MS THESIS

INFLUENCE OF SOCIAL MEDIA ON SOCIAL INTEGRATION AND INTERCULTURAL ADAPTATION: A PERCEPTION STUDY OF INTERNATIONAL STUDENTS AT IIUI

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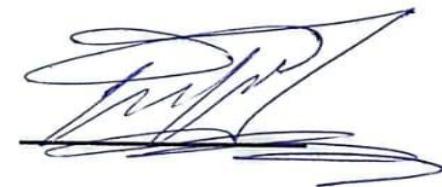
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ABSTRACT

The increase in social media use has changed the world into a global village and it has a huge influence on the daily lives of individuals. For this purpose, the current study investigated the influence of social media on social integration and intercultural adaptation in the context of Berry's acculturation strategies model among international students in Pakistan. The uses and gratification approach has been utilized as a theoretical framework. The survey method was applied for data collection by employing the convenience sampling technique. The results showed that (37.7%), respondents were used WhatsApp the most frequently for application of social integration followed by Instagram was found that (39%) for intercultural learning and adaptation. In context of purpose of social media was noticed that (46.7%), for connected with the both host and home country peers while (29.7%) defendants were found for the purpose of intercultural learning and adaptation. The study revealed that (54.7%) were social media usage more than 4 hours was associated with improved social integration and intercultural adaptation by international students. In addition, social media usage and social integration were associated with a positive correlation (r=.165** p=.004) while a slightly weaker correlation was found that (r=.091 p=.117) between social media and intercultural adaptation.
Key Words: Social Media, Social Integration, Intercultural Adaptation, International Student, Acculturation Strategies, Pakistan.

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LIST OF ABBREVATIONS	
SMU	Social Media Usages
SM	Social Media
SNS	Social Network Sites
SI	Social Integration
ICA	Intercultural Adaptations
ACS	Acculturation Strategies
IC	Intercultural
IC	International community
HEC	Higher Education Commission
OAC	Oversees Admission Center
OCED	Organization for Economic Co-operation and Development

CHAPTER N0 1

INTRODUCTION

In today's all over the world, social media has transformed the approach of the individuals act together, interconnect, and participate into new cultural settings (Boyd & Ellison, 2007). Social media networking sites such as Facebook, Whattsapp, Twitter(X), and Instagram Whattsapp provide openings new approach for the IS to connect with people both in their host country and from their home country. In the higher education organizations convert a various roles; the role of social media (SM) in social integration (SI) and intercultural adaptation (ICA) has become an important area of study (Chen & Zhang, 2019). This study focuses on the understanding to the perception of IS at International Islamic University, Islamabad (IIUI) concerning the influence of social media on their SI and ICA.

SM helpful and effective characteristics have made it increasingly common in people's everyday lives in the age of the rise of globalization. By decreasing barriers of distance and separation social media helps people connect and communicate, meet new people, socialize, share expertise, and learn from each other's experiences. Those who are adjusting to new cultural interactions in new communities can also benefit from social media by developing their level of ICA (Zaw, 2018).

Social media's introduction has revolutionized interpersonal connections and communication, particularly for IS studying abroad (Chen & Zhang 2010). Globalization and new technologies have combined to make the world a significantly smaller interactive space. There has been a notable increase in the number of students studying abroad in the era of globalization (Chen & Zhang 2010).

This research aims to investigate the influence of social media on social integration and intercultural adaptation among IS in Islamabad universities, focusing on the IIUI. Because of that the IIUI hosting the highest numbers of IS across the country. A report published by the higher education statistics (2020/21) 1785 were international students studying at IIUI. According to the Overseas admission Center (OAC) of IIUI the enrolled IS in the fall 2024, 1409 IS students were studying at IIUI which was not highest numbers of IS in the Capital of Islamic republic of Pakistan but also overall IS studying in Pakistan. The researcher selected the IIUI due to uniqueness for the current research study.

1.1 Background of the Study

The media landscape under investigation is extremely dynamic and complicated. People rapidly shift toward electronic media as it rapidly spreads throughout our daily lives. The younger generation follows up on new media rapidly (Bruner, 1997).

In the digital era, which began in the late 20th century, has histrionically converted into the media production and consumption. Since its launch, social media has changed how people exchange information and communicate, evolving quickly. By enabling users to create profiles and communicate with others, early online communities such as Six Degrees established in 1997 laid the groundwork for contemporary platforms (Boyd & Ellison, 2007). Platforms that emphasized professional relationships and personal networking, such as Friendster, MySpace, and LinkedIn, became popular in the early 2000s (Hendricks, 2013). The idea of a centralized social networking site for sharing media, images, and personal updates gained popularity with Facebook's 2004 introduction, which was a watershed moment (Kaplan & Haenlein, 2010).

Platforms like Instagram (2010), Twitter (2006), Whattsapp (2009), which prioritized visual material and brevity, transformed communication as the internet developed. Launched in 2005, YouTube became a popular platform for sharing videos, TikTok (2016) which became global in 2018, revolutionized short-form video content (Jin et al., 2019). Social media is now a vital component of international communication, impacting social and cultural integration.

The internet, SM, and mobile communication tools have facilitated unique levels of interconnectivity and information interchange (Thussu, 2018). SNS such as like Facebook, YouTube and Twitter, have spread out the old media organizations, enabling individuals to produce and broadcast content worldwide. This modification has directed to the evolution of citizen reporting, online activism, and new methods of entertainment, redefining the part of media in present society (Castells, 2012). As technology continues to advance, the history of media reveals a continuing revolution focused by modernization, social requirements, and the ever-changing setting of communication.

In the begging of 2025 report by Data portal (2025), the total population of the world 8.20 billions in which the 5.56 billion were using the internet nearby globally which is equal to the 67.7% of the total population of the world. The uses of social media is increasing gradually, with the total number of active social media user "identities" reaching 5.24 billion , which is equivalent to the 63.9 percent of the world population. It's indicated that 94.2% of the internet consumers now actively adapted to the social media. The quantity of social media user individualities around the world has greater than before from 4.1% in the previous 12 months. The 206 million new social media user individualities linked social media from January 2024 to 2025, comparing to growing of more than 560,000 new users every day.

Nowadays, Social Media play a key role in the influential on social relations, international communication, educational and professional openings for millions of peoples globally (Perrin, 2015).

SM is an internet-based community. This platform facilitates information sharing, maintaining friendly relationships with others as well, and creating new connections. He found that new digital technology and SNS are changing the world into a global village (Coyle & Vaughn, 2008; Wang et al., 2011).

SM has created a "global village" by uniting individuals from many cultural backgrounds. People utilize social networking sites to acquire knowledge understand their host countries, establish and maintain relationships, and keep up with events back home as part of the intercultural adaptation process to a host country setting (Chen & Zhang, 2010).

The SM platform is important for IS and their SI meanwhile it allows to the IS to contact with peers both host and home country, find support systems, and discuss social and cultural obstacles. SM gives IS a way to stay in touch with their home countries while also building contacts in their host country (Saw et al., 2013).

Social media serves as a medium for international students to stay connected with their families and friends in their home country, which provides emotional support and reduces feelings of homesickness (Lin et al., 2012). At the same time, it offers a platform for engagement with local communities, enabling students to learn about the host culture and establish social networks (Kim, 2001). However, excessive reliance on social media for maintaining connections with home country networks may lead to digital enclaves that restrict social integration with the host community (Li & Tsai, 2015).

In the context of most frequently used social media networking sites, such as

Facebook, WhatsApp and Instagram stand out as important tools for the social integration of the international students". Facebook, in specific, assists as a connection for the joining with local students and communities, connection to the university groups, and joining in events that improve intercultural interchange (Ellison et al., 2011). Likewise, Instagram enable to the students to participate with visual storytelling, development wisdom of belonging through shared cultural practices and social representation (Zhao & McDougall, 2008). WhatsApp helps actual communication and connection, building it easier for the students to continue social relationship with the both host and home country (De Andrea et al., 2012).

Furthermore, students can join university clubs, take part in cultural exchanges, and look for academic support using social media platforms like Facebook, Instagram, and WhatsApp, all of which help them integrate socially (Li & Chen, 2014). Students can build a sense of belonging through online connections, which is important for both their academic progress and social-cultural. For the international students to successfully integrate socially, a balanced approach to social media use is necessary.

The well-known quote by Alan Dershowitz illustrates that the Individuals transcend geographical boundaries thanks to the influence of social media. Two people with quite distinct cultural origins are now sharing the same meanings. Social media are commonly used during intercultural adaptation to connect with events in their home countries, learn about their host country, and establish contacts (Zaw, 2018).

The process by which IS adapt to a new cultural setting is known as ICA, and social media is crucial to this process. The IS can contribute in the intercultural knowledge understandings both direct and indirect by using the SNSs, which

support in IS adjustment with the host cultural values, norms, and the communication of the host country (Chen, 2015).

ICA is vibrant progressions that consist of sociocultural and psychological changes. SM can assist as a familiar learning galaxy where the worldwide students obtain language skills, comprehend cultural norms, and improve multicultural communication proficiencies (Ward et al., 2001). However, researchers argue that inactive consumption of the social media material without lively engagement with the host country local communities may obstruct unaffected intercultural learning (Lantz- Deaton & Golubeva, 2020).

IS are more expected to become an effectively their intercultural adaptation results if they are dynamically join in social media communities in the host nation. The scholarly study conducted by the Kim (2012) discovered, for example, that the IS who act together with the citizens of the host national on social media platforms gain more levels of social confidence, language capability, and cultural proficiency. As like to this, Phua & Jin (2011) point out that the SNSs give to the IS to observe and acquire knowledge about the host national norms and social custom, which benefits them to adjust in the new cultural setting

The term "acculturation strategies" describes how foreign students deal with the cultural variations between their home and host nations. Four strategies, integration, assimilation, separation, and marginalization are identified by Berry's (1997) acculturation model. SM has the power to shape students' interactions and cultural preferences, which in turn can affect how they use these techniques.

Students who utilize social media to interact with both their home and host-country networks, for example, are frequently pursuing an integration strategy, which blends their home and host cultures. According to Schartner (2016) this well-

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rounded strategy improves social support and cultural adaptability. However, people who are embracing the host culture (assimilation strategy) could use social media to interact mostly with local communities and lessen their reliance on ties to their home country (Rui & Wang, 2015).

On the other hand, when students only interact with their home-country networks, they have limited exposure to the host society, which reinforces a separation strategy (maintaining one's home culture while rejecting the host culture) (Ye, 2006). Last but not least, unpleasant social media experiences, including online discrimination, might worsen a marginalization strategy (rejecting both cultures), which can result in loneliness and decreased wellbeing (Lin, 2012). Therefore, depending on how overseas students use online interactions during their adaptation process, social media can either help or obstruct acculturation strategies.

IS experiences are impacted by social media in a variety of ways, including how they integrate socially, adjust to different cultures, and develop acculturation techniques. Although it offers invaluable assistance and promotes cultural understanding, it can also pose problems if applied in a way that precludes genuine interaction with the host culture. Understanding the function of social media in these procedures can aid academic institutions and policymakers in formulating plans to improve the welfare and adjustment of overseas students.

According to the Organization for Economic Co-operation and Development (OECD, 2017) more people are considering studying abroad as a result of the internationalization, globalization, and human mobility. Research indicates that the quantity of international students residing and pursuing education overseas has increased from 800,000 in 1975 to a total of 4.6 million in 2015. It is predicted that it was reach 7.2 million in 2025.

In Pakistan, the total number of international students on the official website of Higher Education Commission Pakistan (HEC 2020-21) was 6640 of which 5000 were male while 1640 were female IS. The highest numbers of IS were studying in the capital of the Islamic Republic of Pakistan which is known as Islamabad (Federal) which was 3101. Of which 2251 male students 850 were female students with 48.87% studying in different universities in the capital of the Islamic Republic of Pakistan.

According to the HEC (2020-21) Islamabad was home to the largest number of IS 3101. 48.87% of the 850 female students and 2251 male students are enrolled in various universities in the capital of the Islamic Republic of Pakistan. The highest number of IS studying at IIUI by the HEC 2020/21, was 1785 studying from different countries with females 672 and males were 1218.

The IIUI is unique of Pakistan's leading university of higher education, recognized in 1980 with the idea of adding Islamic wisdoms with contemporary education. The IIUI is well-known for its different student body, interesting students from difference countries; predominantly belong from the Muslim countries. IIUI brings a diverse multicultural and academic setting where the students from diverse societies and national work together, share ideas, and study from each other, building it a perfect location for study that effect of social media on social integration and intercultural adaptation. (Rahman & Hassan, 2019).

The IIUI offers a comprehensive variety of the different programs in the disciplines such as social sciences, Islamic studies, management sciences, engineering, highlighting both educational superiority and Islamic standards. The IIUI functions under with distinct campuses for the both male and female students, showing its obligation to the social and religious sympathies. This exclusive

construction offerings both opportunities and challenges for the social integration, as students navigate to their educational and social survives surrounded by these limitations. Social media plays a major role in the associating these boundaries, facilitating to the students to communicate further than physical campus boundaries. (Ahmad & Rehman, 2021).

As a center for OAC, IIUI offers various support systems, including the student's societies, socially and intercultural interchange platforms, and the mentorship initiatives (Malik, 2020). On others hand these determinations, various IS involvement in the cultural adaptation challenges, such as language obstacles and social separation. Social media helps as an instrument for disabling these problems by allowing the students to communication with their peers, appearance in the educational material, and participate in the discussions that assist their social integration into university lifecycle. The important of social media platforms in this context is essential for the considerate that how students navigate their intercultural experiences.

Specified IIUI"s rank as a global university, it offerings an outstanding case study for the investigative the influence of social media on intercultural adaptation (Rahman & Hassan, 2019). The university's highlighting on development multicultural understanding concluded teaching, educational and extracurricular activities bring into line with the wider goals of the globalization and knowledge interchange. To explore that how the international students use of the social media to participate and communicate socially and adapt intercultural, this study contributes to a bottomless understanding of the association between social media communication and higher education in the diverse educational setting such as IIUI.

Currently, according to the OAC, fall 2024/25 at IIUI total number of

enrolled IS who are studying in various programs is 1421 of which 421 are female while 988 are male students. A total of 33 different countries students currently studying at IIUI, such as Afghanistan, China, Indonesia, Thailand Somalia, Saudi Arabia, United States, Yemen, Nigerian, Turkish, United Kingdom, India, Syrian, Swedish, Sudanese, Russian, Overseas Pakistan, Maldivian, Jordanian, Guinean, Egyptian, Ethiopian, Algerian and Albanian, Canadian, British, Iraqi, Libyan, Oversee Pakistani, Palestinian, Tajik, Ugandan and Tunisian (Overseas admission Center, Nov 2024).

This research study examines the most frumenty social media networking sites used by the international students at IIUI to help their social integration and intercultural adaptation. To exploring how these social media tools facilities" to their educational and social happiness. Additionally in the current research study provide a comprehensions role of social media in development wisdom of belonging among the different background of international students. Considerate the influence of these social media platforms can benefit to the policymakers, educators, and institutions progress and effective approaches for the associate of international students in their move to a new cultural setting.

Social media have meaningfully effects on the social integration and intercultural adaptation of international students by provided them with social media platforms for connections, intercultural exchange, and expressive support. Social media platforms help to the international students cross the difficulties of a new cultural setting by helping communications with students, friend's teachers, and host communities (Chen & Zhang, 2019).

Social media platform plays a multidimensional role in the modeling of the social integration and intercultural adaptation of international students (Purnama &

Asdlori, 2023). The way international students at IIUI use social media ultimately determines how they acculturate, impacting their social relationships, academic experiences, and general well-being. However it provides various assistances, its influence depends on how international students participate with these social media platforms and stability digital and social connections with actual involvements. By examining the perceptions of the international students at IIUI, this current study try to find to add to the enduring dialogue on the connection of social media, intercultural adaptation, and acculturation Strategies in the higher education.

1.2   Problem Statement

Increasing social media use has changed the world into a global village. SM has a huge influence on daily life. This study acknowledges the pivotal role of SM in the lives of international students studying at IIUI. While SM offers many benefits, including enhanced communication, connection ICA, and exposure. Despite the widespread use of SM, variation in platform preferences and usage patterns among IS remaining underexplored in the context of Pakistan, particularly at IIUI. Understanding which platform is predominantly employed for social integration and ICA. There is a need to critically examine the challenges and implications associated with its pervasive use among IS and acculturation strategies such as assimilation, integration, separation, and marginalization among IS, SM platforms influence on the SI and ICA of IS at IIUI.

1.3   Significance of the Study

This research holds important implications for the various stakeholders involved in the international education landscape. The findings will be informing, HEC, universities, policymakers, researchers, and cultural departments about the

nuanced ways in which IS leverages SM for SI and ICA. Understanding these dynamics can assist in the development of targeted interventions and support services to enhance the overall academic and social experience of IS. Moreover, the study contributes to the broader discourse on the intersection of technology, globalization, and education. Examining the SM landscape among IS at IIUI, outbuildings shed light on the developing nature of SI and ICA in a digital age.

This knowledge is not only valuable for academia but also for industries and organizations aiming to engage with a globally diverse workforce. The research will be contributing and inform to media outlets in light of advertisement and marketing agencies' IS SMU, time slots, purpose, etc. The fundamental of the research aims to bridge the gap between the theoretical understanding of social media's influence on IS and the practical implications for their daily lives. By doing so, it endeavors to cover the way for informed decision making and create supportive environments that foster positive SI and ICA among IS at IIUI.

1.4   Objectives of the Study

The researcher is formulated following objectives for this current study:

1. To find out which social media platform is frequently used by international students at IIUI for their social integration and intercultural adaptation.

2. To exploring the utilization of social media by international students at IIUI for social integration and intercultural adaptation.

3. To analyzing influences of social media on social integration and intercultural adaptions of international students at IIUI.

4. To investigate the relationship between social media engagement and acculturation strategies among international students at IIUI.

1.5   Research Questions

The following research questions were guiding this study.

RQ.1 What are the primary social media platforms used by international students studying at IIUI for social integration and intercultural adaptation

RQ.2 How do international students utilize social media platforms for social integration and intercultural adaptation?

RQ.3 Does social media influence on social integration and intercultural adaptation of International students at IIUI?

RQ.4 How does social media engagement among international students at IIUI relate to their adoption of integration, separation, and assimilation as acculturation strategies?

1.6   Research Hypotheses

The following Hypotheses guided this study

This research study were investigated the relationship between social media usage and acculturation strategies among international students at IIUI. Specifically, it seeks to explore how different levels of social media usage influence social integration and intercultural adaptation, leading to the adoption of various acculturation strategies, focusing on the base of berry acculturation Model. The level of social media usage among international students at IIUI were significantly influence and correlated with their degree of social integration and intercultural adaptation in the context of acculturation strategies.

H 1: Higher usage of social media associated with higher levels of social Integration and intercultural adaptation, leading to the adoption of assimilation and integration acculturation strategies.

H 2: Less usage of social media associated with less level of social integration and intercultural adaptation, leading to the adoption of marginalization and separation acculturation strategies.

1.7   Delimitations of the Study

The researcher has delimitations for this current study focusing on international students because that highest numbers of IS enrolled and current studying at the International Islamic University, Islamabad.

The second delimitation of this current study is that the researcher has confined it to the capital of the Islamic Republic of Pakistan, specifically focusing on the International Islamic University, due to constraints in resources and time. The scholar focused on the Asian international students enrolled and studying

at IIUI.

CHAPTER No 2

LITERATURE REVIEW

2.1   Review of Related Literature

The findings of earlier research on the subject were presented in the literature evaluation, which also assisted in choosing the best goals and research design for more topic improvement. Globalization in the higher education has enhanced international student flexibility, creating progressively in the various educational environments across the globally (Marginson, 2014). The Universities nowadays serve as key hubs from various intercultural, linguistic, and nationwide backgrounds converge; important to the both improved the intercultural interactions and significant adaptations challenges (Glass et al., 2015; Sawir et al., 2008). In these backgrounds, social media platforms have emerged as fundamental tools that facilitate international students" educational, social-cultural practices (Ellison, et al., 2007; Lin, 2012).

By enabling the communication, information, and expressive support, social media networking sites support the IS to managing the difficulties of studying and living in the new cultural environment. Organizations such as the IIUI fascinate IS from different 33 countries (Overseas Admission Center, 2024).

For these IS, SNSs reaching from Facebook, whattsapp, WeChat and Instagram serve not merely as entertaining openings but as dynamic means of supporting the multinational connections, building the relationship with host community and national, and exchanging cultural identity (Choi, 2016; Phua & Jin, 2011). Through social media interactions, theses international student's effort to adoptive social integration, developed intercultural capability, and simplicity the

acculturation process (Glass, 2014).

However, the role of social media platforms in the international students practice is complex. Although presenting the opportunities for the community building and cultural knowledge, it also contemporary challenges such as cultural separations, misunderstanding and cultural discriminations (Alsawalmeh & Feldman, 2020; Lee & Tedesco 2016). Consequently, understanding the influence of social media networking sites is critical for the development and helpful in the international education environments.

This literature review study the four critical parts to frame the widespread influence of social media platforms in the international students lives such as media landscape and emerging of social media , social integrations, intercultural adaptations, acculturations strategies as well as within the above mentioned critical discussed the challenges face to the international students on social media platforms.

2.1.1 Media landscape from Traditional Media to Social Media

The history of the media initial in the human civilizations, where communication was mainly spoken and subject on storytelling, signs, and cave paintings. The creation of writing about 3000 BCE in Mesopotamia marked a noteworthy landmark in media history, allowing understanding to be documented and transferred crosswise generations (Thussu, 2018). The growth of the printing press by Johannes Gutenberg in the 15th century developed mass communication, allowing the quickly manufacture of books, pamphlets newspapers, and newspapers. This revolution set the groundwork for learning increase, politically aware discourse, and the feast of religious and systematic ideas, eventually shaping the up-to-date societies (McQuail, 2010).

In the beginning of the 19th and 20th eras saw the rise of electronic media, establishment with the development of the telephone telegraph and telegraph, which changed and decreased a long-distance communication. The beginning of radio and television additional transformed the mass media landscape, production of the entertainment and information extensively reachable (Thussu, 2018). In the 20th century, mass media played an essential part in determining public opinion, influencing political engagements, and development cultural interchange. The growth of broadcast journalism also noticeable a modification in what way societies

consumed news, as live reporting and actual reporting turn into important fundamentals of modern mass media (Briggs & Burke, 2010).

In the earliest of 2000s, SNSs such as Six Degree was launched to allowing users to create profile for the purpose of communication with friends Boyed & Ellison (2007). The rapidly growth of Social Media platform such as the Friendster (2002), MySpace (2003) and globally popular social media site Facebook (2004) by the Mark Zuckerberg Kaplan & Haenlein (2010). These social media sites are the profile- sharing platforms tools for information, networking, dissemination, and intercultural exchange. The smartphones and mobile technology raise in the 2010 the dominance SNSs such as Instagram (2010) Mike Krieger, Whattsapp (2009) Jan Koun & Brian,

WeChat in (2010) with the name of Weixin was rename into the WeChat in the April (2012) and similar the Tik Tok was lunched (2016) by the Byte Dance but globally gained the popularity in 2018 (Kuss & Griffiths, 2017).

The social media platforms has become an essential tools for the IS navigating the difficulties of social integration and intercultural adaptation of IS. The social sites such as Facebook, Instagram, WeChat, and YouTube facilitate the establishment of social relations, offer the access to the cultural information, and provide the new opportunities for emotional support, all of which are necessary to the International student adjusting in to the new social-cultural environments (Gaitan-Anguilar et al., 2022; Hua, 2020; Seo el al., 2016).

2.1.2   Social Media and Social Integration

Social media is a virtual platform. This platform helps people to make new connections, to improve friendly relations with other humans, and to exchange information. They found that new digital technology and social networking sites

(SNS) are changing the world into a global village (Coyle & Vaughn, 2008; Wang, et al, 2011). According to the Schartner, (2014), SI states the practice and involved within a social system, such as community, university, by establishing connections and participating in the shared activities.

According to Whiting and Wasiams (2013) however, given the rapid advancement in technology, there is wide use of various social media platforms such as Facebook, WhatsApp, WeChat, etc., mainly among young people The study identified ten uses and gratifications for using social media. They examined the ten uses and gratifications such as social interaction, information seeking, pass time, entertainment, relaxation, communicatory utility, convenience utility, expression of opinion, information sharing, and surveillance/knowledge about others. They applied the uses and gratifications theory. They found that the use of social media mostly from their social interaction, information sharing, surveillance, and expression of opinion. The suggestion for the researchers, focus on other consumers' use of social media Uses and gratifications theory helps explain the many other and varied reasons why consumers use social media.

The research indicates that active engagement with social media correlates positively the IS social adjustment. For instance, Seo et al. (2016) indicated that active social media use among IS in the US was associated with higher level of perceived social adjustment. According to the Gaitan- Anguilar et al. (2022) research founded that social media contact with host country nationals could predict poorer was linked with better sociocultural and psychological adaptation of international students.

The studies were conducted on how foreign students use social media to negotiate and manage their identities in the UK more lately. They found that social

media can assist users in integrating two cultures, maintaining their native culture, and adapting to their new one. Others have found that social media can aid international students in their social adjustment to foreign classrooms. A set of 120 Chinese international students an online survey (Yau et al., 2020).

The study investigated at how social media usage affected international students' engagement in class activities and their processes of acculturation in China. Thus, this study aims to evaluate the impact of social media use while addressed issued such as whether or not international students' acculturation fosters their participation in academic activities, and how using social media can enhance international students' acculturation process from both psychological/mental and behavioral standpoints. Also examined is the function of self-identification in moderating the relationship between social media use and the process of acculturation for overseas students. 354 foreign students enrolled in different Chinese universities provided primary data for the study. They found that social media use by overseas students facilitated information exchange, networking, and enjoyment, which enhanced their acculturation process as well as engagement in classroom activities (Manu et al., 2023).

Studies conducted on the impact of social media on foreign students studying in South Korean colleges indicated that social media use lowers the stress associated with acculturation and improves satisfaction with Korean culture (Yang, 2018). The research applied a sample of the 146 IS studying in the Argentina and the results indicated that how social media and video chat might assist the development of finding like- inclined the individuals, favorable new social relations in the foreign countries, and decreasing the anxiety related with intercultural adjustment ib the host national (Hendrickson & Rosen, 2017).

The SNSs, particularly amongst the IS has changed that how people participate, connect, and adapt to new cultural environment. Social media's significant in the enabling them that transition for students studying abroad have been highlighted by the number of researchers have examined its function of the social integration and intercultural adaptation (Boyd & Ellison, 2007).

The IS involvements in the international academic settings include social integration as a noteworthy component. SNSs such as Facebook, Whattsapp and Instagram, have been found to assistance to the IS in making and supporting social relationships, which decrease the social separation (Lin et al., 2012). Those Students that dynamically joined the online communities naturally assimilate into their host county social and cultural more successfully, according to the study conducted by the (Andrea et al,. 2012).

The Interactions between with the peers of host national are one of the key methods for the social media promotes and SI. According to Ellison et al. (2011) IS can join the educational groups, socialize, and participate with host national students through Social media platforms, Studies by Cao et al. (2018) indicated that Social media use assistances a feeling like of the community.

The SM has numerous advantages, but it can moreover make it harder to the IS assimilate. According to research, depend on too much on the SNSs social media to keep in touch with people back home country can prevent genuine communication with the host culture (Li & Tsai, 2015). Instead of the hopeful assimilation, SNSs could create computer-generated communities where students mostly engage with people from the same nation, restricting their exposure to the different perspectives (Hendrickson et al., 2011). Effective communication may be hindered by cultural differences in social media usage. Students from individualistic

cultures may be more open to public engagement, while those from collectivist cultures may prefer closed-group connections (Lee, 2023).

It is important to understand these cultural dissimilarities in order to assess that how social media affects to the SI of IS. The role of social integration in the intercultural adaptation process, development a sense of belonging and allowing to the cultural understanding of IS (Hua, 2020).

2.1.3 Social Media and Intercultural Adaptations

The adapting to a new environment on a psychological and sociological level is known as ICA. SM creates this process easier by contribution a venue for the language learning, cross-cultural communication, and cultural learning of host national (Ward et al., 2001).

Fluency in the language is a key component of intercultural adaption. International students can interact with native speakers through social media, which offers them informal learning chances and helps them improve their language proficiency. The real-time interactions, multimedia content, and online forums all support language acquisition and cultural fluency (Lantz-Deaton & Golubeva, 2020).

SM and digital communication have made cross-cultural interaction possible at previously unheard-of levels. Through platforms like YouTube and TikTok, students may produce and consume material that represents various cultural identities, promoting intercultural understanding (Zhao & McDougall, 2008). SM also makes it possible for students to participate in international discussions, broadening their horizons beyond their local area (Ye, 2006).

Research indicates that the potential of social media to promote cultural learning may be restricted when users engage with its content passively rather than actively participating (Smith, 2023). Maximizing the advantages of social media in intercultural adaption requires promoting interactive engagement. Many studies have examined the connection between social media use and mental health in regards to the experiences of overseas students. Although social media can offer emotional support, excessive use of the platform can have detrimental effects like anxiety, sadness, and social comparison (Keles et al., 2020).

The study on the SM trends among International students and Pakistani students by the Hussain (2012), founded that the Facebook were mostly used for the social relations and academic purpose while applied the UGT and convenience sampling techniques. Research by the Puewal et al. (2021) university student during the COVID- 19 pandemic among IS while applied the quantitative and convenience sampling techniques.

For social media to be an effective tool for positive integration rather than a source of stress, a balanced approach is essential. Universities can assist students in developing healthy social media habits by providing workshops and awareness campaigns (Johnson, 2023).

The cultural identities of IS are shaped in two ways via SM. In one sense, it preserves their local identity by enabling people to stay connected to their cultural history (Berry, 2005). However, it also makes it easier for them to be exposed to new cultural influences, which allows them to embrace elements of the host culture. According to research, students who use social media to interact with both their home and host cultures demonstrate greater levels of bicultural competency, which improves their adaptability (Rahman & Hassan, 2019). To prevent cultural

dissonance, it's crucial to find a balance between various forces.

IS face several challenges when shifting into the new cultural, social and educational setting , as well as language obstacles, cultural changes, and social separation (Sawir et al., 2008). SI states to the practice concluded which these students begin connections and come to be portion of the host national, despite the fact that intercultural adaptations refer to their capability to adjust in the new cultural standards, principles, and practices (Berry, 1997). Social media in helping or delaying these developments is a significant aspect on the global education (Cheng & Mitomo, 2017).

SM platforms help as important tools in helping them participate into host societies by providing chances for networking, communication, and cultural knowledge (Chen & Zhang, 2019). These social media platforms empower to the students to connections with both their home and host cultures, enablement the shift and decreasing feelings of separation. In the social media platform, local and international students can participate in discussions, seek direction from peers, and participate in the university clusters, helping to their SI and ICA (Sawyer & Chen, 2012).

Institutions of higher learning can use SM to help IS adjust and integrate. Universities should develop digital platforms that offer materials specifically designed for international students, mentorship possibilities, and cross-cultural encounters (Malik, 2020). IIUI offers a distinctive case study for comprehending how institutional policies might improve social media's ability to promote social integration because of its varied student body.

2.1.4 Social Media and Acculturation strategies

According to research, these social media sites help international students

speed up their acculturation processes by enabling them to connect with relatives, peers, and classmates virtually anytime and from anywhere. Because of this, researchers have tried to look at the relationship between social media use and acculturation from a variety of angle Many of these look into how social media consumption at home or by the host influences acculturation (Lin & Du, 2019).

The research study were conducted by (Hua, 2020) on the association between social media use and acculturation process in the context of active and passive usages focused on among Chineses international students studying in the German universities. The researcher applied the cross- cultural adaptation theory in the context of acculturation process. The scholar used the quantitative approach while used the web based survey in the of large government university southeastern. The date was collected from 298 Chinese international students in which 132 were female and 166 were male. The results were indicated that the active SM use significantly positive influences on the acculturation process of Chineses students. The scholar was suggested for the researchers may employee a more various sample from IS.

The research study conducted by Wen (2020) on the compressive of review of the literature on the social media and acculturation studies. The researcher was analyzed the relationship among social media, social network sites and acculturation. The researcher conducted the systematic review of literature and applied the structured content analysis. The scholar were classified the methodology in mixed method approach. Overall 34 research articles were published from 2005 to 2019, highest numbers of researchers applied the quantitative method which was 27, 4 were used the qualitative approach and very less numbers of researchers were applied the mixed method. The 74% research

articles were focused on the IS and 24% were on others such as refuges, international worker and other groups. Out of 34 articles 27 (79.4) related to the SM and SNSs was key independent variable, while acculturation was the most common dependent variable. Their study founded that highest numbers of researcher applied the Berry Acculturation Theory in the concept of berry acculturation model in the 22 researches articles.

The study conducted by the Karekezi et al. (2021) on the social media and acculturation in the higher education. The scholar applied the quantitative approach. While used the UGT and Berry Acculturation theory with the lens of Berry Acculturation Model. The sampling size were 248 in which 174 (70%) were male while 74 (30%) were female respondents. The researcher founded that the 37% were noticed that use the SM for chatting friends and family. The results indicated that the 43% were agreed that the SNSs negative on the Rwandan cultural. The research reflected that 44% were integration while 42% were the adopted the assimilation as acculturation strategies. The researcher also used the likert scale.

Berry's model of acculturation (1970) proposed in various works including his influential paper "Acculturation: Living Successfully in Two Cultures" (1997) delineates four ACS. These strategies are assimilation (where individuals adopt the host culture and abandon their original culture), separation (maintaining the original culture while avoiding interaction with the host culture), integration (balancing the preservation of the original culture with active engagement in the host culture), and marginalization (a lack of commitment to both the original and host cultures). Berry's model has been widely utilized in cross-cultural psychology and acculturation research to understand how individuals navigate the challenges of adapting to new cultural environments, providing valuable insights into the complex

dynamics of cultural interaction. In this research study researcher was focus on the IS at IIUI are assimilation, separation, integration, and marginalization in the context of SI and ICA on SM (Berry, 1997).

The literature on the social media's effect on SI and ICA emphasizes its multidimensional role in influencing IS practices. However social media networking sites offer chances for the communication, socio-cultural knowledge, and responsive support, they also position of the challenges associated to the over-reliance and digital separation. By investigative the practices of IS at IIUI, this current study goal to donate to the wider address the social media's role in higher education. Upcoming research would explore approaches for improving SM usage to maximize its benefits however justifying probable disadvantages.

2.2   Proposed Hypothesis for the Current Research

IS at the IIUI are the subject of this study, which investigates the association between SM use and acculturation techniques. Applied the Berry's Acculturation Model and the Uses and Gratification Theory (UGT), the hypotheses investigate the ways in which SMU levels influence on the SI, ICA and ACS. The suggested hypotheses are strongly supported by the empirical and theoretical foundations the body of evidence.

Use of SM and Gratification Theory (UGT), people actively seek out media to meet certain wants, like information, entertainment, and social contact (Katz et al., 1974). SM is a flexible tool that helps IS meets a range of demands throughout their acculturation process, such as: Needs for SI; Making connections with peers from their host and home cultures. Needs for adaptation; Learning about the host society's customs and social mores.

The empirical support for the proposed hypothesis, the research indicated

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that the frequent using of social media platforms actively improves interpersonal relationships and cultural awareness. SM, for instance, boosts bridging and bonding social capital, which are critical for assimilation and integration, according to Ellison et al. (2007). According to the Lin et al. (2019) also noted that IS who use social media regularly are more adept at navigating cultural differences and creating a variety of social networks. Chen and Hanasono's (2016) study emphasizes how regular usage of social media gives access to host cultural norms and contact possibilities, which aid in the assimilation and integration processes. The importance of host-national networks in facilitating social integration has been highlighted by various scholars (Doe, 2022).

This process is accelerated by social media, which gives students the opportunity to interact with a wider range of people than is possible with conventional approaches. According to Lin et al. (2019) SI is positively correlated with greater host-national bonds and higher levels of SMU (Philop, 2023).

The importance of communication in adaptation processes is highlighted by Kim's (2001) that the cross-cultural adaptation theory. Social media is an essential platform for emotional support and cross-cultural interaction, especially for overseas students in conservative countries like Pakistan.

H1: Higher usage of social media associated with higher levels of social Integration and intercultural adaptation, leading to the adoption of assimilation and integration acculturation strategies.

The Kim and Fingerman (2022) assumed in his study the lower social media usage limits access to social networks and cultural information, which may cause feelings of isolation. Lower social media use can impede the acculturation process

and raise the risk of marginalization or separation tactics. Research conducted by Zhang and Lin (2020) discovered that insufficient social media use leads to weakened ties with the host culture, which frequently results in marginalization or separation. Research revealed that while limited involvement slows down the adaptation process, regular interaction with host culture media speeds up behavioral adaption.

H2: Less usage of social media associated with less level of social integration and intercultural adaptation, leading to the adoption of marginalization and separation acculturation strategies.

Appropriate the significance with the IIUI, given the language, multicultural and religious variety of IIUI, the context lends special dimensions to this study. Students can exchange these difficulties virtually through social media that the more usage of social media students engages the international student with many cultural groups on campus through social media, which promotes adaptation and integration. However the less social media students who steer clear of social media may find it difficult to take use of these chances, which could further isolate or marginalize them. The assumptions put out are in line with the multicultural setting of IIUI, where social media is an essential instrument for fostering acculturation and breaking down boundaries between cultures.

The theoretical frameworks and empirical data provide a solid foundation for the suggested theories. Applications and Satisfaction While Berry's Acculturation Model connects these outcomes to certain acculturation tactics, theory shows how social media consumption intentions impact acculturation outcomes. The predicted relationship defined in the H1 and H2 are strongly supported by the outcomes of previous studies on social media use, social integration, and

intercultural adaption. The theoretical framework is the comprehending social media's complex significance in international students' acculturation process at IIUI.

2.3   Theoretical Framework

The researcher applied Uses and Gratification and Berry's and Acculturation Model for this current study. The Uses and Gratification theory was be employed in the context of social media use by international Student for their social integration and intercultural adaptation focusing on the acculturation strategies among international students.

2.3.1   Uses and Gratification Theory

Uses and gratification theory emphasizes that individuals actively select and use media to fulfill specific needs or gratifications. It underscores the audience's role in choosing media content based on their needs, interests, and motivations (Katz, et., al., 1974). In this study, international students at IIUI likely engage with social media platforms to satisfy various social and cultural needs, such as information-seeking, social connection maintenance with both host and home country, and intercultural adaptation. The research conducted by Yoon (2014) that how the media use influences in the acculturation approach of Korean IS while applied the UGT and berry acculturation. Similar research by Zhang & Pentina (2012) that how social media use by Chineses students for their social relations and in to the cultural adjustment and used the UGT and berry acculturation model. The research by Chen & Hanasono (2016), applied the both UGT and berry"s acculturation model. The study by the Hussain (2012) were also applied the UGT theory in his research which was on the SM trends among Pakistan and International students.

2.3.2 Berry's Acculturation Model

Berry's acculturation model (1997) provides a framework first social cultural adaptation for understanding how individuals from different cultural backgrounds adapt to a new culture. It identifies four acculturation strategies: assimilation, integration, separation, and marginalization. Integration, which is central to this study, involves maintaining aspects of one's original culture while also engaging with the host culture. This process closely aligns with the concept of integrative acculturation, which emphasizes the blending of cultural identities. In the context of the current study, the researcher focuses on sociocultural adaptation. Berry's acculturation is widely used in the intercultural adaption study.

The research by Yu (2014) explored the relationship between SM use and acculturation of Chinese students in the US that how the use SM for their intercultural adaptation while applied the berry acculturation model and UGT theory. Similar the research by the Chen & Hanasono (2016) that how the SM use focused on the Facebook and Renren of Chinese IS and their influences on acculturation levels. The research study the Wen (2020) on the literature review on the SM and acculturation studies. The researcher analyzed the research papers which was published from 2005 to 2019, total 34 research article were published in which the 22 applied the berry's acculturation model.

2.3.3 Research Model of the Study

This research study investigated the relationship between social media usage and acculturation strategies among international students at IIUI. Specifically, it seeks to explore how different levels of social media usage influence social integration and intercultural adaptation, leading to the adoption of various

acculturation strategies. The research model is grounded in two theoretical frameworks. The use of Uses and Gratification Theory and Berry's Acculturation Model enables a thorough exploration of how social media usage shapes the acculturation journey of international students at IIUI. Utilizing Uses and Gratification Theory, the study delves into the motivations and usage patterns of social media among students. The model show that the high social media usage was be positively correlated with high levels of social Integration and intercultural adaptation, leading to assimilation and integration strategies, whereas less social media usage was be negative correlated with less levels of social integration and intercultural adaptation, leading to marginalization and separation strategies.
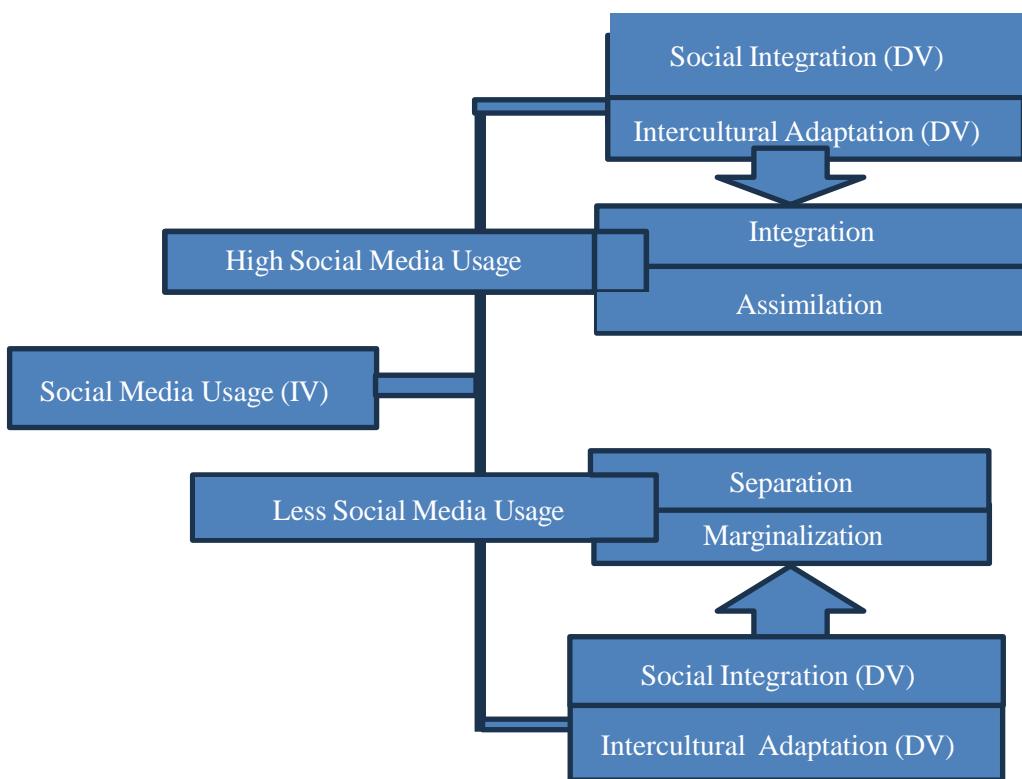
Figures No 1: Proposed Model of the Study

H 1: Higher usage of social media will be associated with higher levels of social integration and intercultural adaptation, leading to the adoption of assimilation and integration acculturation strategies among International students at IIUI.

H 2: Less usage of social media was be associated with less levels of social Integration and intercultural adaptation, leading to the adoption of marginalization and separation acculturation strategies among International students at IIUI.

CHAPTER NO 3

RESEARCH METHODOLOGY

3.1   Research Design

The current research study based on a quantitative type of research in which the survey method was adopted for data collection, the researcher design a questionnaire based on his research objectives and questions. The cross- sectional study was conducted as per the requirement for current research. The researcher used the method of questionnaire distribution as most suitable approach for the relevant study as the primary objective of this investigation was evaluating the nature. The questionnaire was including demography, and closed-ended, questions with a Likert scale for the measurement of the influence of social media on social integration and intercultural adaptation of International Students.

The questionnaire was distributed among international students currently studying at the International Islamic University, Islamabad, Pakistan. After the data collection, SPSS (Statistical Package for Social Science) software was used for tabulate and analyze the data. The results is displayed in the form of frequencies, correlation among variables, percentages (frequency analysis), cross-tabulation (chi-square), regression analysis and descriptive statistics, based on data inserted in the database.

3.2   Population of the Study

The populations of the current study belonging to the international students who currently enroll in International Islamic University Islamabad (IIUI), the researcher select the number of population (1,088) from the total enroll students (1,421) on the basis of official record generated by Oversees Admission Office of

IIUI, and HEC report regarding the ratio of international students at different university across capital of Pakistan Islamabad especially of IIUI. The population of the current study is Afghanistan, Indonesian, Chinese's, Thailand, and Somalia. The rationale behind the selection of the above nations are gap found the literature as like, the Reham et al, (2024) suggest that the scholarly worked all most were focused on the western countries.

3.2.1 Quantity of participants and selected countries

Country	Total Students	Sample Size Convenience	M n/N	F n/N	M	F
Afghanistan	383	90	80/350	10/33	88.9	30.3
Indonesia	287	70	45/190	25/106	15.7	43.9
China	166	55	35/109	20/57	21.0	35.1
Thailand	164	50	30/98	20/67	18.3	29.8
Somalia	112	35	30/74	5/14	34.5	35.7
Total	**1,112**	**300**	**220/811**	**80/228**	**27.1**	**35.1**

Note: Male (M), Female (F),Sample Size (n),Population (N)
Source; Oversees Admission Office of IIUI, 2024) highest male representation

The study includes a representative sample of 300 international students from the top five nationalities at IIUI. The total international student population from these five countries was 1,088, with males comprising 74.6% and females 25.4%. The sample size proportionally reflects the gender distribution of international students. Afghanistan has the highest number of students, followed by Indonesia, China, Thailand, and Somalia. Males are overrepresented in all nationalities, with the lowest female participation from Somalia.

3.3 Sampling Size

Sampling is the subset of the population it is the element drawn from the whole population of the research. There were 300 sample size selected for the current analysis from the above mention population. The selected sample belong to the International students from the five different country enroll in International Islamic University, Islamabad. In the context of sample size the scholarly work by

the Hua (2020) 298 Chineses IS while used the quantitative approach conducted survey method and the scholar suggested that research on more various sampling from international students. The research conducted by the Karekezi et al. (2021) on the SM and acculturation in the higher education. The sample size were 248 in which 174 (70%) and 74 (30%) were females of the total sampling Karekezi et al (2021) on the social media and acculturation in the higher education specifically focused was on the SM impact on Rwandan culture.

3.4   Sampling Techniques

The researcher applied the convenience sample technique for the sample selection which is the type of non-probability sampling technique. The study conducted by the Hussain (2012) on the SM trends in IS were applied the convenience sampling. Similarly the research by Puewal et al, (2021) social media among IS university social media were also applied the convenience sampling technique.

3.5   Operational Definition

In the context of current study, social media is independent variable while social integration and intercultural adaptation are dependent variable. Here the following operationalization and conceptualization definitions are established for key variables.

3.5.1   Social Media

The definition of social media is defined as "web-based platforms that enable users to present themselves selectively and opportunistically to both large and small audiences, either sequentially or in real-time, and who derive value from

generated by users content and the appearance of social interaction". (Carr et al., 2015) In the context of the current study, the researcher was focus on international Students that which social media platforms frequently using like Facebook, Twitter (X), WhatsApp, Instagram, LinkedIn, Messenger, Tik Tok, WeChat, etc. in light of their favorite Social Media platforms; the purpose they use Social Media for; times slots specified for Social Media consumption in the context for their social integrations with their peer and both in their home countries and within Pakistan and intercultural adaptation.

3.5.2   Social Integration

A multifaceted concept, social integration can be characterized as the degree to which people engage in a range of social interactions, such as social interactions or connections, a sense of shared identity, and identification with one's social roles (Holt- Lunstad & Uchino, 2015). In the present variable Social Integration, the researcher mind was be examining how International Students use Social media platforms to connect with their peers, both from their home countries and within Pakistan. Social media platforms mostly connect with their home country such as with their family, friends, and students similar to the Pakistan community includes cultural and extracurricular activities through various social media platforms. With the lens of Berry's Acculturation Model of such as separation, assimilation, integration, and marginalization of the international students, what they are on social media and social media influence on their separation, assimilation, integration, and marginalization.

3.5.3   Intercultural Adaptation

The process of changing or adjusting one's typical or habitual way of

communicating to effectively communicate with others in a cross-cultural encounter is known as intercultural adaptation (Cai et al., 1997). In the current research intercultural adaptation refers to the process by which international students adjust and thrive in a new cultural environment, encompassing aspects such as cultural understanding, communication, ability to navigate diverse social contexts and intercultural adaptation within Islamabad, Pakistan in the context of BACM (1970), of such as separation, assimilation, integration, and marginalization of the IS. The researcher were first of all focused on their intercultural, socio-cultural adaptation and then measured that they are separation, assimilation, integration, and marginalization in their intercultural adaptation process. Social media influence their intercultural adaptation. In measuring the process of intercultural adaptation, the researcher was look at marginalization, assimilation, separation, and integration. The researcher was examine the level to which international students can adjust to and learn about the customs, traditions, foods, clothes, language as well as and cuisine of the host nation, as well as how they consume and maintain their own unique cultural identity on social media.

3.5.4 International Students

International Students are those students who are studying in another country and do not have a permanent residence in the current country in which he/she is studying (OECD, 2024). In the context of current research, the researcher focuses on IS who are studying at the IIUI, Pakistan enrolled students in different programs like undergraduate (BS) graduate postgraduate (MS/M Phil, and Ph.D.).

3.6   Research Instrument (s)

In the context of research, instruments refer to the tools or methods that

researchers use to collect data and gather information by quantitative approach data. The research instrument was be a set of questionnaires that include demography, closed-ended, and was be used a Likert scale for the measurement of the influence of SM on SI and ICA of IS at IIUI.

3.7   Procedure (Data Collection Techniques)

The data was collected for this research study through the survey. The data collection techniques were for a current research study. The researcher was prepared a set of questionnaires. The questionnaire was distributed among international students at International Islamic University, Islamabad, Pakistan.

3.8   Data Analysis Techniques

After the data collection process, the data was analyzed through SPSS (Statistical Package for Social Science) version 16 computer software. The data was transferred on this program and generated in the form of frequencies (frequency analysis), charts, correlations among variables, percentages, and descriptive statistics, and was be made based on data inserted in the database.

3.9   Ethical Considerations

The researcher strictly follows the research ethical considerations according to the nature of the study. The researcher should keep confidential the respondent's information including name and religion be avoid conflicts of interest.

The researcher were collected all the required official records of students through an official way such as total enrolled and pass out international Students in the record of HEC, as well as from international Islamic University, Islamabad.

Another very important ethical consideration is that the researcher needs to

guide students, especially females to better understand the questionnaire, the researcher was send an official letter to the concerned university to arrange the meeting officially. These are some most important ethical considerations in the researcher's Plan.

CHAPTER NO 4

DATA PRESENTATUION

In this chapter, the researcher presents a comprehensive analysis of the data collected from international students at IIUI. Primarily, the demographics of the respondents are deliberated to provide perspective for the study. Following this, the analysis delves into social media usage patterns among students, specially focusing on the role in social integration and intercultural learning and adaptation in the context of acculturation strategies. Furthermore, correlation and regression analyses were conducted to examine the relationships between social usage, integration, and intercultural adaptation for statistically testing the hypothesis of the current study.

Table 1: Demographic Characteristics

Variables	Categories	Frequency	Percentage
Gender	Male	220	73.3
	Female	80	26.7
Age	Under 20	151	50.3
	21-25	128	42.7
	26-30	19	6.3
	Above 30	2	.7
Country of Origin	Afghanistan	90	30.0
	Indonesia	70	23.3
	China	55	18.3
	Thailand	50	16.7
	Somalia	35	11.7
Program of Study	Undergraduate (BS)	215	71.7
	Graduate (MS/MPhil)	77	25.7
	Postgraduate (PhD)	8	2.7
	Total	**300**	**100.0**

The above table is indicated the demographic of the respondents. The data

reflected that researcher selected the 300 respondent as sample size in which the 220 (73.3%) were males while the 80 (26.7%) respondents were females of international student at IIUI.

In the context of age, highest numbers of the respondent under the age of 20 which were 151 (50.3%), while the lowest number the respondent above the age of 30 which was 2 (0.7) noticed by the researcher. There are 128 (42.7) respondent's age between 21 to 25 and the age from 26 to 30 is 19 (6.3).

About the country Origin of the respondents, maximum number of IS from Afghanistan which is 90 (30%), while the lowest IS represent from Somalia which were 35 (11.7%). Indonesia were the second highest respondents which were 70 (23.3), followed to the Afghanistan. China third leaded as sample which was 55(18.3). Thailand were observed 50(16.7) by the researcher.

About the program of study, data displayed that the 215 (71.7%) IS respondents were studying in the Undergraduate (BS), 77 (25.7), enrolled in the Graduate (MS/M.Phil), and the 8 (2.7%) are pursuing in the Postgraduate (PhD) degree.

Table 2: Do You use Social Media?

Categories	Frequency	Percentage
Yes	300	100.0
No	0	0
Total	**300**	**100.0**

The above table indicated that all the 300 (100%) International student's respondents were using the social media.

Table No 3: What is your primary purpose of using social media in Pakistan?

Categories	Frequency	Percentage
Communication with friends & family	140	46.7
Cultural learning and adaptation	89	29.7
Academic	26	8.7
Entertainment	29	9.7
News and Information	16	5.3
Total	**300**	**100.0**

The above table reflected that the highest number of respondents were used SM which were 140 (46.7%), for the Communication with friends and families as primary purpose in Pakistan especially at IIUI, and the lowest numbers of IS which were 16 (5.3%) were use SM for the news and information. The 89 (29.7%) were used for the cultural learning and adaptations. The 26 (8.7 %) respondents were used for the academic purpose, 29 (9.7%) were consumed for entertainment.

Table No 4: How many hours per day do you use social media to connect with (connect with family, friend's students and teachers) and learn and adapt about different cultures especially about Pakistani cultural at IIUI.

Categories	Frequency	Percentage
Less than 1 hour	14	4.7
1-2 hours	39	13.0
2-3 hours	40	13.3
3-4 hours	43	14.3
More than 4 hours	164	54.7
Total	**300**	**100.0**

The above table indicates that the 164 (54.7%) respondents were used the SM

more than 4 hours daily for their SI and ICA at IIUI, 43 (14.3%) respondents were using 3-4 hours, 40 (13.3%) were using 2-3 hours, 39 (13.0%) were using 1-2 hours and 14 (4.7%) were using less than 1 hour's daily basis.

Table No 5: Which social media platforms do you use most frequently for social integration (connect with family, friend's students and teachers) in Pakistan at IIUI.

Categories	Frequency	Percentage
Whattsapp	136	45.3
Instagram	99	33.0
WeChat	35	11.7
Tik Tok	30	10.0
Total	**300**	**100.0**

The above table showing that the overall most frequently SM platform for the IS by the IS at IIUI were noticed that the 136 (45.7%) respondents were using Whattsapp, 25, 99 (33.0%) were using Instagram, 35 (11.7%) were using WeChat, and 30 (10.0%) were using Tik Tok.

Table No 6: Which social media platforms do you use most frequently for Intercultural learning and adaptation in Pakistan especially at IIUI.

Categories	Frequency	Percentage
Instagram	117	39.0
YouTube	115	38.3
WeChat	32	10.7
TikTok	36	12.0
Total	**300**	**100.0**

The above table indicated that the overall most frequently SM platform using for the intercultural learning and adaptations by the IS at IIU, Islamabad were noticed that the highest numbers of the respondents were using Instagram as most frequently which was

117 (39.0%), while the WeChat were reported as the lowest using for intercultural learning and ICA which were 32 (10.7%). YouTube were reported the second most popular social media platform which were 115 (38.3%), 36 (12.0%) were using Tik Tok.

Table No 7: How often do you communicate with Pakistani community (such as friends, student's teachers) on social media?

Categories	Frequency	Percentage
Never	73	24.3
Rarely	36	12.0
Sometime	56	18.7
Often	77	25.7
Always	58	19.3
Total	**300**	**100.0**

The above Table displayed that the 73 (24.3 %) respondent were never communications with the Pakistani peers (host country) on SM, 36 (12%) were communicating rarely, and 56 (18.7%) were sometime communicate with Pakistani community SM. However the 77 (25.7%) respondent were used SM often for the connections with Pakistani community. The 58 (19.3 %) respondent were reported that they are always communicating with the host community by IS at IIUI.

Table No 8: How often do you communicate with international community home country peers (families' friends, students and teachers), on social media?

Categories	Frequency	Percentage
Rarely	29	9.7
Sometime	62	20.7
Often	81	27.0
Always	128	42.7
Total	**300**	**100.0**

The Table indicated that the 128 (42.7%) respondents were used always the SM to

communication with IC on SM. On the other hand the 81 (27%) respondents were used SM often for the connections with IC. The 62 (20.7%) respondents were consuming sometime, and 29 (9.7%) respondents were using rarely SM as communication tool with the IC by IS at IIUI.

Table No 9: Generally, social media has positively influence on my social integration ability in Pakistan especially at IIUI.

Categories	Frequency	Percentage
Disagree	37	12.3
Neutral	59	19.7
Agree	117	39.0
Strongly Agree	87	29.0
Total	**300**	**100.0**

The above table indicated the IS response with statement about the SM role in their SI in Pakistan particularly at IIUI. The result showing that 117 (39%) respondents were agreed, 87 (29%) respondents were strongly agreed with the statement. The 59 (19.7) respondents were unbiased, and 37 (12.3%) were disagreed with the above statement. These statistically report reflecting that SM having a positive influence in the IS studying at IIUI as well as leading to the more integration in the host country.

Table 10: I am connected with my family and friends in my home country throght social media in Pakistan especially at IIU

Categories	Frequency	Percentage
Agree	131	43.7
Strongly Agree	169	56.3
Total	**300**	**100.0**

The above table indicates that the 169 (56.3 %) respondents were highly strongly agreed that SM helps to the IS to maintain connections with the family and friends of the

home country. On the other hand the 131 (43.7%) IS were agreed, that SM helps to the IS to maintain connection with their families and friends of home country.

Table No 11: In Pakistan, I am connected with my friends, students and teachers at IIUI by the using social media.

Categories	Frequency	Percentage
Strongly Disagree	17	5.7
Disagree	25	8.3
Neutral	57	19.0
Agree	108	36.0
Strongly Agree	93	31.0
Total	**300**	**100.0**

The above table showed that the108 (36%) respondents were agree with the statement that they are connected with Pakistani peers via SM. SM helps to the IS feel connected with the Pakistani peers at IIUI. However the 93 (31%) IS were strongly agreed, 57 (19%) respondents were impartial, 25 (8.3%) were disagree, and very a few respondents were strongly agreed that they are on connected with host country peers on SM which was 17 (5.7%).

The 201 (67%) respondents were agreed and strongly agreed that they are connected to the Pakistan peers by the using SM. These finding show that IS are more socially integrate with the Pakistani community as well as positive role of SM in the IS studying in Pakistan especially at IIUI, additionally adopting the out-group communication strategies.

Table No 12: Social media help me feel less isolated while living in Pakistan especially at IIUI?

Categories	Frequency	Percentage
Strongly Disagree	3	1.0

Disagree	23	7.7
Neutral	79	26.3
Agree	110	36.7
Strongly Agree	85	28.3
Total	**300**	**100.0**

The above tables indicated that the 110 (36.7 %) respondents were highly agreed that SM helps to feel less isolated while living in Pakistan especially at IIUI by the using SM. On the other hand the 85 (28.3%) respondents were strongly agree, 79 (26.3%) respondent were neutral, 23 (7.7%) were disagree, and a very few numbers of respondents were strongly disagree which were 3 (1%) that by the using SM helps feel less isolated while living in Pakistan especially at IIUI. The overall 195 (65%) respondents were agree and strongly agreed that the using of social media fell less isolated while studying in Pakistan especially at IIUI.

Table No 13: Social media enable me to make new friends in Pakistan especially at IIUI.

Categories	Frequency	Percentage
Strongly Disagree	7	2.3
Disagree	47	15.7
Neutral	75	25.0
Agree	97	32.3
Strongly Agree	74	24.7
Total	**300**	**100.0**

The above table reflecting that the 97 (32.3%) participates were agreed that SM easier to make new friends in Pakistan especially at IIUI through SM platforms. However 74 (24.7%) respondents were strongly agreed, 75 (25%) respondents were neutral, 47 (15.7%) were disagree, and 2.3% international students were strong disagree that SM easier to make new friends in Pakistan especially at IIUI through social media platforms.

Table No 14: I have significantly improved my communication ability by connecting through social media with peers in Pakistan.

Categories	Frequency	Percentage
Strongly Disagree	6	2.0
Disagree	38	12.7
Neutral	67	22.3
Agree	106	35.3
Strongly Agree	83	27.7
Total	**300**	**100.0**

The above tables shows that the 106 (35.3%) the highest number of IS were agree that SM has improved to their ability to communication successfully with local Pakistani community on SM. However 83 (27.7%) respondents were strong agree, 67 (22.3%) respondents were neutral, 38 (12.7%) were disagree, and 6 (2%) respondents were strong disagree that social media has improved to their ability to communication successfully with local Pakistani community (such as friends, students teachers) on social media.

Table No 15: I use social media to participate in extracurricular activities at IIUI due to using by the social media.

Categories	Frequency	Percentage
Strongly Disagree	11	3.7
Disagree	45	15.0
Neutral	60	20.0
Agree	103	34.3
Strongly Agree	81	27.0
Total	**300**	**100.0**

The above data indicated that using of SM leading to participating extracurricular activities at IIUI. The 103 (34.3%) respondents were agreed that they are participating in the extracurricular activities, 81 (27%) respondents were strongly agreed, 60 (20%)

participate were neutral, 45 (15%) respondents were disagreed, and 11 (3.7%) were disagreed with the statement of that the due SM using they are participating in the extracurricular activities in Pakistan particularly at IIUI.

Table No 16: Overall, social media is a necessary tool for my social integration in Pakistan especially at IIUI.

Categories	Frequency	Percentage
Strongly Disagree	4	1.3
Disagree	6	2.0
Neutral	75	25.0
Agree	124	41.3
Strongly Agree	91	30.3
Total	**300**	**100.0**

The above table presented that 41.3% respondents were agreed that SM is the essential tools for their SI studying in the host country, while the 30.3% respondents were strongly agreed. The 25% participates were neutral, 2% were disagreed, and 1.3% respondents were strongly disagreed with the above statements.

The overall result replicating that SM has necessary tools for the SM of IS studying in Pakistan particularly at IIUI. 71.7% respondents were agreed and strongly agreed with the above statement that SM has necessary tools for their SI while studying at IIUI. These result indicating relationship and influence of SM on the IS studying at IIUI in the context SI.

Table No 17: I believe social media helps in adapting to Pakistani culture at IIUI.

Categories	Frequency	Percentage
Strongly Disagree	21	7.0
Disagree	24	8.0
Neutral	56	18.7
Agree	120	40.0

Strongly Agree	79	26.3
Total	**300**	**100.0**

The **above** table confirmations that the 120 (40%) respondents were highly agree that SM assistances to the IS adapting Pakistani cultural at IIUI. While the 21 (7%) respondents were strongly disagree. Additionally the 56 (18.7%) participates were neutral, (19%) respondents were strongly agree, and 24 (8%) respondents were disagree with the statement that social media helps to adapting Pakistani cultural at IIUI. The overall the both strongly agree and agree 66.3% which is the shows that social media as best tools to the IS adapting Pakistani cultural.

Table No 18: Social media has positively influenced on my intercultural adaptation in Pakistan

Categories	Frequency	Percent
Strongly Disagree	22	7.3
Disagree	35	11.7
Neutral	46	15.3
Agree	112	37.3
Strongly Agree	85	28.3
Total	**300**	**100.0**

The above table reflecting the SM influence on the ICA of the IS in Pakistan particularly at IIUI. The result indicated that 112 (37.3%) respondents were agreed, 85 (28.3%) were strongly agreed with the above statement. The 46 (15.3%) respondents were neutral, (11.7%) respondents were disagreed while the 22 (7.3%) were strongly disagreed with the above declaration.

Table No 19: Social media makes me more willing to engage to Pakistani cultural at IIUI.

Categories	Frequency	Percentage
Strongly Disagree	18	6.3
Disagree	35	11.7
Neutral	50	16.7
Agree	104	34.7
Strongly Agree	93	31.0
Total	**300**	**100.0**

The above table indicated that the SM using are more engage to the IS with Pakistan cultural. The statistically reported that 104 (34.7%) respondents were agreed with the statement that by the using of SM they are more willing engage with the Pakistan cultural at IIUI, while 93 (31%) respondent were strongly agreed. The 50 (16.7%) respondents were neutral, however 11.7% were disagreed, and 6.3% IS were strongly disagreed with the above statement.

Table No 20: Social media helps me to understand and adopt Pakistani cultural values, tradition and customs.

Categories	Frequency	Percentage
Strongly Disagree	6	2.0
Disagree	39	13.0
Neutral	50	16.7
Agree	115	38.3
Strongly Agree	90	30.0
Total	**300**	**100.0**

The above table reflecting that the IS are highly agreed with the above statement. The result indicated that 115 (38.3%) respondents were agreed, 90 (30%) were strongly agreed that SM is helping them to understand and adopting the Pakistan cultural such as values, tradition, and customs. However 50 (16.7%) respondents were neutral, 39 (13%) were disagreed, and the 6 (2%) respondents were strongly disagreed with the above

statement. The largely result showing that SM has positive role in the IS studying in Pakistan particularly at IIUI. The 205 (68.3%) respondent were agreed and strongly agreed.

Table No 21: Social media has motivated me to adopt the some of the Pakistani cultures practices.

Categories	Frequency	Percentage
Strongly Disagree	25	8.3
Disagree	28	9.3
Neutral	41	13.7
Agree	126	42.0
Strongly Agree	80	26.7
Total	**300**	**100.0**

The above table indicated that the SM motivated and adopting to IS studying in Pakistan particular at IIUI are motivated and adopt some of the Pakistani cultural practices. The statistically result reflecting that the 126 (42%) respondents were agreed with above statement as well as the 80 (26.7%) participates were strongly agreed. In the context of unbiased 41 (13.7%) respondents were neutral. The 28 (9.3%) respondent were disagreed, and 25 (8.3%) participates were strongly disagreed with the above statement regarding that the using SM are motivated and adopted some of the Pakistani cultural practices.

Table No 22: I have adopted some aspects of Pakistani culture (dress style, food preferences, language) due to social media.

Categories	Frequency	Percentage
Strongly Disagree	12	4.0
Disagree	27	15.3
Neutral	46	15.7
Agree	99	33.0

Categories	Frequency	Percentage
Strongly Agree	96	32.0
Total	**300**	**100.0**

The date of the above table revealed that the IS are adapting of the some aspects of the Pakistani cultural by the using SM. The 99 (33%) respondents were agreed, while the 96 (32%) participates were strongly agreed. In the context of the unbiased response 46 (15.3%) respondents were neutral. However 46 (15.7%) respondents were disagreed, and less numbers of participates was strongly disagreed which were 12(4%).

Table No 23: I feel more comfortable participating in Pakistani cultural environments due to social media.

Categories	Frequency	Percentage
Strongly Disagree	21	7.0
Disagree	47	15.7
Neutral	42	14.0
Agree	92	30.7
Strongly Agree	98	32.7
Total	**300**	**100.0**

The above table is reflecting that the using of SM leading to the participating in the host cultural. The finding showing that 92 (30.7%) respondent were agreed, while 98 (32.7%) participates were strongly agreed with above statements. The 42 (14%) respondent was neutral. However the 47 (15.7%) respondents were disagreed, and the very less numbers of participates were strongly disagree with the above statement which were 21 (7%).

Table No 24: Social media sometimes creates misunderstandings about Pakistani culture for me at IIUI.

Categories	Frequency	Percentage
Strongly Disagree	18	6.0

Categories	Frequency	Percentage
Disagree	31	10.3
Neutral	47	15.7
Agree	106	35.3
Strongly Agree	98	32.7
Total	**300**	**100.0**

The above table indicated that SM using negative affecting to the IS and creating the misunderstanding about the host cultural. The SPSS report reflecting that 106 (35.3%) respondents' were agreed while the 98 (32.7%) respondents were strongly disagreed with the above statement, in the context of unbiased 47 (15.7%) participates were neutral. The 31 (10.3%) were disagree; however the 18 (6%) respondents were remained strongly disagreed These finding may leading to the IS adopting the separation as acculturation strategies.

Table No 25: Negative experiences on social media effects on my interest to joining cultural exchange activities at IIUI.

Categories	Frequency	Percentage
Strongly Disagree	7	2.3
Disagree	42	14.0
Neutral	50	16.7
Agree	99	33.0
Strongly Agree	102	34.0
Total	**300**	**100.0**

The above table indicated that negative experience on SM to the IS negatively effecting. These negative experiences strongly effect to join the cultural exchange activities at IIUI. The statically data reflecting that 102 (34%) respondents were strongly agreed while the 7 (2.3%) participates were strongly disagreed with the above statement. In the context of unbiased 50 (23%) respondents were neutral. However, 99 (33%) were agreed conversely the 42 (14%) respondents were remained disagreed. These finding may

cultivating to the IS adopting the separation as ACS.

Table No 26: Overall, social media is a necessary tool for my intercultural adaptation.

Categories	Frequency	Percentage
Strongly Disagree	22	7.3
Disagree	43	14.3
Neutral	45	15.0
Agree	98	32.7
Strongly Agree	92	30.7
Total	**300**	**100.0**

The above table presented that the 98 (32.7%) respondents were agreed that SM is the essential tools for their ICA process studying in Pakistan especially at IIUI, while the 92 (30.7%) respondents were strongly agreed. Further 42 (15%) participated were neutral, 43 (14.3%) were disagreed, and 22 (7.3%) respondents were strongly disagreed with the above declarations. The overall outcome reflecting that social media has essential tools for the ICA of IS studying in Pakistan particularly at IIUI.

Table No 27: My social media usage reflects that I maintain my own cultural identity while engaging with Pakistani culture (Integration).

Categories	Frequency	Percentage
Strongly Disagree	16	5.3
Disagree	26	8.7
Neutral	97	32.3
Agree	94	31.3
Strongly Agree	67	22.3
Total	**300**	**100.0**

The above table indicated of IS SMU and in the ICA as ACS particularly to

the integration. The finding reflected that the 94 (31.3%) respondent were agreed while the 67 (22.3%) participates were strongly agreed that they are adopting the integration while the using of SM. In the unbiased response 97 (32.3%) respondents were neutral. The 26 (8.7%) IS were disagreed however the 16 (5.3%) respondent were strongly disagreed with the statement that they are adopting the integration strategies.

Table No 28: In the context of my social media use indicated that I adopt Pakistani culture while minimizing the ties of my home culture (Assimilation).

Categories	Frequency	Percentage
Strongly Disagree	15	5.0
Disagree	36	12.0
Neutral	161	53.7
Agree	57	19.0
Strongly Agree	31	8.3
Total	**300**	**100.0**

The above table indicated to the SM of IS and ACS primarily to the assimilation. The above results reflected that the 57 (19%) respondents were agreed whereas the 31 (10.3%) participates were strongly agreed that they are adopting the assimilation. In the unbiased response 161 (53.7%) respondents were neutral. The 36 (12%) IS were disagreed. Conversely the 15 (5%) respondents were strongly disagreed with the statement that they are adopting the assimilation strategies.

Table No 29: On social media platforms, I prioritize connections with my home culture and avoid Pakistani culture (Separation).

Categories	Frequency	Percentage
Strongly Disagree	26	8.7
Disagree	47	15.7

Neutral	153	51.0
Agree	49	16.3
Strongly Agree	25	8.3
Total	**300**	**100.0**

The above table indicated that the ACS adopted by the IS on SM. The above outcomes replicating that the 49 (16.3%) respondents were agreed whereas the 25 (8.3%) participates were strongly agreed that they are adopted the separation as ACS. However in the unbiased 153 (51%) respondents were neutral. The 47 (15.7%) IS were disagreed. On the other hand the 26 (8.7%) respondents were strongly disagreed with the above declaration. it's reflecting that SM using has leading the integration and assimilation as ACS.

Table No 30: I don't maintain my home culture and the Pakistani culture at IIUI while using the social media (Marginalization).

Categories	Frequency	Percentage
Strongly Disagree	29	8.7
Disagree	45	15.7
Neutral	226	75.3
Agree	0	0
Strongly Agree	0	0
Total	**300**	**100.0**

The above table indicates the SM with the marginalization. The above result showed that the 29 (8.7%) respondents were strongly disagreed while the 45 (15.7%) respondents were disagreed with the above statement that they are adopted the marginalization as ACS. In the balanced response 226 (75.3%) respondents were neutral. The response regarding that they are adopted the marginalization as acculturation strategies. It's showing that the social media using has leading the integration and assimilation as ACS.

Table No 31: Social Media and overall Acculturations Strategies.

Categories	Frequency	Percentage
Integration	161	46.33

Assimilation	88	29.33
Separation	73	24.33
Marginalization	0	0
Total	**300**	**100.0**

The above table is indicating the perception of IS regarding their ACS on SM. The result reflected that the 161 (46.33%) respondents were adopted the integration while the 88 (29.33%) IS were implemented the assimilation as ACS. However the 73 (24.33%) respondents were agreed that they are adopted the separation as ACS additionally the scholar founded that do not adopted the new culture. This result reflecting the positive role of SM in the IS their SI and ICA in the context of ACS.

Table 32: Descriptive analysis, mean standard deviation and correlation among variables

Correlation Analysis among Social Media, SI and Intercultural adaptation

Variable	**Mean**	**SD**	**SM**	**SI**	**ICA**
SMU	20.08	3.13	1		
SI	31.01	3.09	0.165**	1	
ICA	37.27	4.26	0.091	0.306**	1

N=300: **Correlation Significant at the 0.01 SMU (Social media usage), SI (Social Integration), and ICA (Intercultural Adaptation) related to the ACS

The above table shows the findings of mean, standard deviation and correlation among independent variable and dependent variables. SM was IV, SI and ICA in the context of ACS was the DV. The finding reveals a positive correlation between SMU and SI among IS, it was found significant (r=.165**). The correlation between SMU and ICA was found slightly weak positive significant (r=.091). Further the correlation between SI and ICA among IS were found significant correlation (r=.306**).

The overall correlation among the variables reported results are reflecting that SMU positive correlation with the social integration and slightly weak positive

correlations with ICA but the statistically did not report the negative correlation among SM, ICA in the context of ACS. However, the correlation between SI and ICA in the context of ACS is indicating that the connections of the IS with Pakistani community through SM reported the strongly positive significant correlations as compared to the SM and ICA which may leading to the IS to adopting the integration and assimilation as ACS. For that purpose, researcher conducted the regression analysis to identify that how much social media influence on the SI and ICA in the context of ACS as well as for more in-depth analysis. Moreover, scholar further analyzed the influence of SI on ICA.

Table No 33: Regression Analysis between the Social Media Usage (IV) and Social Integration (DV)

Regression Analysis of SM on SI

Model	R	R²	Adjusted R²	Std. Error of Estimate	F	Sig. F Change
SM-SI	0.165	0.027	0.024	3.060	8.318	0.004

Note: SM (Social Media), and SI (Social Integration)

Coefficients

Predictor	B	Std. Error	Beta	T	Sig.
Constant	27.747	1.147		24.181	0.000
Social Media (SM)	0.163	0.056	0.160	2.884	0.004

Note: SM (Social Media), and SI (Social Integration)

The above table is indicating the regression analysis between the SM and SI. The reported result indicates the significantly positive association between SMU with the SI. The changing with an R^2 value of 0.027 (p= 0.004). These finding suggests that approximately 2.8% of change in the SI can be improved by the SMU. In the context of regression coefficient, SM has positive significant relationship with the SM which was

0.162 and (p=0.004). The results are representing, recommending, and strongly supporting the hypothesis of the study that increase in the SM usage, also increase the SI of IS with host country.

Table No 34: Regression Analysis between Social Media and Intercultural adaptation

Regression Analysis of SM on ICA

Model	R	R²	Adjusted R²	Std. Error of Estimate	F	Sig. F Change
SM-ICA	0.091	0.008	0.005	4.250	2.466	0.117

Note: SM (Social Media), and ICA (Intercultural adaptation)

Coefficients:

Predictor	B	Std. Error	Beta	T	Sig.
Constant	34.801	1.594		21.508	0.000
Social Media (SM)	0.123	0.078	0.091	1.570	0.117

Note: SM (Social Media), and ICA (Intercultural adaptation)

The data of the above table indicates the regression and coefficient analysis between the SM (IV) and ICA in the context of ACS (DV), reflecting the slightly weak association between the SM usage and ICA in the context of ACS. The changing with an R2 value of 0.008 (p=0.117). The result reflecting and suggesting the almost 0.9% change in the ICA in the context of ACS can be reformed of the IS, ICA as ACS by SM usage. It's indicating weak positive but not too much significant influence on ICA. The result suggesting that the SM might have several influences in the context of helping ICA is limited. The ICA is multifaceted developments influenced by the several causes comprising the individual experiences and direct SI (Beery, 1997).

The result has indicating that SMU weak positive significant association with ICA. The

finding is reflecting SM usage did not direct influence in the ICA as well as the reported

results partially supported the hypothesis of the current study.

Table No 35: Regression Analysis of Social Integration and Intercultural

Adaptation as the Mediating variable

<table>
<tr><td colspan="7" align="center">Regression Analysis of SI on ICA</td></tr>
<tr><td>Model</td><td>R</td><td>R²</td><td>Adjusted R²</td><td>Std. Error of Estimate</td><td>F</td><td>Sig. F Change</td></tr>
<tr><td>SI–ICA</td><td>0.306*</td><td>0.094</td><td>0.090</td><td>4.063</td><td>30.738</td><td>0.000</td></tr>
</table>

Note: SI (Social Integration), ICA (Intercultural adaptation)

<table>
<tr><td colspan="6" align="center">Coefficients:</td></tr>
<tr><td>Predictor</td><td>B</td><td>Std. Error</td><td>Beta</td><td>T</td><td>Sig.</td></tr>
<tr><td>Constant</td><td>24.228</td><td>2.365</td><td></td><td>10.246</td><td>0.000</td></tr>
<tr><td>Social Media (SM)</td><td>0.421</td><td>0.076</td><td>0.306</td><td>5.544</td><td>0.000</td></tr>
</table>

Note: SI (Social Integration) and ICA (Intercultural adaptation)

The table no 4.39 is showing regression analysis investigating the relationship

between the SI and ICA as ACS. The findings are indicating the significant positive

association between SI and ICA. The changing with an R^2 value of 0.094 (p=0.000).

The outcome is indicates the 0.094% of modification in the ICA can be enhanced by

SI. The regression coefficient result is 0.421 (p=0.000), which is indicating the

importance of SI as facilitator of successful ICA as ACS leading to the integration

and assimilation rather than separation and marginalization

The above statistically outcome muscularly reinforced, and accepted and established

the proposed research hypothesis by the researcher. The recommended hypothesis of the

study was that the high SMU will be high SI and ICA, foremost to employing the

integration and assimilation as ACS rather than marginalization and separation and

marginalization. In the conclusion, the hypothesis is moderately accepted on the bases of

the above research finding of the current study.

CHPATER NO 5

DISCUSSION, ANAYALYSIS, COUNSLIONS AND SUMMARY

5.1   Introduction

The current research study deliberated in several ways, the SMU of IS for SI and ICA such as the primary purpose of using SM, most frequently SM platform for SI and ICA, and how much time they use SM for SI and ICA on daily bases, how often they communicate with both host and home country peers such family, friends, teachers and students. Additionally the researcher focused how do the SMU for SI and ICA, such as connected with both home and host peers, make a new friends, join the extracurricular activities, improve communication ability by connecting with Pakistani peers, SM as essential platform, and how SM positively influence the IS while pursuing higher education in Pakistan especially at IIUI. In the context of ICA, such as SM makes them more willing to participates in the host cultural, understand the cultural values, traditions and customs, motivated to adopt some aspects of cultural practices, more comfortable participating in the Pakistani cultural, negative experiences and creates misunderstanding about Pakistani cultural while using the social media. Further, how SM has positively influence as well as SM is a necessary tools to IS for their ICA process studying at IIUI.

Additional, regardless the use of SM for SI and ICA by IS, researcher clarified the ACS adopting by the IS such as integration, assimilation, separation, and marginalization. Furthermore, the researcher was examiner the relationship as well as regressions analysis amongst SM, SI, and ICA in the context of Beery Acculturation Model. The following major themes were identified by researcher of this current study.

5.2 Discussion/Analysis subject/themes

RQ1: What are the primary social media a Platform used by IS studying at IIUI for Social Integration and Intercultural Adaptation?

5.2.1   Most Frequency Social Media Platforms for Social Integration

In the context of most frequency SM platform for their social integration by IS studying at IIUI, participants result reflects that whattsapp highly SM platform for SI which was 45.3% by IS, Instagram was reported as the second most frequently for SI with both host and home country peers which was found 33%. The finding are indicating that whattsapp is easy accessible to everyone and worldwide use especially to IS for smooth communication with both academic and social interaction.

Instagram is the new approach to make new friends and increasing the social relationships with the both host and home country peers. In the context of the females students are most frequently Instagram as compared to the male students. WeChat is found the third most frequently platform for connections with both host and home country which was 11.7%.

The Chineses students were reported they were used WeChat for connections with their home peers. WeChat is the most frequently SNS for communication same like whattsapp broadly. The Tik Tok is the emerging SM platform and widely use globally. Tik Tok is the social platform enabling to the users to make a friend and communication. In the context of current study scholar found that 10% of the respondents were used the Tik Tok for SI with both host and home country peers. These finding indicating the positive role of the different SM platforms in the context of communication with stay connected with both host and home country peers

5.2.2 Most Frequency Social Media Platform for Intercultural Adaptation

The most important element for the IS is learning and adjustment their self in the new intercultural setting. For this regard, researcher was investigated the most frequently SM platforms used by the IS for ICA. The result reported, Instagram was the most frequently platform using by the IS for intercultural learning and adaptation which was 39%. Instagram is the emerging platform in the context of using especially by the universities students both males and females.

YouTube was stated as the second SM platform which was found 38.3%. In the context of IS, YouTube is providing the positive role to improved their understanding regarding the host country culture.

WeChat was found the third SM site to develop the cultural learning and adaptation of the IS in the cultural setting. The Chineses students reported that used WeChat for cultural learning and adaptation which was 10.7%. Tik Tok is the emerging SM platform to providing short videos regarding the different cultural especially about the Pakistani cultural which was reported 12% of the IS used the TikTok for intercultural learning and adaptations.

The finding reflecting the role of SNS in the IS regarding their Intercultural learning and adaptations of the host country. SM assistance to the IS regarding positive understanding norms, values, customs and traditions of the host country cultural.

RQ 2: How do International Students Utilize Social Media Platforms for Social Integration and Intercultural Adaptation?

5.2.3 Social Media Use

Today, the SNS and digital technology are changing the world into a global village Coyle & Vaughn, ; Wang, et al., (2008, 2011). In the current study scholar investigated that was how IS utilized the SM in their daily routine particularly for SI and

ICA. The data reported that all of 300 the IS was used the SM. The finding reflecting that importance of SM in the IS particularly studying abroad

5.2.4 Primary Purposes of use the Social Media

The current study showed that all of the IS used the SM and its primary purpose was the communication with the both host and home country peers which was noticed that 46.7% IS used SM as primary purposes. However the using of SM for Intercultural learning and adaptation were founded that 29.7% IS utilized the SM as second major purpose of SM while studying abroad particularly in Pakistan especially at IIUI to understanding the host country norms, values, customs and traditions as well as the host country language, dress, and food etc. In the context academic purpose was reported 8.7%, entertainment 9.7%, and the regards of news and information was noticed 5.3% as the lowest of the IS using t SM particular studying abroad especially at IIUI.

The results strongly indicating the significant role of SM in the IS studying abroad especially at IIUI particularly in context of SI such as communication with host and home country peers to improve the social relationship and support while studying abroad. In the perspective of ICA has also reflecting noteworthy role of SM in the IS studying at IIUI.

5.2.5 Time Usage of Social Media for SI and ICA

In the regards of the time usage pattern of the IS for SI and ICA in the context of ACS was testified that the 54.7% of the IS using the SM more than 4 hours for their SI and ICA specifically studying at IIUI. Conversely, 14.3% was used 3-4 hours, 13.3% of the IS time usages regarding the SI and ICA as ACS was found 2-3 hours daily basis studying abroad especially at IIUI. However, 13% of IS reported were used SM 1-2 hours and 4.7% respondent were noticed that the IS less than 1 hour utilized the SM for SI and ICA.

The aggregate percentage indicated the high SM usage of the IS for IS and ICA as

ACS which can lead to the integration and assimilation rather than separation and marginalization.

5.2.6   Social Media use for Social integration with the Home Country Peers

Communication with the family, friends, and their home country on SM of the IS was reported that 42.7% that they are always communicating with home peers on different SM platforms. However 27% respondent noticed that they often communication with their home peers. Additionally, 20.7% participates sometime connected with the family and friends. 9.7% respondent was found that IS rarely stay connected with their home peers by the using SM.

The cumulatively 42.7% testified vastly using to connected with the home peers by IS at IIUI. The outcome replicating that more of the IS are espousing to the integration as ACS. In the intercultural studies context the IS adopting the in group communication approaches on SM by the IS in Pakistan especially at IIUI. The finding signifying the significant and positive role of the SM in the context of communication with home peers.

5.2.7   Social Media use for Social Integration with the Host Country Peers

In the context of the communication with host peers noticed that the 25.7% participated often connected with local Pakistan community especially at IIUI. Furthermore, 19.3% respondents stay communication with Pakistan peers. Additionally, 18.7% sometime, and 12% rarely communication thought SM and stay connected with local Pakistani community and peers. The small portion of the respondent remarked that 24.3% of the IS never communication with Pakistan local community. The data indicated that very less numbers of IS adopted the separation as in group communication on SM.

The overall result showed that enormous quantity of the respondent communication and stay connected with Pakistan community which was found 75.7%. The finding reflecting that the IS are more integrated with Pakistan peers via using SM.

RQ.3 Does social media influence on social integration and intercultural adaptation of the International students at IIUI?

5.2.8 Social Media Influence on the Social Integration Ability at IIUI

SM influence on SI of the IS reported that the 39% respondent was agreed with statement that SM has positive influence in their SI in Pakistan especially at IIUI. Conversely, 29% participates was found strongly agreed with an above statement regarding the influence of SM. The data showed that the positive influence of SM on the SI of the IS particularly studying at IIUI.

However, 19.7% respondent noted that they are neutral, and while 12.3% respondent was found disagreed with the above mentioned statement. These finding indicating that the small portion of the respondent was disagreed while 68% participates agreed and strongly agreed that SM has positive influence on their SI particularly studying in Pakistan especially at IIUI.

5.2.9 Make a New Friends via Social Media

The importance theme is identified that SM was enabled to the IS to better social support during their stay in the host country. SM is the best tools increasing the friendship circle while studying abroad. The scholar was found that 32.3% respondent agreed that they make new friends by the using SM. However, 24.7% participates were strongly agreed with above statement, the reported finding strongly supporting that the positive influence of SM on the SI of the IS. Conversely, 25% respondent was noticed neutral with the above statement. In the context of disagree, 15.7% participated was found disagreed regarding that they make a new friend via using SM.

The overall reported finding strongly reflecting that 57% of the respondents were strongly agreed and agreed with the above statement. In the context of correlation of SM usage with the above mentioned declaration testified the 1.38* (p=.017) was found that

reflecting the significant positive role of the SM regarding a friendship thought SM by the IS.

5.2.10   Feeling Less Isolated using Social Media

In regards of feeling less isolated via using SM, researcher investigated the role of SM in the context feeling less isolated. The researcher was found that 36.7 % participates were highly agreed that SM helps to feel less isolated while living in Pakistan especially at IIUI by the using SM. However, 28.3% respondents were strongly agree, 26.3% respondent were unbiased, 7.7% respondents were disagree, and a very few numbers of respondent were strongly disagree which was found 1%.

The overall outcome result exposed by the SPSS imitating that the SM strongly and positive role and effect to the IS studying in Pakistan predominantly at IIUI. The largely 65% participates were strongly agree and agreed that using of SM fell less isolated while studying in Pakistan especially at IIUI.

5.2.11   Improving Communication Ability with Host Peers at IIUI

With the feeling less isolated via using SM has also improved the communication ability with host peers. The result reported that 35.3% respondent was agreed that they SM improved their communication ability with the host peers, however the 27.7% respondent was strongly agreed with the above statement that SM usage has significant improved their communication capability. Conversely, the 22.3% respondents were reported natural. Additionally, 12.7% respondent was found agreed and small numbers of respondent strongly agreed that they did not improved communication ability by the using SM.

The overall 63% participates were strongly agreed and agreed that they are improved their communication ability via using the SM. In the context association between SM usage and communication ability of the IS was noticed .181** (p=.002)

which has indicating the positive association, influence, role of SM in the IS while studying abroad.

5.2.12   Participating in the Extracurricular Activities using Social Media

SM has also increased the participated of the IS in the extracurricular activities by the using SM which has leading to the more integrated in the host country in the context of SI. For purpose, researcher identified the SM and the joined the extracurricular activities by the IS thought using SM. The statistically result indicated that 34.3% respondents were agreed, 27% participates were strongly agreed that they are joined the extracurricular activities. However 20% respondents were neutral, additionally the 18.7% respondents were disagreed and strongly disagreed with the above statement.

The relationship between SM usage with the participating in the extracurricular activities was noticed .104 (p=.072) which has showing the positive association between the SMU and joined in the extracurricular activities which has leading more integrated in host country peers as well as also adopting towards integration and assimilation.

5.2.13   Social Media as Positive Influence on Intercultural Adaptation

The more SI of the IS thought SMU also increased the ICA as ACS as well as positively influence of the IS. In this regards, researcher was found that 37.3% respondents were agreed that SMU has positively influenced, however 28.3% participates were also strongly agreed with the above statement. Conversely, 15.3% respondents were natural while 19% IS disagreed and strongly disagreed that SM usage did not positively influence in their ICA as ACS.

The overall result noticed that 65.7% respondents were strongly agreed and agreed with the above statement that SM has positively influence in the ICA as ACS. In the context of association between SM usage and positively influence regarding their ICA as ACS was noticed .012 (p=. 838) correlations.

5.2.14　Social Media as an Motivated and Adopted Pakistan Cultural

SM has also motivated and adopted Pakistan cultural to the IS while studying at IIUI. The 68.3% respondents were noticed that the strongly agreed and agreed with the statement that SM motivated and adopted Pakistani culture. However, 15% participates were disagreed and strongly disagreed while 16.7% respondent was found neutral. In the context of relationship between SMU with motivated and adopted Pakistani cultural was found .117* (p=.043) which reflecting the positive significant correlations between SM regarding with motivated and adopted Pakistani cultural.

5.2.15　Misunderstanding about Pakistani Cultural on Social Media

SM positively influence, motivated and adopted the Pakistani cultural also can leading the misunderstanding about the host country culture. The reported result found that 35.3% respondents were agreed that SM sometime created misunderstand about the host culture, conversely 32.7% participates were strongly agreed. However, 16.3% respondents were disagreed and strongly disagreed that SM did not created misunderstand about the Pakistan culture while 15.7% was found neutral.

The overall 68% respondents were strongly agreed and agreed that SM created misunderstand regarding the host culture. The association between the SM with misunderstand was found .052 (p=.369), which has indicating the increasing in the SM usage can also leading to misunderstand about the host country culture in the context of ACS can adopted the separation strategies. It indicating SMU have both positive and negative influence.

5.2.16　Negative Experience on SM and Joining IC Exchange Activities at IIUI

Misunderstanding about host culture can lead that the IS did not joining the ICA activities at IIUI. For this purpose, scholar investigated and found that 33% respondents were agreed, and 34% participates were strongly agreed that the negative experience on

SM harmful effect to joining the intercultural exchange activities at IIUI. However, 16.3% respondents were reported disagreed and strongly disagreed with the above statement. In the context of unbiased found that 16.7% respondent was neutral.

The overall 67% participates were strongly agreed and agreed that SMU negative effect to joining the intercultural exchange activities at IIUI. In the context of correlations was found .078 (p=.179), which has indicated that increased in the SMU also negative effect to joining ICA leading to the separation as ACS.

RQ.4 How Does Social Media Engagement among International Students at IIUI Correlate to their Adoption of Integration, Separation, and Assimilation as Acculturation Strategies?

5.2.17 Social Media Time usage Pattern for SI and ICA as ACS

In the context of time usage was reported that the 54.7% respondent were consumed the SM more than 4 hours daily for their SI and ICA at IIUI, 14.3% respondent were used 3-4 hours, 13.3% were also used 2-3 hours, 13% were using 1-2 hours, however 4.7% were noticed to used SM less than 1 hours daily basis.

The more than 4 hours stated as collective percentage which were 54.7%. IS are highly using the SI for SI and ICA at IIUI which has reflecting the importance of SMU in the context of SI and ACS.

5.2.18 Purpose of Social Media use for SI and ICA as ACS

The researcher investigated that for what are the main purposes of SM by the IS. The scholar was found that highest numbers of respondents were used SM for the Communication with friends and families as primary purpose in Pakistan especially at IIUI which was 46.7%. However, 29.7% were used for the cultural learning and adaptations. The 8.7 % respondents were used for the academic purpose, 9.7% were consumed for entertainment.

The cumulatively founded the 140 (46.7%) were observed by the scholar for the primary of communication and with peers while 29.7% were for IC learning and adaptations by the IS as primary purposes in Pakistan especially at IIUI. It was reflecting the SMU for SI and ICA as ACS.

5.2.19 Overall Acculturation Strategies adopted by IS on SM

The overall acculturation strategies adopted by the IS on social media. The result replicated that the 46.33% respondents were adopted the integration however the 29.33% IS were employed the assimilation as ACS. Conversely the 24.33% participates were agreed that they are espoused to the separation as ACS additionally the scholar founded that IS did not adopted the new culture as Marginalization.

The cumulative results strongly reported that high SM usage leading to the IS implemented integration strategies as compared to the assimilation and separation. This result reflecting the positive role of SM in the IS their SI and ICA in the context of ACS.

5.2.20 Correlations among Variable

In the context of correlation among SM was IV, SI and ICA in the context of ACS was the DV. The finding reported a positive correlation between SM usage and SI among IS, it was noticed strongly positive significant correlations (r=.165** P=.004). The correlation between SMU and ICA was found slightly weak positive significant (r=.091 P=.117). Further the correlation between SI and ICA among IS were found significant IS while studying abroad. In the context of primary purpose of SM, reported that 46.7% for communication with both peers, 29.7% used for cultural learning and adaptation, 8.7% was used for academic purpose, however 9.7% was found for the entertainment while the 5.3% respondents were used news and information. The data reflecting that most important primary purpose is

communication with both peers and cultural learning and adaptation is followed as second primary purposes while studying abroad

in Pakistan especially at IIUI.

The time usage pattern of the SM for SI and ICA in the context of ACS were noticed that 54.7% respondents were used SM more than 4 hours which indicating the high SM usage among the International student. However 14.3% participates were used SM 3-4 hours, 13.3% 2-3 hours, and 13% 1-2 hours SM used in the daily routine while 4.7% respondents were used less than 1 hour. It's showing that highly SM usages among international students.

Concerning the most frequency SM platform for SI with both home and host peers. by the IS at IIUI were remarked that the 45.7% respondents were using Whattsapp, 33.% were consuming Instagram, 11.7% were using WeChat, and 10% were using Tik Tok for their SI. The result showed that Whattsapp most frequently SM platform for the SI of the IS.

About, the most frequency SM platform for intercultural learning and adaptation by the IS at IIUI were observed that the 39% respondents were using Instagram, 38.3% were consuming YouTube, 10.7% were by means of WeChat, and 12% were using Tik Tok for intercultural learning and adaptation . It shows that Instagram is the most frequently used SM platform for IC learning and adaptation of the IS.

Almost, the communication with home peers. The researcher was noticed that 42.7% participates were always communicating with home peers such as families, friends, and student's teachers on SM. Additional, 27% respondents were often connections with the home country peers. 20.7% respondents were communicating sometime, and 9.7% were respondents were connected rarely with the home country

peers thought SM especially at IIUI. It indicates the positive role of SM in the SI of the IS.

Communication with the Pakistan peers thought SM were reported that 24.3 %) respondent were never communications with the Pakistani peers on SM, 12% were connecting rarely, 18.7% were sometime join with Pakistani community on SM. Conversely the 25.7% respondents were using SM often for the connections with Pakistani peers. The 19.3 % respondents were stated that they are always interactive with the host country peers though SM especially at IIUI.

The SM impact on SI of the IS stated that the 39% participates were agreed, while 29% contributes were found strongly agreed. The data displayed that the positive influence of SM on the SI of the IS mainly studying at IIUI. However, 19.7% respondent found that they are unbiased, and while 12.3% respondent was established disagreed. These results signifying that the slight portion of the respondent was disagreed while 68% contributes strongly agreed and agreed that SM has positive influence on their SI especially at IIUI.

Concerning, New friendships though SM was allowed to the IS enhanced social support throughout their stay in the host country. The study was found that 32.3% respondent agreed that they make new friends by the using SM. However, 24.7% participates were strongly agreed. Conversely, 25% respondent was observed unbiased. In the perspective of disagree, 15.7% respondents were reported disagreed. The findings are strongly supporting the positive influence of SM on the SI of the IS. Testified finding are strongly reflecting that 57% of the IS was strongly agreed and agreed. Its indicating SM positive role in the IS while studying at IIUI. In the perspective of correlation of SMU with the above mentioned declaration appeared the 1.38* (p=.017) was found that replicating the noteworthy positive role of the SM

concerning a friendship thought SM by the IS.

About, SM role in the felling less isolated data found that the 36.7 % participates were vastly agreed. Additionally, 28.3% participates were strongly agree, 26.3% respondent were nonaligned, 27.7% were disagree, and a very few quantities of IS were muscularly disagree which were 1% that by the using SM helps feel less isolated at IIUI. The accumulative outcome revealed by the SPSS replicating that the SM strongly and progressive role and positive impact on IS studying at IIUI. The largely 65% respondents were agree and muscularly agreed that the using of SM fell less isolated while learning in Pakistan particularly at IIUI.

By the feeling less isolated through using SM has also enhanced the communication capability of the IS with host peers. The result stated that 35.3% participates were agreed, conversely the 27.7% respondent was strongly agreed. Furthermore, the 22.3% respondents were stated unbiased. Moreover, 12.7% respondent was noticed agreed and minor numbers of IS strongly agreed. In the perspective relationship between SMU and communication skills of the IS was observed .181** (p=.002) which has signifying the progressive relationship, impact, and positive role of SM in the IS while studying at IIUI.

Regarding, SM using can leading to the more participating in the extracurricular events at IIUI. 34.3% participated were agreed, 27 % respondents were strongly agreed, 20% contributed were unbiased, 15% respondents were disagreed, 3.7% were disagreed with the declaration that the due SM using they are joining in the extracurricular activities in Pakistan particularly at IIUI. The 61.3% IS agreed and strongly agreed, cumulatively result reflecting that SM leading towards integration. In the context of SM is an essential tool for the SI of the IS. The 30.3% participated were strongly agreed. However, the 41.3% respondents were agreed. The 25% contributed

were balanced, 2% were disagreed, and 1.3% respondents were strongly disagreed with the above declarations. The outcome result imitating that SM has necessary tools for the SI of IS studying in Pakistan particularly at IIUI. The cumulatively 71.7% participates were strongly agreed and agreed with the above statement that SM has a necessary tools for their SI while studying at IIUI.

About the SM supports to the IS in the context of ICA of Pakistan. The 40% IS were decidedly agreed that SM helps to them adapting Pakistani cultural. However the 7%particpes were strongly disagreed. Furthermore the 18.7% respondents were unbiased, 19% respondents were noticed strongly agree, and 8% respondents were disagree. The cumulative 66.3% result reflected that SM help to the IS concerning the ICA Pakistani cultural at IIUI.

About, SM effect on the ICA of IS in Pakistan mainly at IIUI. The result showed that 37.3% respondents were agreed, 28.3% were strongly agreed. The 15.3% respondents were balanced, (11.7%) respondents were disagreed however 7.3% were strongly disagreed with the statement. The overall results reflected that 65.7% IS were strongly agreed and agreed that SM have a positive persuading in the ICA while studying at IIUI. Thes conclusion is imitating that SM having a progressive influence in the IS studying at IIUI as well as foremost towards more integration and assimilation as ACS.

Regarding the more SM using are leading more engage of the IS with host cultural. The statistically stated that 34.7% participates were decided agree, however 31% respondent were muscularly strongly agreed. In the context impartial founded that 16.7% respondents were unbiased, conversely 6.3% were strongly disagreed, and 11.3% IS disagreed. The overall outcome reflecting that SM has a positive role of the IS engagement with the host cultural at IIUI. The largely 65.7% participates were

strongly agreed and agreed with the above declaration. It indicates that more using of SM has positive and engagement with Pakistan cultural, leading to adopting the integration and assimilations as ACS.

Concerning, SM assistance to the IS understand and adopting the host culture such as traditions, values and customs. The outcome specified that 38.3% IS were agreed, while 30% participates were stalwartly strongly agreed. Conversely 16.7% participates were unbiased, 13% respondents were disagreed, and the 2% respondents were strongly disagreed. The overall outcome presenting that SM has positive role in the IS studying at IIUI. The 205 (68.3%) respondent were agreed and strongly agreed with the above declaration.

Regarding the SM adopting and motivating some of the Pakistani cultural practices to IS studying in Pakistan specifically at IIUI. The statistically outcome imitating that the 42% participates were agreed as well as the 26.7% respondents were strongly agreed. In the context of balanced 13.7% respondents were unbiased. The 9.3% IS were disagreed, and 8.3% respondents were strongly disagreed concerning that SM are motivated and adopted some of the Pakistani cultural practices. The largely 68.7% respondents were strongly agreed and agreed that SM motivated and adopted host cultural. In the conclusion, SM using foremost to the IS adopted integration and assimilation as ac ACS.

In the context of adapting some of Pakistani cultural such as dress style, food, and language preferences by the using of SM. The 33% participates were agreed. However 32% respondents were strongly agreed. In the perspective of the impartial 15.3% participates were unbiased. Conversely 15.7% IS were disagreed, and a smaller numbers of respondents were strongly disagreed which were 4%. The overall outcome displaying that 65% IS were strongly agreed and agreed with the above declaration.

Regarding the more using of SM by IS are leading to the joining in the host cultural. The result displaying that 30.7% participates were agreed, however 32.7% respondents were strongly agreed. The 14% participates were unbiased. Conversely the 15.7% IS were disagreed, and the very a smaller numbers of respondents were strongly disagree which were 7%. The collective percentage displaying that 64.3% participates were strongly agreed and agreed about the SM and joining the Pakistani cultural.

In the context of negative influence of SM to creating misunderstanding regarding the host cultural. The statistically result showed that 35.3% participates respondents were agreed, conversely 32.7% IS were strongly disagreed. In the perspective of balanced 15.7% respondents were unbiased. The 10.3% were disagree. However, 6% IS were noticed strongly disagreed. The overall outcome that 68% participates were strongly agreed and agreed concerning that SM sometime forming misunderstanding about the Pakistani cultural which may leading to the IS adopting the separation as ACS.

The negative experiences and misunderstanding on SM to the IS may leading negative effect to participated in the host cultural exchange events at IIUI. The stastically result noticed that 34% participates were strongly agreed however the 2.3% IS were strongly disagreed. In the perspective of unbiased, 23% participates were balanced. Conversely, 33% respondents were agreed while 14% participates were disagreed. The overall percentage showed that 67% respondents were agreed and strongly agreed regarding that negative experiences on SN destructively influence to participated in the Pakistan cultural exchange events at IIUI. These finding may leading to the IS adopting the separation as ACS.

Negative influences on SM can also the important tools for ICA process of the

IS. In this regards, 32.7% participates were agreed that SM is the necessary tools for their ICA process at IIUI, while 30.7% IS were strongly agreed. However, 15% respondents were funded unbiased. The 14.3% were disagreed, and 7.3% participates were strongly disagreed. The overall 64% participates were strongly agreed and agreed that SM has a necessary tools for their ICA while studying at IIUI. The finding is reflecting that SM is essential elements to IS as well as replicating that SM is the strong, positive relationship, and influence on the IS studying at IIUI.

In the context of overall result of ACS by the IS while using the SM specifically at IIUI. The overall result reflected that 46.33% participates were implemented the integration, however 29.33% IS were applied the assimilation as ACS. Conversely, 24.33% participate were agreed that they are adopted the separation as ACS additionally the scholar founded that did not adopted the marginalization as ACS. The accumulative outcomes strongly reflecting that IS more adopted the integration strategies as compared to the assimilation and separation. This result reflecting the positive role of SM in the IS their SI and ICA in the context of ACS.

The correlation among SM was (IV), SI and ICA in the context of ACS was the (DV). The result noticed that positive association concerning SM usage and SI social integrations among IS. It was found significant (r=.165**). The correlation between SM usage and ICA was found slightly weak positive significant (r=.091). However, relationship between SI and ICA was found strongly positive significant which were (r=.306**). This result reflecting that more SI may leading to the more ICA as ACS to the IS especially at IIUI.

In the context of the SM usages and SI that how SM is influence on social integration of the IS. The reported result indicated that changing with an R2 value of 0.027 (p= 0.004). These finding recommends that around 2.8% of change in the SI

can be enhanced by the SM usages. In the context of regression coefficient, SM has helpful significant association with the SI which was 0.162 and (p=0.004). The outcomes are signifying, endorsing, and strongly supporting the hypothesis of the study that increase in the SM usage, also increase the SI of IS within host country.

Regarding the SM usages and ICA that how SM is influence on ICA of the IS. The shifting with an R2 value of 0.008 (p=0.117). The result imitating and signifying the nearly 0.9% variation in the ICA in the context of ACS can be changed of the ICA as ACS by the SM usage. It"s indicating slightly weak positive but not too much significant influence on ICA. The result signifying that the SM might have several influences in the context of helping ICA is limited. The ICA is multifaceted developments influenced by the several causes comprising the individual experiences and direct SI (Beery, 1997).

However, regression results concerning the SI and ICA as ACS. The findings are demonstrating the significant positive relationship between SI and ICA. The varying with an R2 value of 0.094 (p=0.000). The result is indicated that 0.094% of variation in the ICA can be enhanced by SI. The regression coefficient result is 0.421 (p=0.000), which is indicating the significance of SI as helper of the successful ICA as acculturation strategies leading to the integration and assimilation rather than separation and marginalization

The above statistically result strongly supported, and accepted the proposed hypothesis of the current study. The hypothesis of the study was that high SM usages will be high social integration and intercultural adaptation, leading to adopting the integration and assimilation as ACS rattan than separation and marginalization. In the conclusion, the hypothesis is partially accepted on the bases of research finding of the current study.

5.4 Summary

This current study examiner the "Influence of Social Media for Social Integration and Intercultural Adaptation: A Perception study on International Students at IIUI" objectives to investigate most popular SM platform for SI and ICA as well as researcher also assessor the SMU pattern for the SI, ICA, and adopting ACS of IS. The researcher also examiner the influence of SM on SI and ICA, additional Scholar focused in the correlation among the SM use, SI, ICA in the context of ACS of IS those who are studying at IIUI. The researcher covers all aspects of SM for SI and ICA such as time usage pattern, primary purpose, connecting with host and home country peers, make a news friends, learning, understanding, and adaptation about host country cultural as well as scholar examiner the Challegance and negative experience on SM of the IS in the context of ICA. The researcher examine the correlations and regressions analysis among variables as well as the ACS adopted by the IS while studying in Pakistan especially at IIUI.

5.5 Key Findings:

5.5.1 Most popular social media platform for Social Integration

The most frequently SM platform for SI was found, which were indicated that 37.7% of the participants using whattsapp for SI to communicating with the both host and home country peers.

5.5.2 Most popular social media platform for Intercultural adaptation

In the context of ICA, the most frequently SM platform was found, which were noticed that 39% of the respondents were used Instagram for ICA learning and adapting Pakistan Cultural, however YouTube followed to the Instagram as second most frequently SM platform for ICA. .

5.5.3 Time usage pattern of International student for SI and ICA

In the regards of the time usage pattern of the IS for SI and ICA in the context of ACS was stated that the 54.7% respondents were used the SM more than 4 hours for their SI and ICA specially studying at IIUI. However, 55.3% respondents were used SM less than 4 hours.

5.5.4 Primary purpose of Social Media Use

In the context of purpose of using SM were reported that 46.7% of respondents were used for communication with host and home peers as primary purposes to the SM. On another hand 29.7% participated were used for ICA learning and adaptation.

5.5.5 Connected with the home country Peers by the Social Media

Communication with their home country on SM of the IS was stated that 42.7% that they are always communicating with home peers on different SM platforms. Conversely 27% participates were noticed that they often communication with their home peers. Moreover, 20.7% participates sometime connected with peers. 9.7% respondent was found that IS rarely stay connected with their home peers by the using SM

5.5.6 Connected with the host country Peers by the Social Media

In the context of the connections with host peers observed that the 25.7% communication often. However, 19.3% respondents were always communication with Pakistan peers. Additionally, 18.7% sometime, and 12% rarely communication thought SM and stay connected with host peers. The minor portion of the respondent stated that 24.3% participates were never connections with Pakistan local community. The data indicated that adopted the separation in group communication on SM.

5.5.7 Social Media Influence on the Social Integration ability at IIUI

SM influence on SI ability of the IS were testified 68% respondents were strongly agreed and agreed that SM has positive effect on their SI predominantly studying in Pakistan particularly at IIUI. SM can improve their communication ability.

5.5.8 Make a New Friends via Social Media

The significance SM was enabled to the IS to improved social support during their stay in the Pakistan. In the summary strongly reflecting that 57% participates were strongly agreed and agreed with the above declaration. In the context of relationship of SM usage with the above declared declaration stated the 1.38* (p=.017) was found that imitating the noteworthy positive role of the SM about a friendship thought SM by the IS.

5.5.9 Feeling less Isolated using Social Media

In the context of feeling less isolated via using SM. The reported result noticed that 65% participates were agreed and strongly agreed that SM assistances to feel less isolated. These finding indicating the significant of SM in the IS while studying aboard.

5.5.10 Improving Communication Ability with Host Peers at IIUI

By the feeling less isolated via consuming SM has also enhanced the communication capability of the IS with host country peers. The largely 63% respondents were agreed and strongly agreed that they are enhanced their communication capability via consuming the SM. In the perspective association between SM usage and communication capability of the IS was observed .181** (p=.002).

5.5.11 Participating in the Extracurricular Activities using Social Media

SM has also improved the joined of the IS in the extracurricular events at IIUI. The overall 61.3% respondents were agreed and strongly agreed with the above statement.. The relationship between SM usage with the joining to the extracurricular events was found .104 (p=.072) which reflecting that IS more joined the events at IIUI.

5.5.12 Social Media Positive Influence on Intercultural Adaptions

The more SI of the IS thought SMU also increased the ICA as ACS as well as positively influence of the IS. In this regards, researcher was noticed that 65.7% participates were agreed and strongly agreed that SM has positively effect in the ICA as ACS. In the perspective of relationship between SM usage and positively influence concerning their ICA as ACS was found .012 (p=. 838) correlations.

5.5.13 Social Media as an motivated and adopted Pakistan Cultural

SM has also motivated and adopted Pakistan cultural to the IS while studying at IIUI. The 68.3% respondents were noticed that the strongly agreed and agreed with the statement that SM motivated and adopted Pakistani culture. The relationship between SMU with motivated and adopted Pakistani cultural was found .117* (p=.043).

5.5.14 Misunderstanding about Pakistani Cultural on Social Media

SM positively influences, adopted and motivated and adopted the host cultural also can leading the misinterpretation about the host country culture. The overall 68% participates were agreed and strongly agreed that SM created misunderstand about the host Pakistani culture. Negative Experience on Social Media and Joining intercultural exchange activities at IIUI. Misinterpretation about Pakistani culture can lead that the

IS did not participated the ICA events at IIUI. For this purpose, researcher was found that largely 67% respondents were agreed and strongly agreed that SM usage negative effect to participating in the ICA exchange events at IIUI. The associations was found .078 (p=.179).

5.5.15 Overall Acculturation Strategies Adopted by IS on SM.

In the context of ACS implemented by the IS on SM. The result indicated that the 46.33% participates were espoused to the integration, conversely the 29.33% assimilation as ACS. However, 24.33% respondents were separation as ACS. Furthermore, the scholar founded that IS did not implement the new culture ACS as Marginalization.

5.5.16 Correlations among Variable

In the perspective of association among SM was (IV), SI and ICA in the framework of ACS was the (DV). The reported statistically data indicated a positive relationship between SM usage and SI among IS, it was observed strongly positive significant associations (r=.165** P=.004). The relationship between SM and ICA was found marginally weak positive significant (r=.091 P=.117). Additional the connection between SI and ICA amongst IS were testified significant relationship (r=.306** P=.000). These finding are indicating the complexes relationship among the SM, SI and ICA. SI is creating a role of mediating variable between the SM and ICA.

5.5.17 Regressions Analyses among Variables

Correlations examination is indicated the multifaceted association among variables. The testified result of regressions analysis specifies the meaningfully positive relationship between SM usages with the SI. The shifting with an R2 value of 0.028 (p= 0.004). These finding recommends that almost 2.8% of variation in the SI

can be enhanced by the SM usages. The results are signifying, recommending, and powerfully supporting to the hypothesis of the study that increase in the SM usage, also increase the SI of IS with host country.

However, regression analysis between of the SM (IV) and ICA (DV) was found marginally weak association between the SM and ICA. The varying with an R2 value of 0.008 (p=0.117), result imitating and signifying the nearly 0.8% variation in the ICA in the context of ACS can be changed of the IS ICA as ACS by the SMU.

Additional, the scholar examined the regression examination between SI and ICA. The results showed the significant positive relationship between SI and ICA. The varying with an R2 value of 0.094 (p=0.000). The result is confirmations the 0.094% of variation in the ICA can be improved by SI. The regression coefficient result is 0.421 (p=0.000), which is representing the significance of SI as enabler of effective ICA as ACS foremost to the integration and assimilation rather than separation and marginalization

5.5.18 Accepted Hypothesis of the Study

The overhead statistically finding strongly supported, and acknowledged and accepted the proposed research hypothesis by the researcher. The suggested hypothesis of the study was that the higher SM usages will be higher social integration and intercultural adaptation, foremost to implementing the integration and assimilation as ACS rattan than marginalization and separation and marginalization. In the conclusion, the hypothesis is partially accepted on the bases of the above research finding of the current study.

5.5.19 Recommendations of the Study

• The researcher suggestion the following recommendations to the future

scholars   on the bases of the finding of the current research study.

- International students reported that they have higher social media usage. The HEC of Pakistan should use the different SNS as communication tools, such as WhatsApp, Instagram, WeChat, and the emerging SM platform Tik Tok in the form short of videos especially for IS in Pakistan.

- IIUI, which oversees the admission office, should select WhatsApp as the SM platform for informing to the IS regarding academic activities.

- Communication with Chinese students should be on WeChat, particularly at IIUI.

- From the perspective of Intercultural activities, HEC and IIUI should be chosen Instagram and YouTube as well as Tik Tok as SM tools.

- The Ministry of National Heritage and Culture and oversees IS office of IIUI should organize the awareness workshop to reduce the misconception regarding the Pakistan culture on social media.

- The forthcoming scholars should use the mixed method approach for more in- depth understanding and analysis of the influence of SMU on SI and ICA of the IS.

- The future researchers should conduct the study on selected the IS from all over Pakistan as sampling size.

- This current focused on the IS at IIUI; future scholars need to critically analyze the gender bases and comparative country-wise exploration regarding the influence of SM on SI and ICA of IS.

- In the current study, researcher focused on the Asian IS; future researchers should select the western IS in Pakistan.

- The advertisement and marketing agency should select the medium for the

IS in Pakistan, especially at IIUI such as WhatsApp, Instagram, YouTube, Tik Tok and WeChat.

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Appendixes A: Correlations among variables

Descriptive Statistics			
	Mean	Std. Deviation	N
SMU	20.0867	3.13559	300
SI	31.0167	3.09759	300
ICA	37.2733	4.26057	300

Note: SMU (Social Media Usages), SI (Social Integration),

ICA (Intercultural adaptation)

Correlations		SMU	SI	ICA
SMU	Pearson Correlation	1	.165[**]	.091
	Sig. (2-tailed)		.004	.117
	N	300	300	300
SI	Pearson Correlation	.165[**]	1	.306[**]
	Sig. (2-tailed)	.004		.000
	N	300	300	300
ICA	Pearson Correlation	.091	.306[**]	1
	Sig. (2-tailed)	.117	.000	
	N	300	300	300
**. Correlation is significant at the 0.01 level (2-tailed).				

Note: SMU (Social Media Usages), SI (Social Integration),

ICA (Intercultural adaptation)

Appendixes B: Regression Analysis of the Social Media with Social Integration

Descriptive Statistics			
	Mean	Std. Deviation	N
SI	31.0167	3.09759	300
SMU	20.0867	3.13559	300

Note: SMU (Social Media Usages), SI (Social Integration),

Correlations			
		SI	SMU
Pearson Correlation	SI	1.000	.165
	SMU	.165	1.000
Sig. (1-tailed)	SI	.	.002
	SMU	.002	.
N	SI	300	300
	SMU	300	300

Note: SMU (Social Media Usages), SI (Social Integration),

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	SMU		.Enter

Note: SMU (Social Media Usages

a. All requested variables entered.
b. Dependent Variable: SI

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.165[a]	.027	.024	3.06036	.027	8.318	1	298	.004

Note: SMU (Social Media Usages)

a. Predictors: (Constant), SMU

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	77.907	1	77.907	8.318	.004[a]
	Residual	2791.010	298	9.366		
	Total	2868.917	299			

Note: SMU (Social Media Usages), SI (Social Integration)

a. Predictors: (Constant), SMU
b. Dependent Variable: SI

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.747	1.147		24.181	.000
	SMUUsage	.163	.056	.165	2.884	.004

a. Dependent Variable: SI

Appendixes C: Regression Analysis of the Social Media with ICA.

Descriptive Statistics

	Mean	Std. Deviation	N
ICA	37.2733	4.26057	300
SMU	20.0867	3.13559	300

Note: SMU (Social Media Usages), SI (Social Integration)

Correlations

		ICA	SMU
Pearson Correlation	ICA	1.000	.091
	SMU	.091	1.000
Sig. (1-tailed)	ICA	.	.059
	SMU	.059	.
N	ICA	300	300
	SMU	300	300

Note: SMU (Social Media Usages), SI (Social Integration),

Variables Entered/Removed			
Model	Variables Entered	Variables Removed	Method
1	SMU		. Enter

Note: SMU (Social Media Usages),

a. All requested variables entered.
b. Dependent Variable: ICA

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.091[a]	.008	.005	4.25016	.008	2.466	1	298	.117

Note: SMU (Social Media Usages)

a. Predictors: (Constant), SMU

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	44.550	1	44.550	2.466	.117[a]
	Residual	5383.036	298	18.064		
	Total	5427.587	299			

Note: SMU (Social Media Usages), ICA (Intercultural adaptation)
a. Predictors: (Constant), SMU

b. Dependent Variable: ICA

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	34.801	1.594		21.838	.000
	SMU	.123	.078	.091	1.570	.117

Note: SMU (Social Media Usages), ICA (Intercultura

a. Dependent Variable: ICA

Appendixes D: Regression Analysis of the SI and with Intercultural Adaptation

Descriptive Statistics			
	Mean	Std. Deviation	N
ICA	37.2733	4.26057	300
SI	31.0167	3.09759	300

Note: SMU (Social Media Usages), ICA (Intercultural Adaptation)

Correlations			
		ICA	SI
Pearson Correlation	ICA	1.000	.306
	SI	.306	1.000
Sig. (1-tailed)	ICA	.	.000
	SI	.000	.
N	ICA	300	300
	SI	300	300

Note: SMU (Social Media Usages), ICA (Intercultural Adaptation)

Variables Entered/Removed[b]			
Model	Variables Entered	Variables Removed	Method
1	SI[a]	.	Enter

a. All requested variables entered.
b. Dependent Variable: ICA

Model Summary									
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.306[a]	.094	.090	4.06330	.094	30.738	1	298	.000

Note: SMU (Social Media Usages), ICA (Intercultural Adaptation)

a. Predictors: (Constant), SI

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	507.496	1	507.496	30.738	.000[a]
	Residual	4920.091	298	16.510		
	Total	5427.587	299			

Note: SI (Social Integration), ICA (Intercultural Adaptation)

a. Predictors: (Constant), SI
b. Dependent Variable: ICA

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	24.228	2.365		10.246	.000
	SI	.421	.076	.306	5.544	.000

Note: ICA (Intercultural Adaptation)

a. Dependent Variable: ICA

Appendixes E: MS Thesis Questionnaire

Dear and Respected International student of IIUI. I hope you will be fine and good health. I am **Zahir Ullah Khan**, MS Student in the department of Media and Communication Studies with **Registration Number: 537-FSS/MSMC.F22** at International Islamic University, Islamabad, Pakistan. Currently I am working on my final year research thesis which title has **"Influence of Social Media on Social Integration and Intercultural Adaptation: A Perception Study of International Students at IIUI"** which has mandatory for fulfillment of my Master degree. This survey will be explores how social media influence on social integration, intercultural adaptation of the international students in Pakistan especially at IIUI. Your participation will help enhance understanding of how international students use social media to navigate cultural differences and build connections in host countries. Your Participation is voluntary, and your responses will remain confidential. The questionnaire should take 5–10 minutes to complete. Thanks for your cooperation.

Section 1: Demographic Information

Question	Categories
	Are You International Student at IIU.　　　**Yes** ☐　**No** ☐
Gender	Male ☐ Female ☐　Prefer not to say ☐
Age	Under 20 ☐　21-25 ☐　26-30 ☐　Above 30 ☐ Others
Country of Origin	
Program of Study	Undergraduate (BS) ☐ Graduate (MS/MPhil) ☐　Postgraduate (PhD) ☐

Section 2: Social Media Usage

Question	Options
1. Do You use Social Media?	Yes No
2. What is your primary purpose of using social media in Pakistan?	Communication with friends & family ☐ Cultural learning and adaptation ☐ Academic ☐ Entertainment ☐ News and Information ☐ Others _____
3. How many hours per day do you use social media to connect with (connect with family, friends, students and teachers) and learn and adapt about different cultures especially about Pakistani cultural at IIUI.	Less than 1 ho ☐ 1-2 hours ☐ 3-4 hours ☐ More than 4 hours ☐ Others (Specify) _____
4. Which social media platforms do you use most frequently for social integration (connect with family, friends students and teachers) in Pakistani cultural at IIUI.	Facebook ☐ Whattsap ☐ Instagram ☐ YouTube ☐ WeChat ☐ Tik Tok ☐ others specify _____
5. Which social media platforms do you use most frequently for the intercultural learn and adaptation of Pakistani at IIUI.	Facebook ☐ Whattsap ☐ Instagram ☐ YouTube ☐ WeCh ☐ Tik T ☐ others specify _____
6. How often do you communicate with Pakistani community (such as friends, student"s teachers) on social media?	Never ☐ Rarel ☐ Sometimes ☐ Often ☐ Always ☐
7. How often do you communicate with international community (families friends, students and teachers on social media?	Never ☐ Rarel ☐ Sometimes ☐ Often ☐ Always ☐

Section 3: Social Integration

Questions	SD	D	N	A	SA
8 Generally, social media has positively influence on my social integration ability in Pakistan especially at IIUI.					
8. I am connected with my family and students in my home country through social media in Pakistan especially at IIUI.					
9. In Pakistan, I am connected through social media with my friend"s and teachers at IIUI.					
10. Social media help me fell less isolated while living in Pakistan especially at IIUI.					
11. Social media platform enable me to make new friends in Pakistan especially at IIUI.					
12. I have significantly improved my communication ability by connecting through social media with peers in Pakistan.					
13. I participate more in the extracurricular activities at IIUI due to using by the social media**.**					
15. Overall, social media is an essential tool for my social integration in Pakistan especially at IIUI.					

Section 4: Intercultural Adaptation in the context of Acculturation strategies

Question	SD	D	N	A	SD
16 I believe that social media helps me to adapting the Pakistani culture at IIUI.					
17 Social media has positively influenced on my intercultural adaptation in Pakistan.					
18. Social media makes me more willing to engage to Pakistani cultural at IIUI.					
19. Social media helps me to understand Pakistani cultural values, tradition and customs.					
20. Social media has motivated me to adopt the some of the cultures practices.					
21. I have adopted some aspects of Pakistani culture (dress style, food preferences, language) due to social media.					
22. I feel more comfortable participating in Pakistani cultural environments due to social media.					
23. Social media sometimes creates misunderstandings about Pakistani culture for me.					
24. Negative experiences on social media affect my interest to joining cultural exchange activities and Intercultural adaptation at IIUI.					
25. Overall, social media is a necessary tool for my intercultural adaptation.					
26. My social media usage reflects that i maintain my own cultural identity while engaging with Pakistani culture (Integration).					

27. In the context of my social media use indicated that I adopt Pakistani culture while minimizing ties with my home culture (Assimilation).					
28. On social media platforms, I prioritize to connecting with my home culture and avoid Pakistani culture (Separation).					
29. I don"t maintain my home culture and the Pakistani culture at IIUI while using the social media (Marginalization).					