

International students' perceptions of ECU

# Evaluation of International Students' Perceptions of Eastern Kentucky University

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## ABSTRACT

The study examined the perceptions of international students concerning their academic, social, and cultural experiences at Eastern Kentucky University (EKU) and suggestions for improvement.

Researchers prepared a questionnaire consisting of 24 items seeking information related to students' demographics and their perceptions about quality of faculty, instruction, advising, facilities, services, social/cultural experiences etc. at EKU as compared to students' home universities. Items on the questionnaire also invited students' comments and suggestions for improvement.

Research subjects, 36 international students, were selected according to convenience, availability, and consent, and comprised of 21 males and 15 females, 10 graduate and 26 undergraduate students. They represented 18 countries and 26 academic departments on EKU campus.

Data was collected through individual interviews. Responses were recorded. Confidentiality and anonymity were explained to each interviewee and have been observed.

Responses were tallied and percentages were computed. Respondents' comments and suggestions were noted. Data analyses showed that availability of scholarships was the highest recruiter of EKU's international students. Word of mouth followed closely by affordability were the other factors. In general, EKU was comparatively better than the students' home universities. Some dissatisfaction was found with on-campus housing, transfer of credits and academic advising. Some interviewees mentioned instances of discrimination and racism. All interviewees expressed surprise, shock or disgust with their peers' classroom behaviors such as eating, texting, talking out, lack of respect, etc.

Social and cultural life of international students at EKU was found to be an area that needs immediate attention. A majority of interviewees complained that they had no American friends and there was lack of interaction between American and international students.

Research findings, insightful comments, and suggestions made by interviewees have significant implications and are worthy of attention by administrators and educators at EKU and other universities interested in attracting and serving international students.

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The number of international students at colleges and universities in the United States increased by 3% to 690,923 during the 2009/10 academic years, says the annual report, *Open Doors*, published by the Institute of International Education, New York, NY. The total number of international students in non-degree programs was up 6% to 54,803. *Open Doors 2010* reports an increase of 1% new international students enrolled in fall 2009 compared to fall 2008.

International students add diversity, which is one of the goals of higher education. They bring an international flavor and contribute to a richer cultural life. Their numbers enhance the prestige of universities. According to Allan Goodman, President and CEO of the Institute of International Education, "Active engagement between U.S. and international students in American classrooms provides students with valuable skills that will enable them to collaborate across cultures and borders to address shared global challenges in the years ahead." More importantly, international students boost the economy. According to the U.S. Department of Commerce International students contribute nearly \$20 billion to the U.S. economy, through their expenditures on tuition and living expenses. Again, according to U.S Dept of Commerce, "Higher education is among the United States' top service sector exports, as international students provide significant revenue not just to the host campuses but also to local economies of the host states for living expenses, including room and board, books and supplies, transportation, health insurance, support for accompanying family members, and other miscellaneous items."

Many universities in the U. S. are, therefore, competing hard to attract international students. Universities are using innovative and creative recruitment strategies to attract more and more international students to their campuses. A lucrative new industry has grown in countries such as China, India, South Korea, Japan, Saudi Arabia, and Vietnam in the form of recruiting agencies. These agencies are contracted by major universities in the U. S. to recruit international students. They receive a healthy commission for each student recruited. Other agencies assist international students get admitted into universities in the U. S. and are paid heavily by the students. Other universities rely on more conventional recruiting practices such as sending their own admissions officials abroad to visit college fairs and high schools. "Whatever the method, the guiding philosophy behind international recruitment is the same: Diverse campuses better prepare US students to succeed in a globalised world," says the IIE report.

In the Spring of 2011 when this study was conducted, Eastern Kentucky University (EKU) had a total of about 16,000 students. Of these 249 were international students representing 46 countries. The largest group of students (76) came from Saudi Arabia. The second largest number (28) came from India, followed by China (20), and Kenya (17). Eastern does not use any recruiting agencies and EKU's admission officers do not travel internationally for recruitment purposes. Like other universities EKU is also interested in increasing its international students' population.

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### **Purpose**

Major goals of this study were to examine the perceptions of current international students about their academic and social experiences at ECU and recommend necessary improvements to attract more international students to the campus. Specific objectives were to: (a) examine the perceptions of international students about their academic, social, and cultural experiences at ECU, (b) compare the quality of instruction between ECU and the students' home universities, (c) identify the specific problems/ needs, if any, experienced by international students, (d) invite international students' suggestions for improving their experiences at ECU, (e) make necessary recommendations to appropriate university administrators, and finally (f) learn about education in other countries to increase the researchers' own knowledge.

### **Methodology**

Researchers prepared an instrument consisting of two sections. The first section contained questions pertaining to students' demographic information. The second section had specific questions related to academic, social, and cultural life at ECU. A copy of the instrument is found in Table 1 below:

Insert Table 1 Here

Given the limited English proficiency of many of the international students, the researchers decided to collect the data through structured individual interviews using the instrument. For confidentiality reasons the researchers did not try to get the names and contact information of the international students on the campus. It was also felt that selecting a random sample and scheduling appointments may not work given the schedules of the students and the researchers. Having the interviewees keep the appointments also appeared to be problematic. Researchers, therefore, decided to use a sample of convenience and access.

For about eight weeks between March and May 2011, researchers went together or separately to places on campus frequented by international students, including the main cafeteria, the main library, computer labs, tutoring labs, hallways of major classroom buildings on the campus, international students lounge, office of the Director of International Education, dormitories, Student Center, etc. Since many of the international students are athletes, one of the researchers also went to the athletes' locker rooms. Each time an international student was seen he/she was approached by one of the researchers, explained the purpose of the study and asked permission to interview. Complete confidentiality and anonymity was explained. With the exception of three students all others consented.

Researchers interviewed 36 students from 18 countries. Number of students by their countries is presented in Table 2. The interviewees represented 26 majors, presented in Table 3.

Insert Tables 2 and 3 about here

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Responses were recorded electronically, either on the computer or on a tape recorder. Frequencies of responses to questions were counted and percentages were computed. Students' comments and suggestions were transcribed verbatim.

### **Analysis of Data**

Interviewees represented a full range, from freshmen to graduate students as represented in Table 4. They had spent one to five years at EKU. Number of students by the number of years at Eastern is presented in Table 5. They had had one to six years of college/university experience prior to coming to EKU as presented in Table 6. Twenty one (58%) were males and 15 (42%) were females.

Insert Tables 4, 5 and 6 here

Interviewees had a variety of reasons for choosing EKU. The most common reason given (10 interviewees, 28%) was scholarship. The second most common reason (8 interviewees, 22%) was the presence of friends and family members. It was followed by affordability (5 interviewees, 14%) and availability of major (3 interviewees, 8%).

Fifty eight percent of the interviewees found the quality of instruction at EKU to be better than the universities in their home countries, 30% considered it to be the same and 11% thought it was poorer (Table 7). Compared to their home institutions, quality of EKU's faculty was deemed to be better by 30%. Fifty two percent considered it to be the same and 17% found it to be poorer (Table 8). Interaction between faculty and students was perceived to be better at EKU by 55%, the same by 22% and poorer by 22% interviewees (Table 9). While 55% of interviewees perceived the accessibility of EKU's faculty (Table 10) to be better than their institutions at home, 25% found it to be the same and 19% thought it was poorer.

Insert Tables 7, 8, 9, and 10 here

Classroom behaviors of students at EKU were considered to be poorer than interviewees' home institutions by 100% of the interviewees. Use of technology was said to be more at EKU by 42% interviewees; same by 28% and less by 30% (Table 11). Fifty three percent found the class size at EKU to be smaller while 14% said that it was bigger and remaining 33% perceived it to be the same (Table 12). According to 28% of interviewees, advisors were always available and helpful. The same percentage found the advisors to be available and helpful "Most of the time" and "Sometime". Seventeen percent interviewees "Never" found their advisors to be available and helpful (Table 13).

Insert Tables 11, 12 and 13 here

As presented in Table 14 a majority of interviewees, 58% perceived that they were treated by the faculty members in the classrooms "Like other students". Thirty three percent said

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that they were treated “Differently”. Eight percent merely stated that it varied (this category was not on the instrument and was added by the interviewees). While 80% of interviewees perceived that faculty members graded their work “Fairly” 19% did not think so (Table 15).

### Insert Tables 14 and 15 here

Treatment by American students (Table 16) outside the classrooms was stated to be “Friendly” by 42%, “Indifferent” by 22% and “Unfriendly” by 14% interviewees. Fourteen percent interviewees added another category of response, “No”, 5% added “Racist” and remaining 2% added “On the face.” Responding to whether they liked their educational experience at ECU (Table 17) the vast majority, 92% interviewees said, “Yes” and 8% said “No”. Forty seven percent interviewees responded with a “Yes” to liking their social/cultural experience at ECU (Table 18) and 42% responded with a “No”. Five percent did not like the forced choice of a ‘yes’ or ‘no’ response. Instead they said “Okay” and remaining 5% said, “No time”.

### Insert Tables 16, 17 and 18 here

The last question asked the students whether they would recommend ECU to others (family members, friends, etc.). Sixty seven percent said, “Yes”, 25% said “No” and 8% said “Maybe”.

### Insert Table 19 here

## **Discussion**

According to the data, a majority of interviewees (10) chose ECU because they received scholarships. Every player on ECU’s tennis team is an international student. Half of the track team is comprised of international students. Eastern also has Sister University relationship with several universities in China. Every Chinese student interviewed was an exchange student on scholarship from one of the Sister Universities. Additionally, the Office of International Education awards scholarships on the basis of grade point average attained by international students. Continued availability of funds to award scholarships to international students is important to entice students to ECU.

The second largest number of interviewees (8) chose to study at ECU because their friends, siblings, or spouse was there. It means “word of mouth” and/or the “grapevine” is a major recruitment tool for ECU. It is in ECU’s interest that its international students have positive experiences during their tenure at Eastern. Affordability of ECU was the next largest factor (5). Like other universities in Kentucky and nationally, tuition has been going up regularly. This tuition hike may affect the enrollment of international students at ECU and every effort should be made to keep Eastern affordable.

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There was a tie between affordability and availability of jobs on the campus. About every graduate student who was interviewed had a job on the campus, mostly in technology and Math labs.

Eastern has an English Language Instruction Program (EELI). International students, primarily from Saudi Arabia, come to this program to learn English. Upon successful completion of this program they are eligible for admission to ECU without taking TOEFL. EELI has become a feeder program. Four interviewees had transferred to ECU from EELI. Saudi enrollment in EELI is entirely contingent upon a special Saudi scholarship program which is now in its sixth year. In the last few years a number of very prominent American universities have opened in Saudi Arabia and in neighboring countries in the Middle East. The recent influx of Saudi students to the U. S. may not continue for long. Eastern cannot afford to rely on EELI as a feeder program.

Availability of major is the next highest factor (3 interviewees). Eastern offers a few majors which are not commonly found at other universities. Safety and Security Management and Emergency Medical Care are two examples. Both of these programs are heavily populated by Saudi students. Special attention needs to be given to the quality of faculty, instruction, and student support services provided in these programs.

Two interviewees chose ECU because they met the admission standards, which are comparatively lower than other major universities. Other reasons mentioned by interviewees (one each) included the size, location, detailed program description in the catalog.

Quality of instruction drew a variety of comments from the interviewees. Many interviewees found ECU to be easy because of multiple choice and take-home tests or examinations, and "laid back" faculty members. Other students felt that emphasis was on quantity rather than quality. Four interviewees suggested that emphasis should be on assessing the depth of students' knowledge and thinking rather than on memory which is judged in true-false and multiple choice tests.

Some students felt the quality of instruction was enhanced by the resources and support services (library, labs, technology, writing center, etc.) as well as the pedagogy (more discussion based rather than lecture).

Quality of faculty also drew mixed comments. Business majors commented that the faculty had doctoral degrees but no practical experience, no experience and/or connection in the corporate world which in their opinion was crucial. Interviewees from the Emergency Medical Care program were unimpressed because some of their instructors only had bachelor level degree and were nurses. In contrast, all their instructors at the universities in their home countries were medical doctors. Interviewees from a few other programs were also surprised that non-doctoral level faculty were teaching at ECU. Some interviewees were disappointed that the number of international faculty at ECU was negligible.

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Interviewees made mostly positive comments about faculty-student interaction. Faculty members were generally perceived to be easier, friendlier, personable, easy to talk to and “open to students’ thinking”. A few interviewees felt that they interacted more in their home countries because they “knew the language”.

Faculty accessibility drew mixed comments. Some interviewees did not like that they had to make appointments to see faculty members here, whereas they could just walk in to meet with a faculty in their countries. Some said that faculty members did not check their e-mail for two to three days and their queries were not answered in a timely manner. On the other hand, some were happy that the number of students at ECU was small and faculty could meet with the students. Some said that in their home countries each faculty member had classes 300 to 400 students strong and it was impossible for faculty members to meet their students.

Classroom behaviors of students at ECU were perceived from “surprising” to “disgusting” to “shocking” by 100% of the interviewees. Interviewees observed eating, drinking, texting in classes, talking with class mates, talking on cell phones while the professor was teaching, being on Face Book in class, sitting improperly, and coming to classes in “pajamas”. International students viewed them as disrespectful, disruptive and distracting. One Korean student stated that in Korea they “do not even walk on the shadow of a teacher”. One interviewee, a graduate student, commented that the lack of respect and discipline at ECU contributed to the poor quality of education. This part of the interview really brought out the cultural differences between the international and other ECU students. Interviewees’ comments on classroom behaviors are presented in verbatim in Table 20.

Insert Table 20 here

It was not surprising that 53% of the interviewees said that class size at ECU was smaller than their colleges/universities in their home countries. What was surprising to researchers was the class size of 300 to 400 students.

Only 28% of the interviewees found their advisors to be available and helpful. Many complained about ill-advising. Some interviewees complained that they had been advised to take courses not required in their programs. Others complained of not being advised about changes in their program in a timely manner. Still others stated that they were not advised about course scheduling and were spending an extra semester because the needed course was not being offered. Some interviewees also reported an attitudinal problem ...”My advisor looks down on me”.

Admissions office and personnel dealing with transfer of credit hours received the most negative comments. Interviewees mentioned problems with the Admissions office and transfer of credit hours. Interviewees reported that they were “given a run around” and asked to come “again and again”.



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In-Class treatment by faculty members received mixed comments. One interview said, "One teacher gave me opportunity to introduce my culture." Another said, "Some teachers give me more time on homework but not on test or exam." Some others felt that instructors did not answer their questions and did not explain the content and just said, "You are ESL. You'll get it." Students also perceived discrimination and racism from faculty and peers. "Some instructors discriminate you. They know you are black and come from a poor country. They treat you poorly. I don't blame them. They are ignorant." "I try to defend my viewpoint in class but professors don't give in as they do to other students." "When I speak in class teachers don't say anything. I don't know what I said is wrong or right." "Racism and discrimination is alive and well at EKU."

One interviewee complained that the instructor refused to give her extra time to finish her test. She was told to go to the Office of Special Student Services and get a letter from there requesting accommodation in the classroom. The interviewee did not think that she needed to be referred to that office because she did not have a disability. "ESL is not a disability", she said.

Eight percent interviewees thought they were graded "Fairly". Others had different perceptions. Some comments included, "They grade me poorly because they don't know British English and spellings. They insist that I learn American." "They don't understand my accent and mark me off when I am presenting." "When they mark me off they don't explain to me. When I ask they don't help me." "I am penalized because I have a different view."

Interviewees had varying comments relative to American students outside the classroom. Interviewees perceptions were expressed in comments such as: "I have no American friends except for my Christian brother", "Fellow athletes believe Africans are inferior. Even African-American athletes sit on the other side of the bus when we travel", "One girl asked me whether I was a man or a woman. Do you think I look like a man? They don't know anything about Islam, or about my culture, about Hijaab". A few interviewees perceived lack of sincerity which came out in comments like: "When they smile it doesn't mean anything" and "Friendly at least on my face."

International students come from different educational systems and practices compared to those followed by instructors at EKU. These differences showed in a variety of comments from the interviewees including, "No calculators in Math classes in China", "More note-taking at home. Here more talking", "Material here is easy", "No extra work in my country to improve grades", "Exam is easy...multiple choice, take home", "No study-guide in my country", "Students in my country work harder and have much more drive to learn", "We don't have bullying".

Many interviewees had negative opinions about their experiences at EKU but an overwhelming majority liked EKU because, "Instructors are helpful, technology makes materials understandable", "Instructors here give you good grades", "air is fresh, environment is perfect",

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“library is good”, “gym is open” “Small town, close to a big city”, “I can learn English here”, “Lots of international students on campus. They are like my family here.”

Interviewees offered many suggestions to improve their EKU experience. Foremost and often repeated among them were: “Offer more foreign languages”, “Upgrade courses”, “Do away with many General Ed. courses”, “Increase courses in Major”, “Hire faculty with international experience”, “Make American students aware of other cultures and countries. Students here don’t know anything outside Kentucky”, “Send American students to study abroad.”

Socially the interviewees complained of not having interactions with American students on the campus, not having American friends. They were disappointed that American students do not participate in the activities sponsored by the International Students Association especially in the annual International Banquet. They also complained of not being informed and/or invited to activities and events sponsored by other student organizations on the campus. One interviewee stated that when students pass out fliers about their organizations’ activities they omit to give the fliers to international students.

Interviewees also complained of being “bored” especially on week-ends and during short breaks “sitting in the room”. They suggested social activities (shopping trips to the mall, hiking/outdoor activities, clubs, trips to nearby places, e. g. parks, etc. to be organized by the university.

## Conclusions and Recommendations

Results of this study are mixed. International students have both positive and negative experiences at EKU. Generally students have favorable opinion of the faculty members and their academic experience at EKU. Socially, the international students feel isolated and lonely. They perceive discrimination both inside and outside the classroom. A few have been subjected to racial slurs. There is a definite need to promote intercultural relationships and deliberate efforts should be made by the university to address the need.

Problems appear to exist in the Office of Admissions, transfer of credit hours and with academic advising. The whole area of advising deserves a careful examination and appropriate action to remediate the problems.

In general, interviewees perceived course work at EKU to be easy because of multiple choice tests, use of study-guides, use of calculators in Math. Classes, extra work to improve grades, etc. Some students wanted challenging course work. Many courses in General Education were perceived to be irrelevant. Interviewees felt they would benefit from more courses in their majors in lieu of some General Education courses. These suggestions should be seriously studied.

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Suggestions made by interviewees for improving their social/cultural experiences at ECU are in line with comments made during the interviews. Serious consideration should be given to these suggestions.

### **Weakness of the Study**

At the time of this study (Spring semester, 2011) ECU had 249 international students. Only 36 were interviewed for this study. Statistically the number is acceptable but the researchers acknowledge that it is a small sample. Researchers plan to continue the study and conduct more interviews.

### **References**

Institute of International Education. *Open Doors*. 2010. New York. N. Y. U. S. A

**Table 1 – Research Instrument**

1. What is your nationality?
2. What is your major?
3. Are you a freshman, sophomore, junior, senior, graduate student?
4. How many years have you been an ECU student?
5. Why did you choose ECU?
6. How many years of college education had you had prior to coming to ECU?
7. How is the quality of instruction at ECU compared to quality of instruction in your country? Is the quality of instruction at ECU ...?
  - a. Better
  - b. Same
  - c. Poorer

**Explain**

8. Compare the quality of faculty members at ECU with faculty members in your country. Are the faculty members at ECU ...?
  - a. Better
  - b. Same
  - c. Poorer

**Explain**

9. Compare the interaction between faculty and students at ECU with the interaction between faculty and students at universities in your country? Is the interaction between faculty and students ...?
  - a. Better
  - b. Same
  - c. Poorer

**Explain**

10. How is the accessibility of faculty to students at ECU compared to faculty accessibility at The college or university you attended in your country? Is accessibility at ECU ...?
  - a. Better
  - b. Same
  - c. Poorer

**Explain**

11. How do the students at ECU behave in classes as compared to classroom behaviors of students in your country? Are classroom behaviors of students at ECU ...?



**Explain**

21. In general, do you like your social and cultural experience at ECU?

- b. Yes                      b. No

**If (b), explain**

22. Give three suggestions on how to improve educational experience at ECU for international students?

a.

b.

c.

23. Give three suggestions on how to improve social and cultural experience at ECU for international students?

a.

b.

c.

24. Would you recommend ECU to your family members and/or friends in your home country?

- a. Yes                      b. Maybe                      c. No

**If (b or c), explain**

**Table 2 – Number of Students by their Countries**

Belgium	1	Botswana	1	China	6
Congo	1	Germany	1	India	5
Kenya	1	Korea	1	Mexico	2
Nepal	2	Netherlands	1	Palestine	1
Saudi Arabia	8	Somalia	1	Sudan	1
Syria	1	Uganda	1	Vietnam	1

**Table 3- Number of Students by their Majors**

Accounting	1	Applied Engineering Mgmt.	2
Biology	1	Business Administration	1
Business Technology	1	Chemistry	1
Clinical Lab Science	3	Communication Studies	1
Computer Science	3	Construction Management	1
Electrical Engineering	1	Emergency Medical Care	4
English	1	Environmental Health Science	1
International Bus.	3	Interpreting	1
Mathematics	1	Nursing	1
Occupational Ther.	1	Public Administration	1
Public Health	1	Recreation & Tourism	1
Safety & Security	1	Social work	1
Special Education	1	Sports Management	1

**Table 4 – Number of Students by their Status**

Freshmen	3
Sophomore	3
Junior	5
Senior	15
Graduate	10

**Table 5 – No. of Students by No. of Years at ECU**

One year	18
Two to 2.5 years	6
Three to 3.5 years	5
Four years	5
Five years	2

**Table 6 – No. of Students and No. of years at colleges/universities Prior to ECU**

Zero year	3
One to 1.5 years	8
Two to 2.5 years	7
Three to 3.5 years	8
Four years	8
Five years	1
6 years	1



**Table 7- Quality of Instruction at EKU**

Better .....	21 (58%)
About the same.....	11 (30%)
Poorer .....	4 (11%)

**Table 8- Quality of Faculty at EKU**

Better.....	11 (30%)
Same.....	19 (52%)
Poorer.....	6 (17%)

**Table 9 - Interaction Between Faculty and Students at EKU**

Better .....	20 (55%)
Same .....	8 (22%)
Poorer.....	8 (22%)

**Table 10 - Accessibility of Faculty at EKU**

Better.....	20 (55%)
Same .....	9 (25%)
Poorer .....	7 (19%)

**Table 11 - Use of Technology at EKU**

More .....	15 (42%)
Same .....	10 (28%)
Less .....	11 (30%)

**Table 12 -Class Size a EKU**

Smaller .....	19 (53%)
Same .....	12 (33%)
Bigger .....	5 (14%)

**Table 13 – Advisors’ Availability & Helpfulness**

Always .....	10 (28%)
Most of the time .....	10 (28%)
Sometime .....	10 (28%)
Never .....	6 (17%)

**Table 14 – Treatment by Faculty in Classrooms**

Like other students .....	21 (58%)
Differently from other students.....	12 (33%)
Varied (added by interviewees) .....	3 (8%)

**Table 15 – Graded Fairly**

Yes .....	29 (80%)
No .....	7 (19%)

**Table 16 - Treatment by American Students Outside the Classrooms**

Friendly .....	15 (42%)
Indifferent .....	8 (22%)
Unfriendly .....	5 (14%)
<b>(Following added by interviewees)</b>	
No.. .....	5 (14%)
Racist .....	2 (5%)
Friendly on the face .....	1 (2%)

**Table 17 – Like Educational Experience at ECU**

Yes .....	33 (92%)
No .....	3 (8%)

**Table 18 – Like Social/Cultural Experience at ECU**

Yes .....	17 (47%)
No .....	15 (42%)
<b>Following added by interviewees</b>	
Okay .....	2 (5%)
No time .....	2 (5%)

**Table 19 – Recommend ECU to Others**

Yes.....	24 (67%)
No .....	9 (25%)
Maybe .....	3 (8%)

**Table 20 – Interviewees’ Observations of Classroom Behaviors**

“Students here show no respect ... eat, talk, text, chat, chew gum, do Face Book, interrupt teachers. Not in my country. It’s terrible here.”

“Smell of food in class bothers me.”

“Strange to see students enter/leave class when they want.”

“At home students must have 100% attention. Better discipline makes a better student.”

“At home students are quiet when teacher is in class, must raise hand for permission to talk. Not here. Surprising. Environment at home with more discipline is better.”

“We respect teachers a lot. Here they don’t care. They don’t respect anyone”

“At home students are quiet when teacher is in class, must raise hand for permission to talk, at ECU students talk, text.”

“Shocking to see students entering/leaving class when they want.”

“Students dress up to go to classes. No one goes to class in their pajamas. It is an insult.”

“Teachers in my country will get mad if they see behaviors like eating, sleeping, talking in class.”

“Students in my country raise hand when they speak in class. They don’t come in class after the teacher has entered. It is a “big crime” to use a phone in class, if it rings there’s big trouble. Eating is unacceptable.”

“Students here wear pajamas. It is disgusting. No drinking, eating, smoking. If you come late you stay outside.”