

Cultural Intelligence Prediction of School Adjustment Among Syrian Refugee Students in Jordan

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Abstract

The study aimed was to detect the differences in the levels of school adjustment and cultural intelligence according to the gender and academic achievement. In addition to detect the predictive ability of cultural intelligence in the school adjustment of Syrian refugee students in Jordanian schools. The samples of the study consist of 80 students from 10th grade, 38 males and 42 females. Dehny (2010) scale was used for school adjustment, and Yordonova (2011) scale for cultural intelligence.

The results showed that the level of school adjustment among Syrian refugee students was moderate, and males were more adaptable than females, additionally, there were no differences in school adjustment due to the achievement. The results also showed that the level of cultural intelligence was moderate on all dimensions. Metacognitive cultural intelligence came in the first order, followed by the motivational cultural intelligence, then the behavioral cultural intelligence, and finally the cognitive cultural intelligence. It also showed male superiority in cognitive cultural intelligence, metacognitive cultural intelligence, and motivational cultural intelligence dimensions. And it showed that the cognitive cultural intelligence and metacognitive cultural intelligence of students with high achievement is higher than among those with low achievement. The results also showed that the dimensions of cultural intelligence explained (18.1%) of the variation in school adjustment.

Keywords: cultural intelligence, school adjustment, refugee students, Syrian refugees.

Introduction

Jordan represents a unique humanistic example in dealing with refugees in general and Syrian refugees in particular. The Jordanian government, through cooperation with many international organizations, has sought to integrate Syrian students with Jordanian students in Jordanian schools, and with increasing the numbers of students, and the narrow of classroom space, the government created an evening shift system for them, so that they join alone in schools after Jordanian students finishing their school time.

The refugee has imposed new conditions that refugees need to adapt to. The educational and social situation is wide variety and complex, adapting to this environment requires abandoning part of the students' past lifestyles and acquires new ways to live. (Friedlander, Reid, Shupak & Cribbi, 2007) contended that the failure of the student in this process may lead to multiple mental and emotional problems especially if these conditions occurred during adolescence. Changes in one's life as a result of migration from an accustomed environment to a new cultural environment lead to changes in lifestyle such as, plans, the emergence of problems, a high level of anxiety and tension (Mazaheri, Heidari & Sadeghi, 2011).

School adjustment plays a vital role in the student's life and it is not only related to the student's progress and his/her achievement but also to his/ her attitudes towards school, anxiety, loneliness, social support, academic motivation, and interpersonal relationships (Newman, 2000). And the friendship of children in the school environment also helps them to adapt, as these friends can be a source of support for dealing with problems and dealing with alienation (Earth, Flangan & Bierman, 2008).

School adjustment affects the student's life and his/her other activities, and creates a sense of self-efficacy, motivation for development or improvement, academic success, and it increases the social adaptation of students outside school (Zaki, 2010). Students who

feel school-adjusted have a sense of belonging to the new school and feel safe instead of worrying, fearing or disturbing. They listen to and follow instructions, interact well with others, deal with daily conflicts, and they manage their feelings and emotions appropriately (Chen, Chen & Wang, 2009).

Refugee creates psychological, economic and social problems that may be affected in one way or another by the nature of the student and his / her personal characteristics, whether mental or psychological, including his/her ability to adapt to the new environment which imposed on him/her by this asylum. In addition to his/her ability to integrate, adapt, and coexist with different cultures that may converge or diverge with the culture in which they originally lived. Thus, refugee school students may be more in need of finding a level of school adjustment.

Dutton (2012) points out that identifying basic needs; social, emotional and learning needs help to achieve adaptation to a new community for refugee. And the integration of refugees into educational institutions plays an influential role in helping them to adapt, as education is one of the factors contributing to adaptation (Qumri, 2012). The adaptation of the student depends on its characteristics, the nature of the new society to which he/she has moved, in terms of its habits, traditions, its outlook on others, and their acceptance in society. No doubt that the different nature of the new society may have negative effects on all aspects of students' growth, such as physical and psychological development, and their stability and adaptation.

Earley & Peterson (2004) defined cultural intelligence as the ability to indulge in a set of behaviors that use skills (language, personal skills), and attributes (tolerance, and flexibility) that are set. Ange et al. (2007) defines cultural intelligence as the ability to understand, interpret, and behave adequately and correctly in situations in which cultural differences are high. The cultural intelligence includes several dimensions as following:

Metacognitive Cultural Intelligence: which includes adaptation, review of personal assumptions, and mental maps of people of different cultures during cultural interactions and it is how the individual understands the various culturally diverse experiences, and it occurs when judgments are made about their own thinking process (Livermore, 2010). Those who have a high level of metacognitive cultural intelligence are consciously aware of the cultural preferences of other people before and after their interaction, and have a better understanding of the behaviors of individuals which are expected in cultural diversity situations and are able to better understanding others and can make high-quality cultural decisions (Ange et al., 2007).

Cognitive Cultural Intelligence: includes the acquisition of a sound knowledge about the culture of others, and the ease of identification the degree of similarity and difference between them without difficulty, it is based on knowledge of the principles, rules, practices and similarities and differences of cultures acquired through the educational and personal experience (Ange et al., 2007). It also includes the individual's knowledge of the prevailing systems of society and the rules of social interaction (Livermore, 2010). Those who have a high degree of cognitive cultural intelligence are also seen to be able to interact better with people from a culturally different society, and they are better able to understand the similarities and differences in the new environment, and therefore better able to make accurate decisions in situations of cultural diversity (Ange & Inkpen, 2008).

Motivational Cultural Intelligence: It involves the individual's interest and confidence in the effectiveness of the role in culturally diverse environments. And it includes the interest in having fun, acquiring benefits from its diverse experiences, and having confidence and self-efficacy in cultural attitudes. It also includes an enthusiasm for learning from the culture of others, and happiness in working in culturally different conditions (Ange, et al., 2007). Those with a high level of motivational cultural intelligence have a greater incentive to seek opportunities for interaction and engagement in different cultures. In addition they are more confident in their competence across cultures, and they are making greater efforts, aware of the use of information and knowledge about the new culture, and devote more time to excellence learning, participation in student activities, and interaction with teachers and other students (Hartini, Yaakub, Abdul-Talib & Basir, 2017).

Behavioral Cultural Intelligence: It includes the ability to use the culturally appropriate terms and phrases, whether in body language or dialect when communicating with individuals from other cultures. And it is the ability of the individual to show appropriate verbal and nonverbal actions when interacting with people of different cultures (Ange, et al., 2007).

Cultural intelligence considers one of the most effective factors; it improves logical thinking processes, influences interaction and relationships with others effectively, and enhances the adaptive capacity in the enterprise (Haghighatian, Sadeghi & Shahcheraghi, 2014). Individuals with a high level of cultural intelligence have more adaptability to the environment in which they work (Tan, 2014). And they are more enthusiastic to continue their work, achieve success, they are more coordinated, and have higher social connections (Williams, 2008).

Cultural intelligence also turns out to be a predictor of decision-making, cultural adaptation, and task performance (Ange et al., 2007), while other studies indicated that cultural intelligence affects the adaptation and the treatment of expatriates (Chen et al., 2010) and the performance of expatriates (Rose et al., 2010).

Kononahalli et al. (2014) studied the correlation between the dimensions of cultural intelligence and the dimensions of cross-cultural adaptation in 191 British expatriates working in 29 countries. The results of the study indicated that the four dimensions of the cultural intelligence (cognitive, metacognitive, motivational, and behavioral) have a significant impact on the dimensions of general adaptation and adaptation to work. The results also indicated that the dimension of cultural intelligence is an indicator of general adaptation and adaptation to work, while the cognitive cultural intelligence dimension is an important indicator of the dimensions of interaction and adaptation to work. The findings of (Abdulmalek & Budhwars 2012) study showed a positive correlation between cultural intelligence and adaptation among 132 expatriates in Malaysia. Nelems & Currie (2012) study which conducted on 5 children Iraqi refugee in Jordan showed that the children have an average level of psychological adjustment.

Halim & Sabry (2014) revealed about the correlation between cultural intelligence and adaptation of (101) Malaysian students who are studying in Egypt, and (52) Egyptian workers in Saudi Arabia, showed that there is a positive correlation between cultural intelligence and adaptation, and no differences in cultural intelligence as a whole due to the variable of gender, and there are significance differences between the mean of metacognitive cultural due to the gender variable in favor of males.

Keyvanara, Yarmohammadian & Soltani (2014) conducted research in Iran on cultural intelligence. These researchers found that there was a statistically significant correlation between cultural intelligence and social adjustment among Isfahan University students for medical sciences, and a significant correlation between the two dimensions; the cognitive cultural intelligence and the motivational cultural intelligence and adaptation, and there is no correlation between the dimension of cultural intelligence behavioral and adaptive.

Guomundsdottir (2015) conducted study on 178 emigrants from Denmark, Finland, Scotland, Iceland, Norway and Sweden who are living in the United States. The studied showed that cultural intelligence facilitates cross-cultural adaptation and there was positive correlation between cultural intelligence in all its dimensions and adaptation.

Tamanaeifar & Hesampour (2016) showed a positive correlation between cultural emotional intelligence and the adapting of students to the new university environment, and the results showed that by increasing the students' cultural and emotional intelligence, their adaptation will increase.

In order to know the level of cultural intelligence of international students of different nationalities who are studying in the Arabic language program for non-Arabic speakers, Al-Jarrah (2016) conducted a study in Jordan. The study revealed that the level of cultural intelligence of the members of the sample is high, and there are no differences in the level of cultural intelligence due to gender, and the students of American nationality at the first rank, and in the last rank to the students of Malaysian nationality.

Statement of the Problem

Although not only Syrian refugee students receive sufficient attention from researchers in Jordanian society, but also the attention is focused on providing services and facilities for them; such as allowing them to enroll in public schools, which resulted in overcrowding of students in classrooms and the conversion of some schools into two periods. Since these students have suddenly moved

from an environment to a new one, with painful circumstances, this has exacerbated their anxiety and lack of adaptability, which may affect them negatively, and here the researchers have to look for factors that can help or predict of school adjustment, including the level of their cultural intelligence, and specifically the study sought to answer the following questions:

1. Is the level of school adjustment among Syrian refugee students in Jordanian schools varies by gender of the student and the level of educational achievement?
2. Is the level of cultural intelligence among Syrian refugee students in Jordanian schools varies by gender of the student and the level of educational achievement?
3. What is the predictive ability of cultural intelligence for School Adjustment among Syrian refugee students in Jordanian schools?

Methodology

The study consisted of (80) male and female students selected randomly from (145) Syrian refugee students enrolled in the tenth grade in the schools of Al-Ramtha district during the second semester of the academic year 2017/2018. (38) males and (42) females who agreed to volunteer in this study; the students were given full freedom to withdraw from the study at any time. The necessary approvals were obtained from the Directorate of Education in the Ramtha district which is responsible for the refugees. The students were informed of the objectives of the study, and it is for scientific purposes, the students were given full freedom to answer, or not participate in, or withdraw from it at any time without any legal or moral responsibility. They were assured that their data would be used for scientific purposes only and would be treated with strict confidentiality.

Instruments

Cultural Intelligence Scale

The researchers used a scale (Yordonova, 2011), that was modified by (Al-jarrah, 2016) for the Jordanian environment, which measures cognitive, metacognitive, motivational, and behavioral cultural intelligence. The validity of the study checked by calculating the correlation between the items and the total score of each dimension the value ranged between (0.45-0.85), and between the item and dimension which is related to the value ranged between (0.77-0.88). As for reliability, the internal consistency of scale dimensions was assessed using Cronbach's Alpha correlation, the total scale (0.788), for the cognitive cultural intelligence (0.0.747), metacognitive cultural intelligence (0.773), the motivational cultural intelligence (0.733), and behavioral cultural intelligence (0.759).

School Adjustment Scale

Dehny (2010) scale was used which consists of (21) items measuring school adjustment. The researchers checked the validity by calculating the correlation coefficient for each item with the total instrument, ranged from (0.256-0.836), to the areas; student relationship with the teachers (0.336-0.648), and the dimension of the student's attitudes of school and its order (0.651-0.886), the student attitudes' of school activities (0.793-0.860). As for reliability, the internal consistency of scale dimensions was assessed using Cronbach's Alpha correlation, the total scale (0.920), for the student's relationship with teachers (0.596), the student's position of school and school system (0.936), and the student's position of School Activities (0.844). To judge at the level of

cultural intelligence and school adjustment, the following criteria were adopted: Degrees from (1 - less than 2.33) low level, the degrees of (2.33 - less than 3.67) moderate level, and degrees from (3.67 - 5) high level.

Research Findings

The results of the first question: Is the level of school adjustment among Syrian refugee students in Jordanian schools varies by gender of the student and the level of his/her educational achievement? The mean of student responses to the total score of cultural intelligence (2.97) and standard deviation (0.58) with a moderate level, the mean for metacognitive cultural intelligence dimensions (3.066), followed by motivational cultural intelligence (3.03), and then followed by behavioral cultural intelligence (2.97), and finally cognitive cultural intelligence (2.86). To determine whether the dimensions of the cultural intelligence of Syrian refugee students varies according to the gender of the student and the level of his/her academic attainment, the means and standard deviations of the sample responses were calculated on the areas of cultural intelligence. Table 1 shows the result.

Table 1 shows that there are apparent differences between the averages of the performance of refugee students in the cultural intelligence subscales, and to show the direction of differences, multivariate analysis was used ($4 \times 2 \times 3$) (Manova).

Table 2 shows a statistically significant difference between the performance means of the study sample members on the dimensions of cognitive cultural intelligence, metacognitive cultural intelligence, and motivational cultural intelligence due to the gender variable in favor of the males. There are statistical significant differences in the cognitive cultural intelligence, and the metacognitive cultural intelligence, due to the variable of achievement level. To illustrate the significance of these differences, the Schiffo test was used (see Table 3).

Table 3 shows that there are statistical significant differences between the mean of students on the cognitive cultural intelligence due to the achievement among high achievers and low achievers in favor of high achievement, as well as the cognitive cultural intelligence and metacognitive cultural intelligence dimension among high and low achievers in favor of high achievement. Results of the second question: Is the level of cultural intelligence among Syrian refugee students in Jordanian schools varies by gender of the student and the level of educational achievement? The means and standard deviations of students' responses to the school adjustment scale were extracted (see Table 4).

Table 4 shows that the mean of the level of school adjustment for Syrian refugee students (2.49) moderate level and close to the level of low. It also shows that there are significance differences between the mean of the scores of Syrian refugee students on the school adjustment. To find out the significance of these differences, a 2-way Anova analysis was used, as in Table 5.

Table 5 shows that there are significance differences between the mean of performance of Syrian refugee students on the school adjustment scale due to the gender variable in favor of males. Results of Question 3: What is the predictive ability of cultural intelligence for School Adjustment among Syrian refugee students in Jordanian schools? To detect the predictive ability for the dimensions of cultural intelligence in school adjustment, multiple regression analysis was used, as shown in Table 6.

Table 6 shows that the correlation coefficient between the cultural intelligence (0.426), where the areas of cultural intelligence is (18.1%)

Table 1. Means and standard deviations of sample responses to dimensions of cultural intelligence

Cultural Intelligence subscale	Variable	Group	Mean	Standard Deviation	Number
Cognitive Cultural Intelligence	Gender	Male	3.34	.65	38
		Female	2.42	.51	42
	Achievement	High	3.02	.78	34
		Moderate	2.84	.70	24
		Low	2.63	.67	22
Total			2.86	.74	80
Metacognitive Cultural Intelligence	Gender	Male	3.57	1.10	38
		Female	2.60	.65	42
	Achievement	High	3.21	.83	34
		Moderate	3.23	1.26	24
		Low	2.65	.87	22
Total			3.06	1.01	80
Motivational Cultural Intelligence	Gender	Male	3.34	.71	38
		Female	2.74	1.10	42
	Achievement	High	3.12	.74	34
		Moderate	2.98	1.45	24
		Low	2.93	.63	22
Total			3.03	.98	80
Behavioral Cultural Intelligence	Gender	Male	3.02	.62	38
		Female	2.93	.55	42
	Achievement	High	3.03	.60	34
		Moderate	2.89	.43	24
		Low	2.96	.71	22
Total			2.97	.58	80
Total Score of Cultural Intelligence	Gender	Male	3.27	.55	38
		Female	2.69	.37	42
	Achievement	High	3.08	.62	34
		Moderate	2.95	.45	24
		Low	2.81	.49	22
Total			2.97	.58	80

Table 2. Multivariate analysis (4 * 2 * 3) (Manova) on the impact of gender and level of achievement on the cultural intelligence subscales

Source	Variable	Sum of squares	DF	Mean square	F	Sig.
Gender Hotelling's v. 0.911 S. 0.000	Cognitive Cultural Intelligence	16.842	1	16.842	53.496	.000
	Metacognitive Cultural Intelligence	18.995	1	18.995	26.159	.000
	Motivational Cultural Intelligence	7.293	1	7.293	8.108	.006
	Behavioral cultural intelligence	.146	1	.146	.411	.523
achievement Wilks' Lambda V. 0.809 S. 0.052	Cognitive Cultural Intelligence	2.894	2	1.447	4.597	.013
	Metacognitive Cultural Intelligence	7.241	2	3.620	4.986	.009
	Motivational Cultural Intelligence	.763	2	.382	.424	.656
	Behavioral Cultural intelligence	.277	2	.138	.391	.487
Error	Cognitive Cultural Intelligence	23.926	76	.315		
	Metacognitive Cultural Intelligence	55.187	76	.726		
	Motivational Cultural Intelligence	68.365	76	.900		
	Behavioral Cultural intelligence	26.897	76	.354		
Total	Cognitive Cultural Intelligence	700.320	80			
	Metacognitive Cultural Intelligence	833.778	80			
	Motivational Cultural Intelligence	811.500	80			
	Behavioral Cultural intelligence	736.361	80			
Total Corrected	Cognitive Cultural Intelligence	43.662	79			
	Metacognitive Cultural Intelligence	81.422	79			
	Motivational Cultural Intelligence	76.422	79			
	Behavioral Cultural intelligence	27.319	79			

Table 3. Scheffé' test on the dimensions of cognitive cultural intelligence and metacognitive cultural intelligence according to the achievement

Variables	Level	Mean	High	Moderate	Low
Cognitive cultural intelligence	High	3.02		0.18	0.39*
	Moderate	2.84			0.20
	Low	2.63			
Metacognitive cultural intelligence	High	3.21		-0.02	0.56*
	Moderate	3.23			0.58
	Low	2.65			

Table 4. Means and standard deviations of students' responses to the school adjustment scale

Variable	Level	Mean	SD	Number
Gender	Male	2.85	0.63	38
	Female	2.15	0.55	42
	Total	2.49	0.68	80
Level	High	2.63	0.74	34
	Moderate	2.31	0.69	24
	Low	2.45	0.54	22
	Total	2.49	0.68	80

Table 5. Analysis of the binary variance of the effect of Gender and achievement in school adjustment

Multivariate source	Sum of Squares	DF	Mean Square	F	Sig.
Gender	9.669	1	9.669	.342	.000*
Educational Achievement	1.375	2	.688	.342	.141
Error	25.990	76			
Total	533.170				
Corrected Total False	37.162				

Table 6. Multiple regression analysis to detect the predictive ability of cultural intelligence for school adjustment

Variable	B	T	Sig.	R	R2	F	Sig.
Constant	1.122	2.643	.010	0.426	0.181	4.148	0.004
Cognitive Cultural Intelligence	.269	2.195	.031				
Metacognitive Cultural Intelligence	.100	1.141	.257				
Motivation Cultural Intelligence	.001	-.010	.992				
Behavioral Cultural Intelligence	.098	.747	.457				

of school adjustment. It is also clear that only cognitive cultural intelligence dimension predicts school adjustment, the value of B is 0.269, which mean the school adjustment of students who have a cognitive cultural intelligence increased by 26.9% compared to other students.

Discussion

The resulted had been showed that the level of cultural intelligence among Syrian refugee students is moderate. This can be attributed to the difficult circumstances and experiences by refugees. They saw difficult and harsh scenes that may be stuck in their minds for a long time. This result can also be explained, in the light of the age-stage of the students, adolescence, the changes and social conflicts in which they occur, and the non-acceptance of the other.

It can be explained that the dimension of metacognitive cultural intelligence came first, it may be the result of the individuals' confidence in the information and skills they possess, as can be explained in the light of what (Al-modafer, 2017) indicated; that these students have the skills which metacognitive cultural intelligence consists of, such as the ability to adapt their cognitive cultural when dealing with teachers and students in the new culture, and their ability to recognize cultural knowledge when interacting with the new cultural environment. This can also be explained by the fact that there is cultural intermingling and integration between refugees and the components of the new society to which they have joined. This confirms that the components of the people as long as they are adjacent for ages, the more they can understand each other. Especially the most of Syrian refugees who lives in the north of Jordan are from the south of Syria, which has clan numbers, proportions, and kinship with the population in the northern regions of Jordan. This can be explained in the light of what Almasri (2017) who points out that the attempts of students to control their practices and behaviors through the exercise of awareness and perception of these behaviors, so they do not dissolve in the other culture and forget their original culture. The existence of cognitive cultural intelligence in the last can be explained by the fact that students' cognition of Jordanian

culture still needs more knowledge. This result differs from the result of Al-Jarrah (2016), which indicated a high level of cultural intelligence.

In addition, the results showed that the cultural intelligence of males is more than females. This may be due to the fact that males are more involved in the new society in which they live. Thus, they are more exposed to the new ideas, customs and traditions while females, according to the nature of Arab society, are less integrated with the others in the new society. When some of females were asked they said that they feel frightened and hesitant in this new ambiguous environment for them. The results of this study differ with the result of (Al-Jarrah, 2016) study.

According to the achievement variable, it was found that the cultural intelligence of students with high achievement is more than those with low achievement, and on the dimensions of cognitive cultural intelligence and metacognitive cultural intelligence. This result may be due to the characteristics of high achievers, such as having an incentive to know all about culture in the new environment, they have self-efficacy that enables them to search and inquiry, socialize and interact with others because of their own sense of confidence, as a result of their high level of achievement. This finding can also be explained in the light of what Williams (2008) finds that high-achieving students have more adaptability to the new environment in which they work and are more enthusiastic to continue their work, to achieve success and are more coordinated.

With regard to male superiority over females in the dimensions of cognitive cultural intelligence, metacognitive cultural intelligence and motivational cultural intelligence, it may be due to the fact that male responsibility in the new cultural environment is a major responsibility for them. This feeling requires them to have more knowledge and to be aware of the new cultural knowledge in a way that facilitates the integration process. Thus, males excel in these dimensions because of their social interaction and interaction with the environment, especially since social controls allow them more freedom to communicate and interact with the new cultural environment. Unlike a female who

may limit social controls in the Arab environment from her ability to communicate and interact with the new situation.

The results of second question showed that the level of school adjustment for Syrian refugee students came at moderate level, and close to low. This result reflects the humanitarian conditions experienced by these students, the hard days and painful scenes they witnessed during the crisis in their country. It also reflects the failure of efforts and initiatives, both international and local, to mitigate the effects of asylum on students and to raise the level of adaptation, although most of the respondents have lived for almost six years. They are still under the auspices of international institutions, and their interest, which reduces the level of pressure and burdens imposed on them, especially if compared to others who perform difficult tasks.

The results also showed that males are more adaptable than females. This may be due to the fact that males are more able to cope with the pressures and problems resulting from their transition from their native environment to the new environment in order to connect with the new community, facilitating their integration more with the indigenous population. Males are more patient, tolerant and sacrifice in the light of their tasks. They may have difficult tasks and are therefore motivated to do more to integrate with the new society so that they can cope with the burdens.

The results of the third question showed that cognitive cultural intelligence only predicts school adjustment, with a value of $B = 0.269$. This may be due to the importance of cognitive cultural intelligence in the formation of adaptation and the importance of having a knowledge structure for students to deal with new changes in the new cultural environment and create the courage to initiate and interact with the new environment.

This finding can also be explained in the light of what Ange & Inkpen (2008) points out that those with a high degree of knowledge are able to interact better with people from a culturally different society and are able to understand the similarities and differences in the new environment, thus are more able to make accurate decisions in situations involving cultural diversity. This corresponds to the theoretical literature that noted that cultural intelligence affects adaptation (Chen et al., 2010), that it increases the credibility of individuals, effectively influences interaction and relationships with others, and enhances adaptive capacity (Haghighatian et al., 2014).

This can be explained by the skills required by cultural intelligence, such as the ability to communicate, socialize with other individuals in the new cultural environment, the ability to communicate verbally and nonverbally, the use of body language, and the ability to understand similarities and differences in the new culture which is, if available, can adapt to the new situation. It can also be explained in the light of what Mirsafian (2016) points out that cultural intelligence includes the ability to adapt successfully to the new environment, and has an effective impact on the individual's relationship with others and the new work environment. Therefore, people with high cultural intelligence can easily adapt to new working conditions and environments with different cultures.

Implications

This study may contribute to a better understanding of refugee issues and their adaptation, particularly in adolescence, especially since the studies conducted on Syrian refugee students in Jordan are insufficient. The results of this study may be used in the preparation of programs and activities that contribute to achieving the school adjustment of Syrian refugee students, providing a safe environment

for them, and benefiting from its results in the construction of pilot programs for refugee students to raise awareness about the importance of school adjustment. Teachers may also benefit from the results of this study through the search for teaching methods that promote and develop school adjustment among Syrian refugee students. The study could also serve as a reference for humanitarian and social institutions supporting Syrian refugees. This study may help to highlight the practical importance of cultural intelligence and to build programs to enhance students' cultural intelligence.

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