95.84	18.91	1.87	.064	-.38	13.58	-
MQ	20.68	3.825	19.60	4.431	1.30	.195	-.56	2.72	-
CQ	27.66	5.659	26.46	5.399	1.08	.281	-.99	3.39	-
MoQ	29.06	4.456	24.82	6.592	3.76	.000	2.00	6.47	0.75
BQ	25.04	6.799	24.96	5.182	.066	.947	-2.3	2.47	-
MPSS	65.66	12.88	63.38	13.88	.851	.397	-.30	7.59	-
Fam	23.84	4.287	22.06	5.964	1.71	.090	-2.8	3.84	-
Fri	21.64	5.094	20.38	5.499	1.18	.237	-.84	3.36	-
SigOt	20.18	5.805	20.94	4.644	-7.2	.471	-2.8	1.32	-
SC	125.32	14.82	123.16	13.94	.75	.455	-.35	7.87	-
SS	60.84	7.215	60.92	7.286	.565	.573	-2.0	3.69	-
TC	29.24	3.982	28.56	4.248	.826	.411	-.95	2.31	-
GC	35.24	5.192	34.58	4.267	.694	.489	-1.2	2.54	-

Note. CQS= Cultural intelligence scale, MQ= metacognitive intelligence, CQ= cognitive intelligence, MoQ=motivational intelligence, BQ=behavioral intelligence, MPSS= Multi-dimentional perceived social support scale, SigOt= Significant others, SCS= Social competence scale, SS= Social skills , TC= team cohesion, GC=Group climate.

***p <.01

Table 4 shows gender differences on all study variables for the given sample. Male students have higher motivational cultural intelligence as compared to female students. Cohen's d value shows the effect size and here the value for motivational cultural intelligence is 0.75 which shows that the effect size is very large.

Table 5

One way ANOVA and Post HOC analysis of Departments with Study Variables (N= 100)

	Natural science (n=31)		Social science (n = 25)		Humanities (n =28)		Computer science (n=16)						95%CL
Variable	M	SD	M	SD	M	SD	M	SD	F	*p*	i>j	MD =i-j	LL - UL
CQS	107.5	16.84	102.5	12.33	87.57	17.77	97.8	17.3	7.91	.00	N>H S>H	19.9* 14.9*	8.56-31.33 2.93-26.96
MQ	21.45	2.95	21.20	4.07	17.79	4.39	20.0	4.40	5.41	.00	N>H S>H	3.66* 3.41*	.92-6.42 .51-6.32
CQ	29.39	6.03	27.36	4.75	24.50	5.23	26.5	4.47	4.27	.00	N>H	4.88*	1.18-8.60
MoQ	29.45	4.50	28.72	3.96	23.07	6.50	26	6.90	7.94	.00	N>H S>H	6.38* 5.64*	2.56-10.20 1.61-9.68
BQ	27.23	6.52	25.24	5.67	22.21	5.31	26.0	5.04	3.73	.01	N>H	5.01*	.96-9.06
MPSS	69.26	12.92	64.56	12.03	56.39	14.30	69.5	7.06	6.37	.00	N>H C>H	12.8* 13.1*	4.15-21.58 2.64-23.58
fam	24.35	4.47	23.80	4.04	19.46	6.42	25.1	2.92	6.96	.00	N>H S>H C>H	4.89* 4.33* 5.53*	1.60-8.18 .86-7.81 1.58-9.49
fri	23.13	5.12	20.68	5.03	19.25	5.26	20.5	5.26	2.91	.03	N>H	3.87*	.25-7.51
Sigot	21.77	4.87	20.08	6.02	17.68	4.34	24.0	3.22	6.73	.00	N>H C>H	4.09* 6.32*	.80-7.40 2.36-10.29
SCS	127.6	16.03	125.1	12.46	119.7	15.38	124	10.4	1.54	.20	-	-	-
SS	62.35	7.88	61.00	5.62	57.86	7.72	60.3	6.45	2.03	.11	-	-	-
TC	30.00	4.21	28.68	3.76	28.36	4.23	28.0	4.15	1.15	.33	-	-	-
GC	35.26	5.29	35.48	4.78	33.54	4.71	35.7	3.23	1.13	.34	-	-	-

Note. CQS= Cultural intelligence scale, MQ= metacognitive intelligence, CQ= cognitive intelligence, MoQ=motivational intelligence , BQ=behavioral intelligence , MPSS= Multi-dimentional perceived social support scale, SigOt= Significant others, SCS= Social competence scale, SS= Social skills , TC= team cohesion, GC=Group climate .N= Natural Science, S=Social Science, C= Computer Science, H=Humanities.

Table 5 indicates the group differences of natural science, computer science, social science and humanities students on all study variables. Result indicates a significant difference among the groups on cultural intelligence and its subscales where natural science students were scoring higher than students of humanities. Similarly result shows a significant difference among groups on multi-dimensional perceived social support where computer science students were scoring higher then student of humanities. However no significant group differences were found among groups on social competence and its subscales.

Table 6

One way ANOVA and Post HOC analysis of Time Spent in Pakistan with Study Variables (N= 100)

	1 year (n=12)		2 years (n = 51)		3 years (n =21)		4 years (n=16)						95%CL
Variable	M	SD	M	SD	M	SD	M	SD	F	*P*	i>j	MD =i-j	LL - UL
CQS	87.33	22.64	102.35	16.35	98.81	16.83	98.1	17.4	2.42	.07	2y > 1y	15.0*	.82-29.22
MQ	19.25	4.45	20.65	4.31	19.57	4.08	19.9	3.62	-	-	-	-	-
CQ	21.92	7.60	27.90	4.73	28.14	4.47	26.81	5.74	4.57	.00	2y > 1y	5.98*	1.71-10.26
											3y > 1y	6.22*	1.17-11.28
MoQ	24.08	6.62	27.76	5.75	26.10	6.44	27.58	5.35	-	-	-	-	-
BQ	22.08	8.12	26.04	5.61	25.00	5.37	23.88	5.83	-	-	-	-	-
MPSS	60.58	19.39	64.88	12.02	66.86	10.86	63.2	15.6	-	-	-	-	-
Fam	20.75	7.60	23.18	4.99	24.00	4.06	22.50	5.29	-	-	-	-	-
Fri	20.25	7.17	21.43	5.23	21.57	3.78	19.50	5.83	-	-	-	-	-
SigOt	19.58	5.86	20.27	5.07	21.29	4.85	21.25	6.06	-	-	-	-	-
SCS	120.4	19.72	126.49	13.97	121.2	12.07	123	13.7	-	-	-	-	-
SS	58.6	9.63	61.63	6.88	59.10	6.48	59.69	7.20	-	-	-	-	-
TC	28.33	5.15	29.22	3.84	28.43	3.74	28.94	4.79	-	-	-	-	-
GC	33.42	5.72	35.65	5.16	33.76	3.27	35.19	3.93	-	-	-	-	-

Note. CQS= Cultural intelligence scale, MPSS= Multi-dimentional perceived social support scale, SCS= Social competence scale, MQ= meta-cognitive intelligence , CQ=cognitive intelligence , MoQ=motivational intelligence , BQ=behavioral intelligence, Fam= family, Fri= Friends, Sig Oth= Significant others, SS= Social skills , TC= team cohesion, GC=Group climate.

Table 6 shows those students who have spent 2 years in Pakistan have more cultural intelligence of host country in comparison to those that has spent only 1 year which may act as a contributing factor in enhancing their cultural knowledge. Finding reveals that those students that have spent 2 years in Pakistan have more cognitive cultural intelligence in comparison to those that has spent only 1 year. Similarly those students that have spent 3 years in Pakistan have more cultural intelligence in comparison to those that has spent only 1 year. However the mean difference of the students who have spent 3 years in Pakistan is greater than those who have spent 2 years in Pakistan.

Table 7

Linear Regression Showing the Effect of Cultural Intelligence and Multi-dimensional Perceived Social Support on Social Competence of International University Students (N = 100)

				95% CI	
Variables	*B*	*β*	*S.E*	*LL*	*UL*
Constant	67.795	-	6.27	55.34	80.24
Total CQS	.184	.229***	.069	.046	.322
Total MPSS	.592	.551***	.092	.408	.755
R^2	.493				
F	47.21***				

Note: CQS= Cultural intelligence scale, MPSS= Multi-dimentional perceived social support scale,

Table 7 indicates the prediction of cultural intelligence and multi-dimensional perceived social support for social competence. Results indicate that cultural intelligence and multi-dimensional perceived social support significantly predicts social competence in international university students living in Pakistan. Overall model explained 49% variance in social competence (F= 47.21, p= <.001).

Table 8

Mediation Analysis for Cultural Intelligence in Relationship between Multi-dimensional Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	82.03	67.79	6.271	55.34	80.24
Total MPSS	.425***	.5919	.069	.408	.775
Total CQS	-	.184***	.092	.046	.321
R^2	.45	.49			
F	82.30***	47.21***			
ΔR^2	0.04				
ΔF	-35.0***				

$z = 2.42$***

Note. MPSS= Multi-dimentional perceived social support scale, CQS= Cultural intelligence scale.

Table 8 shows mediating role of cultural intelligence between Multi-dimensional perceived social support and social competence. The result shows that multi- dimensional perceived social support positively predict (*B*= .425***) and explain 45% of variance. Inclusion of cultural intelligence as a mediator in model 2 it positively predicting (*B*=.184***) social competence. Furthermore, cultural intelligence mediated the relationship between Multi-dimensional perceived social support and social competence and explained 4% additional variance. Value of Sobel effect is $z = 2.42$***

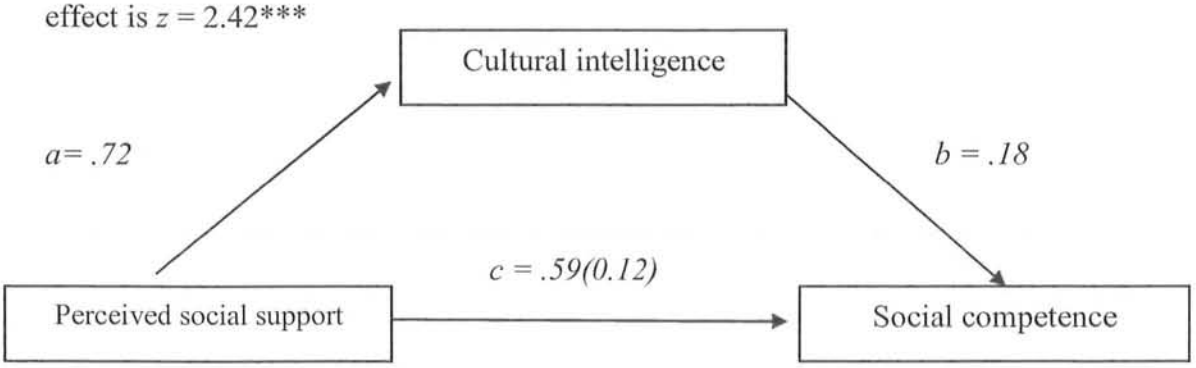


Figure 14. Mediation analysis for cultural intelligence in relationship between multi-dimensional perceived social support and social competence.

Table 9

Mediation Analysis for Cognitive Cultural Intelligence in Relationship between Family Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constants	89.40	76.38	6.86	62.76	90.01
Fam PSS	1.51***	1.33***	.218	.87	1.79
CQ	-	.63***	.230	.20	1.07
R^2	.30	.36			
F	43.50***	27.67***			
ΔR^2	0.06				
ΔF	-15.8***				

$z = 1.97$***

Note. CQ=cognitive cultural intelligence, Fam PSS= family perceived social support scale.

Table 9 shows mediating role of cognitive cultural intelligence between and social competence. The result shows that family perceived social support positively predict (*B*= 1.51***) and explain 30% of variance. Inclusion of cognitive cultural intelligence as a mediator in model 2 it positively predicting (*B*=.63***) social competence. Furthermore, cognitive cultural intelligence mediated the relationship between family perceived social support and social competence and explained 6% additional variance. Value of Sobel effect is $z = 1.97$***

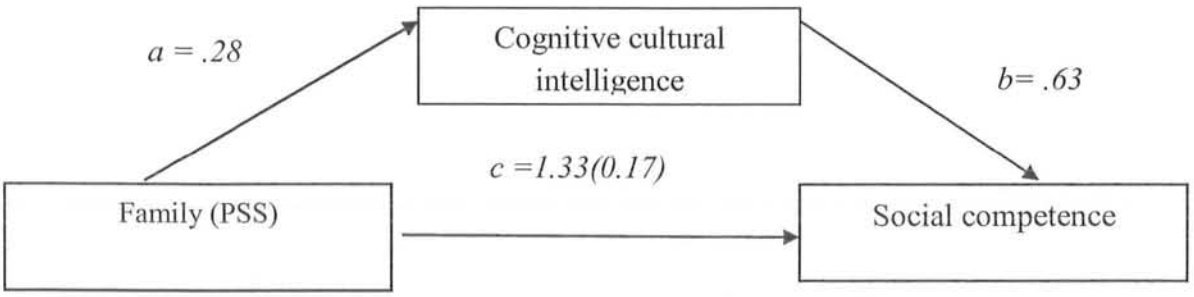


Figure 15. Mediation analysis for cognitive cultural intelligence in relationship between family perceived social support and social competence.

Table 10

Mediation Analysis for Motivational Cultural Intelligence in Relationship between Family Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	94.36	80.28	6.14	68.08	92.49
Fam PSS	1.10***	1.18***	.251	.684	1.68
MoQ	-	.62***	.220	.184	1.06
R^2	.30	.36			
F	43.50***	27.28***			
ΔR^2	0.06				
ΔF	-16.2***				

$z = 2.45$***

Note. Fam PSS= family perceived social support scale, MoQ= Motivational cultural intelligence scale.

Table 10 shows mediating role of motivational cultural intelligence between family perceived social support and social competence. The result shows that family perceived social support positively predict (*B*= 1.10***) and explain 30% of variance. Inclusion of motivational cultural intelligence as a mediator in model 2 it positively predicting (*B*=.62***) social competence. Furthermore, motivational cultural intelligence mediated the relationship between family perceived social support and social competence and explained 6% additional variance. Value of Sobel effect is z = 2.45***

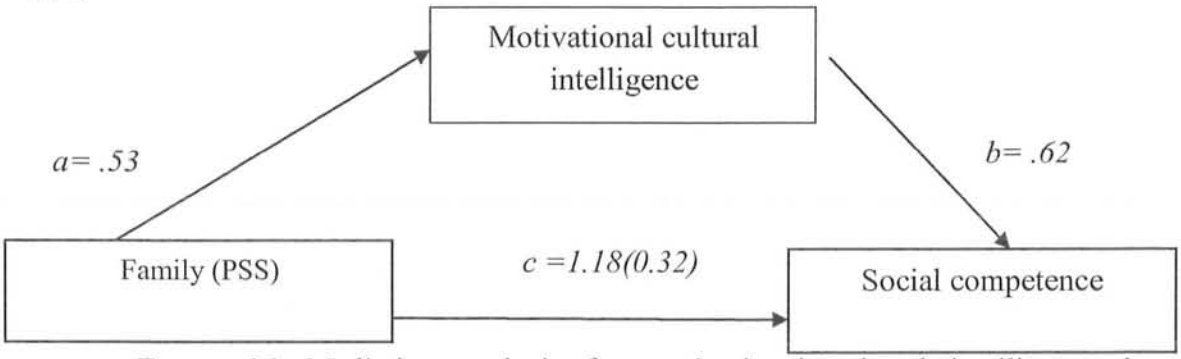


Figure 16. Mediation analysis for motivational cultural intelligence in relationship between family perceived social support and social competence.

Table 11

Mediation Analysis for Behavioral Cultural Intelligence in Relationship between Family Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	89.40	80.30	5.83	68.72	91.88
Fam PSS	1.51***	.72***	.217	.293	1.15
BQ	-	1.12***	.248	.630	1.61
R^2	.30	.37			
F	43.50***	29.50***			
ΔR^2	0.07				
ΔF	-14***				

$z = 2.79$***

Note. Fam PSS= family perceived social support scale, BQ= Behavioral cultural intelligence scale.

Table 11 shows mediating role of behavioral cultural intelligence between and social competence. The result shows that family perceived social support positively predict (*B*= 1.51***) and explain 30% of variance. Inclusion of behavioral cultural intelligence as a mediator in model 2 it positively predicting (*B*= 1.12***) social competence. Furthermore, behavioral cultural intelligence mediated the relationship between behavioral cultural intelligence and social competence and explained 7% additional variance. Value of Sobel effect is $z = 2.79$***

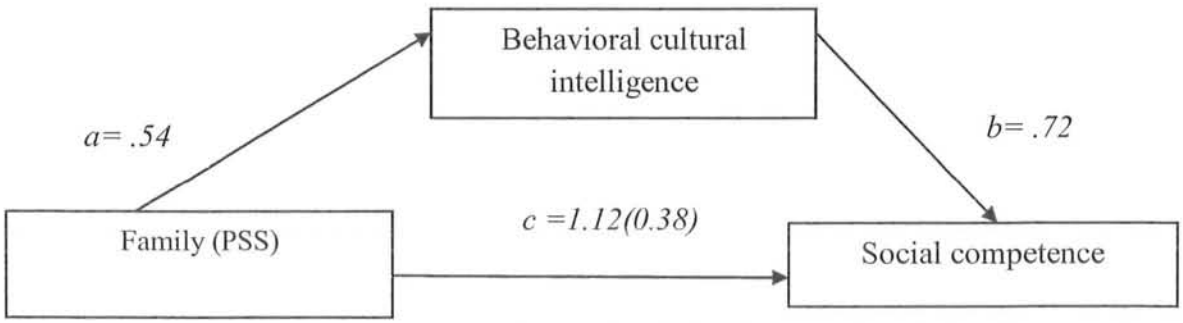


Figure 17. Mediation analysis for behavioral cultural intelligence in relationship between family perceived social support and social competence.

Table 12

Mediation Analysis for Meta-Cognitive Cultural Intelligence in Relationship between Friends Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	89.00	74.30	6.27	61.85	86.75
Fri PSS	1.67***	1.53***	.267	.352	1.41
MQ	-	.88***	.208	1.11	1.94
R^2	.38	.44			
F	61..31***	39.21***			
ΔR^2	0.06				
ΔF	-22.1				

$z = 1.74$***

Note. Fri PSS= Friends perceived social support scale, MQ= Motivational cultural intelligence scale.

Table 12 shows mediating role of meta-cognitive cultural intelligence between friends perceived social support and social competence. The result shows that friends perceived social support positively predict (*B*= 1.67***) and explain 38% of variance. Inclusion of meta-cognitive cultural intelligence a mediator in model 2 it positively predicting (*B*=.88***) social competence. Furthermore, meta-cognitive cultural intelligence mediated the relationship between friends perceived social support and social competence and explained 6% additional variance. Value of Sobel effect is z = 1.74***

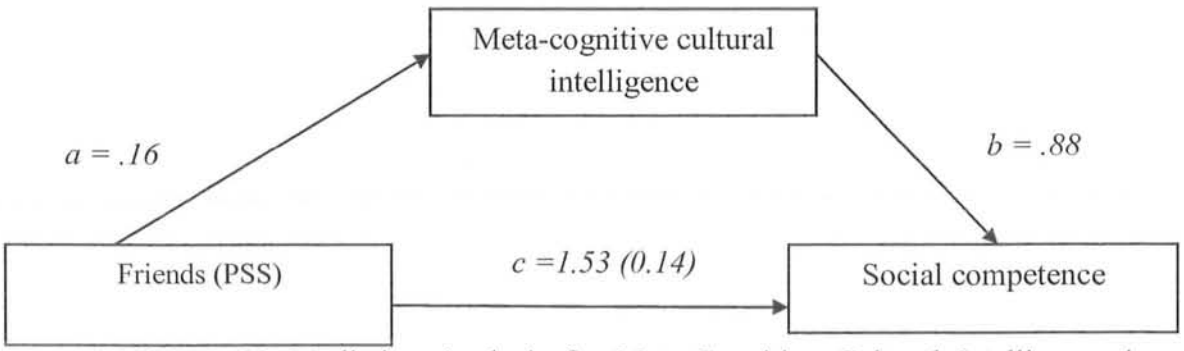


Figure 18. Mediation Analysis for Meta-Cognitive Cultural Intelligence in Relationship between Friends Perceived Social Support and Social Competence.

Table 13

Mediation Analysis for Motivational Cultural Intelligence in Relationship between Friends Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	89.00	78.85	5.63	67.66	90.04
Fri PSS	1.67***	1.39***	.22	.94	1.84
MoQ	-	.593***	,20	.19	.99
R^2	.38	.43			
F	61.31***	37.43***			
Δ R^2	0.05				
Δ *F*	-23.8				

$z = 2.43$***

Note. Fri PSS= Friends perceived social support scale, MoQ= Motivational cultural intelligence scale.

Table 13 shows mediating role of motivational cultural intelligence between friends perceived social support and social competence. The result shows that friends perceived social support positively predict (*B*= 1.67***) and explain 38% of variance. Inclusion of motivational cultural intelligence as a mediator in model 2 it positively predicting (*B*=.59***) social competence. Furthermore, motivational cultural intelligence mediated the relationship between friends perceived social support and social competence and explained 5% additional variance. Value of Sobel effect is z = 2.43***

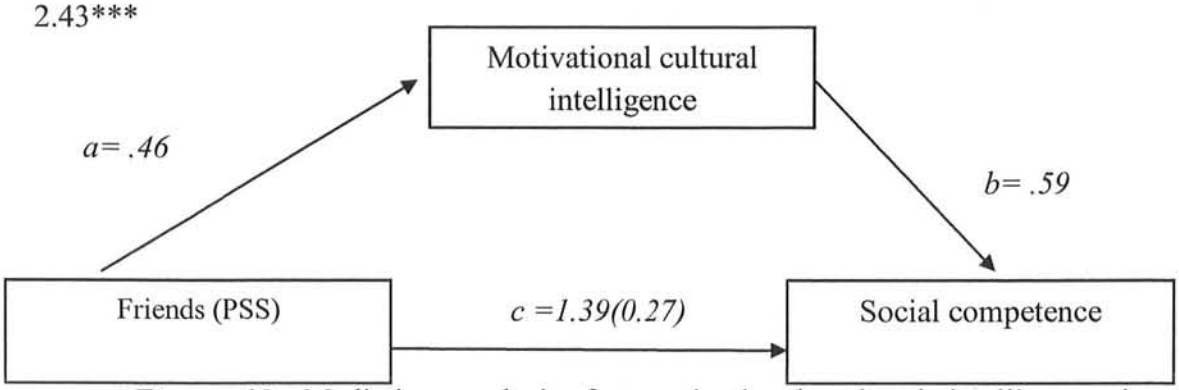


Figure 19. Mediation analysis for motivational cultural intelligence in relationship between friends perceived social support and social competence.

Table 14

Mediation Analysis for Behavioral Cultural Intelligence in Relationship between Friends Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	89.00	77.07	14.47	66.50	87.63
Fri PSS	1.67***	1.36***	3.87	.360	1.11
BQ	-	.73***	6.31	.936	1.79
R^2	.38	.46			
F	61.31***	42.53			
Δ R^2	0.08				
Δ *F*	-18.7***				

$z = 2.73$***

Note. Fri PSS= Friends perceived social support scale, BQ= Behavioral cultural intelligence scale.

Table 14 shows mediating role of behavioral cultural intelligence between friends perceived social support and social competence. The result shows that friends perceived social support positively predict (*B*= 1.67***) and explain 38% of variance. Inclusion of behavioral cultural intelligence as a mediator in model 2 it positively predicting (*B*=.73***) social competence. Furthermore, behavioral cultural intelligence mediated the relationship between friends perceived social support and social competence and explained 8% additional variance. Value of Sobel effect is z = 2.73***

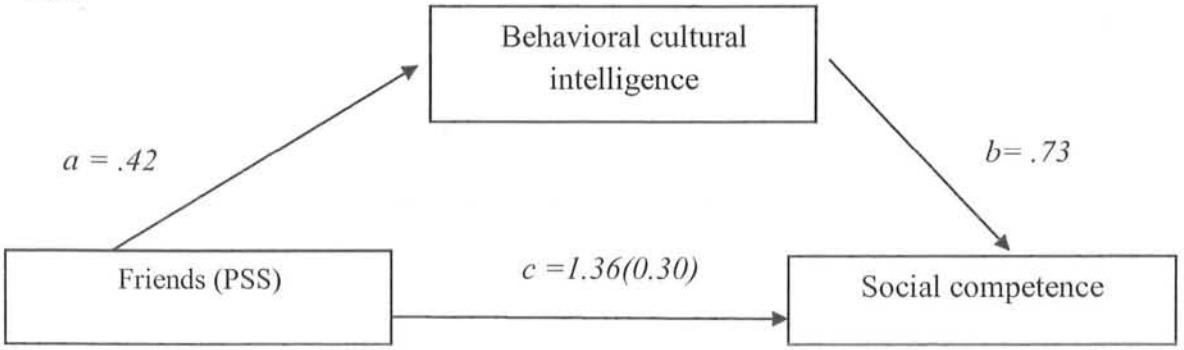


Figure 20. Mediation analysis for Behavioral cultural intelligence in relationship between friends perceived social support and social competence.

Table 15

Mediation Analysis for Meta-Cognitive Cultural Intelligence in Relationship between Significant Other Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	93.83	82.96	6.55	69.95	95.97
Sig other PSS	1.47***	1.27***	.24	.79	1.75
MQ	-	.74***	.30	.14	1.35
R^2	.29	.33			
F	40.37***	24.20***			
ΔR^2	0.04				
ΔF	-16.1				

$z = 1.97***$

Note. Sig other PSS= Significant others perceived social support scale, MQ= Meta-cognitive cultural intelligence scale.

Table 15 shows mediating role of meta-cognitive cultural intelligence between significant other perceived social support and social competence. The result shows that significant other perceived social support positively predict (*B*= 1.47***) and explain 29% of variance. Inclusion of meta-cognitive cultural intelligence as a mediator in model 2 it positively predicting (*B*=.74***) social competence. Furthermore, meta-cognitive cultural intelligence mediated the relationship between significant other perceived social support and social competence and explained 4% additional variance. Value of Sobel effect is $z = 1.97***$

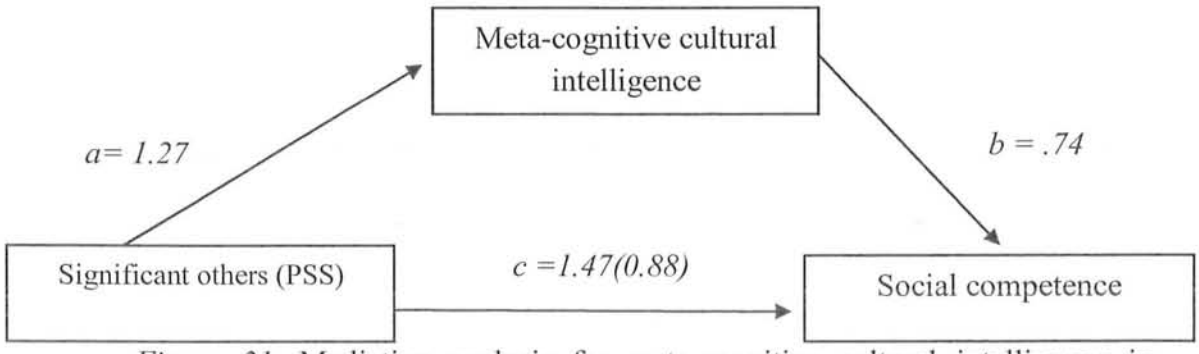


Figure 21. Mediation analysis for meta-cognitive cultural intelligence in relationship between significant other perceived social support and social competence.

Table 16

Mediation Analysis for Cognitive Cultural Intelligence in Relationship between Significant Other Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	93.83	83.57	6.54	70.58	96.56
Sig other PSS	1.47***	1.26***	.24	.078	1.75
CQ	-	.53***	.23	.781	1.00
R^2	.29	.32			
F	40.37***	23.79***			
ΔR^2	0.03				
ΔF	-16.5***				

$z = 1.95$***

Note. Sig other PSS= Significant others perceived social support scale, CQ= Cognitive cultural intelligence scale.

Table 16 shows mediating role of cognitive cultural intelligence between significant other perceived social support and social competence. The result shows that significant other perceived social support positively predict (*B*= 1.47***) and explain 29% of variance. Inclusion of cognitive cultural intelligence as a mediator in model 2 it positively predicting (*B*=.53***) social competence. Furthermore, cognitive cultural intelligence mediated the relationship between significant other perceived social support and social competence and explained 3% additional variance. Value of Sobel effect is $z = 1.95$***

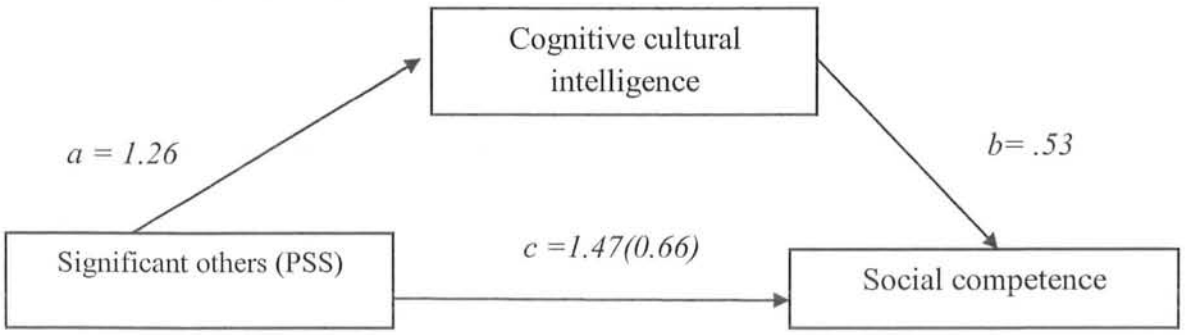


Figure 22. Mediation analysis for cognitive cultural intelligence in relationship between significant other perceived social support and social competence.

Table 17

Mediation Analysis for Motivational Cultural Intelligence in Relationship between Significant Other Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	93.83	78.93	6.05	66.91	90.94
Sig Other PSS	1.47***	1.19***	.23	.73	1.65
MoQ	-	.77***	.20	.37	1.17
R^2	.29	.38			
F	40.37***	30.27***			
ΔR^2	0.09				
ΔF	-10.1***				

$z = 2.48$***

Note. Sig other PSS= Significant others perceived social support scale, MoQ= Motivational cultural intelligence scale.

Table 17 shows mediating role of motivational cultural intelligence between significant other perceived social support and social competence. The result shows that significant other perceived social support positively predict (*B*= 1.47***) and explain 29% of variance. Inclusion of motivational cultural intelligence as a mediator in model 2 it positively predicting (*B*=.77***) social competence. Furthermore, motivational cultural intelligence mediated the relationship between significant other perceived social support and social competence and explained 9% additional variance. Value of Sobel effect is $z = 2.48$***

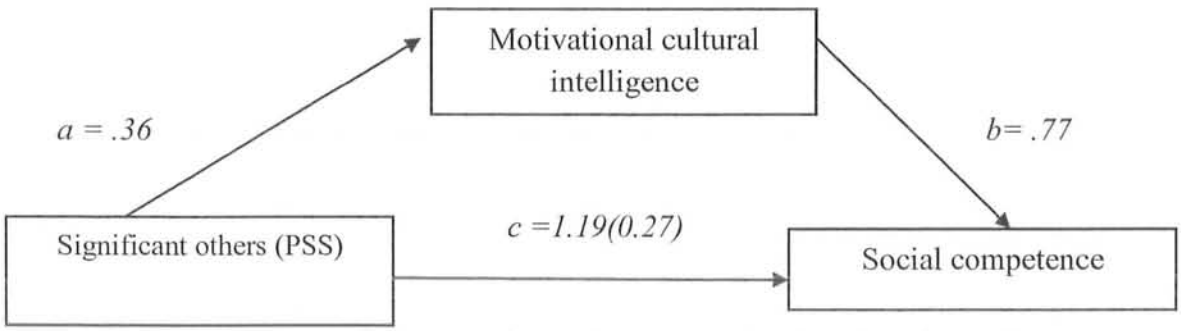


Figure 23. Mediation analysis for motivational cultural intelligence in relationship between significant other perceived social support and social competence.

Table 18

Mediation Analysis for Behavioral Cultural Intelligence in Relationship between Significant Perceived Social Support and Social Competence (N=100)

	Model 1	Model 2		95% *CI*	
Variables	*B*	*B*	S.E	*LL*	*UL*
Constant	93.83	81.77	5.62	70.59	92.94
Sig Other PSS	1.47***	1.10***	.24	.62	1.57
BQ	-	.791***	.20	.37	1.20
R^2	.29	.38			
F	40.37	30.03***			
ΔR^2	0.09				
ΔF	-10.34				

$z = 2.85***$

Note. Sig other PSS= Significant others perceived social support scale, BQ= Behavioral cultural intelligence scale.

Table 18 shows mediating role of behavioral cultural intelligence between significant other perceived social support and social competence. The result shows that significant other perceived social support positively predict (*B*= 1.47***) and explain 29% of variance. Inclusion of behavioral cultural intelligence as a mediator in model 2 it positively predicting (*B*=.79***) social competence. Furthermore, behavioral cultural intelligence mediated the relationship between significant other perceived social support and social competence and explained 9% additional variance. Value of Sobel effect is $z = 2.85***$

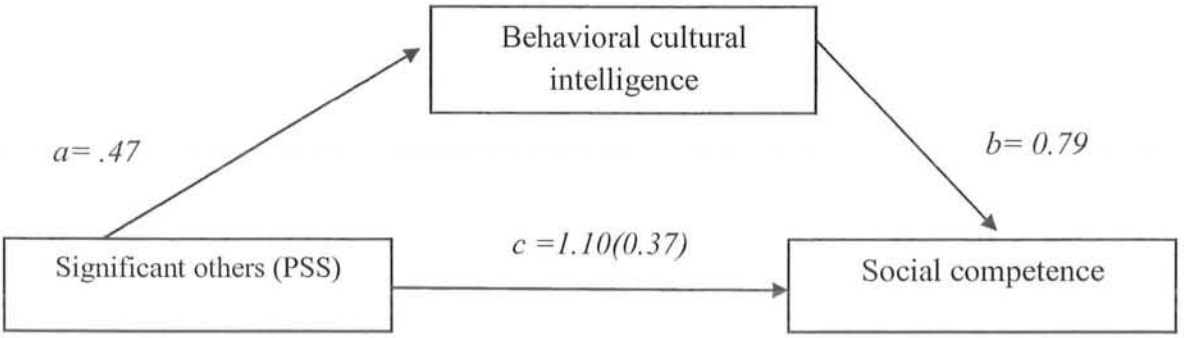


Figure 24. Mediation analysis for behavioral cultural intelligence in relationship between significant perceived social support and social competence.

DISCUSSION

Chapter 4

Discussion

The aim of present study was to investigate the mediating role of perceived social support between cultural intelligence and social competence among international university students (N= 100). In order to conduct present study different instruments including demographic sheet, Cultural Intelligence Scale (Ang et al.2007) was used to measure cultural intelligence (Meta-cognitive CI, Cognitive CI, Motivational CI and Behavioral CI) of students; Multi- dimensional Perceived Social Support Scale (Zimet, Dahlem, Zimet, & Farley, 2008) was used to measure perception of social support (from family, friends and significant others); Social Competence in Higher Education Questionnaire (Esther & Sintiago, 2013) was used to measure social competence (group climate, team cohesion and social skills).

In present study, convenience sampling technique was used to collect data from international students from different universities of Islamabad. Sample shows equal presentation for males (N= 50) and for females (N= 50) as well. To find out the relationship between variables, independent sample t-test, Pearson product moment correlation, one way ANOVA, and simple linear regression were conducted along with mediation analysis. Descriptive analysis for the scales and their subscales show that the scales are reliable and data of sample shows a normal distribution. The value for kurtosis and skewness is within the acceptable range of ±3 (Westfall, 2014).

Students were categorized into four categories depending on their area of study. Four categories are as following Natural Science comprises students studying (Physics, Chemistry, Biology, Bioinformatics, Biotechnology, and Microbiology), Social Science includes students studying (Sociology, Psychology, Economics, Anthropology etc), Computer Science consists of sample students who are enrolled in IT and Electronics while humanities consists of students studying (Philosophy, Linguistics, Literature etc).

Correlation analysis showed significant correlations between perceived social support and its subscales. Result of independent sample t- test showed no significant gender difference on perceived social support and its subscales. Previous literature also supported these findings that there is no significance difference between male

and female on perceived social support (Malecki & Demaray, 2003) because they receive equal support from family, friends and teachers. In case of international students as both males and females are away from their home and country they may receive equal support from parents and in order to adjust quickly in new culture they may receive equal social support from friends and teachers in host culture. Correlation analysis showed significant correlations between cultural intelligence and its subscales. Analysis performed on demographics showed that students of Western Asia are more culturally intelligent. (Iran, Iraq, Kuwait, Kingdom of Saudia Arabia and Turkey) included in the Western Asia. Results also indicate that those international students who had spent 2 years in Pakistan have better cultural knowledge of host country as compared to those international students who have spent 1 year. Correlation analysis showed significant correlations between social competence and its subscales. Result of independent sample *t*- test showed no significant gender difference on social competence and its subscales. Previous literature has provided the supporting evidence for these findings. Men were equally socially competent as compared to females. These findings were also supported by previous literature that there is no significance difference between male and female on social competence. Two studies which were conducted on different times replicated the same results (Azam, 2006; Shahzad, 2001). In case of international student these findings can be justified by the fact that both genders have to use all the components (team cohesion, group climate and social skills) of social competence to not only quickly adjust in host culture but also to achieve their set goals and objectives.

Result of independent sample *t*- test showed significant gender difference on Motivational cultural intelligence. Male international students are higher on Cultural intelligence as compared to female international students. Previous researches have also confirmed that males are higher on intelligence with 3-5 points on IQ as compared to females (Lynn 1994, 1999). Male score high on mental rotation, spatial navigation, and mathematical problem solving as compared to females. But the reason why males are high only on motivational cultural intelligence can be explained by the fact that we are living in a male dominating world where mostly males are responsible for earning and brought up of a family so they are always welcomed and motivated to perform any action like going abroad or to enter in a different culture either to get a job, start a business to earn for his family or to study abroad in order to not only make

his own future bright but also to improve living conditions of his family. Secondly, Researches has supported the fact that females are shyer as compared to males and females had shown the behavioral actions like being silent and reserved in meeting and interacting with people they are not familiar with (Mandal, 2008) that's why female international students are lower in motivational cultural intelligence they are less likely to enter in a culture different from their own.

One- way ANOVA performed on demographics showed that science students are higher on cultural intelligence as compared to humanities students. Scientific research also provided the supporting evidence for this finding. Previous literature has reported that science students have high cultural intelligence (cognitive abilities) as compared to student of humanities and it is related to difference in volume of regional grey matter volume and regional white matter volume. Neuro-images of brain has revealed the fact that there is an increase volume of grey matter in brain of science student which is responsible for more intelligence and systemizing whereas there is an increase volume of white matter in brain of humanities student which is responsible for high empathizing behavior (Takeuchi et al, 2015). Science students are higher in analytical abilities as compared to student of humanities (Pace, 1996). Results of one way ANOVA showed that Science students score higher on perceived social support as compared to student of humanities provided by the parents as their parents believe that their children are engaged in tough studies.

Findings from one way ANOVA revealed that there was no significant difference between science and humanities student on social competence as it's a general concept that science students are involved in tough studies and complex projects of their hard science subjects which require more concentration that's why they are less engaged in social activities and avoid social interactions which is an integral part of increasing social competence.

Results of regression analysis have revealed the predicting role of perceived social support for social competence. Previous literature also provide the supporting evidence that social support provided by the class fellows not only help to overcome the adjustment related issues such as social stress, anxiety, relations with significant others and depression but it also enhanced the social competencies of students (Demaray et al., 2005).

Results of regression analysis have confirmed that cultural intelligence will positively predict social competence among international university students. Previous literature also provide the supporting evidence that there is a positive and significant relationship between social competence and cultural intelligence of girls and boys, students of sciences, humanities and commerce (Jaseena, F., & K. V., 2016). Cultural intelligence could be a better predictor of social competence.

Results of mediation analysis confirmed the mediating role of cultural intelligence between perceived social support and social competence. All mediation analysis for cultural intelligence and its subscales as mediator in relationship between multi-dimensional perceived social support including its subscales and social competence were significant except for the mediation analysis for meta-cognitive cultural intelligence in relationship between family perceived social support and social competence and mediation analysis for cognitive cultural intelligence in relationship between friends perceived social support and social competence. According to previous researches the social support provided by friends enhanced the social competencies of students (Demaray et al., 2005). Similarly there is a positive and significant relationship between social competence and cultural intelligence of girls and boys, students of sciences, humanities and commerce (Jaseena, 2016). Researchers have also provided the evidence that perceived social support strengthens the relationship between cultural intelligence and cross-cultural adjustment which is an outcome of enhanced social competence of individuals (Lee, 2010; Lee & Kartika, 2014; Wu & Ang, 2011).

Limitations and suggestions

Data collected from the participants were students enrolled in different universities of Islamabad only.

1. The sample size (N= 100) was very small which makes it difficult to generalize the results.
2. Only those international students were selected as a sample which can understand and speak English language.
3. As the sample size was very small there was less diversity and equal presentation of students from overall the world.

4. Concerns about the accuracy of results arise as only self-report measures were used in collecting data.

There are few suggestions for future researchers as well:

1. A large sample should be taken in future research in order to better generalize the results.
2. In data collection different ways and aids can be used to collect data from those international students which cannot understand or speak English but are enrolled in different universities of Pakistan to address the issues faced by them as well.
3. It is suggested that in future research longitudinal research methods can be used to explore or investigate the factors which are affecting the relationship between the cultural intelligence, perceived social support and social competence among international students.

Implications

Following are the important implications of this study:

1. Findings of this study can be used by the education policy makers in establishing the eligibility criteria for the students who wants to study abroad either by self support or student exchange programs in order to minimize the number of possible issues which can be faced by them in host country.
2. To ensure better and quick adjustment of international students by providing them orientation not only about academic policies but also about the culture of host country.
3. To modify the educational policy for foreigner students according to the needs, demands and possible issues faced by them in host country.
4. To design interventions like increasing their social skills like communication through language teaching programs, teaching them cultural norms of host country, by showing them cultural heritage to increase their understanding of cultural knowledge of host country.
5. Increasing the activities in which there is effective and frequent interaction between native students and foreigner students to increase their quick adjustment in host country.

6. To provide counseling not only to those students who are facing adjustment related issues, stress and depression but also to those students who want to go abroad for higher education.
7. In training teachers; how to address special needs and issues faced by university students and how to remove or minimize the negative effects of these issues by providing them social support.
8. This will help HEC Pakistan to attract the talented students from all over the world by modifying the education policies and eligibility criteria for foreigner students not only to earn economic benefits for the country but also to have new ideas and different perspectives from the foreigner students coming from the overall world.
9. Interestingly the number of Pakistani students studying abroad has increased from 13,127 to 36,366 according to HEC statistics (1998-2010). This will also help HEC Pakistan to select potential candidates for short and long term student exchange programs as the students of Pakistani students getting education abroad is increasing every year.
10. This study is not only applicable in educational setting but also in organizational setting especially for those who want to expand their business globally by establishing offshore companies. This study will help them to select an employee who is more culturally intelligent, have high perception of social support and enhanced social competence for achievement of set goals and targets by the company to get succeeded in global business world.

Conclusion

Present study has explored the relationship between cultural intelligence, perceived social support and social competence among international students. Findings of present study indicate that international students with high cultural intelligence have high social competencies as compared to international students with low cultural intelligence. Present study explored that cultural intelligence and perceived social support have positively predicted the social competence among international university students. The results of the study showed that cultural intelligence act as a mediator between perceived social support and social competence among international students. The international students, who have high perception of social support, are more culturally intelligent and showed more social competence as

compared to those international students who have low perception of social support, are less culturally intelligent and reduced social competence.

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APPENDICES

Annexure A

Informed Consent

My name is SALWA, I am a student of M.Sc at National Institute of Psychology, Quaid-i-Azam University, Islamabad. I am conducting a research to examine Cultural Intelligence and Social Competence among International University Students.

For this purpose I require 10-14 minutes of your time to participate in my research, you will be given a questionnaire booklet. For each scale separate instructions are given.

You are requested to read each statement carefully and answer it as genuinely as possible. Your responses or views will help us in understanding the phenomenon and lead to the betterment of the field.

Please be assure that your participation in this research is purely voluntary and you shall not be forced by any means. All the information provided will be kept confidential and will be used for the research purposes only. You have all the right to discontinue participation at any point without consequences, however if you complete the questionnaire it would be of great help for me.

Please sign below showing that you have read and agree t the above mentioned terms. Your participation is much appreciated.

Salwa

National Institute of Psychology

Quaid-i-Azam University, Islamabad.

_____

Signature of Participation

Annexure B

Demographic Sheet

Gender----------

Nationality_____ **Department----------**

Degree of Enrollment_____ **Time Spent in Pakistan----------**

(In months/years)

Residence _____

(University hostel/ personal accommodation)

Do you have any relatives in Pakistan? (Yes/No) if yes then

Mention the location of your relatives in Pakistan_____

Annexure C

Instructions

We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you **Very Strongly Disagree**
Circle the "2" if you **Strongly Disagree**
Circle the "3" if you **Mildly Disagree**
Circle the "4" if you are **Neutral**
Circle the "5" if you **Mildly Agree**
Circle the "6" if you **Strongly Agree**
Circle the "7" if you **Very Strongly Agree**

1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
3.	My family really tries to help me.	1	2	3	4	5	6	7
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7
5.	I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6.	My friends really try to help me.	1	2	3	4	5	6	7
7.	I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7

Annexure D

Instructions

Read each statement and select the response that best describes your capabilities. Select the answer that best describes you as you really are (1 = strongly disagree; 7 = strongly agree) CQ factor Questionnaire items

1. Circle the "1" if you are **Strongly Disagree**
2. Circle the "2" if you are **Moderate Disagree**
3. Circle the "3" if you are **Disagree**
4. Circle the "4" if you are **Uncertain**
5. Circle the "5" if you are **Agree**
6. Circle the "5" if you are **Moderate Agree**
7. Circle the "5" if you are **Strongly Agree**

Statement	1	2	3	4	5	6	7
I am conscious of the cultural knowledge I use when interacting with people with different cultural backgrounds.							
I adjust my cultural knowledge as I interact with people from a culture that is unfamiliar to me.							
I am conscious of the cultural knowledge I apply to cross-cultural interactions.							
I check the accuracy of my cultural knowledge as I interact with people from different cultures.							
I know the legal and economic systems of other cultures.							
I know the rules (e.g., vocabulary, grammar) of other languages.							
I know the cultural values and religious beliefs of other cultures.							
I know the marriage systems of other							

cultures.							
I know the arts and crafts of other cultures.							
I know the rules for expressing nonverbal behaviors in other cultures.							
I enjoy interacting with people from different cultures.							
I am confident that I can socialize with locals in a culture that is unfamiliar to me.							
I am sure I can deal with the stresses of adjusting to a culture that is new to me.							
I enjoy living in cultures that are unfamiliar to me.							
I am confident that I can get accustomed to the shopping conditions in a different culture.							
I change my verbal behavior (e.g., accent, tone) when a cross-cultural interaction requires it.							
I use pause and silence differently to suit different cross-cultural situations.							
I vary the rate of my speaking when a cross-cultural situation requires it.							
I change my nonverbal behavior when a cross-cultural situation requires it.							
I alter my facial expressions when a cross-cultural interaction requires it.							

Annexure E

Instructions

Instructions: we are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

1. Circle the "1" if you are **Totally Disagree**
2. Circle the "2" if you are **Disagree**
3. Circle the "3" if you are **Agree**
4. Circle the "4" if you are **Totally Agree**

1. There is a good relationship between the members of the group.	1	2	3	4
2. We feel comfortable working together.	1	2	3	4
3. When somebody talks to me, I pay attention and make an effort to understand him/her.	1	2	3	4
4. We try to understand and reason what we do together.	1	2	3	4
5. We feel good with our group.	1	2	3	4
6. When I do not understand something I ask to the right person.	1	2	3	4
7. We talk about the problems between us.	1	2	3	4
8. We enjoy helping each other.	1	2	3	4
9. I show my gratitude to the members of the group.	1	2	3	4
10. There is a good sense of participation in the group.	1	2	3	4
11. We stay together against the challenges.	1	2	3	4
12. I ask for help when I need it.	1	2	3	4
13. We make our work without depending on a group leader.	1	2	3	4
14. I feel safe in my group.	1	2	3	4
15. I explain things in a way that others can easily understand.	1	2	3	4
16. There is little friction and anger among the members of the group.	1	2	3	4
17. We encourage each other to achieve the challenges.	1	2	3	4
18. I apologize to others when I do something that I know is wrong.	1	2	3	4

19. We feel close to each other.	1	2	3	4
20. I feel that I fit well in the group.	1	2	3	4
21. I try to understand the emotions that I feel.	1	2	3	4
22. We strive to solve the arising problems.	1	2	3	4
23. I would like to participate in more challenges with my group.	1	2	3	4
24. I let others to know what I feel.	1	2	3	4
25. We act as we think that is good for the group.	1	2	3	4
26. We help each other.	1	2	3	4
27. I try to understand what others feel.	1	2	3	4
28. I help those in need.	1	2	3	4
29. There is confidence between the members of the group.	1	2	3	4
30. If I do not agree with someone, I try to reach an agreement.	1	2	3	4
31. I find other ways to solve difficult situations without getting angry.	1	2	3	4
32. When somebody tries to convince me I listen to him/her and then I decide what to do.	1	2	3	4
33. When someone accuse me of something, I understand what and why and then I think about the best way to interact with the person who accused me.	1	2	3	4
34. Our feelings are openly shown among the members of the group.	1	2	3	4
35. I think the best way to give my point of view before a difficult conversation.	1	2	3	4
36. If a problem arises I try to determine what caused it.	1	2	3	4
37. The members of the group are little tense and anxious.	1	2	3	4
38. I fix an objective before starting a task.	1	2	3	4
39. I honestly choose if I could perform well a specific task before starting doing it.	1	2	3	4
40. I decide what I need to know and how to get that information.	1	2	3	4

Gmail subha noor <subhanoor415@gmail.co

wd: Your request to use our copyrighted instrument

message

rooj Mujeeb <aroojmujeeb@nip.edu.pk> Wed, May 30, 2018 at 1:58
o: subha noor <subhanoor415@gmail.com>

---------- Forwarded message ----------
From: **Linn Van Dyne** <vandyne@culturalq.com>
Date: Wed, Apr 25, 2018 at 12:58 AM
Subject: RE: Your request to use our copyrighted instrument
To: Arooj Mujeeb <aroojmujeeb@nip.edu.pk>
Cc: Keyla Waslawski <keyla.waslawski@culturalq.com>

Hello Arooj,

Thank you for your interest in having your student use CQ in her academic research. You have my permission to use the 20 item CQS in her research aimed at publication in scholarly journals.

You can create your own survey using the items in the attached file. If you do this, be sure to include the following copyright information on all electronic and paper copies of the survey:

Note. Use of this scale granted to academic researchers for research purposes only.

For information on using the scale for purposes other than academic research

(e.g., consultants and non-academic organizations), please send an email info@culturalq.com

Gmail subha noor <subhanoor415@gmail.c

ermission to use "PERCEIVED SOCIAL SUPPORT SCAL

nessages

ıbha noor <subhanoor415@gmail.com> Tue, Apr 10, 2018 at 11:4
: gzimet@iu.edu

Hello professor
hope to find you in good health. most respectfully i wanna state that my name is SALWA and i am doing my research of M.Sc level(4th semester) from QUAID-I-Aza university on topic of "Perceived Social Support As a Moderator between Cultural Intelligence and Social Adjustment." under the supervision of Ma'am Arooj Mujeeb(Lecturer at QAU and TRC incharge).
i want to use your scale of Hello professor PERCEIVED SOCIAL SUPPORT SCAL
i will be very thankful to you if you allow me to use and modify this part of scale according to my research. Rightnow i am in a very crucial stage if you will not allow me to use this scale my degree will be cancelled. kindly help me out
curiously waiting for your positive reply. kindly reply me as soon as possible and if y allow me to use this scale kindly send me the scale with psychometrics.
thanking in anticipation

Regards
salwa
National Institute of Psychology
Qauid-i-Azam University ialamabd

---

met, Gregory D <gzimet@iu.edu> Tue, Apr 10, 2018 at 9:4
o: subha noor <subhanoor415@gmail.com>

Hello Salwa ,

You have my permission to use the Multidimensional Scale of Perceived Social Support (MSPSS) in your research and to modify it as needed. I have attached several documents: 1. A copy of the original English version of the scale, with scorin information on the 2nd page; 2. A document listing several articles that have reporte on the reliability and validity of the MSPSS (references #19, #24, and #29 all report Urdu versions of the scale); 3. A chapter on the MSPSS; and 4. Copies of three Urd translations, which you have my permission to use.