

ABSTRACT OF CAPSTONE

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Morehead State University

July 24, 2020

INTERNATIONAL STUDENT PERCEPTUAL CHALLENGES AND COPING
WITHIN HIGHER EDUCATION

Abstract of Capstone

A capstone submitted in partial fulfillment of the
Requirements for the degree of Doctor of Education in the
College of Education
At Morehead State University

By

Edmund Martelli

Bowling Green, Kentucky

Committee Chair: Fujuan Tan, Associate Professor

Morehead, Kentucky

July 24, 2020

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The milieu of education in the 21st Century is perpetually evolving. Technology, populations, expected outcomes, and policy are in constant flux to satisfy societal needs on a global scale. International students are increasingly studying in America. Study abroad and international education have become commonplace. Beyond traditional challenges higher education presents, international students must adjust to a new culture. One widespread problem international students face is how to enrich their educational experience.

This research revealed that international students seldom relied on institutional support, preferring teacher support. International students relied on teachers to guide them through language barriers and adjustment to American measurement. Motivations to speak included classroom collaboration, problem resolution, and contributing information. Although all international students pay premium tuition and numerous fees, scholarships varied among international students, resulting in financial difficulties in some families. Medical treatment caused concern about creating debt. Situational awareness and safety were concerns continually affecting international student precautions throughout campus.

This research is a qualitative study revealing international student perceptual challenges and how they cope with higher education. Universal themes emerged because of this research. Time, energy, and strategies international students used are congruent with problems in higher education; however, this research distinguished unique perspectives that emerged because of the study.

The information found can help international students determine their ambitions, teachers reflect on the practice, and institutions formulate positive enrichment for future 21st Century citizens.

KEYWORDS: Adjustment, Classroom Diversity, Focus Group Interview, Higher Education, International Education, International Students, Questionnaire, Institutional Support, Multicultural Teachers, Qualitative Research, Self-Direction.

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DEDICATION

This doctoral capstone is dedicated to all those who risk making significant changes through education, knowing education is a hallmark of human intelligence. The researcher would also like to dedicate this doctoral capstone to Morehead State University (MSU) and Western Kentucky University (WKU), who hold great thinkers who have guided me through so many experiences. The researcher would also like to dedicate this research to Lucy Martelli, a woman of all facets with intelligence and compassion, and my ancestors, who immigrated from Europe, knowing education was crucial. My great uncle and godfather, Dr. James Caprio, as an early inspiration. My mother and father, for their uncanny faith in me and a healthy upbringing. All my friends and family who witnessed me persist through the experience. David Williams, a man of equal intelligence, may he rest in peace. The researcher would also like to dedicate this research to Paul, Kathy, and Tammy Strong, who guided me to the Commonwealth of Kentucky. Lastly, the researcher would like to dedicate this research to Jami and Tiffany Cherry, and their children, Spencer, Paisley, Emma, and Riley. As a note to all, new knowledge springs, which grows perpetually. Keep me in your thoughts, and, likewise, I always remember these special people.

ACKNOWLEDGEMENTS

The author would like to acknowledge the Doctorate of Education (EdD) program faculty at Morehead State University (MSU). Those involved were Dr. Darryl Privott, Dr. Wayne Willis, Dr. Michael Kessinger, Dr. Lenora Jean Justice, Dr. Lee W. Nabb, Dr. Fujuan Tan, Department Chair Dr. Timothy L Simpson, and former MSU faculty Dr. John H. Curry. Their EdD program is unique, generating new leaders much needed in the 21st Century.

The author would also like to acknowledge Provost Cheryl Stevens, Dean Greg Arbuckle, SEAS Director Stacy Wilson, Dr. Mark Doggett, Dr. Daniel Jackson, Dr. Brent Askins, Mr. Neal Downing, Mrs. Shahnaz Aly, Dr. Margaret Maxwell, Dr. Jeanine Huff, and many other outstanding faculty members at Western Kentucky University, especially former WKU faculty Dr. Jim Berger. Also, the author has had profound guidance from Associate Provost Dr. John Sunnygard, Dr. Caryn E. Lindsay, and Mrs. Toni Dye of WKU's Global Learning & International Affairs.

Lastly, the author would like to acknowledge Anthony Peterson from Panthera Leo Writing and Editing in Nashville, TN. Each of these profound individuals influenced my thoughts, actions, and character so the author could persist.

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Chapter 1: Introduction

Topic

The increasing numbers of international students represent a minority within American higher education (Turner et al., 2018), alerting administration and faculty to help students as they adjust to language, culture, expectations, and support, while managing their performance and finances (Cho et al., 2017).

International students cope with challenges during their studies including language, culture, finance, support, academics, and innumerable uncertainties (Cho et al., 2017; Turner et al., 2018). International students complete the Test of English as a Foreign Language (TOEFL); however, there is no correlation to academic success (Cho et al., 2017). According to (Cho et al., 2017), international students “reported being perceived as stupid or not intelligent due to inept language and unclear communication” (p. 12).

Without support, international students of all backgrounds are subject to stress as they transition within higher education (Cho et al., 2017). International students who adjust become comfortable with their unfamiliar environment by finding supportive individuals including Americans (Cho et al., 2017). According to Turner et al. (2018), “Retention of students is an important area of study with practical applications in higher education” (p. 2). International students develop identity as their education progresses and may withdraw if stress is high (Turner et al., 2018).

International students independently develop based on their motivation to abandon their “comfort zone” (as cited in Turner et al., 2018, p. 73). Although

institutional support through extracurricular events aids international students, friendly connections are equally valuable (Turner et al., 2018).

The Mutual Educational and Cultural Exchange Act of 1961, allowing international studies, assumes international cooperation promotes advancement, sympathy, and peace (22 U.S.C. §2451). For this political movement to be successful, the population served must be successful. Research on international student development fluctuates as society progresses, prompting researchers to continually examine the complexities presented by international students and higher education.

Relevance

International students diversify the School of Engineering and Applied Sciences (SEAS) at Western Kentucky University (WKU). Each international student has individuality, yet collectively international students have shared expectations.

International students arrive with expectations of higher education but also report undesirable experiences (Lefdahl-Davis & Perrone-McGovern, 2015). International students choose institutions based on their reputation, affecting enrollment and retention (Heffernan et al., 2018). International students embrace their individuality supporting cultural activities on campus (Henri et al., 2018). Disproportional funding results when institutes rely on business models to attract but not sponsor international students (Forbes-Mewett & Nyland, 2013). At WKU, international students pay premium tuition, but institutional support varies. International student perspectives on the support they receive and what they expect from the university needs investigation.

International education has been predicted to increase (Blasco, 2015). International students come to America, presuming the achievement will lead to prosperity (Ku et al., 2008). Educators that appreciate multiculturalism listen to learners, clarify expectations, and respect individual differences (Wang, 1998). Student assessment based on communication results in difficulties for international students (Salerno & Kibler, 2013), resulting in undesirable outcomes (Rymes, 2002). Faculty awareness of international student support is unclear (Russo-Gleicher, 2013). At WKU, international students pursue their education by closely interacting. International student perspectives on what classroom activities support their goals needs investigation.

Teachers deliver detailed lectures presuming international students speak proficient English (Salerno & Kibler, 2013), overlooking that language barriers are stressful (Salerno, 2013). Correctly discerning language barriers from student ability can be part of teacher training (Washburn et al., 2011). Ensuring successful teacher training requires a competent demonstration assessing multicultural learners (Hilliard, 1998). At WKU, international students rely on their teachers to overcome language barriers. International student perspectives on language barriers and multiculturalism in classrooms need investigation.

International students endorse cultural collectivism by respecting teachers as authoritative experts (Saba, 2015; Razek & Coyner, 2014; Huang, 2012); however, international students are unrehearsed in traditional group work emphasized in American higher education (Saba, 2015; Huang, 2012). International students are

self-conscious of their language ability and rely on responsive teachers (Othman et al., 2012). Higher education expects international students to show autonomy (Henri et al., 2017). International student motivations relate to their sociohistorical identity (Zambrana et al., 2015). International students are distant from home and unfamiliar with America (Huang, 2012; Kwon, 2009), which produces culture shock (Huang, 2012; Kwon, 2009; Lefdahl-Davis & Perrone-McGovern, 2015). At WKU, international students are a small percentage of learners. International student perspectives on classroom interaction and student motivation needs investigation.

Significance

What stands out in this study is how international students *cope* with unique challenges international students perceive. The significance of the information collected during this study may help administrators, teachers, and researchers gain a better understanding of international students from their perspective.

Problem

A problem in the research literature is the narrow scope most studies assume. Narrow research methods have bounded most scientific studies on international education. Most studies focus on administration, students, or culture (Cao et al., 2014). Although research is available on challenges international students express, ranging from psychological (Turner et al., 2018) to physiological (Al-Daghri et al., 2014), research literature on how international students cope is limited. Revealing the perceptual challenges of international students and how they cope promotes broad awareness so that personnel in higher education can offer informed solutions.

Research Questions

The following questions guided this research:

- What challenges do international students perceive as impeding their learning experience?
- How do international students cope with those perceptual challenges?

Overview***Structure***

This qualitative research design relied on a focus group interview followed by questionnaires. The review of literature provided topics for the focus group interview. The focus group interview provided categories for questions on the questionnaire. Questionnaires were designed to allow for open responses revealing challenges international students perceive and how they coped.

Collected responses were abridged for three cycles of qualitative data analysis to examine word counts using NVivo 12®. The first cycle of qualitative data analysis was focused coding. Focused coding was used on data from the focus group interview to eliminate distracting data and to reinforce categories. The second cycle of qualitative data analysis was values coding. Values coding was used on data from the questionnaires to examine attitudes, beliefs, and values. The third cycle of qualitative data analysis was theoretical coding. Theoretical coding was used on data from the focus group interview and questionnaires, grouping all responses.

Using a codebook, responses were analyzed statistically for percentages to compare differences among respondents. Based on the summation of responses from questionnaires, core categories were determined. The core categories were compared to the literature revealing consistent and unique themes. Relying on an interpretative and inductive process, this study theorized that except for language differences and paying premium tuition, international students are like other students within higher education.

Results

This research reinforced prior studies but revealed unique aspects. International students at WKU relied heavily on teacher support and were aware of the detriment to their finances and families if they were not successful. International students took precaution to plan their finances and manage their behavior. International students coped with American measurement outside of campus. International students longed to please their families by obtaining American degrees. Although international students were aware of campus safety policies, they felt unsecure if an emergency occurred. Medical treatment and isolated incidents of discrimination were also unique challenges expressed by international students. International students were challenged with lab schedules and resources, at times forcing them to become hasty. Another topic appeared as a result of this study, the challenge presented by the disparity between international students fully funded by their home nations and international students who paid for their education as they all progressed through an institution perceived as indifferent.

Operational Definitions

Abridged: the correction, translation, omission, or reduction of words and phrases to produce a concise interpretation based on sentiment from a verbal or written response.

Adjustment: student behavioral modifications that affect ability.

Challenge: a difficulty, issue, obstacle, or problem a student encounters.

Coping: an intelligent strategy to successfully overcome a challenge.

International Education: an agreement between independent nations to allow students to study within foreign institutions, also known as an educational or cultural exchange.

Support: resources utilized by students, which include sponsors, programs, activities, or any other type of assistance.

Chapter 2: Review of Literature

This review of the literature is intended to gather research topics. Previous research designs were limited and might not apply to other studies. This study explored what international students perceive as impeding their educational experience and how they cope.

International Education

International education diminishes national boundaries, promoting mutuality. Since the 1960s, other nations have sent students to American higher education (Lonnquist, RB-Banks, & Huber, 2009). Recent international education is at historical highs (Martel, 2020). By 2020, international students studying worldwide will increase to seven million (Blasco, 2015). Increased international education is not without problems.

International education has historically adapted in time of detriment, one recently being the COVID-19 pandemic (Martel, 2020). Academic appointment demographics within institutions has shifted toward minorities and immigrants (Finkelstein, 2019). Successful international student alum indicates their ability to improve their institutions (Institute of International Education, Inc., 2019).

Classrooms are increasingly becoming multicultural. A critical issue for international education is the variation of multicultural preparation within institutions (Salerno & Kibler, 2013). Essential components of every educational institution include teachers. Administrators and teachers should expect an increase of international

students by considering the uniqueness of culture, language, and religion of international students.

According to Phillips and Schweisfurth (2014), international education “brings together students, teachers, and scholars from different nations to learn about and from each other” (p. 8).

International Students

American institutions must prepare for increased international education. International students presume an American college degree will help them obtain a career (Ku et al., 2008). According to Henri et al. (2017), “If the development of autonomy is a key aim of university education and expectation of graduate employers, then it is essential that students are able to perceive (and articulate) the development of their autonomy over time” (p. 509). Self-direction is an individual’s belief in their personal ability to organize, execute, and accomplish tasks (Razek & Coyner, 2014). The increase in international education increases the different expectations associated with international students.

Under the premise “every student is unique”: international students have distinct characteristics of culture and language. Every culture defines education uniquely (Huang, 2012). Studying in a foreign nation produces culture shock (Huang, 2012; Kwon, 2009; Lefdahl-Davis & Perrone-McGovern, 2015). International students are unfamiliar with American methods of education and often have few friends and family (Huang, 2012; Kwon, 2009). Without personal support from home, international students must acquire new connections. To better prepare higher

education, teachers and institutions can meet the growing demand for international education by deepening an appreciation for culture.

Culture

International students' origin is a distinguishing aspect affecting their educational experience. Sociohistorical identities are essential characteristics that influence international students (Zambrana et al., 2015). Decisions within multicultural environments are complex challenges for international students (Franks, 2012).

International students have individual expectations derived from collective societies that preserve ethnicity while respecting authority (Saba, 2015; Razek & Coyner, 2014; Huang, 2012). Many international students have not experienced group work traditional to American higher education because they are from collective societies (Saba, 2015; Huang, 2012).

International education reflects on the institute of higher learning. The support higher education delivers among different cultures affects international students' ability to navigate through their studies successfully.

Language

A common characteristic typically associated with international students is their ability to speak more than one language. International students whose first language is not English are English Language Learners (ELLs) (Hooks, 2008; Salemo & Kibler, 2013).

Students rely on a comprehensive vocabulary to effectively read and communicate (Nagy et al., 2012). Reading ability requires written retrieval, interpretation, and comprehension (Martin et al., 2012). Oral communication is frequent and immediate (Glenberg, 2017); whereas, reading and grammar require international students to interpret meaning based on context (Gutiérrez, 2008).

International students are self-aware of language problems and prefer casual assistance (Othman et al., 2012). A study found female international students understood language better than males (Liem et al., 2014). International students have internal knowledge often unspoken due to differences in language fluency (Blasco, 2015; Collins et al., 2013). International students bring tacit knowledge (Mulej & Sirca, 2010). Educational settings that value tacit knowledge strengthens connections between institutions and students (Mulej & Sirca, 2010).

Under the premise “every student is willing to learn”: international students have additional learning tasks if their English is ineffective. International students have shown to self-direct their language comprehension, but effective teaching strategies discern language difficulties from student encouragement.

Teachers

Teachers can have various influences on international students. Without positive relations, international students and teachers risk misunderstanding. According to Hilliard (1998), “teacher training should culminate in candidates demonstrating their actual competence for teaching in culturally and linguistically diverse educational settings” (as cited in Siwatu, 2007, p. 1087). Teachers who struggle to help international students might become overwhelmed, considering the growing trend of international education. Effective practices connect teachers to their students.

Communication

Teachers represent the university. Lasting impressions of the educational experience solidify through teacher and student interactions. It is vital to examine how communication affects teacher perspectives of multicultural education (Van den Branden, 2000; Washburn et al., 2011). Educational practices appropriately reduce language barriers (Salerno, 2013; Washburn et al., 2011), because misunderstandings affect classroom outcomes (Salerno, 2013). A study found that teacher preparation programs need to help correctly identify struggling students (Washburn et al., 2011). Many teachers are monolingual (Green & Stormont, 2018; Salerno & Kibler, 2013), resulting in tension between teachers and international students (Salerno & Kibler, 2013). Monolingual teachers might be indifferent towards students learning English, while teachers with limited linguistic ability are often unaware of communication problems (Salerno & Kibler, 2013). If education considers English as a universal

language, academic settings risk adverse outcomes (Rymes, 2002). Although English is common throughout the globe, individuals vary in their language proficiency. Equal learning opportunity for international students begins with teachers who can work around language barriers.

According to Salerno and Kibler (2013), American higher education relies on “lengthy lectures” (p. 16). Lecturing without feedback risks misunderstanding, especially among international students learning English. Teachers specialize in various subjects, but English might not be their specialty. Teacher expectations conflict with international students if the belief is that international students are English experts.

Classrooms

Effective multicultural classrooms skillfully relate teachers and subjects to international students. Teachers with framed strategies are more confident, but every multicultural educational situation varies (Hooks, 2008). Teachers who have studied international higher education indicate that adaptive teaching is optimal for multicultural learning (Patrick et al., 2014). Beneficial activities between teachers and international students encourage participation (Salerno & Kibler, 2013). Successful teachers negotiate cultural differences, explain academic expectations, and listen to learners, resulting in increased trust (Wang, 1998). Although confidence and language fluency vary, individual problems exist among international students.

International students in multicultural classrooms add a level of student diversity in which 21st Century teachers must cope. Some teachers suggest respecting

multicultural learners reduces anxiety and demonstrates well-mannered teaching methods (Rymes, 2002). Although some teachers respect student diversity, ways to encourage students are not alike among faculty (Lonnquist et al., 2009). One method is to compare cultural similarities and differences, deepening perspectives while exposing misconceptions (Endacott & Bowles, 2013). Multicultural classroom awareness connects international students and higher education by respecting individualism.

Teachers are strong influences on international student success. Practical multicultural teacher training is adaptive to various situations. Traditional American higher education expects international students to understand English, but the students' degree of understanding requires individual support.

Institutional Support

Institutional support for the 21st Century requires cultural expansion. Institutions that are ill-prepared for multicultural learning environments could negatively affect global education.

Educational Aim

If education aims are to enrich the global learning environment, educational leadership must play a vital role in shaping success. Cultural support systems are still emerging (Othman et al., 2012). An international student's experience with higher education and personal expectations often conflict (Lefdahl-Davis & Perrone-McGovern, 2015). International students display physiological and psychological stress when adjusting to higher education (Al-Daghri et al., 2014). A limited number

of American institutions have formal international student support programs (Kim & Egan, 2011). Studies have shown that student support had slight effects on students' Grade Point Averages (GPAs) (DeFreitas & Bravo, 2012). Student failure is a harmful cost, reduced by supporting distressed students (Cornelius et al., 2016).

Support comes in various forms, but without leadership at the institutional level, teacher and student exchanges lack provisions. Inadequate student support has unintended consequences, especially detrimental for international students. For international education to be successful, educational leadership must develop reliable international student support.

Encouragement

International students rely on the support institutions provide. Early and adaptive support systems have shown positive impacts on international students (Kwon, 2009), allowing international students to adjust and develop autonomy, which positively affects progress (Henri et al., 2018). Extracurricular events encourage collaboration and provide opportunities for international students to adapt by improving self-direction (Razek & Coyner, 2014; DeFreitas & Bravo, 2012). Successful institutions build relationships of trust, which encourages communication (Siwatu, 2007). Strengthening international student success requires engagement at personal levels. Typical institutional support provides group activities but has minimal ability to address the individual needs of international students.

Encouraging international students requires activities to deepen cultural appreciation. Including international students in activities initiates their ability to

build confidence and self-direction while making peer connections. Institutions dedicated to ensuring adaptive and diverse international student support are well prepared for the increase in international education.

Reputation

Selecting an American institution that supports international education is essential to international students. International students establish expectations based on institutional reputations, which also influence participation and retention (Heffernan et al., 2018). Research suggests student support services are beneficial resources for student recruitment and retention (Forbes-Mewett & Nyland, 2013; Gil-Jaurena, 2014; Russo-Gleicher, 2013). According to Forbes-Mewett & Nyland, (2013), “students who choose a highly ranked university may not receive the support services they require” (p. 181). Renowned universities attract international students but invest disproportionately funding research instead of student support (Forbes-Mewett & Nyland, 2013). Administering higher education congruent to business models leads to increased organizational concerns such as extemporaneous profit, diminished reputation, and unity (Forbes-Mewett & Nyland, 2013).

Considering that international students pay a premium to attend an American university, they may expect to receive additional support in various forms. These forms include faculty-led activities as well as university-sponsored events.

Faculty

Faculty-led student support is intricate, more so considering casual assistance. According to Russo-Gleicher (2013), “the college professor is in an ideal position to

identify students and link students with services they need to succeed” (p. 4).

Teachers found students at risk when they are uninvolved, are missing work, or score poorly on tests (Russo-Gleicher, 2013). Risks increase if teachers do not use student support services (Russo-Gleicher, 2013). Faculty may not be aware of or may not use institutional support, leading to under-utilized services (Russo-Gleicher, 2013). Forty to 45% of undergraduates withdraw, and up to 65% withdrew if enrolled in online courses (Russo-Gleicher, 2013). Online course delivery designed to reach more students, ironically, incurs severe dropout rates. Reasons for the heightened attrition rates are technological difficulties, seclusion, awkward interfaces, and scheduling (Russo-Gleicher, 2013). A potent suggestion is to prepare teachers better and refine institutional support services (Russo-Gleicher, 2013). To mitigate unsuccessful student support, dedicative faculty training, at-risk student referral, and efficient institutional networks enhance student support (Russo-Gleicher, 2013).

Such endeavors require considerable effort. As teachers are in a prime position, a moral duty to assemble student support services as an instructor’s role promotes educational leadership. A recent suggestion is to embed student support within instruction in place of a formal institutional department (Tait, 2014).

Embedded support is vital for challenged international students (Andrade, 2014).

Even with all the amenities institutions provide, faculty closest to students are in a prime position to identify and respond to international students struggling to adjust. A monumental step in supporting international students is identifying the challenges international students face and how they cope.

Existing Studies

The current literature provides a background for this study. International students are unique, distinguished by language, culture, and their selected institution. International students have other learning tasks if their communication is ineffective. Teacher multicultural training is not standardized because of the diverse student population. Lecturing without feedback risks misunderstanding. Applied multicultural teacher training is adaptive to various situations. Institutional support for the 21st Century considers the expansion of international education. A monumental step in supporting international students is identifying the challenges international students face and how they cope.

Often in higher education, there is little guidance clarifying academic expectations, offering extracurricular aid, or welcoming encouragement. Research has shown this problem is a concern, especially among international students. This research looked to investigate what challenges international students encountered at Western Kentucky University (WKU), specifically in the School of Engineering and Applied Sciences (SEAS), and how they cope with perceived challenges.

This study investigated specific challenges that impede international students' perceived learning experience and how international students cope with those perceptual challenges?

Chapter 3: Methodology

Based on the literature review, this research used a qualitative study to explore international student perceptual challenges and how they cope with an American university.

No studies encompass multifaceted experiences of international students using focus group interviews and questionnaires as research components. By relying on these distinct techniques, unique perspectives were revealed.

Research Questions

The following questions guided this research:

- What challenges do international students perceive as impeding their learning experience?
- How do international students cope with those perceptual challenges?

Bias

According to Merriam and Tisdell (2016), a “characteristic of all forms of qualitative research is that *the researcher is the primary instrument for data collection and analysis*” (p. 16). Researchers indirectly describe phenomenon experienced by participants but must first be aware of their own assumptions, or a process called “*epoche*” (Merriam & Tisedell, 2016, p, 27).

Qualitative research results in an interpretation filtered through the researcher. The following biases, or assumptions, are inseparable from the researcher. The author’s heritage is one of European immigration, where the assumption is that

gaining an education is a privilege. Students from other nations engage in international education because they assume an American degree is favored. The author is neutral towards any student because the author feels all students deserve opportunity. Based on the author's classroom experience, international students had unspoken views.

Researchers and participants produce bias via individual predispositions (Merriam & Tisdell, 2016). Traditional interview techniques are susceptible to bias due to a hierarchy within the relationship between researcher and participant, which can be reduced by allowing conversation to occur naturally (Harding, 2019). In this study, participants were adults from various home nations set in America to study science during the fall semester of 2019. Relying on a topic guide during the focus group interview, respondents selected and revised material from their interactions. Relying on open questions on the questionnaires, respondents were able to respond with enhanced information for this study. This study sought authentic participation and assumed responses genuinely reflected participant beliefs.

A comparison of other studies reinforces findings while qualitative data analysis, contemplating research goals, results in categories and themes (Merriam & Tisdell, 2016). In this study, the focus group interview generated authentic responses resulting in categories for open questions on the questionnaire, resulting in core concepts. Qualitative data analysis procedures relied on the author to continually reinstate the purpose of the research, examine other studies, and answer the research

questions. In summary, these procedures controlled bias by distancing the researcher's assumptions while ensuring participants responded openly.

Qualitative Research

Constructivism is a qualitative research philosophy (Merriam & Tisdell, 2016). This research relied on constructivism as the theoretical framework. Constructivism allowed this study to establish perceptions. Constructivism assumes individuals conceive meaning from their realities. Interpretation is the reconstruction of information to depict inferences. Qualitative studies are interpretive by nature.

The author could have relied on sociohistorical or radical philosophies but decided the construct of participant worldview was imperative. Research bias is inherent because of interpretation. The researcher, aware of this risk, continually relied on open questioning, avoided leading participants, and diminished personal dispositions.

Although the educational experience is unique for every international student, there may exist commonalities. Qualitative research constructs interpretations to determine meaning, using words as data to describe sociocultural contexts (Merriam & Tisdell, 2016). Typical qualitative data is in the form of conversation (Merriam & Tisdell, 2016). Qualitative data produces interpretive transcripts, where recurring sentiments translate into code (Xerri, 2018). When working alone, coders should consult mentors (Saldaña, 2016). Qualitative studies often rely on theories generated from themes, derived from categories, derived from codes, derived from data (Saldaña, 2016).

According to Ivey (2011), “qualitative methodology is an excellent way to get a ‘bird’s eye view’ of the opinions, values, and feelings about research problems” (p. 251). Unique to qualitative research are qualitative data collection techniques, including focus group interviews and questionnaires (Merriam & Tisdell, 2016). Matching homogenous groups produces segmentation (Doody et al., 2013). Segmentation allows researchers to examine common traits or differences within groups. Dividing participants into separate groups allows for comparison (Xerri, 2018). This research used a segmented focus group interview to determine differences and a questionnaire to find similarities.

According to Saldaña (2016), confirming findings with participants is “member checking” (p. 37). Member checking offers constructive criticism to refine research (Xerri, 2018). Qualitative research often deploys member checking to validate findings, yet reflecting on subjective bias clarifies viewpoints, referred to as reflexivity (Xerri, 2018).

Preferred characteristics of qualitative researchers include being pleasant, receptive, welcoming, purposeful, diplomatic, and grateful (Doody et al., 2013). Qualitative researchers are responsive, minimize judgment, and rely on non-verbal cues to maximize participation (Doody et al., 2013). According to Doody et al. (2013), “The task of the moderator is to listen actively, pick up on cues in what participants say or seem to want to say, and be sensitive to what they consider important” (p. 173). Researcher characteristics include organization, perseverance, clarity, flexibility, creativity, intelligence, and ethical sensitivity (Saldaña, 2016).

According to Creswell and Creswell, (2018), “ideas can be written as memos...that reflect on the process or that help shape the development of codes and themes” (p. 184). A technique to draft quality memos includes descriptions of routines, rituals, rules, roles, and relationships, referred to as the 5 R’s, as well as researcher reflections (Saldaña, 2016). Memos offer insight through descriptive observations and thoughts (Saldaña, 2016). Memos connect the contextual data with theoretical research questions.

Qualitative research attempts to clarify complexities and convey meaning from reality (Xerri, 2018). According to Xerri (2018), “Such knowledge and skills constitute just one part of the research literacy...however, not knowing how to deploy research methods is a significant stumbling block” (p. 145).

Focus groups. Focus group interviews have traits of individual interviews and group observations (Colluci, 2007). According to Gay, Mills, and Airasian (2012), “Focus groups are particularly useful when the interaction between individuals will lead to a shared understanding of the questions posed” (p. 388). Focus groups use informal discussion on specific topics within a small group (Harding, 2019; Merriam & Tisdell, 2016). Compared to traditional interviews, focus group interviews are unique because they produce cultural norms (Colucci, 2007). A key aspect of focus group interviews is to promote discussion, shaping ideologies.

According to Harding (2019), optimal focus group interviews reduce anxiety and generate a “community of interest” (p. 90). Focus group interview moderators rely on a single event, requiring high levels of diplomacy (Harding, 2019). Focus

group interviews must provide encouraging questions (Doody et al., 2013). By using creative techniques, successful focus group interviews elaborate on ideas (Colucci, 2007). Focus group interviews enable reluctant participants (Harding, 2019), relying on group dynamics (Doody et al., 2013). Focus group interviews gain insight by analyzing agreeing and opposing statements (Ivey, 2011). During focus group interviews, moderators record the context while confirming beliefs (Ivey, 2011). Focus group interviews empower participants by expanding understanding while reducing the researcher's communicative role (Harding, 2019).

Focus group interview guides list topics and provide specific or open-ended questions (Harding, 2019). Focus group interviews begin with introductory questions but follow through with essential and closing questions (Harding, 2019). Others suggest a more naturalistic focus group interview guide, sequenced with non-threatening questions, and member-checking (Doody et al., 2013). If responses are unclear, focus group interview moderators probe deeper into the discussion (Harding, 2019). Typically, focus group interviews last two-hours (Doody et al., 2013).

Selecting focus group interview participants requires matching the topic to the population (Harding, 2019). The proper sample size for focus group interviews are 10-12 in-person, 6-8 for social sciences, and 4-5 online (Harding, 2019). Inadequate focus group interview participants result in vague findings, whereas excessive participation frustrates researchers (Harding, 2019). Dividing large population samples into groups promotes validity (Harding, 2019).

Questionnaires. According to Harding (2019), “The qualitative interview provides an opportunity for the researcher to listen to the views or experiences of one respondent for an extended period of time and to ask probing questions to explore ideas further” (p. 44). According to Merriam and Tisdell (2016), “The key to getting good data from interviewing is to ask good questions.... Different types of questions will yield different information.... The way in which questions are worded is a crucial concern” (p. 117). Valuable questions are open-ended, supplying detailed descriptions or personal accounts (Merriam & Tisdell, 2016). Probes are questions interjected further to explore responses (Merriam & Tisdell, 2016). Confounded, leading, and hard questions are harmful (Merriam & Tisdell, 2016).

There are three types of questionnaires used in qualitative studies. Structured questionnaires have specific questions, semi-structured questionnaires have specific and open questions, and unstructured questionnaires contain open questions (Merriam & Tisdell, 2016). According to Xerri (2018), a semi-structured questionnaire, “enriches interaction and leads to responses that are far more personalized” (p. 140). Online questionnaires increase data collection potentials through e-mail, online discussion, and social media (Merriam & Tisdell, 2016). Although electronic participation is transcribed instantly, it may result in withdrawal, because without the interviewer’s presence, trust is a concern (Merriam & Tisdell, 2016).

Questionnaires use interview guides to list questions (Doody et al., 2013) (Harding, 2019; Merriam & Tisdell, 2016; Xerri, 2018). Interview guides sequence questions, possibly improved with probes (Merriam & Tisdell, 2016). Questionnaire

topics may include beliefs, emotions, experiences, decision-making, motivations, narratives, and sensitive issues (Harding, 2019). Some researchers use empirical instruments to develop questionnaires adapted for specific purposes (Sadyrin et al., 2016), construct self-reporting questionnaires verified through repetition (Caselli & Spada, 2013), or develop questionnaires specific to unique sociocultural populations (Chen, 2016; Sadyrin et al., 2016).

According to Merriam and Tisdell, (2016), “Interviewing for research purposes is a systematic process” (p. 107). According to Miles and Huberman (1994), “the setting...actors...events...and...process” qualify questionnaire participants (as cited in Creswell & Creswell, 2018, p. 186). The optimal sample size for interviews is 10-15 participants and should be purposely selected (Xerri, 2018).

Qualitative Coding. According to Saldaña (2016), “A code in qualitative inquiry is a most often a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (p. 4). Codes are essential to construct social understanding (Saldaña, 2016). Decoding data produces codes (Saldaña, 2016). Coding searches for patterns (Saldaña, 2016). According to Saldaña (2016), overlaps in codes generate “fuzzy” codes (p. 7). Coding often produces subcodes or refined data (Saldaña, 2016). Codes require interpretation through an analytical lens; however, narrow perspectives result in oversimplifications (Saldaña, 2016). As a heuristic tool, coding labels, links, symbolizes, and summarizes codes in cyclic repetition to determine categories

(Saldaña, 2016). According to Saldaña (2016), evaluating categories results in themes that transcend into theories that model a “particular reality” (p. 14).

Computer assisted qualitative data analysis software (CAQDAS) organizes code into stanzas (Saldaña, 2016). Useful codebooks, along with codes, allow for contextual descriptions with examples (Saldaña, 2016). It is questionable how much data becomes coded (Saldaña, 2016). From responses, one-fourth of similar words or phrases generate a code, and three-fourths of consistent descriptions result in a theme (Saldaña, 2016). There is not any limit to themes (Saldaña, 2016). This independent practice intends to examine details, where, according to Saldaña (2016), the researcher can “code smart not hard” (p. 18).

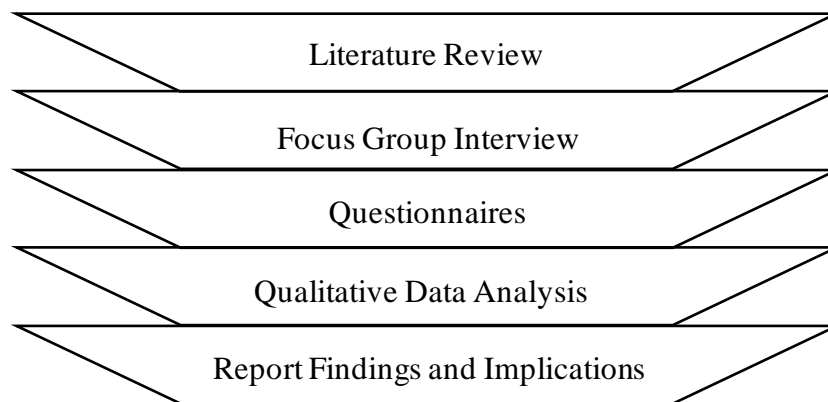
Research Design

Typical to qualitative studies, theories often emerge as a result of immersive investigations (Gay et al., 2012). Qualitative studies gather information from participants as they describe their experience in terms of attitudes, beliefs, and values in an attempt to describe a phenomenon (Gay et al., 2012). According to Merriam and Tisdell (2016), “Interpretive research...assumes that reality is socially constructed; that is, there is no single, observable reality...Rather there are multiple realities, or interpretations” (p. 9). According to Creswell and Creswell (2018), “The goal of the research is to rely as much as possible on the participants’ views of the situation.... The more open-ended the questioning, the better.... Often these subjective meanings are negotiated socially and historically” (p. 8).

Qualitative studies interpret characteristics, settings, and instruments while allowing for multiple reflections, meanings, and depictions (Creswell & Creswell, 2018). According to Creswell and Creswell (2018), “the inquirer is typically involved in a sustained and intensive experience with participants” (p. 183). Given the complexity and sensitive nature of this research, a qualitative design proceeded through a focus group interview and questionnaire as research components. The sequence of research components is in ascending order. See Figure 1.

Figure 1

Research Components



The literature review surveyed current research issues, providing a background for this study. Focus group interviews and questionnaires are equally essential qualitative research techniques for data collection. The focus group interview gathered information from a small group of qualified participants to develop open questions for the questionnaire. The questionnaire allowed additional

individuals to respond. As a form of member checking, several focus group interview respondents agreed to participate in the questionnaire, verifying data. Abridged data collected exercised precaution to preserve meaning. Cyclic qualitative data analysis revealed the participant sentiment based on recurring words. Merging responses from the focus group interview and questionnaire supplied answers to research questions. Inductive theorizing completed the research findings. All research components provided implications for future research.

Research Setting

This research occurred at Western Kentucky University (WKU), an American university located in Bowling Green, Kentucky, during the fall semester of 2019. Western Kentucky University is a community-based American institution diversified with international students.

Participants

Obtaining qualitative participants does not emphasize quantity but the characteristics of participants. Creswell and Creswell (2018) recommend 6-8 participants as valuable and manageable in qualitative interviews; however, sample size depends on the nature of the study (p. 187). According to Harding (2019), using “purposive sampling” researchers select relevant participants (p. 50). Selection criteria for qualitative studies require predisposed participants within specific settings, referred to as convenience sampling (Merriam & Tisdell, 2016).

Qualification

International students enter the United States (U.S.) through the U.S. Citizenship and Immigration Services (USCIS), requiring an F-1 or M-1 visa to study. From the researcher's perspective, there have been instances where international students with visas have gained U.S. citizenship. Considering that those individuals are not natural-born citizens, there is a slight ambiguity in what constitutes an international student.

Qualifying participants were international students visiting the U.S, or naturalized U.S. citizens, while enrolled within WKU's Ogden College of Science & Engineering's School of Engineering and Applied Sciences (SEAS) during fall 2019.

Recruitment

Recruiting students resulted in two participant groups, corresponding to the focus group interview and questionnaire. Electronic and verbal invitations gathered participants. The researcher verbally invited familiar international students enrolled in SEAS. Electronic invitations were approved by the SEAS Director and sent throughout SEAS as electronic mail messages.

Consent

Participation required informed consent. The School of Engineering and Applied Sciences distributed a focus group interview invitation. See Figure 2 in Appendix A. To participate in the focus group interview, signed informed consent was required. See Figure 3 in Appendix A. The School of Engineering and Applied Sciences distributed a questionnaire invitation. See Figure 4 in Appendix A. The

online questionnaire required electronically signed consent. See Figure 5 in Appendix A. Informed consent informed participants of research risks, benefits, purpose, and techniques to ensure confidentiality. Informed consent stated that participation was voluntary and participants could withdraw without question.

Participants were at least 18-years of age. Research design relied on convenience and purposive sampling. Personal identifiers were not reported. Seven international students attended the focus group interview lasting approximately two-hours. Their national backgrounds were from Iraq, Mexico, Peru, Saudi Arabia, and Tanzania. The focus group interview allowed for open discussion and opposing views, triangulating conclusions. Eleven international students completed questionnaires, providing 147 responses derived from 15 questions. Five questionnaire respondents interviewed traditionally, allowing the researcher to member check responses. The remaining questionnaire responses were collected online through Quatrics®. As a gratuity, all participants received refreshments.

Regarding the focus group interview, participants were male and female, but the exact ages were not reported. Two participants were refugees naturalized as U.S. citizens. Participants were undergraduates, with two participants enrolled as double majors. The demographic information for the focus group interview is below. See Table 1.

Table 1*Focus Group Interview Demographics*

Home Nation	Gender
Iraq	Female
Iraq	Male
Mexico	Male
Peru	Female
Saudi Arabia	Male
Saudi Arabia	Male
Tanzania	Male

Participants from focus group interview could participate in the questionnaire.

Demographic information from electronic respondents is unknown; however, traditionally interviewed interview questionnaire respondent's demographic information is below. See Table 2.

Table 2*Traditionally Interviewed Questionnaire Demographics*

Home Nation	Gender
Iraq	Female
Iraq	Male
Peru	Female
Saudi Arabia	Male
Tanzania	Male

Procedures

A qualitative research schedule guided the research. Prior to conducting research, the Institutional Review Board (IRB) from Morehead State University (MSU) and Western Kentucky University (WKU) mutually approved the research. Institutional Review Board approval for the focus group interview was October 11, 2019. An authorization agreement between MSU and WKU was approved October 14, 2019. Institutional Review Board approval for the questionnaire was November 19, 2019.

Data analysis was from January 13, 2020, until January 31, 2020. Qualitative Data Analysis used three coding cycles. The first cycle used focused coding. Focus coding analyzed data from the focus group interview. The second cycle used values coding. Values coding analyzed data from the questionnaires. The third cycle used theoretical coding. Theoretical coding combined responses from the focus group interview and questionnaires.

Codes from questionnaires identified core concepts. Core concept identification was from February 3, 2020, until February 16, 2020. The researcher reflected on the core concepts resulting in themes. Themes identified were from February 17, 2020, until February 22, 2020. Themes allowed the researcher to use qualitative theorizing. Qualitative theorizing explains the essence of the study. Qualitative theorizing was from February 23, 2020, until February 28, 2020. A capstone draft was submitted to the dissertation committee on February 28, 2020. See Table 3 in Appendix B.

The Focus Group Interview

Focus group interview participants met at the Industrial Education Building (IEB) in room 303 at 5:00 p.m. on October 21, 2019. Participants collectively agreed to an audio recording.

Researchers, or focus group interview moderators, must be highly susceptible to diction, tone, and meaning during conversations to activate all participants. They must also be aware of the situation and participant perspectives while remaining active listeners who avoid leading. Researchers must understand that participants are aware of research methods and tend to behave in perceptual roles. Actively questioning participants provokes quiet respondents (Colucci, 2007). Focus group interviews allow debate, leading to consensus. Active discussion guided the focus group interview.

Topic guides are an organized method to conduct focus group interviews because they allow for consistency among responses (Xerri, 2018). Topic guides phrase uncertainty into questions (Merriam & Tisdell, 2016). The topic guide specifically for this research tried to explore challenges international students face and how they cope. See Table 4 in Appendix B.

The focus group interview participants responded openly to questions introduced from the topic guide. Open questions allow for free listing (Colucci, 2007). The researcher presented questions on the topic guide but allowed respondents to discuss those topics through their perceptions. Naturalistic topic guides allow respondents to verify their responses, known as member checking (Doody et al.,

2013). The researcher concluded each focus group interview topic with member-checking.

The focus group interview employed tables and chairs arranged into an oval. Whiteboards displayed differences and commonalities among participants. The researcher regulated conversation, so quiet participants could voice their beliefs. The arrangement allowed for diversity and culminated in a new view shared by participants. The data collected during the focus group interview was audio-recorded and later transcribed manually and electronically. Consequentially, focus group interview data developed categories and specific questions for the questionnaire.

The Questionnaire

Information gathered from the focus group interview was refined into categorical questions for the questionnaire. The questionnaire contained fifteen categorized questions to enrich research data. The questionnaire was semi-structured with open-ended questions. See Table 5 in Appendix B.

The questionnaire diversified research data while allowing participants to elaborate on responses. The researcher or respondents transcribed questionnaires electronically. Focus group interview and questionnaire data were combined for qualitative data analysis.

Data

Collection

The researcher collected participant national origin and gender as demographic information. Evidence including any audio recordings, memoirs, and

participant responses collected during the focus group interview and the questionnaires followed qualitative research methods as prescribed by literature. According to Merriam and Tisdell (2016), “the much-preferred way to analyze data in a qualitative study is to do it simultaneously with the data collection” (p. 197). Although the emphasis is not on the researcher’s perspective, interpretation adds details that may become vague through time. Given the frequency of responses and the magnitude of compiled data, the researcher was precautionary to preserve and secure all data.

Compilation

The School of Engineering and Applied Sciences (SEAS) allowed a listserv, distributing invitations and the questionnaire. From the focus group interview, a digital audio recording was manually transcribed, time-stamped, and entered into Microsoft Word®. Quatrics® provided electronic questionnaire transcription. Before data analysis, focus group interview transcripts and questionnaire responses were abridged, but direct quotes presented in this study were not altered. Assuming the respondent’s first language is not English, this seemed appropriate. Password-protected computers within secured locations store data. Only the dissertation committee and authorized administration had access to information, allowing for a transparent study.

Coding

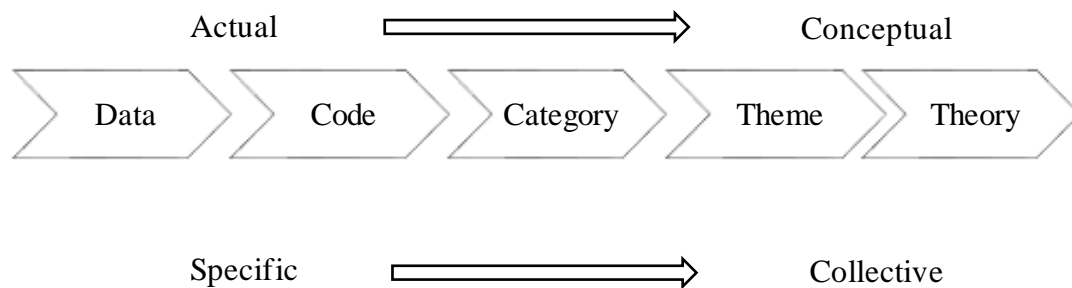
According to Hedlund-de Witt (2013), “Coding is often looking for repetitive patterns or consistency (including the pattern of idiosyncrasy). Coding may proceed

by grouping things together based on similarity but also can proceed based on commonality, which paradoxically, can consist of difference” (p. 3).

Theorizing requires a progressive transition from data to codes to categories to themes, which are not transferrable (Saldaña, 2016). This study followed the following coding sequence shown in Figure 6.

Figure 6

Analysis Sequence (Saldaña, 2016)



Qualitative data analysis consisted of code cycling. Initially, data coded manually looked for anomalies, commonalities, differences, and recurring themes. Further data analysis used NVivo 12®, a computer assisted qualitative data analysis (CAQDA). NVivo 12® determined sentiment from recurring words. Computer-generated analysis resulted in word counts, gathered from synonyms and stem words, with weighted percentages. Weighted percentages compare word frequency to total words.

Analysis

Qualitative data has no natural metric (Creswell & Creswell, 2018).

According to Saldaña (2016), coding data using continuous analysis results in “saturation” (p. 248). Qualitative data analysis and cyclic coding to answer questions as they emerge, potentially leading to additional questions.

This research cyclically coded data from the focus group interview and questionnaires. First cycle coding used focused coding. Focused coding eliminates or controls for distracting data (Saldaña, 2016). Focused coding dismisses distracting data (Saldaña, 2016). According to Saldaña, (2016), “Focused Coding enables you to compare newly constructed codes during this cycle across other participants’ data to assess comparability” (p. 243). Given the diversity of responses from the focus group interview, focused coding separated responses into either a challenge or coping.

Second cycle coding used values coding. Values coding is preferable for cultural contexts, referred to as *in vivo* (Saldaña, 2016). Values coding was used on the data collected from the questionnaires. The questionnaire examined international student values, beliefs, and attitudes. Values coding is best for open responses because it renders beliefs, values, and attitudes.

Lastly, the researcher used theoretical coding. According to Saldaña (2016), theoretical coding “functions like an umbrella that covers and accounts for all other codes and categories formulated thus far” (p. 250). Core categories summarize the major components of a study (Saldaña, 2016). Theoretical coding combined data from the focus group interview with the questionnaire, aiding qualitative theorizing.

Saturation

Qualitative research requires assorted and prolonged investigation (Wray, Markovic, & Manderson, 2007). According to van Rijnsoever (2017), information is “any source that informs the researcher” including literature (p. 5). The typical idea of data saturation occurs when no new information can be gathered from further data collection; however, “no data are ever truly saturated” (as cited in Wray, Markovic, & Manderson, 2007, p. 1400). An opposing view to the typical idea of data saturation is that prolonged research becomes counterproductive as added information does not contribute to the study; more important, population samples should reflect research objectives (Mason, 2010).

Subpopulations exist between groups where the quantity of data is not as important as the probability of observing codes (van Rijnsoever, 2017). Increasing codes during analysis increases the probability of observation, where saturation occurs when each code is observed (van Rijnsoever, 2017).

According to Saunders et al., (2018), “saturation has differing relevance, and a different meaning, depending on the role of theory, a viewpoint somewhat supported by other commentators who have questioned its application across the spectrum of qualitative methods” (p. 1898). Deductive analysis relies on predefined codes that represent a population; whereas, inductive analysis relies on thematic and theoretical saturation, where no new codes are produced or theoretical insights are achieved (Saunders et al., 2018).

This study relied on inductive thematic saturation, where codes represented response sentiment from the focus group interview and questionnaires. Codes, standing for sentiment, proceeded through three cycles of qualitative data analysis until no new information was produced, resulting in core concepts and themes.

Rationale

International students often refrain from voicing their cultural beliefs when in America. Studies have investigated the various aspects of international education and international students. Many studies rely on quantitative or mixed-methods research designs. Qualitative designs offer a more in-depth insight into the perspectives. Qualitative research often relies on open response interviews. This study developed a distinct method to implement a focus group interview and questionnaire. Using a focus group interview in combination with a questionnaire enriches the description participants provide. The results are immersive studies with greater insight into the perspective of respondents within specific settings.

Credibility

According to Merriam and Tisdell (2016), valid research findings “match reality.... Reality is holistic, multidimensional, and ever-changing” (p. 242). Researchers, as instruments, can never wholly project a reality, but researchers can trust research methods, such as triangulation and member checking.

The author is a teacher. The official position held is a Rank II Instructor for the Architectural Science (AS) program at WKU. During this time, the author has helped approximately one hundred or more international students. The author is

completing a Doctor of Education (EdD) program and has multiple degrees in the engineering disciplines and educational arts.

Research duration immersed the researcher with participants for approximately seven weeks. Given the length of the study and verification from participants, the researcher made valid attempts to ensure credibility.

Member Checking and Triangulation

Triangulation increases the credibility of a study by using a multitude of data, investigators, methods, or theories (Merriam & Tisdell, 2016). According to Merriam and Tisdell (2016), triangulated data is “interview data collected from people with different perspectives or from follow-up interviews” (p. 245). According to Creswell and Creswell (2018), “themes are established based on converging several sources of data or perspectives from participants, thus this process can be claimed as adding to the validity of the study” (p. 200).

The focus group interview topic guide had topics derived from the review of literature. Focus group interview participants supplied opposing views on literature topics, where information among individuals resulted in a triangulated perspective. Focus group interview respondents aided the researcher by displaying responses on a whiteboard, while confirming or revising information. Displaying statements allowed the participants to alter or elaborate on perspectives, gaining consensus. This technique allowed for triangulation of information along the literature, individuals, and the focus group.

According to Creswell and Creswell (2018), member checking is a form of internal validity meant to “ensure the truth value of the data” (p. 208). Researchers suggest member checking throughout the research process (Merriam & Tisdell, 2016). According to Merriam and Tisdell (2016), member checking, or respondent validation, is meant to “solicit feedback on your preliminary or emerging *findings* from some of the people you interviewed” (p. 246). Giving participants control to change statements counteract fixed research methods, allowing for a flexible transaction (Koelsch, 2013). Member checking empowers participants by allowing modified statements while ethically bounding the study (Buchbinder, 2011).

Traditionally interviewed questionnaire respondents verified their answers while participating, resulting in member checking. The researcher allowed respondents to verify or alter their statements. The process returned the written transcripts to the participants to ensure the statements conveyed the respondent’s sentiment.

Although member checking was used through oral verification of responses with participants during the focus group interview and traditionally interviewed questionnaire respondents, the online questionnaires gathered remote responses lacking a technique for member checking.

Consistency

Consistency is the replicability of research content (Merriam & Tisdell, 2016). Internal validity is reliable data obtained from multiple sources (Merriam & Tisdell, 2016). The research literature provided background knowledge for the researcher to

develop questions and probe responses, compliant with current research.

Triangulation and member checking techniques during data collection ensured the responses reflect various participant values, beliefs, and knowledge. Abridged transcripts preserved meaning. Qualitative data analysis revealed consistency in the literature as well as contrast among responses.

Transferability

Transferability, a form of external validity, is the capability to replicate findings from one study into others (Merriam & Tisdell, 2016). A suggestion to ensure external validity within qualitative research is to theorize (Merriam & Tisdell, 2016). Theories are universal concepts or ideas that originate from fact (Merriam & Tisdell, 2016). This research used qualitative theorizing to summarize all challenges and coping experienced by a purposive convenience sample studying science in a community-driven university. The current study is non-transferable.

Ethical Considerations

This research involved a distinct population. Safeguards to prevent ill-mannered or unethical outcomes included respecting individual and group values, rights, opinions, and requests. Sensitive information remains confidential. Respect for institutions of MSU and WKU included conforming to permissions and policies. As a safeguard, all communication stayed transparent. Participants were officially and verbally informed of the research intentions. Research obtained willing participants on confidential terms. Both MSU and WKU authorized the ethical administration of

the research. The researcher explained any personal positions, clarifying bias. Any non-compliance among all vested parties would have halted further publication.

Chapter 4: Findings

Research Questions

The following questions guided this research:

- What challenges do international students perceive as impeding their learning experience?
- How do international students cope with those perceptual challenges?

Objective

This research aimed to investigate the perceived challenges international students experience and how they cope. Following conventional qualitative research designs, cyclic coding of data and interpretation revealed categories, core concepts, and themes to theorize.

Focused Coding

The methodology of this research gathered information from the literature to develop topics presented in the focus group interview. Data from the focus group interview divided responses into either perceived challenges or coping.

The first cycle coding abridged the transcript to remove distracting data for focused coding. Challenges reported by focus group interview respondents were tabulated. See Table 6 in Appendix B. Coping reported by focus group interview respondents tabulated. See Table 7 in Appendix B.

NVivo 12® produced a word count from the two groups. The word count of international students' perceived challenges is in Table 8 in Appendix B. The word count of international students' coping responses is in Table 9 in Appendix B.

Teachers was a highly frequent word count under challenges. *Learning* was a highly frequent word count under coping.

Values Coding

The focus group interview resulted in categorized questions for the questionnaire. Second cycle qualitative coding used values coding. Values coding is beneficial to explore the attitudes, beliefs, and values of participants to articulate their worldview (Saldaña, 2016). Values coding analyzes sentiment by quantifying words, including stem words and synonyms, to represent attitudes, beliefs, and values. The questionnaire is in Table 5 in Appendix B.

There were eleven questionnaire respondents. Responses from each question were abridged and combined. A codebook was used to code responses. See Table 10 in Appendix B. NVivo 12® supplied a word count. Each question from the questionnaire was analyzed individually, comparing response variance.

Question 1

Question 1 on the questionnaire showed international student perceptions of hospitality at the university and how they react. Meaningful codes were “welcomed” and “sometimes welcomed.” Most international students believed they were welcomed at the university because they assimilate culture. A respondent stated,

“Culture and religion are assimilated. Religion is diverse on campus and respected”.

Another respondent indicated:

Really comfortable international suitable. Pushes you to do best. Cant be as natural as home. But differnt culture, So, important to make adjustment here. Never lose essence. Personality ability ancd thinking, may have to adapt. But, from a different home, do not have to hide.

Other respondents believed they were sometimes welcomed. A respondent stated, “I feel as welcomed as everyone else, except in my English class”. Another respondent stated, “I feel I’m welcomed as much as others but not in every situation. Sometimes I feel students judge me because I didn’t grow up in America but, I also know people who can understand my situation and never misjudge me”. Another respondent stated, “I feel welcomed sometimes. That is because some people (staff and students) like to help you to be successful, but not always”.

NVivo 12® produced a word count. The international students’ “belief of welcome” word count is in Table 11 in Appendix B.

Question 2

Question 2 on the questionnaire showed international student perceptions of university contradictions and their response. Meaningful codes were “contradictive” and “nothing contrary.” Most international students believe the university has contradictive intentions. A respondent indicated:

The university believes they want to help us, but in reality, the university are doing the opposite many different ways. For example: high bills every student

pays to receive better education. What I mean by that is the international students are paying double and receive the same education compared to other students.

Other respondents believed nothing was contrary at the university. A respondent stated, “They advertise a very friendly environment, and in reality, that is not the case.” Another respondent stated, “Up until now I have not experience anything that would make me think that the university is being contradictive”.

NVivo 12® produced a word count. The international students’ “attitude toward university contradiction” word count is in Table 12 in Appendix B.

Question 3

Question 3 on the questionnaire showed international student teaching style preferences and why those are preferred. Meaningful codes were “adaptive,” “experiential,” “considerate,” and “outgoing.” Most international students believe considerate teachers are effective. A respondent stated, “Involved teachers are helpful because they accomplish learning. Do not need lectures. Presuming students do not know things is wrong. Show and tell works best to increase understanding.”

Other respondents believe outgoing teaching styles are effective. A respondent stated, “Ensuring every student understands what is being thought at that moment. For example, the professor walks around to every student making sure that no one is falling behind. It’s especially helpful for students where English is not their first language.” Other respondents believe traditional teaching techniques were effective, preferring an experiential teaching style. Other respondents believed adaptive

teaching style were most effective. A respondent stated, “Adaptive teaching style is best for international students because they might not understand complex grammar and diction where even American students struggle. Talk to students individually and when struggling.”

NVivo 12® produced a word count. The international students’ “attitude toward teaching style” word count is in Table 13 in Appendix B.

Question 4

Question 4 on the questionnaire showed international student perceptions of inattentive teachers and the effects. Meaningful codes were “interruptive,” “interpretative,” “frustrated,” and “disappointed.” Most international students believe that teachers who do not take their time with students are frustrating. A respondent stated, “I lose respect for that teacher. Reduced motivation effecting attendance. Feel unimportant. Motivation and will are lost. Becomes stressful and frustrating.”

Other respondents believed they were disappointed. A respondent stated, “When in need of assistance, effects my academic performance. I wouldn’t understand the material fully causing me to fall behind.” Other respondents believed teachers were inconsiderate. A respondent stated, “There are many inconsiderate teachers who do not care if students succeed. Some teachers do not reflect on why their students are subpar; therefore, they never realize or solve this problem.” Other respondents believed it was best to interrupt and ask questions when teachers are inattentive.

NVivo 12® produced a word count. The international students' "attitude toward inattentive teachers" word count is in Table 14 in Appendix B.

Question 5

Question 5 on the questionnaire showed international student perceptions of unclear teachers and how they contend. Meaningful codes were "collaborative," "inquisitive," and "frustration." Most international students believe in questioning teachers when they are unclear. A respondent stated, "Teacher is expert. Some teachers cannot deliver knowledge. Allow the teacher to explain their expert perspective. This teaches the teacher to teach. Nice teachers are willing. Students help teachers when they are helpful. Students understand humans make mistakes."

Other respondents became frustrated. A respondent stated:

It's hard to contend with these types of teachers. They expect you to succeed although teaching is questionable. I do not want to blame the teachers, but to succeed then adaptive teaching is needed. They must be helpful. The word "teacher" means a lot. Teachers must dedicate themselves and if they cannot do not become a teacher. The students will never forget their good teachers because they will be part of their families who helped them succeed.

Other respondents believed collaboration with peers clarified teachers. A respondent stated, "Ask other students to help." Another respondent stated, "Attenuative tutoring so I actually learn the material."

NVivo 12® produced a word count. The international students' "attitude toward unclear teachers" word count is in Table 15 in Appendix B.

Question 6

Question 6 on the questionnaire showed international student perceptions of American measurement and how they develop skills. Meaningful codes were “confusing,” “difficult,” and “unfamiliar.” Most international students believed they were unfamiliar with American measurement. A respondent stated, “Most international students and institutions use metric. First time in my life ever seen American inches. Only America uses imperial. Very confusing. Know more now once familiarized. Practice with measurements. Now, I know more about inches than centimeter.”

Other respondents believed American measurement was difficult. A respondent stated, “It’s like learning the measurement system all over again. Which just means more work for the student. Has not affected me negatively since I am familiar”. A respondent believed American measurement was confusing. A respondent stated, “Confusing at first, but I’m slowly starting to understand, although remains confusing at times.”

NVivo 12® produced a word count. The international students’ “attitude toward American measurement” word count is in Table 16 in Appendix B.

Question 7

Question 7 on the questionnaire showed international student perceptions of reluctant speech and what encourages them. Meaningful codes were “collaboration,” “necessity,” “others initiate,” “problems,” and “seclusion.” Most international students’ attitude towards encouragement is to wait until others speak. A respondent

stated, “When peers have similar struggles, it encourages me to speak. Then I know I’m not alone and I won’t look bad.”

Other respondents’ attitude towards encouragement is to speak out of necessity. A respondent stated, “Necessity, if there is no choice. When I need to ask a question or I need an answer, I will speak.” A respondent’s attitude towards encouragement was to solve problems. A respondent’s attitude towards encouragement as they preferred secluded classes. A respondent’s attitude towards encouragement was to collaborate. A respondent stated, “When familiar with the knowledge I am encouraged to share. Knowledge development is encouraging. When I am curious or the subject is intriguing I am encouraged to speak.”

NVivo 12® produced a word count. The international students’ “attitude toward encouragement” word count is in Table 17 in Appendix B.

Question 8

Question 8 on the questionnaire showed international student perceptions of the unreliability of university support and how they progress independently. Meaningful codes were “absent” and “inattentive.” Most international students believe university support is absent. A respondent stated, “Administration does not explain to faculty international students have difficulty understanding language accents and fast speech.” Another respondent stated, “There are not programs that help international students struggling to understand American culture.”

Other respondents believe the university is inattentive to support. A respondent indicated, “Support systems cater only to the local students in general and not anything specific tutoring for international students.”

NVivo 12® produced a word count. The international students’ “attitude toward university support” word count is in Table 18 in Appendix B.

Question 9

Question 9 on the questionnaire showed international student perceptions of lab accommodations and how they react to unfeasible labs. Meaningful codes were “feasible,” “inaccessible,” and “lacking.” Most international students believe labs are feasible. A respondent stated, “Labs are good. They are very accessible 24 hours. I absolutely love the labs. I believe it is feasible.”

A respondent believed there was a lack of resources in labs. A respondent believed labs are inaccessible. A respondent stated:

Labs we have are very good and have resources, but have limited availability.

Time allowed does not match with class time. Lecture and lab combined are not enough time. We need time to focus. Students should not be rushed.

Students take risk because they do not have enough time to complete work.

Students are not the problem it is the school who needs to plan better.

NVivo 12® produced a word count. The international students’ “attitude toward lab feasibility” word count is in Table 19 in Appendix B.

Question 10

Question 10 on the questionnaire showed international student perceptions of financial difficulties and how they compensate. Meaningful codes were “tuition costs,” “hidden costs,” “fees,” and “insufficient funds.” Coding resulted in equal distribution within transcripts. Some international students believe tuition cost is a financial difficulty. A respondent stated, “University is a business where international students pay double for the same service.”

Other respondents believe insufficient funds were a financial difficulty. A respondent stated, “I can’t receive financial aid. Per semester I compete for scholarships.” Other respondents believe fees were a financial difficulty. A respondent stated:

Fees are killing students. Not enough parking so they get tickets. Fees are on everything. Why do we pay fees, when we pay tuition, housing, food, living expenses including cars and healthcare? We pay \$13,000.00 every semester for tuition. Fees increase every semester exponentially. Money comes mainly from students. Students cannot focus on knowledge because we have to maintain finances.

Other respondents believed hidden costs were a financial difficulty. A respondent stated, “Very expensive for international students. They have to pay more than any other students in everything. Tuition, medical, and many other fees.”

Another respondent stated:

Books and materials are expensive in addition to the rising price of tuition. All adds up affecting the economy over time. University meal plan is getting more expensive. Consume as much as university sells you, but you lose it if you do not use it.

NVivo 12® produced a word count. The international students' "attitude toward financial difficulties" word count is in Table 20 in Appendix B.

Question 11

Question 11 on the questionnaire showed international student perceptions of the value of an American degree and what they expect. Meaningful codes were "high return," "reputable," and "parallel." Most international students believe the American degree is reputable. A respondent stated, "The American degree is high value in the other countries. American degree holders are preferred for employment. Reputation distinguishes. That is why we came all the way here."

Other respondents believed the American degree offered a high return on their investment. A respondent stated, "My family believes an American degree will give me a better life than what they had. I'm a first-generation college student so they value it a lot." One respondent believed the American degree was parallel to other nations. A respondent stated:

All degrees are valued. Reason we chose America is so we can get to know American culture. Purpose of sending students and spending billions is to learn how to react, be polite, be wise with money, and experience in culture.

Life is bigger than degree. Get to know people and become respectful, expand cultural, and broaden experience.

NVivo 12® produced a word count. The international students' "attitude toward the American degree" word count is in Table 21 in Appendix B.

Question 12

Question 12 on the questionnaire showed international student perceptions of how attending affects their family finances and how it affects them. Meaningful codes were "strained" and "fully funded." Most international students' believed their education strained their family. A respondent stated:

Family budget greatly effected. They have to be careful spending. We try to cooperate. It's based on a future and risky. I don't waste money because it is a family value. The family is collaborative. Managed to gain a FUSE grant.

Other respondents' families were not strained because their home nation fully funded their studies. A respondent stated:

My family does not pay, my country does. Many international students' families do pay. Stress within struggling families may result in grades low where they become desperate. No opportunity for payment plans. No one understands not all students are the same. If you want more international students then get to know them. International students cannot make money here. If they want more money, give us more campus jobs.

NVivo 12® produced a word count. The international students' "familial values" word count is in Table 22 in Appendix B.

Question 13

Question 13 on the questionnaire showed international student perceptions of tuition use at the university and how it affects them. Meaningful codes were “appropriate,” “wrong,” “imbalanced,” “irrelevant,” and “uncertain.” Most international students believe tuition use is imbalanced. A respondent stated:

Not used effectively. Above tuition, we still pay for resources. Difficult finding economic resources. We are here to learn and not to spend money, lose money, or become desperate. Makes me feel regretful. If I had the chance I may not have come here. I have to stay one more year. Decision was bad, but every year more rules and fees are added. They are killing us. Makes us stressed and desperate. Almost withdrew and went home because so much money is spent. Example is meal plan. Is like stealing but yet legal.

Dominance. They know they rule, and they know it is hard for students, so they take advantage.

Another respondent stated, “My tuition is used at the University’s discretion. Education is a business, so the money will be used to make more money.” Another respondent stated, “It is used in a fair way. It would be better if international students did not pay double what Americans pay.”

Other respondents believed tuition is used wrongly. A respondent stated, “Most of our tuitions goes toward sports which I do not promote.” Another respondent stated, “They do not use it to help international students.” A respondent believed tuition use is irrelevant. A respondent stated, “Offer things that are not

useful for me. Useful promises. Non-value promotions are not directed towards students.” A respondent believed they were uncertain about how the university uses tuition. A respondent stated, “I do not know specifically how tuition is used. I know that the university is improving on somethings on campus like housing improvements. I would like to think that it’s being used for that.” A respondent believed tuition was used appropriately. A respondent stated, “I believe it is used in a valuable way.”

NVivo 12® produced a word count. The international students’ “attitude towards tuition use” word count is in Table 23 in Appendix B.

Question 14

Question 14 on the questionnaire showed international student perceptions of medical treatment and how they ensure treatment. Meaningful codes were “expensive,” “covered,” and “without.” Most international students believed medical treatment is not a problem because they have insurance. A respondent stated, “I have insurance. Very important. Our government makes sure all hospital bills are paid. University is taking advantage with their relationship with my country. Other countries do not have coverage. They take advantage of students based on nationality.”

Other respondents believed medical treatment is difficult to obtain because of expense. A respondent stated, “Medical is expensive. Prefer to die than go to hospital. Insurance helps, but in case of emergency. Willing to risk. Law requires insurance coverage. Coverage is worth it. Still a burden if we get sick or hurt.” A respondent

believed because they are without medical insurance, they must accept health risks. A respondent stated, “It is hard especially for the students without insurance. They must treat themselves because it is better than owing what you do not have.”

NVivo 12® produced a word count. The international students’ “attitude toward medical treatment” word count is in Table 24 in Appendix B.

Question 15

Question 15 on the questionnaire showed international student perceptions of safety at the university and their reaction to unsafe feelings. Meaningful codes were “safe,” “threatening,” “uncertain,” and “ordinary.” Most international students’ attitudes toward campus safety is they are safe. A respondent stated:

Feel totally safe here. All systems are secure and there are emergency podiums. Even with a low crime rate here, my country is worse. If I ever feel unsafe, I will act accordingly. Even though I never felt unsafe, I still sometimes feel unsure. Outside university I have no idea. Administration only informs international students for campus.

Other respondents’ attitudes are that campus safety is threatening. A respondent stated, “I don’t ever feel safe in America. School shootings at unexpected places are becoming common.” Another respondent stated:

Campus feels safe, but labs are not as safe. Lab equipment is sketchy. Equipment is unreliable, old, and unsafe. No choice but to be cautious and careful when in labs. We watch out for each other. If another student gets hurt I sympathize.

A respondent's attitude was that campus safety was ordinary. A respondent stated, "I feel fine. Not too safe or unsafe. If, under circumstance, I felt unsafe I would call for help." A respondent's attitude was campus safety was uncertain. A respondent stated, "It's safe, but we do not know what can happened in a moment."

NVivo 12® produced a word count. The international students' "attitude toward campus safety" word count is in Table 25 in Appendix B.

Theoretical Coding

Theoretical coding examines a phenomenon from a holistic view. Theoretical coding investigated international student perceptions from both the focus group interview and the questionnaire, to disregard group segmentation. Cyclic coding enhanced consistency between data from the focus group interview and questionnaire.

Analyzing the word count from the focus group interview and questionnaires combined, international students pay a premium, rely on teachers, understand long-term effects, and modify their language. International students must adjust by learning both their academic subjects and American customs. The risk of failure concerns international students, while a successful return is promising. Isolation and unfamiliarity are frequent experiences described by respondents, as well as monitoring of finances and self-consciousness.

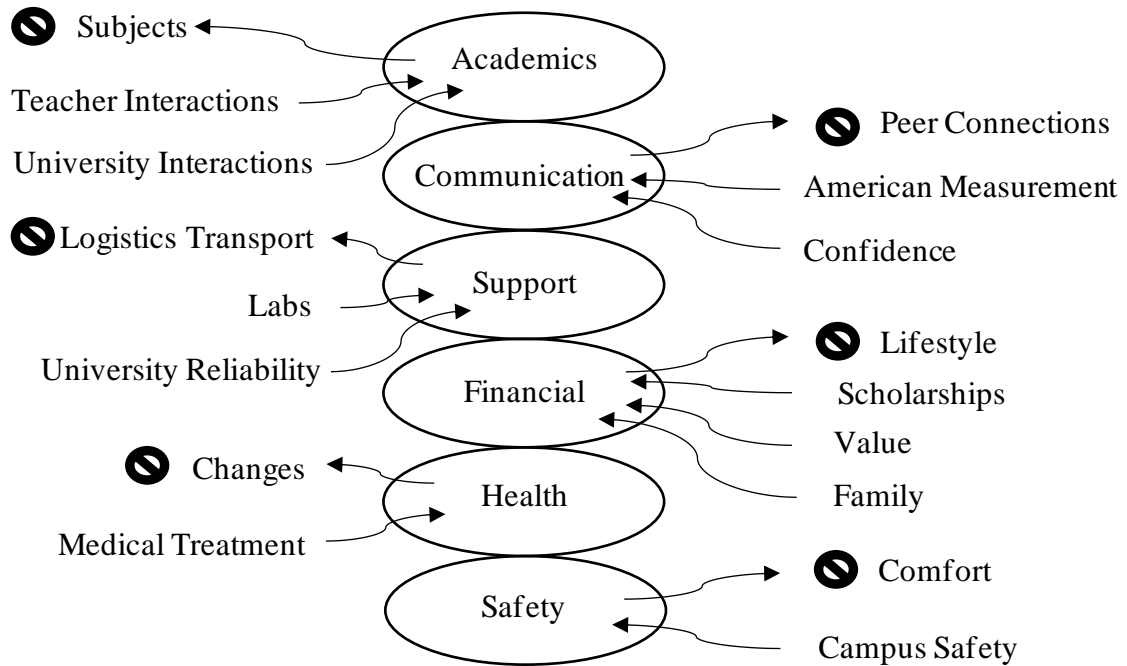
NVivo 12® produced a word count. The holistic word count from all responses is in Table 26 in Appendix B.

Categories

Categories develop from explicit words, while themes develop from implicit words (Saldaña, 2016). Data from the focus group interview refined focus group interview topics into categories. Clustering data organized it into categories.

The categories that developed from the focus group interview are academics, communication, support, financial, health, and safety.

Irrelevant focus group interview topics were removed using focused coding, while new data from the focus group interview developed into categories. The first eight focus group interview topics converted into six categories for the questionnaire. In the diagram below, no symbols with arrows outward from the categories show removed focus group interview topics. Arrows inward toward categories show data added by focus group interview respondents. See Figure 7.

Figure 7*Category Development**Legend:*

⊘ No symbols indicate removed topics.

Focus group interview respondents indicated minor concern with academic subjects while stressing the importance of teacher interaction as an academic concern.

Focus group interview respondents indicated minor concern with peer connections while stressing the importance of American measurements as a communication concern. Focus group interview respondents indicated minor concern with transportation while stressing unreliable university support and labs as a support

concern. Focus group interview respondents indicated minor concern with their lifestyle while stressing effects on their families and concerns when they return home. Focus group interview respondents indicated minor concern with changes in their health while stressing the importance of medical treatment as a health concern. Focus group interview respondents indicated minor concern with personal comfort while stressing the importance of campus safety as a safety concern.

Academics

The academics topic revealed concern with trust between students, teachers, and the university. Teaching style was a prominent concern among international student respondents. Interesting perspectives showed concern with methods of teaching, presentation, and interaction. International students indicated there was inconsistency among teaching styles and inequality by paying premium tuition.

The academics challenges were central to teaching. Research on teacher preparation in multicultural classrooms is abundant. A respondent stated, “Invest in a different way of teaching.... Different ways of learning.” For international students, additional stress challenges their focus. During the focus group interview, a student suggested, “They should do like this,” implying a focus group. Teachers are at the forefront of interaction for international students. International students rely heavily on their relationships with teachers. Coping included seeking support from teachers formally or informally. Seldom did respondents trust peers. Academic subjects were a minor challenge. Academics became a questionnaire category, allowing for more questions related to teaching on the questionnaire.

Communication

The communications topic revealed concern with American methods of measurement and relying on teacher interactions. International students indicated their primary source to gather information was through teachers. International students cautiously selected language before speaking and were uncomfortable with isolated attention. American measurement required added cognitive processing and practice among international students.

The communication challenges included language barriers, consisting of abbreviations, acronyms, homonyms, and American measurement. Research on language deficiency identification is abundant. This research found American measurement a challenge. International students are entirely within an unfamiliar environment of measurement. Coping included repeated practice, often returning students to confusion. Respondents believed learning American measurement was futile, relapsing when home. Other coping techniques relied on non-verbal cues or body language. International students indicated their sense of body language increased. Another challenge was discrimination. A respondent stated, “whenever he heard of international student, he will idea about them, they are all plagiarizing all the classes, they don’t do any work.” Respondents coped by advocating for equality. Communications became a questionnaire category, allowing for more questions on American measurements.

Support

The support topic revealed concern with university reliability. International students indicated a negative university attitude, described as materialism, which affected international student motivation. International student respondents indicated concern accessing labs.

The support challenges were feelings of inequality caused by paying premium tuition while receiving inadequate support. Research on the absence of international student support is abundant. A respondent stated, “Everybody’s going to be given the same thing.... There is no difference between international students.” Coping included self-monitoring and advocating for support independently. A respondent stated, “I can teach people about my culture.... Expand culture.” Respondents indicated an attitude of inconsideration and a lack of accountability on behalf of the university. Others coped by developing a passive attitude. Support became a questionnaire category allowing for more questions on university reliability and labs.

Financial

The financial topic revealed concern with scholarships, personal finances, familial contribution, university expenditures, and education as an investment. International students indicated variation among scholarship awards. International students without awards place strain on their families. International students perceived university policies to be irrational. International students mitigated risks believing their future would be promising with an American degree.

The financial challenge was the scholarship variance among international students. Research on the effects of scholarship variations among international students is uncommon. Some international students are independent, while others rely on their families. International students without scholarships coped by budgeting and seeking additional income, limiting some to campus jobs. A respondent stated, “The more you pay, the more motivated you’ll be.” International students without scholarships financially strained their families. Respondents with government scholarships were aware of this distinction and sympathized with their peers. Other challenges respondents indicated were hidden costs and fees. Coping included budgeting effectively while remaining optimistic. Financial became a questionnaire category allowing for more questions on scholarships, tuition, and family values.

Health

The health topic revealed difficulties paying for treatment if an international student is ill or injured. International students indicated insurance coverage variation. International students sought alternatives and were uncertain why the cost of medical treatment is high.

The health challenges were medical treatment costs and insurance coverage. Research on international student medical coverage is uncommon. International students without medical insurance were concerned about how accepting treatment would affect their finances. Respondents were uncertain why American medical treatment was expensive. Coping included using free services and home remedies.

Health became a questionnaire category allowing for more questions on medical treatment.

Safety

The safety topic revealed concern with personal safety, classroom training, individual attitude, and campus safety systems. International students indicated current safety systems were unpredictable.

The safety challenges were uneasy feelings, considering reports of school violence and classroom safety. Research on international student perceptions of campus safety is uncommon. Respondents indicated concern when working in science labs, where restricted schedules resulted in haste. Coping included individual strategies of safety awareness and self-monitoring behavior. Safety became a questionnaire category allowing for more questions on the university environment.

Core Concepts

Evident and subtle ideas from questionnaire responses developed into core concepts, resulting in themes. Relying on word count frequency alone might result in misinterpretation. Although valid, core categories ignored single word counts instances. Each core category contained consistencies and variations. Each question on the questionnaire produced a core concept.

Analyzing all core concepts resulted in three pivotal relationships: autonomy, teaching, and the university. Teachers, students, and the university have influence derived from intelligence, motivation, and resources. The construct of this relationship is through policy, provision, and individual position.

The following core concepts emerged from the questionnaire: hospitality, contradictions, teaching style, consideration, clarity, American measurement, confidence, support, labs, financial, American degree, family, mutual dependence, medical treatment, and safety.

Hospitality

Questionnaires contained frequent words such as “religion,” “home,” “comfortable,” and “culture” supporting international students’ perception of hospitality. Based on respondent sentiment, international students are adjusting to American culture while discerning how the university welcomes their culture. See Figure 8 in Appendix A.

Approximately 64% of respondents felt welcomed at the university but failed to mention challenges or coping. Approximately 36% of respondents felt sometimes welcomed, challenging them with evident prejudice. They coped by modifying language and behavior.

Contradictions

Questionnaires contained frequent words such as “education,” “pay,” “high,” and “learn” supporting international students’ perception of university contradictions. Based on respondent sentiment, many international students feel the university advertises a thriving international education that is not evident, while some were neutral. See Figure 9 in Appendix A.

Sixty percent of respondents reported university contradictions, challenging their progress within the university. They coped by accepting debt to sustain their

education. Forty percent of respondents reported university support but failed to mention challenges or coping.

Teaching Style

Questionnaires contained frequent words such as “lecture,” “teaching,” “effective,” “good,” “help,” and “understand” supporting international students’ perception of effective teaching style. Based on respondent sentiment, international students respected many teaching styles. See Figure 10 in Appendix A.

Forty percent of respondents preferred considerate teaching styles, challenging cultural adaptation. They coped by developing an appreciative attitude. Thirty percent of respondents preferred experiential teaching styles, challenging their ability to cooperate. They coped by interacting within their classes. Twenty percent of respondents preferred outgoing teaching styles, challenging their expansion of knowledge. They coped by seeking attention. Ten percent of respondents preferred adaptive teaching styles, challenging cultural adaptation. They coped by focusing on grammar and diction.

Consideration

Questionnaires contained frequent words such as “assistance,” “care,” “effects,” “understand,” and “inconsiderate” supporting international students’ perception of inattentive teachers. Based on respondent sentiment, international students understood inattentive teachers as resulting in academic distress. See Figure 11 in Appendix A.

Approximately 37% of respondents were frustrated by swift teachers, challenging them to internalize knowledge. They coped by struggling independently. Approximately 27% of respondents were disappointed by swift teachers, challenging academic performance. They coped by reviewing course materials. Approximately 27% of respondents felt inconsiderate of swift teachers, challenging their motivation to learn. They coped by diminishing confidence within those teachers. Approximately 9% of respondents interrupted swift teachers, challenging them to interject. They coped by immediately questioning teachers or asking after class.

Clarity

Questionnaires contained frequent words such as “ask,” “help,” “learn,” “expert,” “questions,” and “succeed” supporting international students’ perception of unclear teachers. Based on respondent sentiment, international students differed on how they clarified information. See Figure 12 in Appendix A.

Seventy percent of respondents questioned teachers when teachers were unclear, challenging them to seek teacher attention. They coped by scheduling office hours or asking questions after class. Twenty percent of respondents relied on their peers when teachers were unclear, challenging them to confide in others. They coped by creating peer connections or finding tutors. Ten percent of respondents became frustrated when teachers were unclear, challenging them to struggle alone. They coped by questioning teacher ability.

American Measurement

Questionnaires contained frequent words such as “know,” “uses,” “big,” “first,” “system,” “confusing,” “difficult,” and “time” supporting international students’ perception of American measurement. American measurement, consisting of the yard as opposed to the meter, the gallon as opposed to the liter, et cetera, is also known as the Imperial measurement system. Based on respondent sentiment, international students were primarily learning a new measurement system. See Figure 13 in Appendix A.

Precisely 62.5% of respondents were unfamiliar with American measurements, challenging them to learn a completely new system. They coped by practicing. Twenty five percent of respondents found American measurement difficult, challenging their understanding. They coped by practicing. Precisely 12.5% found American measurement confusing, challenging them to proceed slowly. They coped by repeatedly practicing.

Confidence

Questionnaires contained frequent words such as “ask,” “encouraged,” “knowledge,” “question,” “speak,” and “need” supporting international students’ perception of speech encouragement. Based on respondent sentiment, international students sought ideal situations to speak. See Figure 14 in Appendix A.

Forty percent of respondents spoke when others initiated, challenging them to modify their language. They coped by seeking encouragement. Thirty percent of respondents spoke out of necessity, challenging them to concentrate on course

material. They coped by struggling with classroom performance. Ten percent of respondents spoke when problems occurred, challenging them to enhance their strategies. They coped by approaching teachers. Ten percent of respondents spoke in collaboration, challenging them to express tacit knowledge. They coped by reciting knowledge. Ten percent of respondents spoke when secluded in small classes. They failed to mention challenges or coping.

Support

Questionnaire contained frequent words such as “language,” “help,” “housing,” “advisors,” “alternative,” “difficult,” “fast,” “office,” and “understand” supporting international students’ perception of university support. Based on respondent sentiment, international students differed in their reliance on university support. See Figure 15 in Appendix A.

Precisely 62.5% of respondents believed university support is absent, challenging them to rely on themselves. They coped by procuring personal support. Precisely 37.5% of respondents believed the university support is inattentive, challenging them to correct decisions on policy. They coped by working with their administration.

Labs

Questionnaires contained frequent words such as “available,” “need,” “time,” “good,” “close,” “resources,” “hours,” and “limited” supporting international students’ perception of hospitality. Based on respondent sentiment, international students confirmed the importance of lab feasibility. See Figure 16 in Appendix A.

Approximately 72% of respondents indicated feasible labs, but failed to mention challenges or coping. Approximately 14% of respondents indicated inaccessible labs, challenging them to manage time and resources. They coped by being hasty. Approximately 14% of respondents indicated under-resourced labs, challenging them to procure resources independently. They failed to mention how they coped.

Financial

Questionnaires contained frequent words such as “pay,” “expensive,” “tuition,” “fees,” “books,” “rising,” “time,” “double,” and “holds” supporting international students’ perception of financial difficulties. Based on respondent sentiment, international students differed in their attention to financial problems. See Figure 17 in Appendix A.

Twenty five percent of respondents indicated financial difficulties due to tuition, challenging them to seek additional income to pay premium tuition. They coped by developing a prudent economic attitude. Twenty five percent of respondents indicated financial difficulties due to fees, challenging their focus. They coped by questioning their administration and accepting economic strain. Twenty five-percent of respondents indicated financial difficulties due to insufficient funds, challenging them to budget efficiently. They coped by applying to scholarships or paying when funds became available. Twenty five percent of respondents indicated financial difficulties due to hidden costs, challenging them to be sensible with spending. They failed to mention how they coped.

American Degree

Questionnaires contained frequent words such as “get,” “valued,” “culture,” “experience,” “job,” “reputation,” “expect,” and “high” supporting international students’ perception of an American degree. Based on respondent sentiment, international students differed on their expectations of an American degree. See Figure 18 in Appendix A.

Fifty percent of respondents believed the American degree to yield a high return, challenging them to complete programs. They coped by anticipating a promising reputation. Precisely 37.5% of respondents believed the American degree is reputable, challenging them to distinguish themselves globally. They coped by planning for a promising return. Precisely 12.5% of respondents believed the American degree was parallel to degrees worldwide, challenging them to consider other nations. They coped by embracing their cultural exchange.

Family

Questionnaires contained frequent words such as “get,” “aid,” “pay,” “greatly,” “effect,” “money,” “careful,” and “stress” supporting international students’ perception of familial financial strain. Based on respondent sentiment, international students differed related to their home nation’s scholarship. See Figure 19 in Appendix A.

Approximately 57% of respondents believed they strained their family’s finances, challenging them to contend with excessive spending. They coped by seeking additional revenue and anticipating a positive return to their families.

Approximately 43% of respondents were funded by their home nation, so they did not affect their family's finances. Fully funded respondent's government challenged them to perform well. They failed to mention how they coped.

Mutual Dependence

Questionnaires contained frequent words such as "used," "money," "students," "international," "pay," "bad," "desperate," "resources," and "learn" supporting international students' perception of tuition use towards international student support. Based on respondent sentiment, international students differed on how they felt supported by the institution. See Figure 20 in Appendix A.

Precisely 37.5% of respondents believed tuition use is imbalanced, challenging them to accept the university's leadership. They coped by tolerating institutional disparities. Twenty five percent of respondents believed tuition use is wrong, challenging them to question university expenditures. They failed to mention how they coped. Precisely 12.5% of respondents believed tuition use is irrelevant, challenging them to obtain personal support. They coped by seeking sponsorships. Precisely 12.5% of respondents believed tuition use is uncertain but failed to mention challenges. They coped by assuming tuition improved the university. Precisely 12.5% of respondents believed tuition use is appropriate. They failed to mention challenges or coping.

Medical Treatment

Questionnaires contained frequent words such as "insurance," "coverage," "difficult," "expensive," "hospital," "medical," and "emergency" supporting

international students' perception of medical treatment debt. Based on respondent sentiment, international students differed based on insurance. See Figure 21 in Appendix A.

Fifty percent of respondents had medical coverage but failed to mention challenges or coping. Precisely 37.5% of respondents believed medical treatment is expensive, challenging them to remain healthy. They coped by financially preparing. Precisely 12.5% of respondents were medically uninsured, challenging them to rely on home treatment. They coped by avoiding treatment.

Safety

Questionnaires contained frequent words such as “safe,” “feel,” “unsafe,” “campus,” “ever,” “felt,” “labs,” “careful,” “emergency,” and “places” supporting international students' perception of campus safety. Based on respondent sentiment, international students were aware of campus safety and relied on situational awareness. See Figure 22 in Appendix A.

Fifty percent of respondents believed campus was safe. They failed to mention challenges. They coped by memorizing safety protocol. Twenty five percent of respondents believed campus was threatening, challenging them to become cautious. They coped with concerns of violence or injury. Precisely 12.5% of respondents believed campus safety was ordinary. They failed to mention challenges. They coped by memorizing safety protocol. Precisely 12.5% of respondents believed campus safety was uncertain. They failed to mention challenges or coping.

Themes

Themes result from either deductive or inductive research approaches (Harding, 2019). Contextually summarizing excessive data aggregates into themes (Creswell & Creswell, 2018). According to Saldaña (2016), “a theme is an outcome of coding, categorization, and analytical reflection, not something that is, in itself, coded” (p. 198). According to Saldaña (2016), “Theming the Data is appropriate for virtually all qualitative studies...and those exploring a participant’s psychological world of beliefs, constructs, identity development, and emotional experience” (p. 200). According to Creswell and Creswell (2018), “These themes are the ones that appear as major findings in qualitative studies and are often used as headings in the findings section of studies” (p. 194). According to Harding (2019), “It is the role of the researcher to report their findings accurately, even if they simply confirm ‘common sense’ knowledge or previous research” (p. 165).

This study resulted in themes consistent with the review of literature and emerging themes unique to this study. Themes emerge as researchers interpret and cycle through recurring data.

Consistent Themes

Acceptance. Culture shock is usual when studying in a foreign nation (Huang, 2012; Kwon, 2009; Lefdahl-Davis & Perrone-McGovern, 2015). International students value personalized support (Huang, 2012; Kwon, 2009). A challenge found in this study determined that respondents prefer multicultural classrooms but seldom obtained mutual respect. The respondents coped by honoring knowledge, believing

that teachers were credible and able to assist their progress. Some respondents described classroom discrimination. Many respondents indicated a lack of support on all levels, resulting in independent development. Other respondents described complete isolation, as they are adjusting to an unknown place.

Situation. Nationality directly affects sociocultural contexts (Huang, 2012). False expectations between individuals and institutions are detrimental (Lefdahl-Davis & Perrone-McGovern, 2015). Successful institutions cooperate and encourage collaboration with international students (Siwatu, 2007; Razek & Coyner, 2014; DeFreitas & Bravo, 2012; Mulej & Sirca, 2010). A challenge found in this study was international student motivation while studying in America. Respondents coped with inadequate institutional support by relying on themselves. Respondents indicated that international students are diverse; some arrive with government scholarships, while others are independent. International students arrived with the expectation that American education would distinguish them.

Reputation. International students value the American degree (Ku et al., 2008) and select reputable institutions (Heffernan et al., 2018). A challenge found in this study is how respondents obtain institutional support although they pay premium tuition. Respondents coped by believing the promise of receiving an American degree would generate prosperity. Some respondents regretted their decision.

Integrating business models within higher education works to attract international students, often supplying inadequate support (Forbes-Mewett & Nyland, 2013). A challenge found in this study is how respondents' attitudes changed by

trusting an institution they believed materialistic. A respondent stated, “the problem I see is most of the university is business...is for money only, they don’t care if you get your degree or not...they already paid”.

Teachers. Multicultural preparation variation is concerning (Salerno & Kibler, 2013). Multicultural support is uncommon within institutions (Russo-Gleicher, 2013). Most teachers speak one language (Green & Stormont, 2018; Salerno & Kibler, 2013), and may have a cultural bias (Salerno & Kibler, 2013). Respectful teachers facilitate multicultural classrooms (Wang, 1998). Adverse outcomes are likely when language alone evaluates student ability (Rymes, 2002). A challenge found in this study was how respondents worked with teachers to reduce miscommunication when teachers assumed international students completely understood English. Respondents were aware of their limited knowledge of English and coped by connecting to teachers.

Some respondents described instances of unfairness. A respondent stated, if someone asks, “Are you an international student? I’m not going to say”. International students monitor themselves; however, respondents believe some teachers are subjective and secretive regarding grades.

Respondents believed that a challenge is how to encourage teachers to help international students. A respondent stated, “maybe teachers can offer a free program”. Another respondent stated, “I feel like...the style could change...I don’t want to make it like a big different from teaching American student...but I think they should like help more”.

If students make a valid attempt and are not successful, respondents conclude the problem is nothing personal. A respondent stated, “we blaming the teacher for it, not the student”. Most respondents cope with overcoming classroom problems by thinking through speech and heightening their sense of body language.

Language. Knowledgeable international students often refrain from speaking (Blasco, 2015; Collins et al., 2013). Teachers who do not teach language are likely to misjudge language difficulties (Salerno & Kibler, 2013). Language can be a significant problem. Some respondents accept personal responsibility. A respondent stated, “if you want help you should work”. American instruction is awkward for international students. Some international students may not accept responsibility, placing partial blame on teachers. International students seek support outside formal routes and believe they have ability to succeed. A respondent stated, “I usually try to research the professor.... I have options...or talk to students”.

A challenge determined in this study is what encourages international students to speak. Respondents coped by thinking before speaking. Respondents disliked centered attention. Knowledgeable international students provoked discussion. Most respondents waited until other students spoke, seeking mutual objectives. Other respondents preferred small classes. Some respondents believed the language barrier is the only difference between international and domestic students. A respondent stated, “The only thing is like difficult for the student is language, if they have language like American, they will be so, so, so smart and successful”.

Emerging Themes

The focus group interview and questionnaire generated emerging themes that were unique challenges not included in the review of literature. The unique challenges found in this study are American measurement, family, medical treatment, discrimination, labs, and safety.

American Measurement. In this study, respondents indicated challenges in adjusting to American measurement. In the U.S., most measurement is imperial, while the universal measurement system elsewhere is metric. Respondents indicated that adjustment to American measurement is evident throughout their cultural exchange, not only in the classroom. Respondents coped with confusing abbreviations and acronyms, practicing until confident.

Family. In this study, respondents indicated a financial strain on their families. Respondents who did not express this challenge had full government scholarships. Respondents were concerned with the university charging all international students' premium tuition, while some fund their studies alone. Respondents without financial support coped by applying to scholarships, seeking campus jobs, or placing a financial strain on their family.

Medical Treatment. In this study, respondents indicated a concern accepting medical treatment. Respondents were curious about why medical treatment is expensive. Respondents who did not express this challenge had medical insurance from their home nation. Those without medical insurance coped with creating medical debt.

Discrimination. In this study, respondents indicated isolated incidents of cultural bias. Misjudgment is a sensitive research subject. Respondents indicated a university attitude towards individualism and not collectivism, insulting cultural diversity. Respondents coped by believing discrimination as an isolated incident was not the general attitude most people have.

Labs. In this study, respondents indicated that working in labs was challenging because not all labs are feasible. A respondent stated that lab safety was indispensable in science labs. Respondents coped by being cautious or using personal equipment.

Safety. In this study, respondents indicated that although the campus was secure, personal safety was uncertain. School shootings in headline news challenged their sense of well-being. Coping strategies included learning campus safety protocol and self-monitoring behavior.

Qualitative Theorizing

Qualitative studies often result in emerging theories. According to Harding (2019), “identifying conceptual themes enables the researchers to move beyond identifying findings to building theory” (p. 177). A qualitative research method used to guide researchers is to study marginalized groups using a theoretical lens (Creswell & Creswell 2018). Qualitative theories explore attitudes and behaviors, explaining an overall description (Creswell & Creswell, 2018). According to Creswell and Creswell (2018), qualitative theories, “may be complete with variables, constructs, and hypotheses” (p. 61). According to Creswell and Creswell (2018), “theory (or some

other broad explanation) becomes the *endpoint*. It is an inductive process of building from the data to broad themes to a generalized model or theory” (p. 63). According to Merriam and Tisdell (2016), “theorizing---is a step toward developing a theory that explains some aspect of practice and allows a researcher to draw inferences about future activity” (p. 215).

This research design investigated the perceptual challenges and coping described by international students. The methodology of this study passed through an inductive process. The inductive process began with the focus group interview, generating categories. Next, relevant categories resulted in open questions for the questionnaire. Analyzing questionnaire responses resulted in core concepts, searching for patterns, generalizations, and themes. Finally, the researcher, considering all participant responses and research settings, developed a theory. Other than culture, language, and paying premium tuition, there is no significant difference between international students and other students.

This theory, although general in nature, has specificity among international students. Opposing thoughts include exceptionally intelligent or privileged international students. This theory is constructivist by nature, assuming that individuals and settings build perception. The inherent limitation of constructivism is maturation, as knowledge develops over time. This theory, as stated, is a new concept for further exploratory and explanatory interpretation and validation.

In summary, these findings illustrate typical challenges consistent with the review of literature and unique challenges and coping that emerged as a result of this study of international students while in America.

Chapter 5: Discussions and Conclusions

Summary

International students are a unique student population because they travel far from home to study, leaving behind their culture and family. Many studies have valuable information but often focus on a single aspect. This study relied on a qualitative research approach to explore the perceptions of international students.

This research examined the literature to develop research questions. To answer research questions, enhance data, and promote credibility, this study organized a focus group interview and complimented those findings with a questionnaire. Data from the focus group interview generated categories for open questions on the questionnaire. Data from the questionnaire generated core concepts. Core concepts were compared to the literature for consistency and dissimilarity, developing into themes. Themes allowed the researcher to evaluate findings using qualitative theorizing. This distinct format resulted in findings to answer the research questions.

Important findings of this research were that international students prefer teacher support because communication is essential for success. Teaching style varied, affecting international student interaction. University support was minor and insufficient. American measurement caused international students to work harder to understand assignments. International students indicated that there was a disparity among international student scholarships, resulting in some students relying on financial means to include familial support. Although the campus had safety policies,

safety awareness was situational. International students accepted the challenges they faced at the university on the promise that an American degree would be rewarding.

Discussions

This study helps to validate other studies. Coming from collective societies, international students value their culture but respect authority (Saba, 2015; Razeq & Coyner, 2014; Huang, 2012). International students in this study were aware of their cultural difference but respectfully relied on their teachers.

Advantageous teaching styles are considerate, adaptive, and outgoing (Hooks, 2008; Patrick et al., 2014; Salerno & Kibler, 2013). International students in this study revered teachers who appreciated multiculturalism and applied their appreciation in the classroom.

The language difference present in some learning environments results in stress and indifference (Salerno & Kibler, 2013). International students in this study described an isolated incident where cultural differences were exposed in class. When language assesses learning and knowledge, international students are disadvantaged (Rymes, 2002). International students in this study believed that beyond the language barrier they were intelligent and forthcoming. International students are aware of their linguistic limitations (Othman et al., 2012), and have tacit knowledge (Blasco, 2015; Collins et al., 2013). International students in this study thought speech through to expand learning and enrich culture. Teachers are situated ideally to help students succeed by developing optimal learning environments (Russo-Gleicher, 2013).

International students in this study described isolated incidents of concealed grades, resulting in shock as students learned of their grades.

International student expectations are often disappointed when they experience higher education (Lefdahl-Davis & Perrone-McGovern, 2015), and seldom advance from institutional support (DeFreitas & Bravo, 2012). International students in this study occasionally found institutional support helpful. Reputable institutions advertise lofty promises towards international students without appropriating aid (Forbes-Mewett & Nyland, 2013). International students in this study believed the university attracted them for financial gain without adding valued support.

The American degree is desirable because international students believe it will lead to success (Ku et al., 2008). International students in this study mitigate the academic and financial risks on the promise that earning a degree in America will be prosperous.

Limitations

Literature used to inform this research is ever-growing. This study looked to expand the knowledge of international student experiences within higher education. This research was cross-sectional, because participation occurred in fall of 2019. Prolonged investigations strengthen credibility, whereas this study could not gather sustained perceptions.

The focus group interview and questionnaire relied on a small population obtained through the School of Engineering and Applied Sciences (SEAS) at Western

Kentucky University (WKU). Although working with a small population aids internal validity through triangulation and member-checking, it cannot generalize or transfer to other populations. Qualitative methodologies rely on trustworthy transcripts. The author abridged responses interpreting data. A research objective was to preserve sentiment and meaning, but interpreting responses affects response accuracy. Although the researcher attempted to avoid leading participants, misinterpreted questions may have yielded unclear responses.

The unique configuration of qualitative research methods that used a focus group interview to generate categories for the questionnaire presents inherent limitations. The focus group interview topic guide was developed from research topics from the review of literature, limiting the study to preconceived topics. Questionnaire categories derived from the focus group interview rendered consistent and assorted responses from the questionnaires. Although the categories generated from the focus group interview helped to verify important topics while removing unnecessary topics, the deviation of topics from the literature review may signal a limitation, where the information in this study is not transferrable.

The questions on the questionnaire limited this study by pertaining to categories derived from the focus group interview. Traditional questionnaire interviews allowed respondents to clarify and modify their responses, aiding internal validity. Online questionnaires allowed the researcher the opportunity to gather more participants, but the researcher was unable to member check responses to increase internal validity. Comparing questionnaire responses to the literature revealed

inconsistencies limiting this study. Emerging themes signal specificity to this particular study as a limitation, where the information in this study is not transferrable. Although the information in this study may be useful, the findings are limited to this specific instance.

Suggested future research methods may include revising the methods, allowing for longitudinal studies with larger populations. Other research designs might consist of selecting international students from other universities while scheduling added focus group interviews or extending the questionnaire deadline. Mixing quantitative research methods, where descriptive or inferential statistics portraying the statistical significance of international student perceptions, may help researchers decide on programs to accommodate diversity within higher education better.

Implications and Recommendations

Practice

This study signifies the value of teacher aid among international students. Teachers are in a prime position to help international students, but they must realize that international students are different. International students are unique because they are adjusting to new surroundings while learning English. Teachers are often unaware of the valuable resources invested in support services their institutions provide. Increased international education results in multicultural diversity in classrooms. Teachers can expect more international students. Although teacher training has limitations, the most responsible action for teachers is to keep an open mind, so that

they may begin to understand how to serve international students better. Strenuous teaching efforts are not necessary. What is essential is making positive connections, so that the relationship between student and teacher deepens.

Contrary to many studies, in this study international students' priority was to connect to teachers for support. Current literature assumed international students connect to their peers or relied on institutional support. International students believed that by communicating with their teachers, their bond would result in better learning. To avoid confusion, this study suggests early bonds to make learning and teaching personal would help international students. Early bonds would provide longevity and allow international students to monitor their performance. International students investigated teachers and classes before enrolling. International students are aware of which teachers and classes to avoid. Teacher training addresses diversity in general terms. To effectively prepare for an increase of international education, teacher training could promote success easily simply by generating concern.

Policy

This study signifies an immense need to revise how institutions accommodate international students. Institutional reputation conveys globally. Other nations develop relations with institutions, so their citizens can learn and enrich culture. International students research and select institutes before enrolling. Research shows a disparity between the premium tuition international students pay and beneficial support. International students have added needs; they are learning English in

America while learning new subjects. Generalizing individuals based on sociocultural backgrounds impedes learning.

In this study, international students described an isolated incident of discrimination. International students also believed the university acted to gain profit, as opposed to promote learning. It would be simple for institutions, who enroll and retain international students, to reorganize support services into a personalized program to help international students as individuals. This research suggests that personalized programs for international students may be implemented by organizing institutional support through teachers, using focus group interviews.

Research

Although this study researched what challenges international students face and how they cope, the deeper issue is how American higher education serves students and affects communities on a global level. Recent developments show international education is susceptible to volatile global events. The United States (U.S.) Immigration and Customs Enforcement (ICE) establishes policy for international students, where the delivery of coursework affects their studies (Durkee, 2020). Institutional administrations are alarmed of recent campus protests, altering the perception of American higher education (Sainato, 2020). Establishing global prestige among visiting international students and their home nations increases trust that may offset unpredictable factors. Accommodating international students during their education not only shows responsibility, but as those students return with a positive experience, they convey a message among nations that America is respectful.

Further research increases transparency of the intricacies international students present and how international education mutually helps foreign relations. Previous research contained many limitations in their design because many studies rely on statistical analysis, a specific topic, or a unique setting. Although those limitations are evident, this study included, this study suggests that devoting research resources into continually understanding international education and international students will result in an awareness and informed decisions on how institutions can enrich multiculturalism and better serve the world.

Conclusion

This study relied on qualitative research designs to investigate the perceptual challenges and coping international students believe impede their learning. Literature provided a background to develop a focus group interview and questionnaire. Response data were analyzed to establish categories, core concepts, and themes for quantitative theorizing. Teachers can prepare for increased international students by making subtle connections to individuals. Institutions can prepare for increased international students by developing personalized support programs.

International students are unique individuals that have changing needs. They pay premium tuition and travel far independently. Teaching style is a predominant factor in student success, even more so when considering that international students are unfamiliar with American culture. International students navigate through institutions with limited attention and pay tuition without receiving special assistance. International students are self-conscious of their challenges and cope with aspirations

of expanding culture and adding to knowledge. International students hope that they will make their families proud and enrich global citizenship.

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Appendix A

Figure 2

Focus Group Interview Invitation



A LEADING AMERICAN UNIVERSITY WITH INTERNATIONAL REACH

Greetings international student:

Mr. Martelli is hosting a very special event for international students. The purpose of the event is to allow international students to describe their challenges within the university and how they cope with those challenges. To discuss these challenges, Mr. Martelli will conduct a focus group interview.

Focus group interviews allow every person to talk to everyone else along with Mr. Martelli, the moderator. The effect is to generate common ideas on various topics. The benefit is that each international student contributes to create a greater understanding of international student challenges and ways international students cope.

The focus group interview will contain the following topics:

- Academics
- Communication
- Connections
- Support
- Financial
- Logistics
- Health
- Safety

Personal information will not be collected, you will not be named or identified in any way. All information collected will be kept secure. The focus group interview will last approximately one to two-hours. Results from the focus group interview will be published as research.

To attend, you must be an international student 18-years of age or older, studying through the School of Engineering & Applied Sciences (SEAS) at Western Kentucky University (WKU) with a F-1 or M-1 Visa, or a previous international student who has been naturalized.

After the focus group interview, participants are invited to join Mr. Martelli for a free dinner buffet at Fresh Food located in Downing Student Union (DSU).

If you can attend, the meeting will be at the Industrial Education Building (IEB) room 303 on October 21, 2019 at 4:00 p.m. Please don't be late.

Please reply to this message if you are interested or have any questions.

I look forward to seeing you then! Thank you very much!

Sincerely,

A handwritten signature in black ink, appearing to read "Mr. Martelli".

Mr. Martelli

The Spirit Makes the Master

School of Engineering and Applied Sciences | Western Kentucky University | 1906 College Heights Blvd. #21082 | Bowling Green, KY 42101-1082
phone: 270-745-2461 | fax: 270-745-5856 | web: <http://www.wku.edu/seas>

Equal Education and Employment Opportunities - Printing paid from state funds, KRS 57.375, 2006 - Hearing Impaired Only: 270-745-5389

Figure 3*Focus Group Interview Signed Consent Document*

1



Institutional Review Board
Office of Research Integrity
301 Wetherby Administration Building
270-745-3360

INFORMED CONSENT DOCUMENT

Only WKU IRB stamped and approved forms are to be used with participants

TITLE OF STUDY

International Student Perceptual Challenges

PRINCIPAL INVESTIGATOR

Edmund Martelli
School of Engineering & Applied Sciences
Western Kentucky University
1906 College Heights Boulevard
Environmental Science & Technology Room 103
(270) 745-4692
Edmund.martelli@wku.edu

QUALIFICATIONS

Qualifying participants must be, or have been, an international student visiting the U.S., or naturalized as a citizen but previously an international student enrolled within the Ogden College of Science & Engineering's School of Engineering & Applied Sciences (SEAS) at Western Kentucky University (WKU) during the Fall 2019.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You may withdraw at any time without reason and without consequence. You may also request any information you provided be removed.

CONFIDENTIALITY

Any information collected will be kept anonymous and secured at WKU. Please do not provide any identifying information when responding. For the purposes of this research study, your responses are kept anonymous. The researcher will preserve your confidentiality by assigning numeric codes instead of personal information to any research notes and documents. Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

(Revised August 2018)

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this research project is to gain a greater understanding of the complexity and challenges international students face within higher education and what coping mechanisms international students utilize.

STUDY PROCEDURES

This research design utilizes a focus group interview with the following topics:

- Academics
- Communication
- Connections
- Support
- Financial
- Logistics
- Health
- Safety

These topics act to open communication among participants leading to debate and eventual consensus.

The information provided will be used anonymously to gain a greater understanding of the challenges you experience and actions taken to cope with those challenges.

RISKS

There is minimal risk of anticipated discomfort or harm other than devoting your time to participation. To compensate for your time, refreshments will be provided during the focus group interview.

Responses recorded during the focus group interview are sensibly designed to consider your views without identity disclosure.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

Information collected during the focus group interview may help teachers, administrators, and researched gain a better understanding of the problems international students face and possible solutions to those problems.

This information may also help other students understand their challenges and how to cope.

CONTACT INFORMATION

If you at any time have any questions about this study contact the principal investigator. If problems arise which you do not feel you can discuss with the principal investigator, please contact the Western Kentucky University's Office of Research Integrity.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

- I agree to the audio/video recording of the research. *(Initial here)* _____

THE DATED APPROVAL ON THIS CONSENT FORM INDICATES THAT
THIS PROJECT HAS BEEN REVIEWED AND APPROVED BY
THE WESTERN KENTUCKY UNIVERSITY INSTITUTIONAL REVIEW BOARD
Robin Pyles, Human Protections Administrator
TELEPHONE: (270) 745-3360

Figure 4*Interview Questionnaire Invitation*

Hello INTERNATIONAL STUDENTS:

Mr. Martelli is conducting research on the unique **challenges** international students face and how they **cope**. To better understand your experience, a questionnaire has been developed.

The questionnaire contains fifteen questions and should take approximately half an-hour to complete. The questionnaire was developed based the following topics:

- Academics
- Communication
- Support
- Financial
- Health
- Safety

If you are interested in sharing your experiences as an international student, please **reply** to this message and I will forward an Internet **hyperlink** to the questionnaire.

Your personal information remains confidential. The information produced is very important! Your responses are **GREATLY** appreciated.

As a gratuity for participating, you can join me at **FRESH FOOD** for a complimentary buffet. Simply **screenshot** the coupon on the final screen on the questionnaire and e-mail that to me. Hurry, this offer expires December 2, 2019.

Hope to see you!

Sincerely,



Edmund Martelli
Architectural Science Instructor
(270) 745-4692
edmund.martelli@wku.edu

Figure 5*Online Interview Questionnaire Electronic Signed Consent*

TITLE OF STUDY

International Student Perceptual Challenges

PRINCIPAL INVESTIGATOR

Edmund Martelli
School of Engineering & Applied Sciences
Western Kentucky University
1906 College Heights Boulevard
Environmental Science & Technology Room 103
(270) 745-4692
edmund.martelli@wku.edu

QUALIFICATIONS

Qualifying participants must be, or have been, an international student visiting the U.S., or naturalized as a citizen but previously an international student enrolled within the Ogden College of Science & Engineering's School of Engineering & Applied Sciences (SEAS) at Western Kentucky University (WKU) during the Fall 2019.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. You may withdraw at any time without reason and without consequence. You may also request any information you provided be removed.

CONFIDENTIALITY

Any information collected will be kept anonymous and secured at WKU. Please do not provide any identifying information when responding. For the purposes of this research study, your responses are kept anonymous. The researcher will preserve your confidentiality by assigning numeric codes instead of personal information to any research notes and documents.

Participant data will be kept confidential except in cases where the researcher is legally obligated to report specific incidents. These incidents include, but may not be limited to, incidents of abuse and suicide risk.

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will

involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.

The purpose of this research project is to gain a greater understanding of the complexity and challenges international students face within higher education and what coping mechanisms international students utilize.

STUDY PROCEDURES

This research design utilizes a questionnaire based on the following topics:

- Academics
- Communication
- Support
- Financial
- Health
- Safety

The information provided will be used anonymously to gain a greater understanding of the challenges you experience and actions taken to cope with those challenges.

RISKS

There is minimal risk of anticipated discomfort or harm other than devoting your time to participation.

Responses recorded during the questionnaire are sensibly designed to consider your views without identity disclosure.

You may decline to answer any or all questions and you may terminate your involvement at any time if you choose.

BENEFITS

Information collected during the questionnaire may help teachers, administrators, and researched gain a better understanding of the problems international students face and possible solutions to those problems.

This information may also help other students understand their challenges and how to cope.

CONTACT INFORMATION

If you at any time have any questions about this study contact the principal investigator. If problems arise which you do not feel you can discuss with the principal investigator, please contact the Western Kentucky University's Office of Research Integrity.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Yes

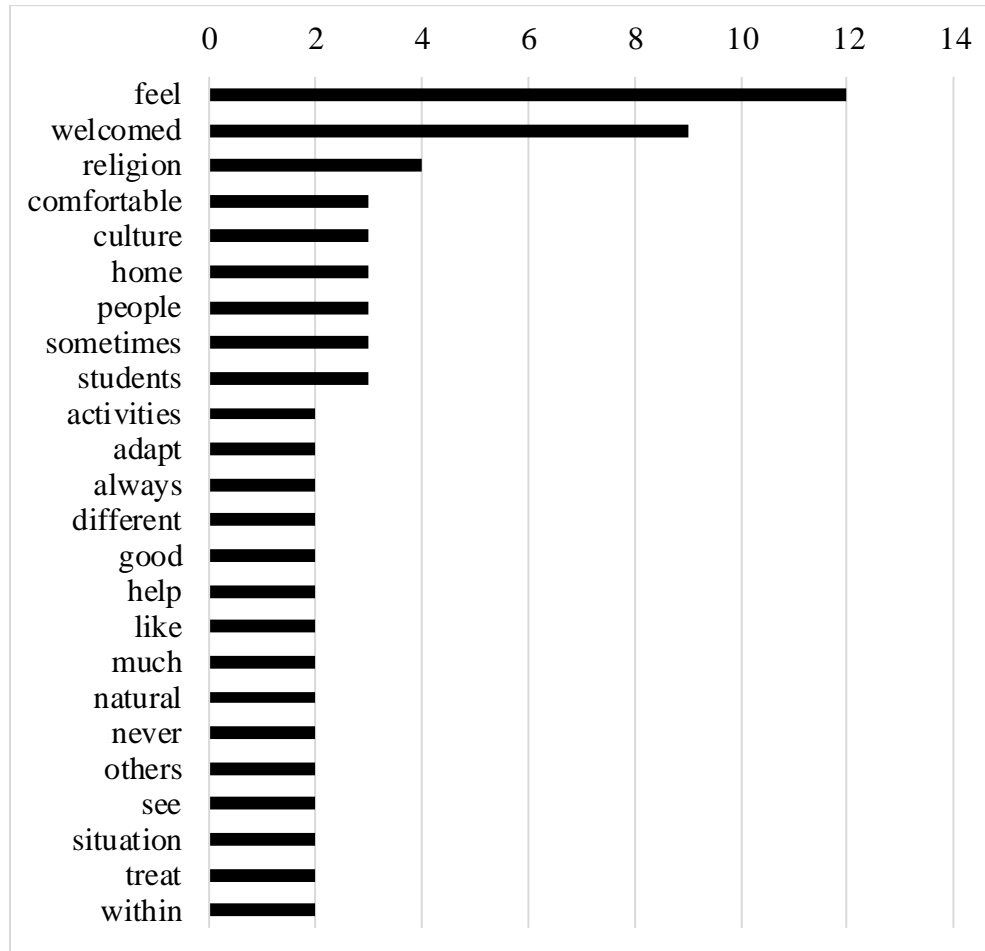
Figure 8*Hospitality*

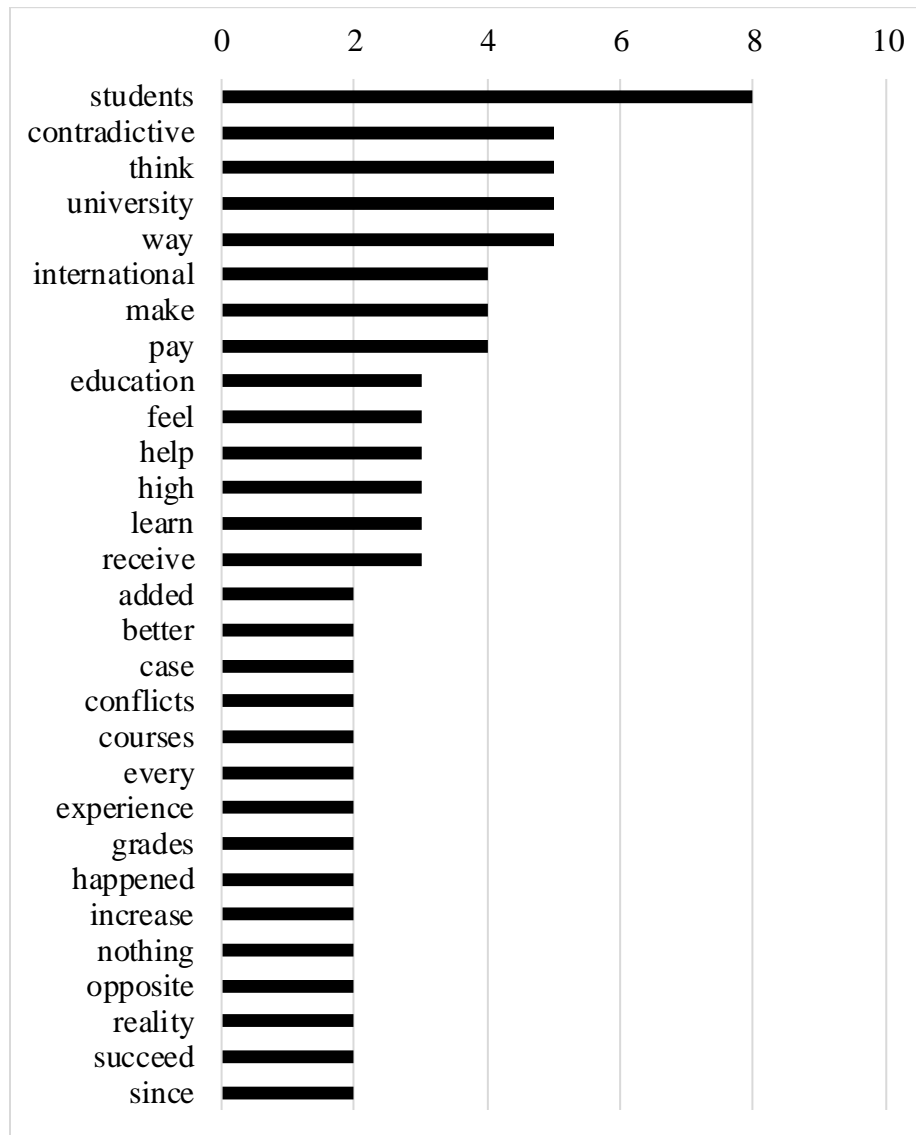
Figure 9*Contradictions*

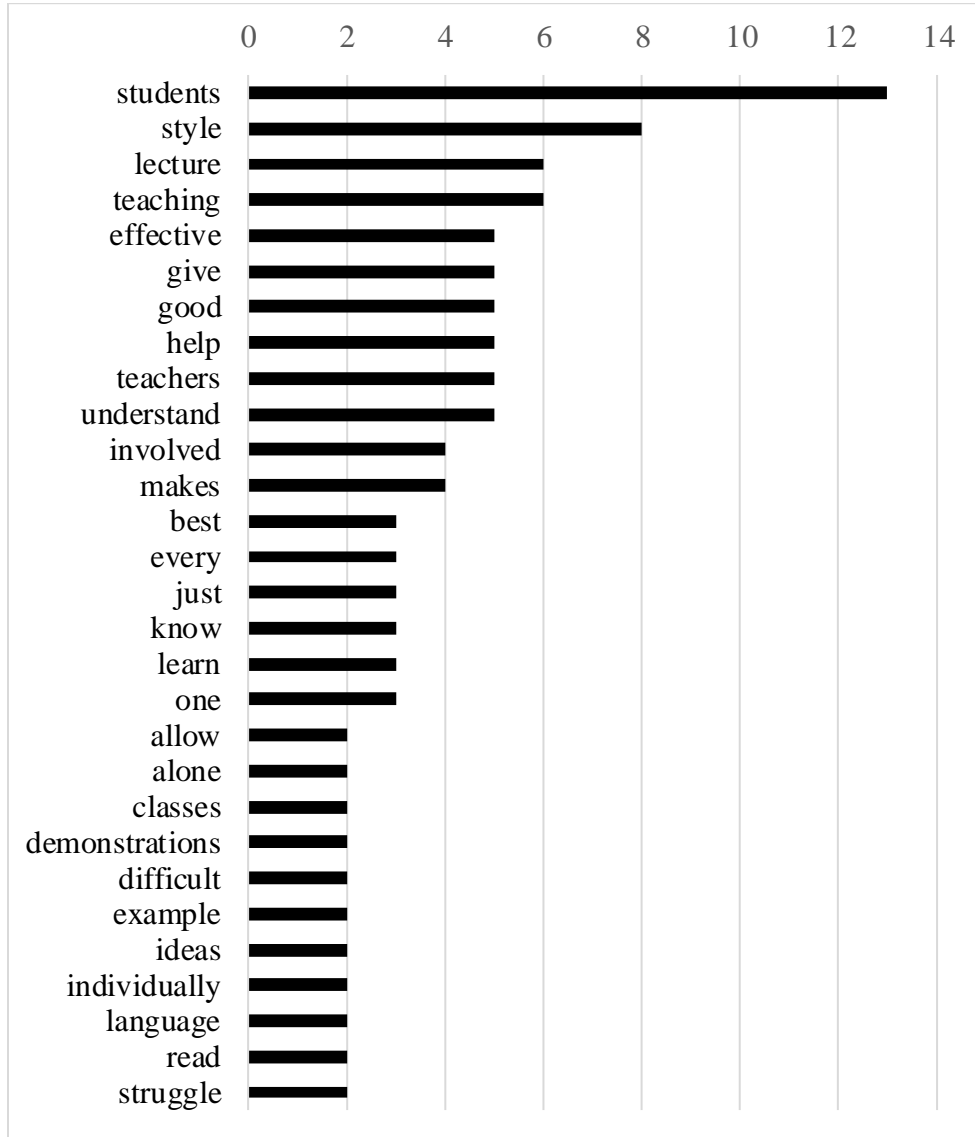
Figure 10*Teaching Style*

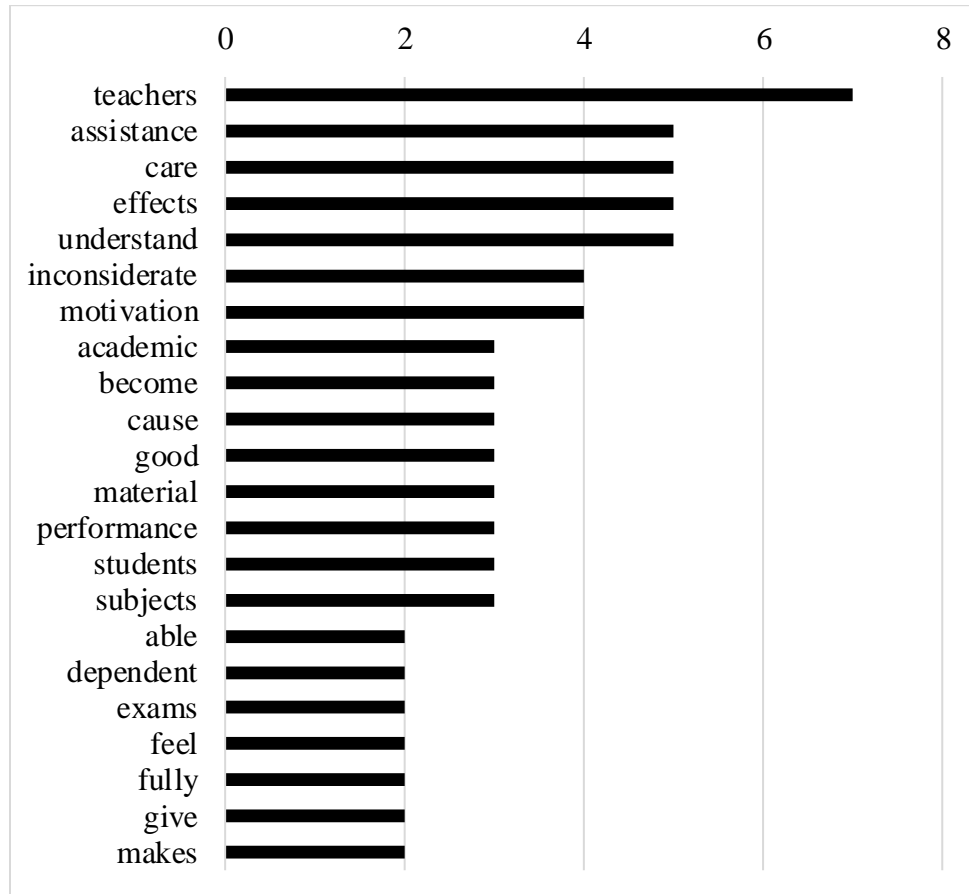
Figure 11*Consideration*

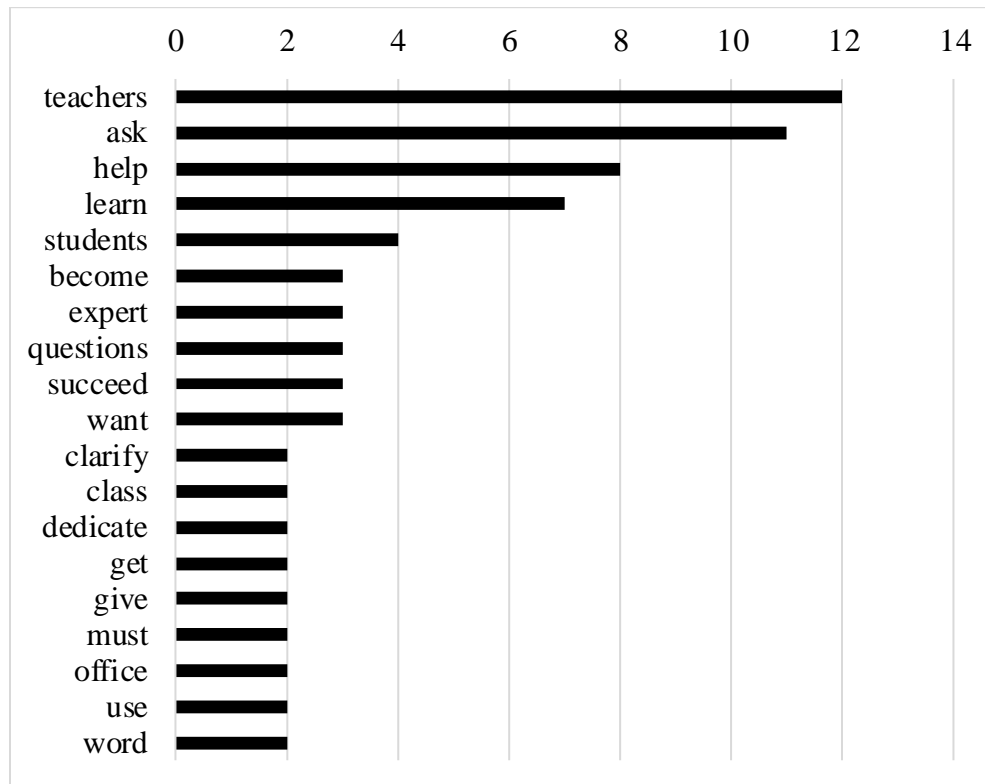
Figure 12*Clarity*

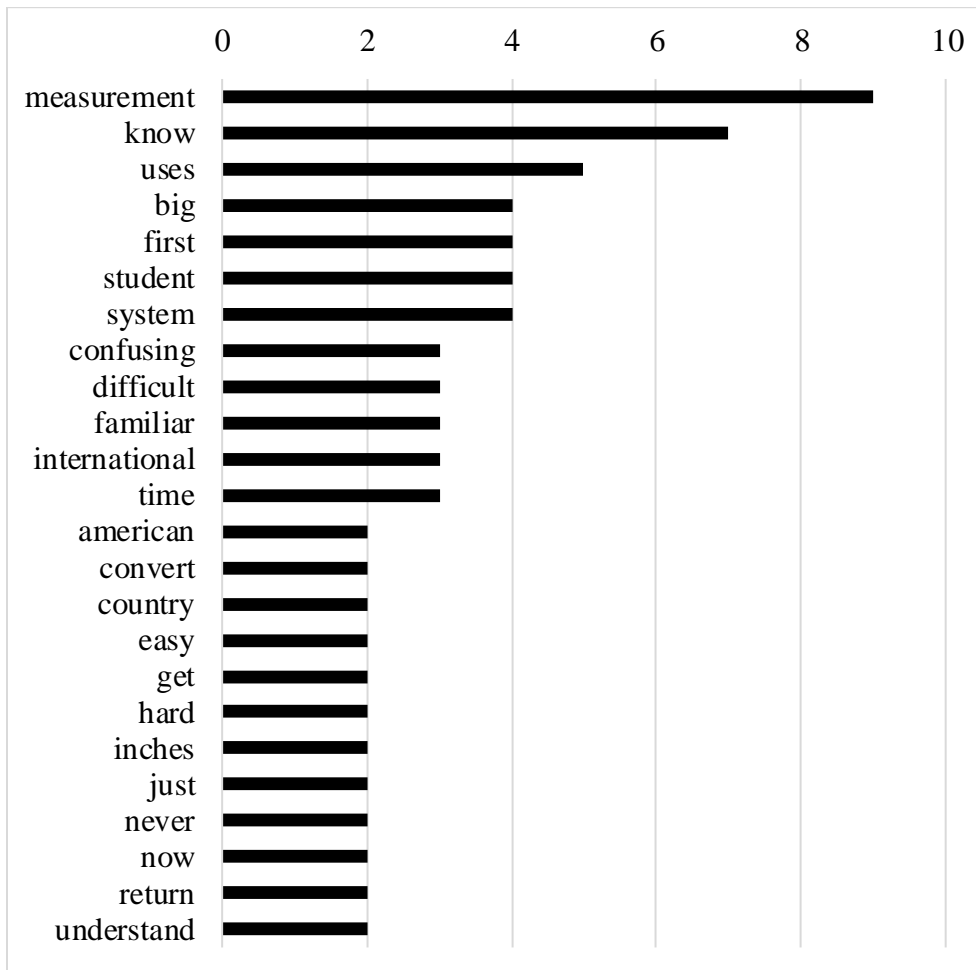
Figure 13*American Measurement*

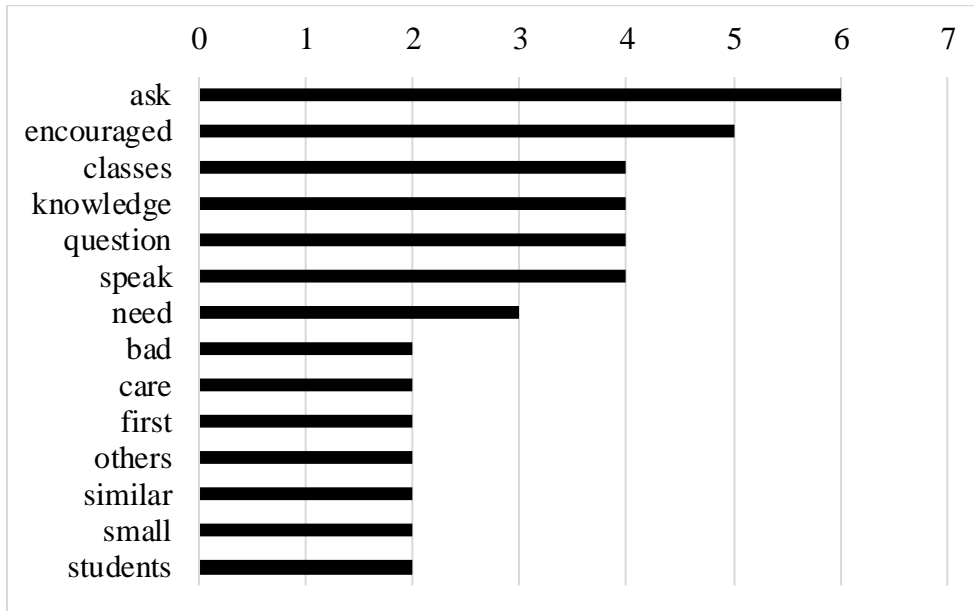
Figure 14*Confidence*

Figure 15

Support

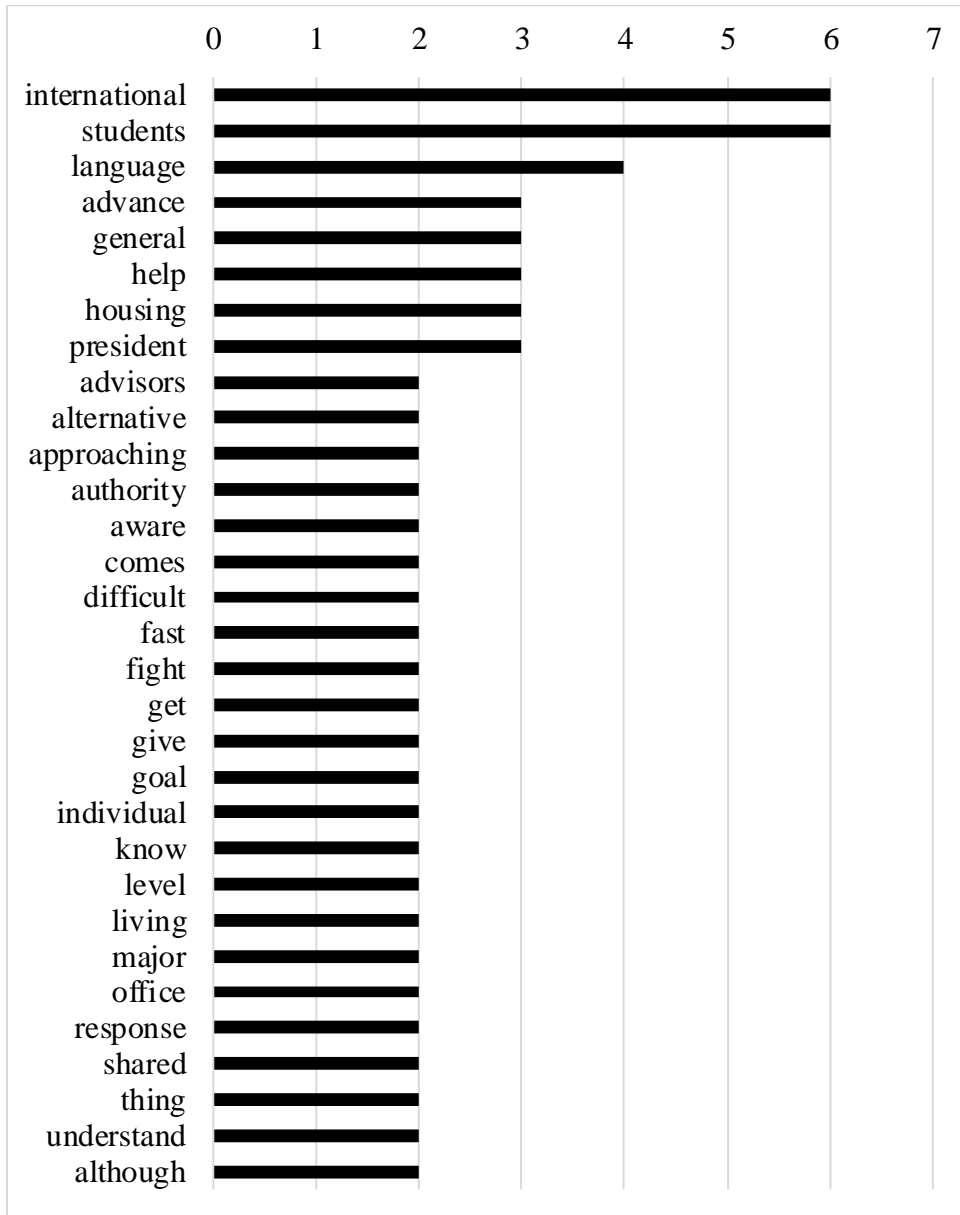


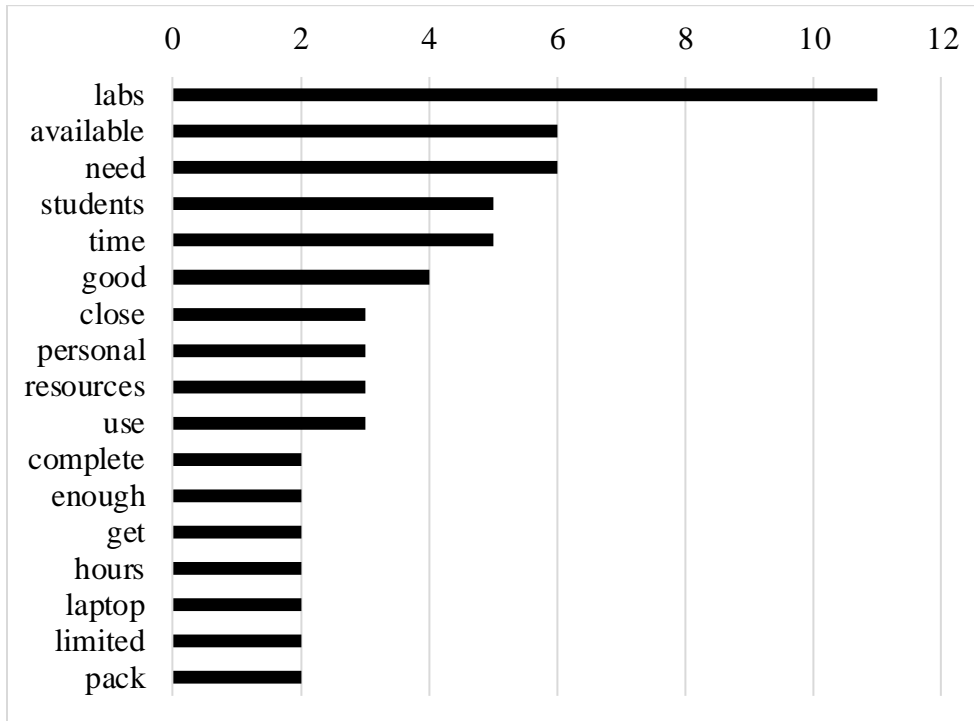
Figure 16*Labs*

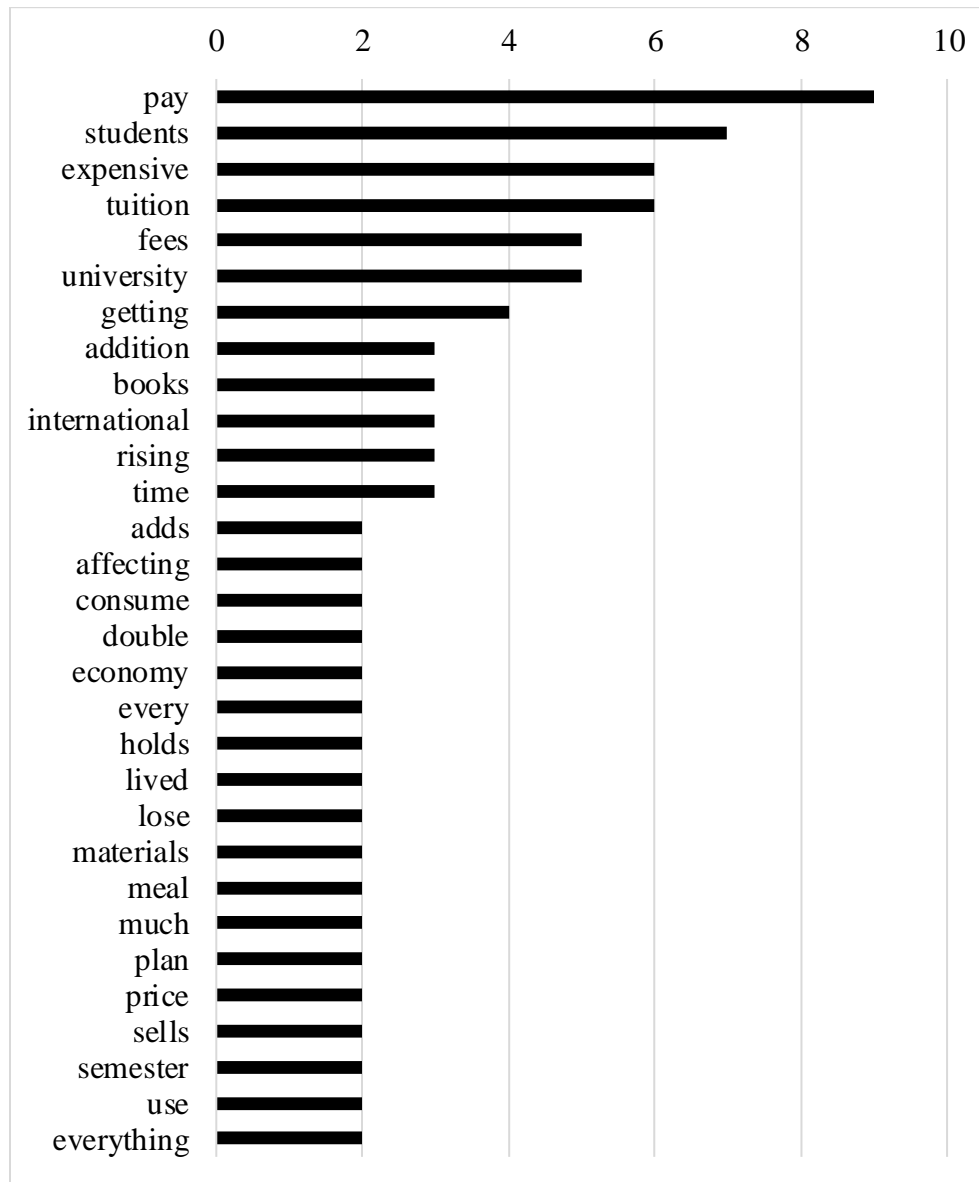
Figure 17*Financial*

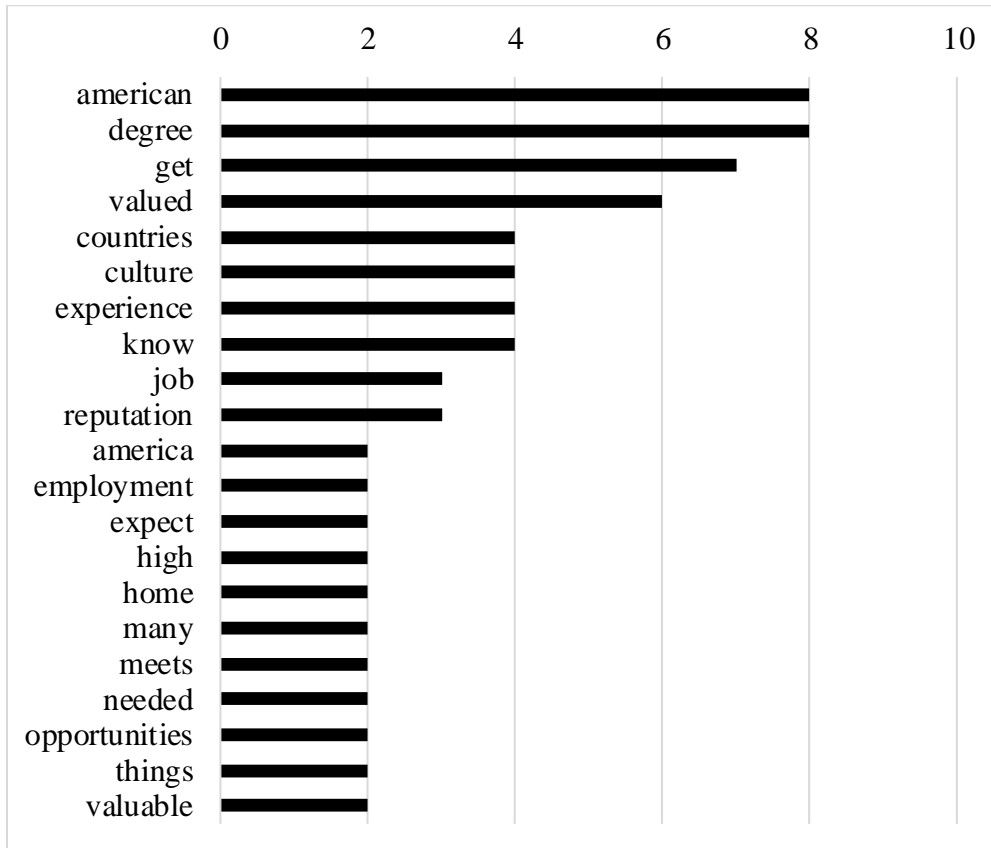
Figure 18*American Degree*

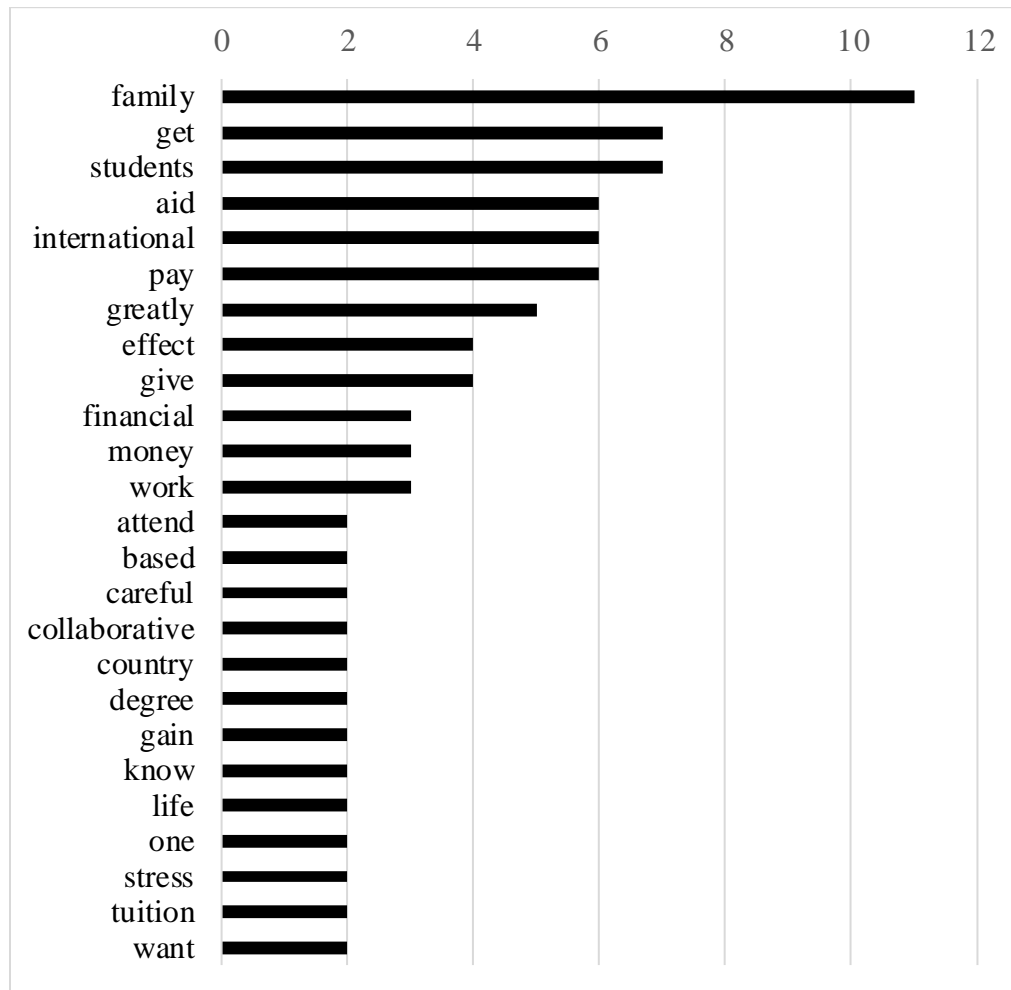
Figure 19*Family*

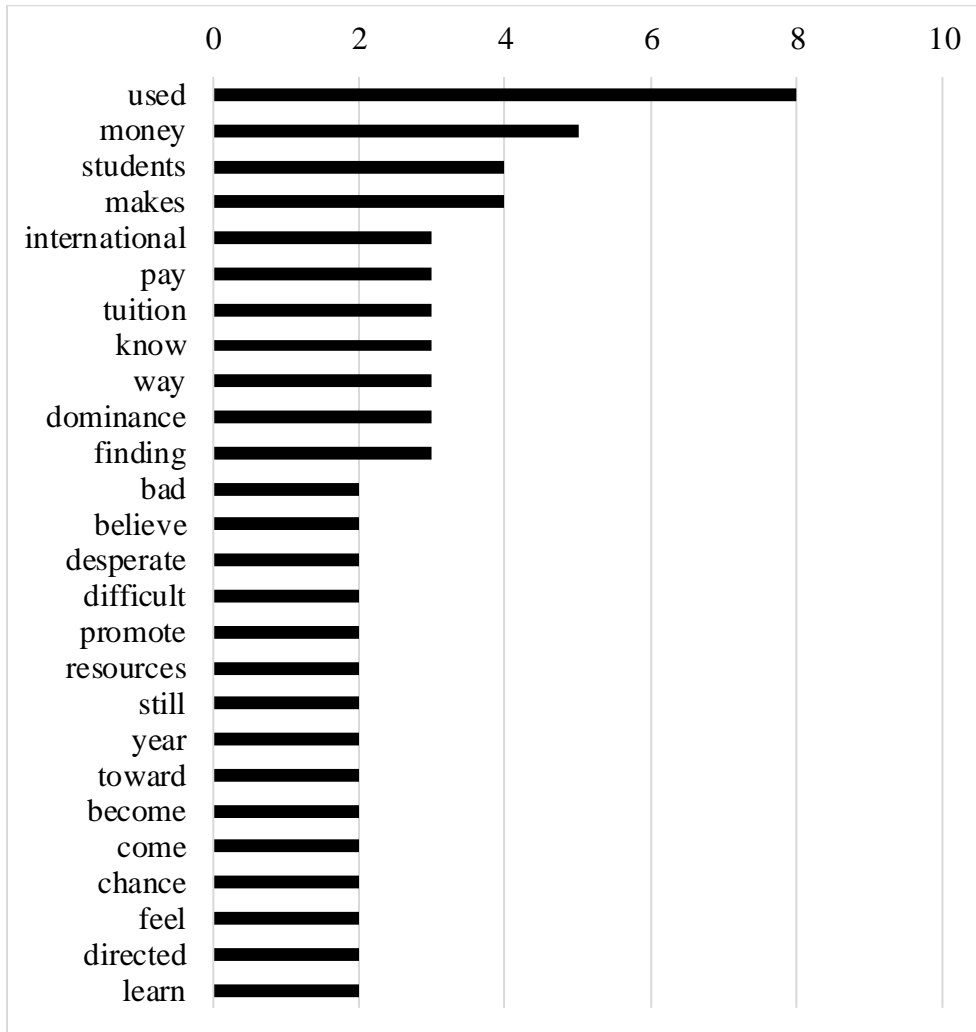
Figure 20*Mutual Dependence*

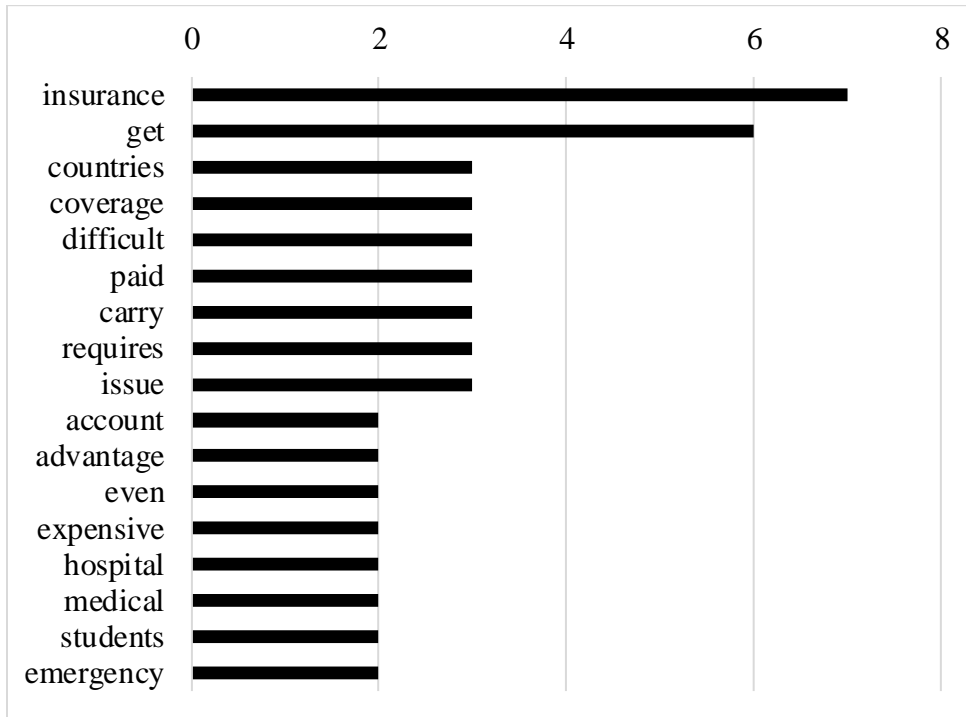
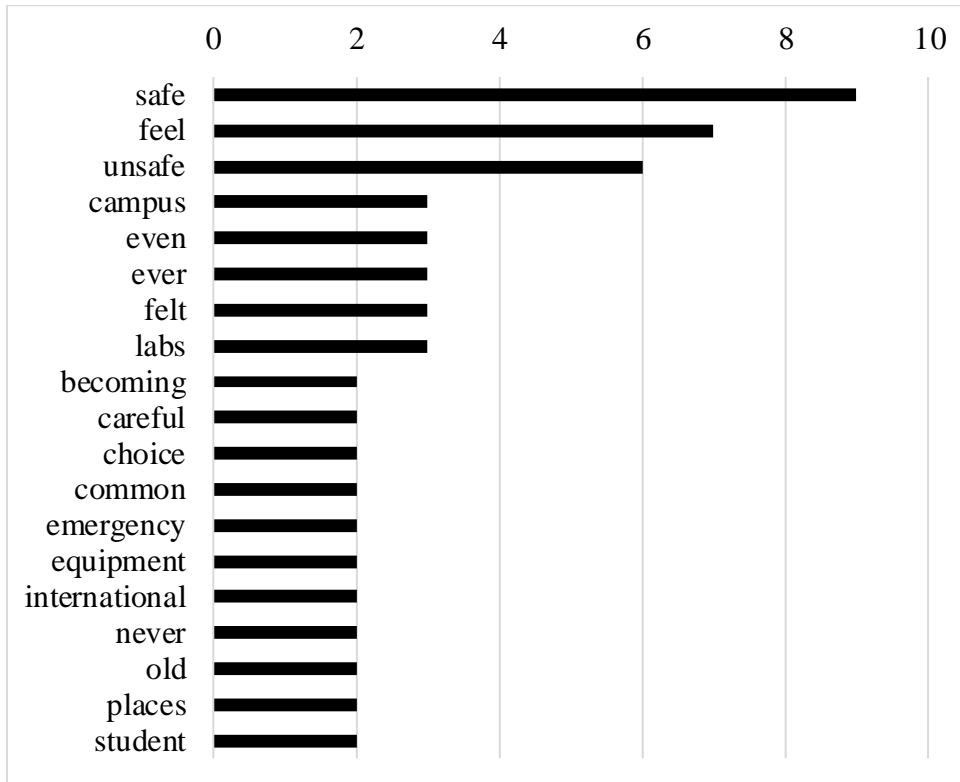
Figure 21*Medical Treatment*

Figure 22*Safety*

Appendix B**Table 3***Qualitative Research Schedule*

Activity	Date
IRB Focus Group Interview Approval	October 11, 2019
MSU and WKU Authorization Approval	October 14, 2019
Focus Group Interview Invitation	October 15, 2019
Focus Group Interview	October 21, 2019
IRB Questionnaire Approval	November 19, 2019
Questionnaire Invitation	November 21, 2019
Questionnaires	November 21-December 11, 2019
Focused Coding	January 13-17, 2020
Values Coding	January 20-24, 2020
Theoretical Coding	January 27-31, 2020
Core Concepts	February 3-16, 2020
Theme Identification	February 17-22, 2020
Qualitative Theorizing	February 23-28, 2020
Capstone Draft	February 28, 2020

Table 4*Focus Group Interview Topic Guide*

Topic	Why is this mysterious?	Interesting Perspectives
Academics	Are subjects interesting? Do students need help, and if so, what kind?	
Communication	Do students feel confident? Do others talk to them, if so, how does that effect them?	
Connections	Do students make friends, and if so, how does it happen? Is it natural? Does it assist them?	
Support	Does the institute provide resources and knowledge enough to navigate effectively? Do teachers notice and assist you	

	when you feel challenged?
Financial	Is the cost of attending and living comfortable for you?
Logistics	Do you feel you can commute effectively on campus to obtain necessities?
Health	Since you have been in the U.S., has your health changed, and if so, how?
Safety	Does the institute, teachers, and students make you feel comfortable?

Table 5*Questionnaire*

Academics
How welcomed do you feel at the university and how do you react?
In what ways do you feel the university is contradictive and how do you respond to those contradictions?
What teaching-styles help international students and why do you prefer that teaching-style?
When teachers do not take their time with you how does that effect you?
How do you contend with teachers who are unclear?
Communications
Explain how American measurement systems confuse international students and how you develop those skills?
When there are times you are reluctant to speak, what helps to encourage you?
Support
In what ways is the university unreliable supporting international students and how do you progress on your own?
How accommodating are university labs and what if the labs are not feasible?
Financial
What are common financial difficulties among international students and how do they compensate?
How is an American degree valued differently and what are your expectations?
How has attending the university affected your families finance and how does that effect you?
Do you feel your tuition is used in a valuable way and how does that idea affect you?
Health
How is paying for treatment difficult and how do you ensure treatment?
Safety
How safe do you feel in the classroom, labs, or anywhere on campus, and what do you do if you feel unsafe?

Table 6*Abridged International Student Perceived Challenges*

Teaching methods
Teachers schedules
Pace of teaching
Quality of teaching
Teacher inconsistencies
Underutilized teacher resources
Reluctant teachers
Teacher complacency with mediocracy
Inconsistent personal connections with teachers
Teacher attitudes
Limited course options
Speculative grading
Surprising grades
Personal equipment limitations
Labs accessibility
Understanding written and verbal English language
Comprehending abbreviations, accents, acronyms, grammar, homonyms measurement, and slang
Technological use
Academic dishonesty
Unchallenging teachers
Self-confidence
Feelings of prejudice
Forms of discrimination
Hostility
Lack of associates
Cultural indifference
Apathetic associates
Feelings of alienation
Shyness

Reduced effort to learn
Concerns of threatening scenarios
Premium tuition costs
Cost of books and supplies
Lab fees
Course material costs
Hidden costs
Non-refundable fees
Illogical fees
Tuition increases
Scarcity and variation of scholarships
Budget limitations
Work restrictions
Family obligations
Expensive healthcare
Deprivation of medical insurance
Administrative irresponsibility
Feelings unsteady support
Administrative systemic attitude
Mandatory policies
Social media restrictions
Procuring support
Perceived purpose of capital gain
Understanding the university establishment
Acceptance of systemic incongruencies
Parking facilitation
Limited bus schedules

Table 7*Abridged International Student Perceived Coping*

Differentiate learning methods
Find courage
Become passive
Monitor grades
Refrain from academic dishonesty
Develop cognitive strategies to communicate
Accept personal responsibility
Advocate policy revisions
Persuade teachers to adjust language
Develop a sense of body language
Realize transitional events
Accept circumstances
Research idiosyncrosities
Become resourceful
Ignore complications
Complete faculty evaluations
Reinforce individual principles
Schedule personal meetings
Collaboratively inquire and extract information from peers
Chat informally with associates
Target communication
Attend international student events
Advocate for systemic improvements
Ignore own cultural attributes
Procure connections
Remain receptive to new cultures
Empower valuable associates
Refrain from unproductive practices
Be persistent

Examine situations and context
Body language goes beyond into the context
Reluctancy toward dismissive teachers
Simplify speech in confusing situations
Refrain from native language to enforce learning English
Conceal personal cultural attributes
Rely on contextual meaning
Relect when in solitude
Exude the attitude that the university has obligations and can can be disposed
International promotion to credential citizens effecting individual motivation
Develop independent thinking from unique settings
Seek alternative source of income
Advocate for appropriate schedules and increased lab assistance
Utilize home remedies, free services, clinics
Rarely accept treatment
Concentrate on instructor safety protocol
Adhere to campus safety instruction and develop self-monitoring behavior
Adject motivation based on financial means
Accept the opportunity cost of investing in an education
Some international students have little concern of their education
Blame individual teachers for personal performance
Neglect learning for grade performance
Develop a strong work ethics when being assisted
Education is universal emphasizing equality and nothing is personal
International students are not different from other students
Nations persue citizen enrichment
An American degree is recognized as reputable
“They open new buildings...they could make books free”
There is a paradox between student expectations and the actions of the university
Beside the language barrier, international students are equally intelligent
International students are inspired to expand culture and assimilate

Table 8*Perceived Challenges Word Count*

Word	Count	Weighted Percentage	Similar Words
Get	13	2.37	come, comes, find, get, going, take
teachers	11	3.47	teacher, teachers
students	10	3.15	student, students
Care	9	2.52	attention, care, charge, like, measurement, wish
Pay	9	2.63	give, paid, pay, paying
Work	8	1.74	form, going, work
Going	7	1.26	die, fails, going, pass
international	7	2.21	international
Pass	7	1.26	give, happen, happening, pass, spend, walk
people	7	2.21	people
Want	7	1.84	require, want, wish
different	6	1.89	difference, differences, different
Find	6	0.92	feel, find, happen, happening, see
Take	6	1.00	assume, learn, require, shootings, take
Grade	5	1.42	classes, degree, form, grade
Help	5	1.58	assistance, help, service, support
insurance	5	1.03	cover, covered, insurance, see
Just	5	1.26	good, just
Think	5	1.42	believe, meaning, think
answer	4	1.10	answer, answers, respond, results

Come	4	0.79	come, comes, follow
Even	4	1.26	even, still
Good	4	0.79	depends, good, safe
Open	4	1.05	give, open, receptive
Talk	4	1.26	talk, verbal
business	3	0.95	business, busy
continue	3	0.47	continue, cover, covered
expensive	3	0.95	expensive
happen	3	0.37	happen, happening, material
Labs	3	0.95	lab, labs
Learn	3	0.50	learn, scholarships, see
limited	3	0.95	limited, restrictions
money	3	0.95	money
nobody	3	0.95	nobody
Really	3	0.95	really
schools	3	0.95	school, schools
Stuff	3	0.79	material, stuff
teaching	3	0.74	learn, teaching
Time	3	0.95	time
understand	3	0.71	see, understand
accent	2	0.63	accent
already	2	0.63	already
american	2	0.63	american, americans
Bad	2	0.63	bad
Books	2	0.47	books, words
charge	2	0.32	charge, shootings
connect	2	0.47	connect, continue
consequence	2	0.47	consequence, results
Costs	2	0.63	costs
cultural	2	0.63	cultural, culture
Every	2	0.63	every

everywhere	2	0.63	everywhere
Fees	2	0.63	fees
First	2	0.63	first
Invest	2	0.63	invest, investment
Judge	2	0.63	judge, trying
language	2	0.47	language, words
mandatory	2	0.42	mandatory, require
meaning	2	0.47	meaning, way
Much	2	0.63	much, often
Night	2	0.63	night
Others	2	0.63	others
premium	2	0.63	premium
problem	2	0.63	problem, problems
Safe	2	0.47	safe, safety
Tell	2	0.63	tell, tells
Tuition	2	0.63	tuition
Use	2	0.63	use, utilize
everything	2	0.63	everything
Goes	2	0.63	goes
abbreviations	1	0.32	abbreviations
acronyms	1	0.32	acronyms
Affect	1	0.32	affect
Afraid	1	0.32	afraid
attitude	1	0.32	attitude
Best	1	0.32	best
budget	1	0.32	budget
campus	1	0.32	campus
Car	1	0.32	car
Center	1	0.32	center
certain	1	0.32	certain
Cheat	1	0.32	cheat
college	1	0.32	college
complacent	1	0.32	complacent

confidence	1	0.32	confidence
consistent	1	0.32	consistent
countries	1	0.32	countries
coverage	1	0.32	coverage
Day	1	0.32	day
deplete	1	0.32	deplete
discrimination	1	0.32	discrimination
double	1	0.32	double
Easy	1	0.32	easy
enrolled	1	0.32	enrolled
equipment	1	0.32	equipment
Fast	1	0.32	fast
Fewer	1	0.32	fewer
flawed	1	0.32	flawed
grammar	1	0.32	grammar
healthcare	1	0.32	healthcare
hidden	1	0.32	hidden
hostile	1	0.32	hostile
Idea	1	0.32	idea
include	1	0.32	include
increase	1	0.32	increase
interest	1	0.32	interest
Kids	1	0.32	kids
Less	1	0.32	less
matter	1	0.32	matter
May	1	0.32	may
medical	1	0.32	medical
Might	1	0.32	might
Model	1	0.32	model
options	1	0.32	options
parking	1	0.32	parking
personal	1	0.32	personal
prejudice	1	0.32	prejudice

privilege	1	0.32	privilege
quality	1	0.32	quality
Reality	1	0.32	reality
resources	1	0.32	resources
Self	1	0.32	self
semester	1	0.32	semester
shocked	1	0.32	shocked
Shy	1	0.32	shy
Size	1	0.32	size
Slang	1	0.32	slang
Slight	1	0.32	slight
Social	1	0.32	social
sometimes	1	0.32	sometimes
Sports	1	0.32	sports
Strict	1	0.32	strict
struggling	1	0.32	struggling
supplies	1	0.32	supplies
technology	1	0.32	technology
Term	1	0.32	term
transparent	1	0.32	transparent
treatment	1	0.32	treatment
uncertain	1	0.32	uncertain
university	1	0.32	university
various	1	0.32	various
Vary	1	0.32	vary
Waste	1	0.32	waste
weekend	1	0.32	weekend
Wrong	1	0.32	wrong
anything	1	0.32	anything
Buses	1	0.32	buses
children	1	0.32	children
Easier	1	0.32	easier
facebook	1	0.32	facebook

instagram	1	0.32	instagram
Media	1	0.32	media
mediocracy	1	0.32	mediocracy
Ran	1	0.32	ran
something	1	0.32	something
towards	1	0.32	towards
without	1	0.32	without

Table 9*Coping Word Count*

Word	Count	Weighted Percentage	Similar Words
Get	19	4.21	become, come, develop, get, going, make, makes, takes
Learn	13	2.62	determine, know, learn, learning, see, takes, teach, teaching
international	11	3.12	home, international, nations, outside
Make	11	1.38	buildings, give, make, makes, takes, work
Use	11	3.12	employment, use, utilize
Help	9	2.68	assist, assistants, help, helpful, services
language	9	2.38	language, words
students	9	2.68	student, students
personal	8	2.38	individual, person, personal, someone
Going	7	1.04	going, offer, work
country	6	1.64	countries, country, nations, states
Pay	6	1.34	give, pay

accept	5	1.08	accept, recognized, takes
Ask	5	1.23	ask, asks, takes
Big	5	1.04	bad, big, give
change	5	1.49	change, changes
Deal	5	0.94	care, deal, lot, takes
degree	5	1.04	degree, grade, grades, level, point
depends	5	1.14	calculator, depends, good, look
give	5	0.89	give, granted, open
meetings	5	1.09	meeting, meetings, see
teacher	5	1.49	teacher, teachers
time	5	1.49	multiple, time, times
alternative	4	1.19	alternative, options
class	4	0.89	class, grade, grades, year
free	4	1.19	free
given	4	0.89	given, granted, mindful
people	4	1.19	people
talk	4	1.19	talk, talked, talking
teach	4	0.60	educated, teach, teaching
try	4	1.19	seek, try
want	4	1.19	want
work	4	0.45	employment, work
aware	3	0.74	aware, awareness, mindful
context	3	0.74	circumstances, context
culture	3	0.89	culture, cultures
different	3	0.89	difference, different
dismissive	3	0.89	dismissive, ignore, ignoring
like	3	0.74	care, like
matter	3	0.89	matter, thing, things

motivation	3	0.89	motivated, motivation
point	3	0.74	point, show, targeted
program	3	0.89	program, programs, schedules
rent	3	0.64	rent, rental, takes
research	3	0.89	research
see	3	0.30	look, see
sense	3	0.74	feel, sense
words	3	0.60	books, words
always	2	0.60	always
appropriate	2	0.45	appropriate, proper
better	2	0.60	better
body	2	0.60	body
campus	2	0.60	campus
circumstances	2	0.30	circumstances, lot
citizens	2	0.60	citizens
connect	2	0.45	connect, united
develop	2	0.30	develop, educated
every	2	0.60	every
feel	2	0.25	feel, look
friendly	2	0.60	friendly, friends
good	2	0.25	good, just
hard	2	0.40	hard, just
just	2	0.25	just, proper
know	2	0.30	know, recognized
meaning	2	0.45	meaning, ways
money	2	0.60	money
monitor	2	0.60	monitor
reluctant	2	0.60	reluctant
safety	2	0.60	safety
style	2	0.45	style, ways
united	2	0.45	united, whole
access	1	0.30	access

adapt	1	0.30	adapt
advocate	1	0.30	advocate
agreement	1	0.30	agreement
america	1	0.30	america
assimilate	1	0.30	assimilate
back	1	0.30	back
behavior	1	0.30	behavior
beyond	1	0.30	beyond
bicycles	1	0.30	bicycles
blaming	1	0.30	blaming
call	1	0.30	call
car	1	0.30	car
chat	1	0.30	chat
classmate	1	0.30	classmate
clinics	1	0.30	clinics
college	1	0.30	college
conversation	1	0.30	conversation
cost	1	0.30	cost
courage	1	0.30	courage
customs	1	0.30	customs
emergency	1	0.30	emergency
enforce	1	0.30	enforce
english	1	0.30	english
essence	1	0.30	essence
etc	1	0.30	etc
evaluations	1	0.30	evaluations
events	1	0.30	events
expand	1	0.30	expand
explain	1	0.30	explain
faculty	1	0.30	faculty
first	1	0.30	first
focus	1	0.30	focus
governments	1	0.30	governments

group	1	0.30	group
heightened	1	0.30	heightened
ideal	1	0.30	ideal
income	1	0.30	income
internships	1	0.30	internships
investment	1	0.30	investment
jobs	1	0.30	jobs
lab	1	0.30	lab
life	1	0.30	life
losing	1	0.30	losing
mandatory	1	0.30	mandatory
must	1	0.30	must
native	1	0.30	native
new	1	0.30	new
nobody	1	0.30	nobody
old	1	0.30	old
one	1	0.30	one
opportunity	1	0.30	opportunity
paper	1	0.30	paper
part	1	0.30	part
passive	1	0.30	passive
policy	1	0.30	policy
priorities	1	0.30	priorities
procure	1	0.30	procure
professors	1	0.30	professors
promote	1	0.30	promote
question	1	0.30	question
rarely	1	0.30	rarely
really	1	0.30	really
remedies	1	0.30	remedies
reputable	1	0.30	reputable
simple	1	0.30	simple
slight	1	0.30	slight

smart	1	0.30	smart
sports	1	0.30	sports
stations	1	0.30	stations
strict	1	0.30	strict
successful	1	0.30	successful
translation	1	0.30	translation
treatment	1	0.30	treatment
tuition	1	0.30	tuition
type	1	0.30	type
usually	1	0.30	usually
visa	1	0.30	visa
anything	1	0.30	anything
everybody	1	0.30	everybody
everyone	1	0.30	everyone
goes	1	0.30	goes
got	1	0.30	got
without	1	0.30	without

Table 10*Codebook*

<i>Question</i>	<i>Code</i>
1. How welcomed do you feel at the university and how do you react?	W=Welcomed; S=Sometimes welcomed; and N=Never welcomed
2. In what ways do you feel the university is contradictive and how do you respond to those contradictions?	C=Contradictive; and N= Nothing Contrary
3. What teaching-styles help international students and why do you prefer that teaching-style?	C=Considerate; I=Ignorant; A=Adaptive; E=Experiential; and O=Outgoing
4. When teachers do not take their time with you how does that effect you?	I=Interruptive; Int.=Interpretative; F=Frustrated; and D=Disappointed
5. How do you contend with teachers who are unclear?	C=Collaborative; Q=Question teacher; and F=Frustrated
6. Explain how American measurement systems confuse international students and how you develop those skills?	C=Confusing; D=Difficult; and U=Unfamiliar
7. When there are times you are reluctant to speak, what helps to encourage you?	C=Collaborative; N=Necessity; O=Others initiate; P=Problems; and S=Seclusion
8. In what ways is the university unreliable supporting international students and how do you progress on your own?	A=Absent; and I=Inattentive
9. How accommodating are university labs and what if the labs are not feasible?	F=Feasible; I=Inaccessible; and L=Lacking

10. What are common financial difficulties among international students and how do they compensate?	C=Tuition costs; H=Hidden costs; F=Fees; and I=Insufficient funds
11. How is an American degree valued differently and what are your expectations?	H=High Return; R=Reputable; and P=Parallel
12. How has attending the university affected your families finance and how does that effect you?	S=Strained; and F=Fully funded
13. Do you feel your tuition is used in a valuable way and how does that idea affect you?	A=Appropriate; W=Wrong; I=Imbalanced; IR=Irrelavent; and U=Uncertain
14. How is paying for treatment difficult and how do you ensure treatment?	E=Expensive; C=Covered; and W=Without
15. How safe do you feel in the classroom, labs, or anywhere on campus, and what do you do if you feel unsafe?	S=Safe; T=Threatening; U=Uncertain; and O=Ordinary

Table 11*Belief of Welcome Word Count*

Word	Count	Weighted Percentage	Similar Words
feel	12	10.00	feel, feeling
welcomed	9	7.50	welcome, welcomed
religion	4	3.33	religion
comfortable	3	2.50	comfortable
culture	3	2.50	cultural, culture
home	3	2.50	home, international
people	3	2.50	people

sometimes	3	2.50	sometimes
students	3	2.50	students
activities	2	1.67	activities
adapt	2	1.67	adapt, adjustment
always	2	1.67	always
different	2	1.67	different
good	2	1.67	good, respected
help	2	1.67	help
like	2	1.67	like, likely
much	2	1.67	much
natural	2	1.67	natural
never	2	1.67	never
others	2	1.67	others
see	2	1.67	see, understand
situation	2	1.67	situation
treat	2	1.67	treat, treated
within	2	1.67	within
ability	1	0.83	ability
abused	1	0.83	abused
also	1	0.83	also
america	1	0.83	america
assimilated	1	0.83	assimilated
best	1	0.83	best
campus	1	0.83	campus
class	1	0.83	class
decently	1	0.83	decently
diverse	1	0.83	diverse
english	1	0.83	english
enriches	1	0.83	enriches
essence	1	0.83	essence
every	1	0.83	every
except	1	0.83	except
follow	1	0.83	follow

group	1	0.83	group
grow	1	0.83	grow
hide	1	0.83	hide
ideas	1	0.83	ideas
important	1	0.83	important
interfere	1	0.83	interfere
judge	1	0.83	judge
know	1	0.83	know
listen	1	0.83	listen
lose	1	0.83	lose
make	1	0.83	make
may	1	0.83	may
misjudge	1	0.83	misjudge
negative	1	0.83	negative
okay	1	0.83	okay
personality	1	0.83	personality
pushes	1	0.83	pushes
really	1	0.83	really
religious	1	0.83	religious
rule	1	0.83	rule
staff	1	0.83	staff
successful	1	0.83	successful
suitable	1	0.83	suitable
talk	1	0.83	talk
thinking	1	0.83	thinking
usually	1	0.83	usually
want	1	0.83	want
way	1	0.83	way
anything	1	0.83	anything
else	1	0.83	else
everyone	1	0.83	everyone

Table 12*Attitude Toward University Contradiction Word Count*

Word	Count	Weighted Percentage	Similar Words
students	8	6.40	student, students
contradictive	5	4.00	contradict, contradictive
think	5	3.20	believes, mean, means, think
university	5	4.00	university
way	5	3.20	mean, means, way, ways
international	4	3.20	international
make	4	3.20	make
pay	4	3.20	pay, paying, pays
education	3	2.00	education, teaching
feel	3	1.87	experience, feel
help	3	2.40	help, helping
high	3	2.40	high
learn	3	2.00	learn, scholarships, teaching
receive	3	1.87	experience, receive
added	2	1.60	added, advertise
better	2	1.60	better
case	2	1.60	case, example
conflicts	2	1.60	conflicts, different
courses	2	1.20	courses, grades
every	2	1.60	every
experience	2	1.07	experience, live
grades	2	1.20	grades, rate
happened	2	1.60	happened
increase	2	1.60	increase, increased
nothing	2	1.60	nothing
opposite	2	1.60	opposite

reality	2	1.60	reality
succeed	2	1.60	succeed, success
since	2	1.60	since
acceptance	1	0.80	acceptance
admission	1	0.80	admission
also	1	0.80	also
anymore	1	0.80	anymore
bad	1	0.80	bad
bills	1	0.80	bills
book	1	0.80	book
budgeting	1	0.80	budgeting
capacity	1	0.80	capacity
compared	1	0.80	compared
difficult	1	0.80	difficult
double	1	0.80	double
due	1	0.80	due
easy	1	0.80	easy
ensure	1	0.80	ensure
environment	1	0.80	environment
expenses	1	0.80	expenses
friendly	1	0.80	friendly
guide	1	0.80	guide
limited	1	0.80	limited
many	1	0.80	many
marketing	1	0.80	marketing
now	1	0.80	now
options	1	0.80	options
parking	1	0.80	parking
permits	1	0.80	permits
personal	1	0.80	personal
prices	1	0.80	prices
punished	1	0.80	punished
reorganized	1	0.80	reorganized

reviewed	1	0.80	reviewed
rules	1	0.80	rules
scarce	1	0.80	scarce
semester	1	0.80	semester
supply	1	0.80	supply
teachers	1	0.80	teachers
transcript	1	0.80	transcript
tuition	1	0.80	tuition
used	1	0.80	used
want	1	0.80	want
anything	1	0.80	anything
meant	1	0.80	meant
sacm	1	0.80	sacm

Table 13*Attitude Toward Teaching Style Word Count*

Word	Count	Weighted Percentage	Similar Words
students	13	9.35	student, students
style	8	5.76	style, styles, way
lecture	6	4.32	lecture, lectures, lecturing, talk
teaching	6	3.36	learn, learning, teaching
effective	5	2.88	accomplish, effective, good
give	5	2.52	give, hands, leave, makes, making
good	5	2.16	beneficial, good, just
help	5	3.60	help, helpful, helps
teachers	5	3.60	teacher, teachers

understand	5	3.12	read, understand, understanding, understands
involved	4	2.88	involved, involves, involving, need
makes	4	2.16	makes, making, work, works
best	3	2.16	best, better
every	3	2.16	every
just	3	1.44	bare, just
know	3	1.20	know, learn, learning
learn	3	0.72	learn, learning, read
one	3	2.16	one
allow	2	1.08	allow, leave
alone	2	1.44	alone, exclusively
classes	2	1.44	classes, course
demonstrations	2	1.08	demonstrations, show
difficult	2	1.44	difficult
example	2	1.44	example, examples
ideas	2	1.44	ideas, thought
individually	2	1.44	individually, personal
language	2	1.44	language
read	2	0.60	read, show
struggle	2	1.44	struggle, struggling
absorb	1	0.72	absorb
adaptive	1	0.72	adaptive
american	1	0.72	american
around	1	0.72	around
behind	1	0.72	behind
choose	1	0.72	choose
complex	1	0.72	complex
consider	1	0.72	consider
diction	1	0.72	diction
discussions	1	0.72	discussions

english	1	0.72	english
ensuring	1	0.72	ensuring
especially	1	0.72	especially
even	1	0.72	even
exceeding	1	0.72	exceeding
falling	1	0.72	falling
first	1	0.72	first
grammar	1	0.72	grammar
group	1	0.72	group
increase	1	0.72	increase
independently	1	0.72	independently
international	1	0.72	international
limiting	1	0.72	limiting
material	1	0.72	material
may	1	0.72	may
might	1	0.72	might
minimum	1	0.72	minimum
moment	1	0.72	moment
pace	1	0.72	pace
possible	1	0.72	possible
presuming	1	0.72	presuming
professor	1	0.72	professor
questions	1	0.72	questions
really	1	0.72	really
relationship	1	0.72	relationship
share	1	0.72	share
sure	1	0.72	sure
tell	1	0.72	tell
things	1	0.72	things
tries	1	0.72	tries
walks	1	0.72	walks
wrong	1	0.72	wrong

Table 14*Attitude Toward Inattentive Teachers Word Count*

Word	Count	Weighted Percentage	Similar Words
teachers	7	6.42	teacher, teachers
assistance	5	4.59	assistance, attendance, help, helped, helping
care	5	4.59	care, like, worry
effects	5	3.98	effect, effecting, effects, good
understand	5	4.13	realize, understand, understanding
inconsiderate	4	3.67	inconsiderate
motivation	4	3.67	motivation, need, needs
academic	3	2.75	academic, academics
become	3	2.75	become, becomes, turned
cause	3	2.14	cause, causing, makes
good	3	2.14	good, just, respect
material	3	2.75	material
performance	3	2.75	perform, performance
students	3	2.75	students
subjects	3	2.29	dependent, subjects
able	2	1.83	able
dependent	2	0.76	dependent, good
exams	2	1.83	exams, test
feel	2	1.83	feel
fully	2	1.83	fully
give	2	1.22	give, makes
makes	2	0.76	makes, realize
11th	1	0.92	11th
affecting	1	0.92	affecting
alternative	1	0.92	alternative

anxious	1	0.92	anxious
behind	1	0.92	behind
bubbled	1	0.92	bubbled
certain	1	0.92	certain
challenge	1	0.92	challenge
comprehending	1	0.92	comprehending
counterproductive	1	0.92	counterproductive
detrimental	1	0.92	detrimental
difficult	1	0.92	difficult
fall	1	0.92	fall
figure	1	0.92	figure
final	1	0.92	final
frustrating	1	0.92	frustrating
grade	1	0.92	grade
initials	1	0.92	initials
labs	1	0.92	labs
lagging	1	0.92	lagging
lecture	1	0.92	lecture
let	1	0.92	let
little	1	0.92	little
lose	1	0.92	lose
lost	1	0.92	lost
many	1	0.92	many
math	1	0.92	math
negatively	1	0.92	negatively
never	1	0.92	never
problem	1	0.92	problem
reduced	1	0.92	reduced
reflect	1	0.92	reflect
risks	1	0.92	risks
seek	1	0.92	seek
solve	1	0.92	solve
stressful	1	0.92	stressful

struggle	1	0.92	struggle
succeed	1	0.92	succeed
teaching	1	0.92	teaching
therefore	1	0.92	therefore
unimportant	1	0.92	unimportant
subpar	1	0.92	subpar

Table 15*Attitude Toward Unclear Teachers Word Count*

Word	Count	Weighted Percentage	Similar Words
teachers	12	11.43	teacher, teachers
ask	11	10.00	ask, expect, expectations, expecting, needed
help	8	7.62	help, helped, helpful, helps
learn	7	6.67	knowledge, learn, teach, teaches, teaching
students	4	3.81	students
become	3	2.38	become, get, seem
expert	3	2.86	expert, good
questions	3	2.86	questionable, questions
succeed	3	2.86	succeed
want	3	2.38	needed, want
clarify	2	1.90	clarify
class	2	1.90	class, families
dedicate	2	1.43	dedicate, give
get	2	0.95	get, make
give	2	0.95	give, make

must	2	1.90	must
office	2	1.90	office, part
use	2	1.90	use
word	2	1.90	word, words
actually	1	0.95	actually
adaptive	1	0.95	adaptive
allow	1	0.95	allow
attenuative	1	0.95	attenuative
blame	1	0.95	blame
contend	1	0.95	contend
deliver	1	0.95	deliver
explain	1	0.95	explain
forget	1	0.95	forget
hard	1	0.95	hard
hours	1	0.95	hours
humans	1	0.95	humans
lot	1	0.95	lot
material	1	0.95	material
means	1	0.95	means
mistakes	1	0.95	mistakes
never	1	0.95	never
nice	1	0.95	nice
persistently	1	0.95	persistently
perspective	1	0.95	perspective
possible	1	0.95	possible
professor	1	0.95	professor
reword	1	0.95	reword
simple	1	0.95	simple
simply	1	0.95	simply
sometimes	1	0.95	sometimes
though	1	0.95	though
tutoring	1	0.95	tutoring
types	1	0.95	types

understand	1	0.95	understand
willing	1	0.95	willing
although	1	0.95	although
something	1	0.95	something

Table 16*Attitude Toward American Measurement Word Count*

Word	Count	Weighted Percentage	Similar Words
measurement	9	9.00	measurement, measurements, measures, metric
know	7	7.00	know, learned, learning
uses	5	5.00	practice, use, used, uses
big	4	4.00	bad, big, expect
first	4	3.50	first, starting
student	4	4.00	student, students
system	4	4.00	system
confusing	3	3.00	confusing
difficult	3	2.50	difficult, hard
familiar	3	3.00	familiar, familiarized, familiarizing
international	3	2.50	international, national
time	3	3.00	time, times
american	2	2.00	american
convert	2	2.00	convert, converting
country	2	1.50	country, national
easy	2	2.00	easy, slowly
get	2	1.50	get, starting
hard	2	1.00	hard, just
inches	2	2.00	inches

just	2	1.50	just, simply
never	2	2.00	never
now	2	2.00	now
return	2	2.00	return
understand	2	2.00	understand, understanding
affected	1	1.00	affected
already	1	1.00	already
america	1	1.00	america
centimeter	1	1.00	centimeter
difference	1	1.00	difference
effect	1	1.00	effect
engineering	1	1.00	engineering
especially	1	1.00	especially
ever	1	1.00	ever
imperial	1	1.00	imperial
institutions	1	1.00	institutions
life	1	1.00	life
like	1	1.00	like
math	1	1.00	math
means	1	1.00	means
must	1	1.00	must
negatively	1	1.00	negatively
others	1	1.00	others
problem	1	1.00	problem
readjust	1	1.00	readjust
remains	1	1.00	remains
shocked	1	1.00	shocked
teachers	1	1.00	teachers
technical	1	1.00	technical
work	1	1.00	work
although	1	1.00	although
seen	1	1.00	seen

since 1 1.00 since

Table 17*Attitude Toward Encouragement Word Count*

Word	Count	Weighted Percentage	Similar Words
ask	6	6.58	ask, asks, need
encouraged	5	6.58	encouraged, encourages, encouraging
classes	4	5.26	class, classes, grades
knowledge	4	5.26	know, knowledge, learn
question	4	5.26	question, questions
speak	4	5.26	speak
need	3	2.63	motivates, need
bad	2	2.63	bad, poor
care	2	2.63	care
first	2	2.63	first
others	2	2.63	others
similar	2	2.63	similar, similarities
small	2	2.63	small
students	2	2.63	students
adapt	1	1.32	adapt
afraid	1	1.32	afraid
alone	1	1.32	alone
answer	1	1.32	answer
approachable	1	1.32	approachable
choice	1	1.32	choice
classroom	1	1.32	classroom

curious	1	1.32	curious
development	1	1.32	development
effects	1	1.32	effects
english	1	1.32	english
familiar	1	1.32	familiar
goal	1	1.32	goal
intriguing	1	1.32	intriguing
language	1	1.32	language
look	1	1.32	look
method	1	1.32	method
necessity	1	1.32	necessity
observing	1	1.32	observing
peers	1	1.32	peers
permit	1	1.32	permit
saying	1	1.32	saying
share	1	1.32	share
silent	1	1.32	silent
simply	1	1.32	simply
socialize	1	1.32	socialize
struggles	1	1.32	struggles
subject	1	1.32	subject
teachers	1	1.32	teachers
things	1	1.32	things
think	1	1.32	think
valid	1	1.32	valid
wrong	1	1.32	wrong
although	1	1.32	although

Table 18*Attitude Toward University Support Word Count*

Word	Count	Weighted Percentage	Similar Words
international	6	4.51	home, international
students	6	4.92	students
language	4	3.28	language, speech
advance	3	2.05	advance, approaching, progressing
general	3	2.46	general, generally, university
help	3	2.05	help, support
housing	3	2.05	home, housing
president	3	2.46	administration, president
advisors	2	1.64	advisors
alternative	2	1.64	alternative, instead
approaching	2	0.82	approaching, comes
authority	2	1.23	authority, office
aware	2	1.64	aware, mind
comes	2	0.82	comes, get
difficult	2	1.64	difficult, difficulty
fast	2	1.64	fast, security
fight	2	1.64	fight, struggling
get	2	0.82	get, make
give	2	1.23	give, make
goal	2	1.64	goal
individual	2	1.64	individual, private
know	2	1.23	know, living
level	2	1.64	level
living	2	0.82	living, support

major	2	1.64	major
office	2	1.23	office, powerful
response	2	1.64	response, responsibility
shared	2	1.64	shared, sharing
thing	2	1.64	thing, things
understand	2	1.64	understand, understanding
although	2	1.64	although
abandon	1	0.82	abandon
accents	1	0.82	accents
across	1	0.82	across
addition	1	0.82	addition
american	1	0.82	american
asking	1	0.82	asking
barriers	1	0.82	barriers
biology	1	0.82	biology
campus	1	0.82	campus
cater	1	0.82	cater
change	1	0.82	change
community	1	0.82	community
concerned	1	0.82	concerned
confusing	1	0.82	confusing
conversation	1	0.82	conversation
culture	1	0.82	culture
decided	1	0.82	decided
diction	1	0.82	diction
english	1	0.82	english
example	1	0.82	example
explain	1	0.82	explain
faculty	1	0.82	faculty
fees	1	0.82	fees
felt	1	0.82	felt

great	1	0.82	great
higher	1	0.82	higher
like	1	0.82	like
little	1	0.82	little
local	1	0.82	local
material	1	0.82	material
policy	1	0.82	policy
presume	1	0.82	presume
problem	1	0.82	problem
programs	1	0.82	programs
pursue	1	0.82	pursue
questions	1	0.82	questions
recommend	1	0.82	recommend
reliance	1	0.82	reliance
remember	1	0.82	remember
school	1	0.82	school
self	1	0.82	self
slang	1	0.82	slang
solutions	1	0.82	solutions
speak	1	0.82	speak
specific	1	0.82	specific
stopped	1	0.82	stopped
systems	1	0.82	systems
tutoring	1	0.82	tutoring
unfamiliar	1	0.82	unfamiliar
used	1	0.82	used
anything	1	0.82	anything
harder	1	0.82	harder
went	1	0.82	went

Table 19*Attitude Toward Lab Feasibility Word Count*

Word	Count	Weighted Percentage	Similar Words
labs	11	11.83	lab, labs
available	6	6.45	accessible, availability, available, helpful
need	6	5.73	need, needs, take
students	5	5.38	student, students
time	5	5.38	time
good	4	3.76	beneficial, good, right
close	3	2.69	close, closing, complete
personal	3	3.23	person, personal
resources	3	3.23	resources
use	3	3.23	use
complete	2	1.08	complete, right
enough	2	2.15	enough
get	2	1.43	get, take
hours	2	2.15	hours
laptop	2	2.15	laptop, laptops
limited	2	2.15	limited, set
pack	2	1.43	pack, take
absolutely	1	1.08	absolutely
accommodating	1	1.08	accommodating
allowed	1	1.08	allowed
application	1	1.08	application
attend	1	1.08	attend
believe	1	1.08	believe
better	1	1.08	better
class	1	1.08	class
combined	1	1.08	combined

done	1	1.08	done
especially	1	1.08	especially
feasible	1	1.08	feasible
focus	1	1.08	focus
later	1	1.08	later
lecture	1	1.08	lecture
love	1	1.08	love
match	1	1.08	match
now	1	1.08	now
plan	1	1.08	plan
problem	1	1.08	problem
professionally	1	1.08	professionally
regardless	1	1.08	regardless
risk	1	1.08	risk
rushed	1	1.08	rushed
schedules	1	1.08	schedules
school	1	1.08	school
soon	1	1.08	soon
succeed	1	1.08	succeed
tasks	1	1.08	tasks
things	1	1.08	things
vacation	1	1.08	vacation
work	1	1.08	work

Table 20*Attitude Toward Financial Difficulties Word Count*

Word	Count	Weighted Percentage	Similar Words
pay	9	7.32	paid, pay, paying
students	7	5.69	students

expensive	6	4.88	expenses, expensive
tuition	6	4.88	tuition
fees	5	4.07	fees
university	5	4.07	university
getting	4	3.25	comes, get, getting
addition	3	2.44	addition, increase
books	3	2.03	books, holds
international	3	2.44	international
rising	3	2.44	lifted, rising
time	3	2.44	time, times
adds	2	1.63	adds
affecting	2	1.63	affecting
consume	2	1.63	consume
double	2	1.63	double
economy	2	1.63	economy
every	2	1.63	every
holds	2	1.22	holds, maintain
lived	2	1.63	lived, living
lose	2	1.63	lose
materials	2	1.63	materials
meal	2	1.63	meal
much	2	1.63	much
plan	2	1.63	plan
price	2	1.63	price
sells	2	1.63	sells
semester	2	1.63	semester
use	2	1.63	use
everything	2	1.63	everything
business	1	0.81	business
cars	1	0.81	cars
classes	1	0.81	classes
critical	1	0.81	critical

enough	1	0.81	enough
especially	1	0.81	especially
exponentially	1	0.81	exponentially
fill	1	0.81	fill
finances	1	0.81	finances
focus	1	0.81	focus
food	1	0.81	food
healthcare	1	0.81	healthcare
housing	1	0.81	housing
including	1	0.81	including
killing	1	0.81	killing
knowledge	1	0.81	knowledge
like	1	0.81	like
mainly	1	0.81	mainly
many	1	0.81	many
medical	1	0.81	medical
money	1	0.81	money
parking	1	0.81	parking
registration	1	0.81	registration
service	1	0.81	service
tickets	1	0.81	tickets
yet	1	0.81	yet
000	1	0.81	000
else	1	0.81	else
everyone	1	0.81	everyone

Table 21*Attitude Toward The American Degree Word Count*

Word	Count	Weighted Percentage	Similar Words
american	8	8.25	american
degree	8	8.25	degree, degrees
get	7	6.19	become, experience, get, start
valued	6	5.15	respected, respectful, value, valued
countries	4	3.61	countries, country, national
culture	4	4.12	cultural, culture, polite
experience	4	2.06	experience, know
know	4	3.09	know, learn, wise
job	3	3.09	job, jobs
reputation	3	2.06	reputation, respected, respectful
america	2	2.06	america
employment	2	2.06	employment, worked
expect	2	2.06	expect, expectations
high	2	2.06	high, highly
home	2	1.55	home, national
many	2	2.06	many
meets	2	2.06	meets, satisfying
needed	2	2.06	needed, wanted
opportunities	2	2.06	opportunities
things	2	2.06	things
valuable	2	2.06	valuable
accreditation	1	1.03	accreditation

bigger	1	1.03	bigger
billions	1	1.03	billions
broaden	1	1.03	broaden
distinguishes	1	1.03	distinguishes
done	1	1.03	done
dream	1	1.03	dream
europe	1	1.03	europe
even	1	1.03	even
expand	1	1.03	expand
higher	1	1.03	higher
holders	1	1.03	holders
life	1	1.03	life
money	1	1.03	money
people	1	1.03	people
perfect	1	1.03	perfect
preferred	1	1.03	preferred
purpose	1	1.03	purpose
react	1	1.03	react
reason	1	1.03	reason
sell	1	1.03	sell
sending	1	1.03	sending
spending	1	1.03	spending
students	1	1.03	students
top	1	1.03	top
way	1	1.03	way
anyone	1	1.03	anyone
came	1	1.03	came
chose	1	1.03	chose
else	1	1.03	else

Table 22*Familial Values Word Count*

Word	Count	Weighted Percentage	Similar Words
family	11	9.48	families, family, home
get	7	5.73	become, get, make, receive
students	7	6.42	student, students, students'
aid	6	5.05	aid, careful, helping, helps
international	6	4.43	home, international, nation
pay	6	4.13	gain, give, pay
greatly	5	4.59	great, greatly
effect	4	3.21	effect, effected, good, result
give	4	2.06	give, grant, make
financial	3	2.75	financial
money	3	2.75	money
work	3	2.06	make, work
attend	2	1.38	attend, result
based	2	1.22	based, home
careful	2	1.38	careful, managed
collaborative	2	1.83	collaborative, cooperate
country	2	1.38	country, nation
degree	2	1.83	degree, grades
gain	2	0.69	gain, make
know	2	1.38	know, living
life	2	1.38	life, living
one	2	1.83	one
stress	2	1.83	stress, try

tuition	2	1.83	tuition
want	2	1.83	want
able	1	0.92	able
affected	1	0.92	affected
believe	1	0.92	believe
budget	1	0.92	budget
campus	1	0.92	campus
college	1	0.92	college
cost	1	0.92	cost
covers	1	0.92	covers
desperate	1	0.92	desperate
funded	1	0.92	funded
fuse	1	0.92	fuse
future	1	0.92	future
investment	1	0.92	investment
jobs	1	0.92	jobs
low	1	0.92	low
many	1	0.92	many
may	1	0.92	may
opportunity	1	0.92	opportunity
payment	1	0.92	payment
plans	1	0.92	plans
poor	1	0.92	poor
risky	1	0.92	risky
spending	1	0.92	spending
struggling	1	0.92	struggling
successful	1	0.92	successful
understands	1	0.92	understands
value	1	0.92	value
waste	1	0.92	waste
within	1	0.92	within
since	1	0.92	since

Table 23*Attitude Toward Tuition Use Word Count*

Word	Count	Weighted Percentage	Similar Words
used	8	7.62	use, used, useful
money	5	4.76	money
students	4	3.81	students
makes	4	3.17	make, makes, take
international	3	2.86	home, international
pay	3	2.86	pay
tuition	3	2.86	tuition, tuitions
know	3	2.38	know, learn
way	3	2.38	directed, way
bad	2	1.90	bad, regretful
believe	2	1.90	believe, think
desperate	2	1.90	desperate
difficult	2	1.90	difficult, hard
dominance	3	1.90	dominance, rule, rules
promote	2	1.90	promote, promotions
resources	2	1.90	resources
still	2	1.90	still, yet
year	2	1.90	year
toward	2	1.90	toward, towards
become	2	1.43	become, come
come	2	1.43	come, fair
chance	2	1.27	chance, finding
feel	2	1.27	feel, finding
finding	3	1.27	finding, rule, rules
added	1	0.95	added
advantage	1	0.95	advantage

almost	1	0.95	almost
americans	1	0.95	americans
better	1	0.95	better
business	1	0.95	business
decision	1	0.95	decision
discretion	1	0.95	discretion
double	1	0.95	double
economic	1	0.95	economic
education	1	0.95	education
effectively	1	0.95	effectively
every	1	0.95	every
example	1	0.95	example
fees	1	0.95	fees
help	1	0.95	help
killing	1	0.95	killing
legal	1	0.95	legal
like	1	0.95	like
lose	1	0.95	lose
may	1	0.95	may
meal	1	0.95	meal
much	1	0.95	much
non	1	0.95	non
offer	1	0.95	offer
one	1	0.95	one
plan	1	0.95	plan
promises	1	0.95	promises
sometimes	1	0.95	sometimes
spend	1	0.95	spend
spent	1	0.95	spent
sports	1	0.95	sports
stay	1	0.95	stay
stealing	1	0.95	stealing
stressed	1	0.95	stressed

things	1	0.95	things
university	1	0.95	university
valuable	1	0.95	valuable
value	1	0.95	value
goes	1	0.95	goes
went	1	0.95	went
withdrew	1	0.95	withdrew
directed	2	0.79	directed, take
learn	2	0.79	learn, take

Table 24*Attitude Toward Medical Treatment Word Count*

Word	Count	Weighted Percentage	Similar Words
insurance	7	8.75	insurance
get	6	5.62	becomes, get, makes, take, taking
countries	3	3.75	countries, country, nationality
coverage	3	3.75	coverage
difficult	3	3.75	difficult, hard
paid	3	3.75	paid, pay
account	2	2.50	account, bills
advantage	2	2.50	advantage
even	2	2.50	even, still
expensive	2	2.50	expensive
hospital	2	2.50	hospital
medical	2	2.50	medical
students	2	2.50	students
carry	3	1.88	carry, take, taking

emergency	2	1.88	emergency, issue
requires	3	1.88	requires, take, taking
allows	1	1.25	allows
american	1	1.25	american
based	1	1.25	based
better	1	1.25	better
budget	1	1.25	budget
burden	1	1.25	burden
case	1	1.25	case
circumstance	1	1.25	circumstance
citizen	1	1.25	citizen
cost	1	1.25	cost
die	1	1.25	die
especially	1	1.25	especially
government	1	1.25	government
healthcare	1	1.25	healthcare
helps	1	1.25	helps
hurt	1	1.25	hurt
important	1	1.25	important
issue	3	1.25	issue, take, taking
law	1	1.25	law
medicare	1	1.25	medicare
much	1	1.25	much
must	1	1.25	must
owing	1	1.25	owing
pocket	1	1.25	pocket
prefer	1	1.25	prefer
relationship	1	1.25	relationship
risk	1	1.25	risk
sick	1	1.25	sick
simple	1	1.25	simple
sure	1	1.25	sure

survival	1	1.25	survival
things	1	1.25	things
treat	1	1.25	treat
university	1	1.25	university
willing	1	1.25	willing
worth	1	1.25	worth
without	1	1.25	without

Table 25*Attitude Toward Campus Safety Word Count*

Word	Count	Weighted Percentage	Similar Words
safe	9	9.78	safe, secure
feel	7	7.61	feel, feels
unsafe	6	6.52	unsafe
campus	3	3.26	campus
even	3	3.26	even, still
ever	3	3.26	ever
felt	3	3.26	felt
labs	3	3.26	lab, labs
becoming	2	2.17	becoming, gets
careful	2	2.17	careful, cautious
choice	2	2.17	choice, fine
common	2	2.17	common, green
emergency	2	2.17	emergency, issues
equipment	2	2.17	equipment
international	2	2.17	international, outside
never	2	2.17	never
old	2	2.17	old, sometimes

places	2	2.17	places, rate
student	2	2.17	student, students
accordingly	1	1.09	accordingly
act	1	1.09	act
administration	1	1.09	administration
america	1	1.09	america
another	1	1.09	another
bowling	1	1.09	bowling
call	1	1.09	call
circumstance	1	1.09	circumstance
country	1	1.09	country
crime	1	1.09	crime
happened	1	1.09	happened
help	1	1.09	help
hurt	1	1.09	hurt
idea	1	1.09	idea
informs	1	1.09	informs
know	1	1.09	know
low	1	1.09	low
moment	1	1.09	moment
podiums	1	1.09	podiums
school	1	1.09	school
shootings	1	1.09	shootings
sketchy	1	1.09	sketchy
sympathize	1	1.09	sympathize
systems	1	1.09	systems
think	1	1.09	think
though	1	1.09	though
totally	1	1.09	totally
unexpected	1	1.09	unexpected
university	1	1.09	university
unreliable	1	1.09	unreliable
unsure	1	1.09	unsure

watch	1	1.09	watch
worse	1	1.09	worse

Table 26*Holistic Word Count from All Responses*

Word	Count	Weighted Percentage	Similar Words
get	100	2.22	become, becomes, becoming, cause, causing, come, comes, develop, development, experience, find, finding, generates, generation, get, gets, getting, going, grow, let, make, makes, making, mother, receive, start, started, starting, take, takes, taking student, students, students'
students	94	3.93	
make	60	1.02	buildings, cause, causing, form, gain, give, holds, make, makes, making, realize, take, takes, taking, work, worked, works
good	58	1.40	beneficial, dependent, depends, effect, effected, effecting, effective,

			effectively, effects, expert, good, just, practice, respect, respected, respectful, right, safe, secure, security
help	56	2.02	aid, assist, assistance, assistants, availability, available, help, helped, helpful, helping, helps, service, services, support
international	54	1.89	home, international, nation, national, nationality, nations, outside
know	50	1.20	experience, know, knowledge, learn, learned, learning, live, lived, living, love, recognized, wise
ask	49	1.13	ask, asking, asks, expect, expectations, expecting, involved, involves, involving, need, needed, needs, require, requires, take, takes, taking
pay	45	1.57	gain, give, paid, pay, paying, pays
teachers	43	1.80	teacher, teachers
teaching	40	1.04	educated, education, learn, learned, learning,

family	39	1.13	teach, teaches, teaching
feel	39	1.37	class, classes, families, family, home, housing experience, feel, feeling, feels, find, finding, look, sense
use	39	1.53	employment, practice, purpose, use, used, useful, uses, utilize
learn	36	0.51	determine, learn, learned, learning, read, scholarships, see, take, takes, taking, watch
care	34	0.64	aid, attention, care, careful, cautious, charge, charged, concerned, deal, manage, managed, measurement, measurements, measures, worry
take	33	0.48	accept, acceptance, assume, carry, choose, consider, consume, deal, directed, fill, guide, holds, issue, issues, pack, read, rent, return, shootings, take, takes, taking
want	32	0.89	need, needed, needs, private, require, requires, want, wanted, wish
give	29	0.43	big, dedicate, generates,

like	28	0.90	generation, give, grant, granted, hands, leave, open, pass, return
class	27	0.50	care, careful, compared, like, likely, similar, similarities, wish
talk	27	1.00	class, classes, course, courses, form, grade, grades, year
understand	27	0.84	lecture, lectures, lecturing, speak, talk, talked, talking, verbal
way	27	0.92	agreement, read, realize, reason, see, sympathize, translation, understand, understanding, understands
work	27	0.50	directed, mean, meaning, means, style, styles, way, ways
think	26	0.83	act, employment, form, going, solve, turned, work, worked, works
degree	24	0.65	believe, believes, consider, mean, meaning, means, reason, remember, think, thinking, thought
going	24	0.39	degree, degrees, grade, grades, level, point
			die, fails, going, leave, live, lived, living, offer, pass,

insurance	24	0.70	start, started, starting, survival, turned cover, covered, covers, ensure, ensuring, insurance, policy, secure, security, see
see	23	0.26	attend, attendance, consider, encountered, experience, figure, find, finding, look, meeting, meetings, meets, see, watch
just	22	0.45	bare, fair, hard, just, proper, right, scarce, simply
measurement	22	0.50	bills, calculator, evaluations, measurement, measurements, measures, metric, value, valued
become	21	0.37	become, becomes, becoming, come, comes, seem, turned
effect	21	0.38	accomplish, burden, consequence, effect, effected, effecting, effective, effectively, effects, essence, events, issue, issues, result, results
labs	21	0.88	lab, labs
need	21	0.48	motivate, motivated,

language	20	0.67	motivates, motivation, need, needed, needs, require, requires language, speech, word, words
personal	20	0.77	individual, individually, person, personal, personality, personally, someone
time	20	0.81	multiple, time, times
university	20	0.84	general, generally, university
country	19	0.63	countries, country, nation, national, nationality, nations, states
american	18	0.75	american, americans
tuition	18	0.75	tuition, tuitions
come	17	0.25	approachable, approaching, come, comes, fair, fall, falling, follow, totally
difficult	17	0.57	difficult, difficulties, difficulty, hard
even	17	0.49	even, level, still, yet
first	17	0.53	first, initials, low, start, started, starting
material	17	0.58	happen, happened, happening, material, materials, stuff
pass	17	0.42	authority, community,

better	16	0.59	exceeding, fall, falling, guide, pass, return, spend, spending, top, walk, walks
big	16	0.26	advance, best, better, improvements, improving
money	16	0.67	big, expect, expectations, expecting, great, greatly
bad	15	0.47	money
cover	15	0.41	bad, big, poor, regretful, risky
every	15	0.63	application, back, comprehending, continue, cover, covered, covers, deal, hide, top, treat, treated
people	15	0.63	every
different	14	0.56	people
education	14	0.40	conflicts, difference, differences, different
grade	14	0.18	develop, development, educated, education, school, schools
things	14	0.52	grade, grades, level, places, rate
try	14	0.44	matter, thing, things
			judge, seek, stress, stressed, stressful, test, tries, try, trying

welcomed	14	0.47	receive, welcome, welcomed
culture	13	0.52	cultural, culture, cultures, polite
deal	13	0.22	contend, deal, hands, manage, managed, sell, sells, share, shared, sharing
expensive	13	0.54	expense, expenses, expensive
happened	13	0.20	chance, encountered, find, finding, happen, happened, happening, pass
much	13	0.45	lot, much, often, practice
questions	13	0.54	question, questionable, questions
safe	13	0.33	safe, safety
succeed	13	0.49	follow, future, succeed, success, successful
value	13	0.23	rate, respect, respected, respectful, value, valued
allow	12	0.32	adjustment, allow, allowed, allows, appropriate, grant, granted, leave, let, permit, permits
business	12	0.33	business, busy, concerned, job, jobs
means	12	0.19	based, close, closing, important, mean, meaning, means

problem	12	0.36	job, jobs, problem, problems
alternative	11	0.42	alternative, choice, instead, options
answer	11	0.27	account, answer, answers, resolved, respond, response, responsibility, result, results, solutions
books	11	0.29	book, books, holds, word, words
campus	11	0.46	campus
depends	11	0.18	calculator, dependent, depends, look, reliable, subject, subjects
encouraged	11	0.30	advance, encouraged, encourages, encouraging, promote, promotions, support
home	11	0.16	based, home, places
increase	11	0.32	addition, additional, gain, increase, increased, progressing
open	11	0.22	initials, open, possible, receptive, subject, subjects
affected	10	0.33	affect, affected, affecting, involved, involves, involving
case	10	0.19	case, cause, causing, events,

life	10	0.26	subject, subjects, type, types life, live, lived, living
part	10	0.16	leave, part, share, shared, sharing, start, started, starting
struggling	10	0.34	conflicts, contend, fight, struggle, struggles, struggling
change	9	0.33	change, changes, convert, converting, vary
contradictive	9	0.38	contradict, contradictive, negative, negatively
directed	9	0.13	directed, engineering, guide, manage, managed, places, point, sending, targeted
expect	9	0.12	carry, expect, expectations, expecting, look
fees	9	0.38	fees
find	9	0.12	determine, find, finding, observing, rule, rules
lot	9	0.15	circumstance, circumstances, deal, lot, set
national	9	0.12	community, nation, national, nationality, nations, subject, subjects
office	9	0.19	authority, office, part, places, powerful, situation

receive	9	0.12	encountered, meeting, meetings, meets, receive
sometimes	9	0.33	old, sometimes
words	9	0.19	diction, discussions, speech, word, words
addition	8	0.15	access, accessible, addition, additional, improvements, improving
always	8	0.33	always, ever
attend	8	0.11	attend, attendance, attention, consequence, listen, result, results
comfortable	8	0.23	comfortable, easy, satisfying, sympathize
cost	8	0.27	cost, costs, price, prices
example	8	0.29	case, example, examples, model
focus	8	0.19	center, directed, focus, stress, stressed, stressful
great	8	0.17	great, greatly, old
hard	8	0.15	bare, hard, punished, scarce
limited	8	0.26	determine, limited, limiting, restrictions, set
living	8	0.09	live, lived, living, support, survival
matter	8	0.10	issue, issues, matter, subject, subjects
never	8	0.33	never

one	8	0.30	one, right
plan	8	0.27	plan, plans,
respected	8	0.17	program, programs observing, reputable, reputation, respect, respected, respectful, various
rising	8	0.15	advance, develop, development, grow, heightened, lifted, rising
accept	7	0.13	accept, acceptance, assume, decently, recognized
adapt	7	0.24	accommodating, adapt, adaptive, adjustment
assistance	7	0.13	assist, assistance, assistants, attend, attendance
complete	7	0.11	complete, completely, entire, perfect, right, totally, whole
conversation	7	0.21	conversation, familiar, familiarized, familiarizing, informs
easy	7	0.17	easy, simple, slowly
emergency	7	0.18	emergency, issue, issues, rising
familiar	7	0.12	adjustment, close, closing, familiar, familiarized, familiarizing
idea	7	0.20	idea, ideas, mind, mindful, thought
lecture	7	0.14	lecture, lectures, lecturing, speech

many	7	0.29	many
meetings	7	0.11	encountered, fill, meeting, meetings, meets, satisfying
others	7	0.29	others
really	7	0.27	actually, really
rule	7	0.12	dominance, government, governments, rule, rules
still	7	0.17	silent, still, yet
system	7	0.29	system, systems
accent	6	0.17	accent, accents, stress, stressed, stressful
accomplish	6	0.08	accomplish, complete, completely, manage, managed, realize
administration	6	0.19	administration, government, governments, president
america	6	0.25	america
authority	6	0.07	authority, dominance, generates, generation, government, governments
available	6	0.11	access, accessible, availability, available
circumstance	6	0.15	circumstance, circumstances, context, set
confusing	6	0.25	confusing, lost, mistakes
especially	6	0.22	especially, except

given	6	0.13	given, grant, granted, mind, mindful
jobs	6	0.11	job, jobs, tasks
level	6	0.05	charge, charged, level, point
little	6	0.21	little, slight, small
lose	6	0.25	lose, losing
now	6	0.21	directed, now
promote	6	0.11	advance, advertise, promote, promotions, pushes
resources	6	0.25	resources
tell	6	0.19	distinguishes, saying, states, tell, tells
unsafe	6	0.25	unsafe
access	5	0.10	access, accessible, admission, approachable, approaching
accordingly	5	0.09	accordingly, agreement, consequence, grant, granted
adds	5	0.12	adds, supplies, supply, totally
advance	5	0.06	advance, approachable, approaching, gain, progressing
alone	5	0.17	alone, entire, exclusively, unique
aware	5	0.15	aware, awareness, mind, mindful
bills	5	0.07	account, bills, charge, charged

charge	5	0.07	charge, charged, directed, rushed, sending
close	5	0.08	close, closing, complete, completely, final college
college	5	0.21	
consume	5	0.15	consume, deplete, waste
double	5	0.21	double
english	5	0.21	english
fast	5	0.11	fast, secure, security
follow	5	0.09	follow, observing, pursue, watch
friendly	5	0.14	friendly, friends, support
high	5	0.21	high, highly
important	5	0.13	consequence, important, moment
initials	5	0.08	initials, institutions, start, started, starting
investment	5	0.17	invest, investment, places
knowledge	5	0.09	initials, knowledge
low	5	0.10	deplete, low, small
may	5	0.21	may
must	5	0.21	must
natural	5	0.17	biology, course, courses, natural
opportunities	5	0.18	chance, opportunities, opportunity
parking	5	0.19	common, green, parking
prefer	5	0.19	choose, prefer, preferred

programs	5	0.15	program, programs, schedules
semester	5	0.21	semester
show	5	0.14	demonstrations, point, read, show
support	5	0.07	back, funded, holds, support
although	5	0.21	although
anything	5	0.21	anything
goes	5	0.21	goes
since	5	0.21	since
accommodating	4	0.06	accommodating, adjustment, cooperate, holds
adjustment	4	0.08	adjustment, readjust, registration, set
appropriate	4	0.08	appropriate, proper, right, suitable
blame	4	0.10	blame, blaming, charge, charged
budget	4	0.17	budget, budgeting
buildings	4	0.06	buildings, figure, form, progressing
calculator	4	0.07	calculator, computer, directed, figure
certain	4	0.13	certain, sure
choice	4	0.10	choice, fine, quality
connect	4	0.11	connect, continue, united
continue	4	0.12	continue, persistently, remains, stay
coverage	4	0.17	coverage
decently	4	0.06	decently, nice, proper, right

enough	4	0.17	enough
felt	4	0.17	felt
financial	4	0.17	financial
free	4	0.17	free
hurt	4	0.15	detrimental, hurt, smart
inconsiderate	4	0.17	inconsiderate
individual	4	0.08	individual, individually, private
interest	4	0.06	interest, involved, involves, involving
issue	4	0.04	issue, issues, supplies, supply
mandatory	4	0.10	mandatory, require, requires
medical	4	0.17	medical
nobody	4	0.17	nobody
performance	4	0.15	act, perform, performance
places	4	0.07	places, sending, set, stations
price	4	0.10	price, prices, term
professor	4	0.17	professor, professors
rate	4	0.08	evaluations, pace, rate
religion	4	0.17	religion
risk	4	0.14	chance, risk, risks
security	4	0.07	procure, secure, security
sells	4	0.10	marketing, sell, sells
shootings	4	0.05	charge, charged, shootings
simple	4	0.08	bare, simple
situation	4	0.05	places, set, situation

sure	4	0.09	authority, confidence, sure
valuable	4	0.17	valuable, worth
year	4	0.10	day, year
everything	4	0.17	everything
toward	4	0.17	toward, towards
without	4	0.17	without
able	3	0.13	able
absolutely	3	0.07	absolutely, perfect, totally
absorb	3	0.13	absorb, assimilate, assimilated
academic	3	0.13	academic, academics
activities	3	0.10	activities, fight
added	3	0.10	added, advertise
advantage	3	0.13	advantage
already	3	0.13	already
assume	3	0.10	assume, presume, presuming
body	3	0.13	body, consistent
burden	3	0.03	burden, charge, charged
call	3	0.13	call, promises
car	3	0.13	car, cars
cater	3	0.07	cater, supplies, supply
cause	3	0.03	cause, causing, reason
challenge	3	0.09	challenge, contend, intriguing
citizens	3	0.13	citizen, citizens
combined	3	0.10	combined, fuse, united
concerned	3	0.06	concerned, interest, worry

convert	3	0.06	convert, converting, translation
decided	3	0.06	decided, determine, resolved
decision	3	0.05	decision, determine, final
desperate	3	0.13	desperate
determine	3	0.03	determine, purpose, set
die	3	0.08	anxious, die
dismissive	3	0.13	dismissive, ignore, ignoring
equipment	3	0.13	equipment
essence	3	0.06	center, essence
expert	3	0.06	expert, technical
explain	3	0.13	explain
faculty	3	0.13	faculty, staff
fair	3	0.07	fair, pretty, reason
fine	3	0.10	fine, okay, tickets
generates	3	0.04	generates, generation, multiple
goal	3	0.13	goal
government	3	0.03	government, governments, polite
group	3	0.13	group
healthcare	3	0.13	healthcare
hours	3	0.13	hours
judge	3	0.06	evaluations, judge
law	3	0.09	law, legal, right
leave	3	0.03	leave, result, results
let	3	0.08	let, rent, rental
listen	3	0.04	listen, mind, mindful

local	3	0.05	local, places, set
look	3	0.04	look, seem
major	3	0.13	major, majority
meal	3	0.13	meal
might	3	0.09	might, powerful
necessity	3	0.06	necessity, require, requires
nothing	3	0.13	nothing
observing	3	0.04	observing, reflect, watch
peers	3	0.13	match, peers
poor	3	0.08	poor, sick
reality	3	0.13	reality
receptive	3	0.06	receptive, response, responsibility
research	3	0.13	research
return	3	0.06	deliver, return
social	3	0.13	social, socialize
sports	3	0.13	sports
though	3	0.13	though
treatment	3	0.10	discussions, treatment
usually	3	0.10	common, usually
willing	3	0.09	leave, willing
within	3	0.13	within
wrong	3	0.13	wrong
else	3	0.13	else
everyone	3	0.13	everyone
something	3	0.13	something, somethings
abandon	2	0.06	abandon, vacation
abbreviations	2	0.08	abbreviations, reduced
ability	2	0.05	ability, powerful
account	2	0.02	account, calculator

accreditation	2	0.05	accreditation, recognized
acronyms	2	0.05	acronyms, initials
actually	2	0.03	actually, realize
advisors	2	0.08	advisors
advocate	2	0.08	advocate, recommend
afraid	2	0.08	afraid
also	2	0.08	also
attention	2	0.02	attention, thought
behind	2	0.08	behind
clarify	2	0.08	clarify
collaborative	2	0.06	collaborative, cooperate
compete	2	0.05	compete, contend
consequence	2	0.05	consequence, therefore
critical	2	0.06	critical, decision
distinguishes	2	0.03	distinguishes, recognized
diverse	2	0.06	diverse, various
dominance	2	0.06	dominance, later
done	2	0.08	done
economy	2	0.08	economy
engineering	2	0.04	engineering, technology
enrolled	2	0.06	enrolled, registration
everywhere	2	0.08	everywhere
exams	2	0.06	exams, test
exceeding	2	0.03	exceeding, except
except	2	0.03	except, exclusively
expand	2	0.08	expand
feasible	2	0.05	feasible, practice
fight	2	0.03	fight, pushes
finances	2	0.06	finances, funded

forget	2	0.05	forget, leave
fully	2	0.08	fully
grammar	2	0.08	grammar
grow	2	0.02	grow, turned
higher	2	0.08	higher
holds	2	0.03	holds, maintain
hospital	2	0.08	hospital
inches	2	0.08	inches
include	2	0.08	include, including
income	2	0.08	income
independently	2	0.08	independently, mainly
killing	2	0.08	killing
laptop	2	0.08	laptop, laptops
lifted	2	0.04	lifted, vacation
maintain	2	0.03	maintain, observing
math	2	0.08	math
monitor	2	0.08	monitor
new	2	0.08	new
nice	2	0.03	nice, polite
night	2	0.08	night
opposite	2	0.08	opposite
point	2	0.03	point, stopped
powerful	2	0.02	powerful, right
premium	2	0.08	premium
purpose	2	0.02	purpose, resolved
react	2	0.06	react, respond
read	2	0.03	read, saying
realize	2	0.02	realize, recognized
reflect	2	0.03	reflect, thought
relationship	2	0.08	relationship
reluctant	2	0.08	reluctant

resolved	2	0.03	resolved, solve
self	2	0.08	self
shocked	2	0.08	shocked
shy	2	0.06	shy, unsure
sister	2	0.08	sister
slang	2	0.08	slang
smart	2	0.04	smart, wise
specific	2	0.08	specific, specifically
stay	2	0.04	stay, stopped
strict	2	0.08	strict
technical	2	0.04	technical, technology
tutoring	2	0.08	tutoring
uncertain	2	0.06	uncertain, unsure
united	2	0.03	united, whole
went	2	0.08	went
11th	1	0.04	11th
abused	1	0.04	abused
across	1	0.04	across
almost	1	0.04	almost
another	1	0.04	another
anymore	1	0.04	anymore
around	1	0.04	around
attenuative	1	0.04	attenuative
attitude	1	0.04	attitude
barriers	1	0.04	barriers
behavior	1	0.04	behavior
beyond	1	0.04	beyond
bicycles	1	0.04	bicycles
bigger	1	0.04	bigger
billions	1	0.04	billions
bowling	1	0.04	bowling

broaden	1	0.04	broaden
bubbled	1	0.04	bubbled
capacity	1	0.04	capacity
categorizing	1	0.04	categorizing
centimeter	1	0.04	centimeter
chat	1	0.04	chat
cheat	1	0.04	cheat
classmate	1	0.04	classmate
classroom	1	0.04	classroom
clinics	1	0.04	clinics
complacent	1	0.04	complacent
complex	1	0.04	complex
counterproductive	1	0.04	counterproductive
courage	1	0.04	courage
crime	1	0.04	crime
curious	1	0.04	curious
customs	1	0.04	customs
discretion	1	0.04	discretion
discrimination	1	0.04	discrimination
dream	1	0.04	dream
due	1	0.04	due
economic	1	0.04	economic
enforce	1	0.04	enforce
enriches	1	0.04	enriches
environment	1	0.04	environment
etc	1	0.04	etc
europe	1	0.04	europe
exponentially	1	0.04	exponentially
fewer	1	0.04	fewer
flawed	1	0.04	flawed
food	1	0.04	food
frustrating	1	0.04	frustrating
hidden	1	0.04	hidden

holders	1	0.04	holders
hostile	1	0.04	hostile
humans	1	0.04	humans
ideal	1	0.04	ideal
imperial	1	0.04	imperial
interfere	1	0.04	interfere
internships	1	0.04	internships
interrupt	1	0.04	interrupt
kids	1	0.04	kids
lagging	1	0.04	lagging
less	1	0.04	less
medicare	1	0.04	medicare
method	1	0.04	method
mine	1	0.04	mine
minimum	1	0.04	minimum
misjudge	1	0.04	misjudge
mistakenly	1	0.04	mistakenly
native	1	0.04	native
non	1	0.04	non
owing	1	0.04	owing
paper	1	0.04	paper
passive	1	0.04	passive
payment	1	0.04	payment
per	1	0.04	per
perspective	1	0.04	perspective
pocket	1	0.04	pocket
podiums	1	0.04	podiums
prejudice	1	0.04	prejudice
prior	1	0.04	prior
priorities	1	0.04	priorities
privilege	1	0.04	privilege
professionally	1	0.04	professionally
rarely	1	0.04	rarely

regardless	1	0.04	regardless
reliance	1	0.04	reliance
religious	1	0.04	religious
remedies	1	0.04	remedies
reorganized	1	0.04	reorganized
reviewed	1	0.04	reviewed
reword	1	0.04	reword
size	1	0.04	size
sketchy	1	0.04	sketchy
soon	1	0.04	soon
spent	1	0.04	spent
stealing	1	0.04	stealing
till	1	0.04	till
transcript	1	0.04	transcript
transparent	1	0.04	transparent
undocumented	1	0.04	undocumented
unexpected	1	0.04	unexpected
unfamiliar	1	0.04	unfamiliar
unimportant	1	0.04	unimportant
unreliable	1	0.04	unreliable
valid	1	0.04	valid
visa	1	0.04	visa
weekend	1	0.04	weekend
worse	1	0.04	worse
000	1	0.04	000
anyone	1	0.04	anyone
autocad	1	0.04	autocad
began	1	0.04	began
biggest	1	0.04	biggest
buses	1	0.04	buses
came	1	0.04	came
children	1	0.04	children
chose	1	0.04	chose

easier	1	0.04	easier
everybody	1	0.04	everybody
facebook	1	0.04	facebook
got	1	0.04	got
harder	1	0.04	harder
instagram	1	0.04	instagram
meant	1	0.04	meant
media	1	0.04	media
mediocracy	1	0.04	mediocracy
ran	1	0.04	ran
sacm	1	0.04	sacm
seen	1	0.04	seen
subpar	1	0.04	subpar
withdrew	1	0.04	withdrew

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EDUCATION

May, 2004	Associate in Applied Science Kentucky Community and Technical College Systems Bowling Green, Kentucky
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PROFESSIONAL EXPERIENCES

2014-present	Architectural Science Instructor Rank II Western Kentucky University Bowling Green, Kentucky
2011-2014	Facilities Management Western Kentucky University Bowling Green, Kentucky

- 2011 Quality Management
Integrated Pharmaceutical Packaging, LCC
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- 2009-2010 Teaching Assistant
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PUBLICATIONS

- Martelli, E. (2010). *Intricacies of professional certifications for quality management (QM)* [Master's thesis, Western Kentucky University]. Digital Commons. <https://digitalcommons.wku.edu/theses/180/>
- Martelli, E. (Pending, 2020). *Perceptual challenges of international students within higher education* [Unpublished doctoral dissertation]. Morehead State University.