



# The Perception of Multiculturalism, Socially Responsible Leadership, and the Psychological Well-being of Students with Developmental Disabilities Participating in Higher Education Programs

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## **Abstract**

*The purpose of this study is to find out the perception of multiculturalism, socially responsible leadership, and the psychological well-being of students with developmental disabilities participating in higher education programs at universities and to suggest the strategies to improve the quality of their college life experiences. In order to accomplish the purpose of this study, questionnaire items were developed by translating and modifying foreign questionnaire items. In the research results, perception of multiculturalism, the perception of current socially responsible leadership, and the perception of psychological well-being among students participating in higher education programs for students with intellectual disabilities were presented. Also, discussion based on the results of this study was suggested.*

**Keywords:** people with developmental disabilities, higher education programs, multiculturalism, socially responsible leadership, and psychological well-being

## **1. INTRODUCTION**

*"Everyone wants to live a happy life by performing their social role in the community and living in harmony with other people. The society in which all people, including those with developmental disabilities, live is a society where individuals with diverse thoughts and abilities coexist. This requires an understanding of people with 'different thoughts' and 'different cultures' and the ability to embrace diverse social expectations and roles (13). They need to perform their roles well, and all members of society need to live together while maintaining a psychologically healthy state of psychological well-being (1, 10, 17).*

*If people with developmental disabilities expand their understanding of multiculturalism, their prejudice against others will decrease, allowing them to have a more open mind (16). Understanding others also allows us to respect their values and individuality, which can promote mutual respect and tolerance, enabling social connection and harmonious coexistence. Additionally, understanding differences helps prevent and resolve conflicts, and effective communication can reduce misunderstandings or confusion that may arise in the process of sharing opinions with others (4, 5).*

*For people with developmental disabilities, it is also important to fulfil social roles and responsibilities. A*



person who always asks for only what is necessary without fulfilling his or her responsibilities will have a hard time integrating into society. For people with disabilities, leadership can be understood as leadership in a somewhat passive sense rather than leading others. It can also be said that leadership is when people with disabilities faithfully perform the roles required for society to pursue public interests and achieve social development (14). By faithfully fulfilling their duties in the work required to solve social problems and achieve positive change by working together with various people, they will be able to contribute to the growth and development of individuals and society through various experiences and challenges (6, 13). This process helps individuals gain new skills, knowledge, and perspectives, further developing their leadership abilities.

Through this process, people with developmental disabilities need to maintain psychological health and safety while living their lives in society. This psychological well-being plays an important role in helping individuals carry out their daily activities and functions and helps them maintain a positive self-image without feeling low or negative about themselves due to their disability (15). It can also have a positive impact on human relationships and social participation in society, allowing people to form relationships with others more smoothly and participate more actively in society (7, 8). In this way, disabled people who live psychologically stable lives can acquire new knowledge, achieve personal growth, and identify and pursue their own goals and desires in a more stable state. Lastly, psychological well-being can play a positive role in creating a society of cooperation by maintaining a stable immune system and biological rhythm, maintaining good physical health, and making society a psychologically safe society (2, 3, 9, 11).

Currently, people with developmental disabilities learn about multiculturalism in society, awareness of the various social roles and responsibilities given to them, and ways to maintain psychological well-being through education at home, school, and in the community, and through participation in various activities. They are on their way to achieving these goals."The purpose of this study is to examine the level of understanding of multiculturalism, social leadership capabilities, and psychological well-being of students with intellectual disabilities currently participating in higher education programs for intellectual disabilities. Through the results of this study, the researcher would like to look at strategies to increase these capabilities and understanding through future higher education programs.

## **2. RESEARCH METHOD**

This study aims to find out the needs for college life experiences and support strategies for college life, targeting people with developmental disabilities who are currently participating in higher education programs at universities. The specific research subjects, research tools, research procedures, and data processing methods are as follows.

### **2.1 Participant**

This study targeted people with developmental disabilities who are currently participating in higher education programs at universities (see Table 1). Among the students participating in higher education programs for people with developmental disabilities, a survey was conducted targeting students who agreed with the purpose of this study and wanted to participate in the survey. Background information on the



students who participated in the survey is as follows. Students generally felt that they were healthy (85%). Most of the students participating in higher education programs for people with developmental disabilities did not drink since high school (approximately 80%) and most did not smoke (90%). However, the frequency of exercise was rather low, so the frequency of students who did not exercise regularly or exercised 1-2 hours a week reached about 80%, and some students felt that they lacked sleep (about 40%).

## **2.2 Survey Questionnaire**

### **2.2.1 Miville-Guzman University –Diversity Scale-Short Form (M-GUDS-S)**

Diversity scales are tools or instruments designed to measure the extent of diversity or inclusivity within a group, organization, or community. They are often used in research or organizational settings to assess and monitor diversity-related factors. Through this questionnaire, it is possible to know the level of awareness in the following three areas such as diversity of contact, relativistic appreciation, and comfort with difference. Diversity of contact is a concept often used in sociology, psychology, and similar disciplines. It refers to the variety in a person's social interactions with individuals from different backgrounds, cultures, or perspectives. For example, someone might have a high level of diversity of contact if they regularly interact with people from many different ethnicities, religions, socioeconomic statuses, professions, ages, genders, or with various lifestyles, etc. Having a high diversity of contact can lead to a broader worldview and can increase a person's ability to understand and appreciate different perspectives. It can also decrease prejudice and foster more inclusive attitudes. Relativistic appreciation is a term often used in intercultural and diversity studies. It refers to the ability to appreciate and understand that different cultures or groups may have different values, norms, and behaviours that are valid and appropriate within their contexts. It's a form of cultural relativism, which rejects the idea that there is one "right" or "best" way to do things, and instead acknowledges that what is considered appropriate or valuable can vary significantly between cultures. Comfort with differences is a term often used in psychology, sociology, and related fields. It refers to an individual's level of ease or comfort when they are exposed to people, situations, or ideas that are different from what they are accustomed to. An individual who displays a high degree of comfort with differences would be at ease in diverse environments, open to new experiences, and accepting of different perspectives. This includes, but is not limited to, being comfortable with people of different races, ethnicities, religions, genders, socioeconomic statuses, etc. In the context of diversity and inclusion studies, comfort with differences is seen as a crucial component of fostering more inclusive and equitable communities. Individuals who are comfortable with differences are often better equipped to handle cross-cultural interactions and less likely to exhibit prejudiced behavior.

### **2.2.2 Socially Responsible Leadership Scale Assessment**

The Socially Responsible Leadership Scale (SRLS) is an instrument designed to assess college students' leadership participation. Assessing student involvement and leadership allows practitioners to gain an in-depth knowledge of student achievement in the area of leadership development. In addition, assessment provides a roadmap for program development and resource allocation that compliments students' needs.

### **2.2.3 Ryff scales of Psychological Well-Being**

The Ryff Scales of Psychological Well-Being is a psychological assessment tool developed by Carol Ryff. It



is designed to measure psychological well-being in six dimensions such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, self-acceptance. Autonomy is a sense of independence and self-determination. People who score high in autonomy are self-directed and independent. Environmental mastery is the capacity to effectively manage one's life and surrounding world. It includes a sense of control over external activities, opportunities to choose or create contexts suitable to personal needs and values. Personal growth refers to the perception of continuous development and the realization of potential. It includes an openness to new experiences and the ability to improve oneself and to realize one's potential. Positive relations with others refers having quality relationships with others. This includes the capacity for empathy, affection, and intimacy, as well as the ability to manage conflict. Purpose in life refers to having goals, a sense of direction, and the belief that there is meaning to present and past life. It's a feeling that life holds a purpose. Self-acceptance is a positive attitude towards oneself and past life, and the acceptance of self and past life. It represents an understanding and acceptance of one's strengths and weaknesses. Each dimension is evaluated separately, typically through self-reporting, which means individuals rate themselves on various items related to these dimensions of well-being. It is a widely used tool in psychological research and has been used in a variety of studies exploring the factors that contribute to psychological well-being.

### **2.3 Research Procedure**

The purpose of the study and survey contents were explained in advance to the students participating in the higher education program for persons with developmental disabilities selected for the study, and the survey was conducted by distributing the questionnaire through mail, e-mail, and direct visits. Of the distributed questionnaires, 56 copies were recovered, and among them, 48 copies were used as the final analysis data for the study, excluding data with insincere responses.

## **3. RESULT**

### **3.1 Understanding of Multiculturalism among Students Participating in Higher Education Programs for Students with Intellectual Disabilities**

In this part, the researcher suggested the degree to which students with developmental disabilities are interested in learning other countries' cultures and cultural activities, whether they value the impact of diversity on their own growth and self-understanding, and how comfortable they are with individuals with diversity. The result of this is shown in <Table 3-1>. The questions also have some inverse questions.

Among the questions answered by students, the questions for which about 50% or more of the responses were 'strongly agree' or 'agree' were "I think I'll be able to understand the other person well once I know what they are similar to and what I'm different from .", "I want to go to a party where I can listen to songs from other countries", "I often listen to music from other countries (such as America)", "I want to learn the cultures of many other countries." When considering inverse questions, among the questions answered by students, the questions for which about 50% or more of the responses 'strongly disagree' or 'disagree' were "For me, getting to know people of a different race makes me uncomfortable", "I am only comfortable with people of my own race.", "I often get annoyed with people of a different race."



**Table 3-1.** Perception of multiculturalism

Questionnaire	Strongly Disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
1. I want to go to a meeting where I can meet people from other countries.	12(25)	8(17)	2(4)	5(10)	7(15)	14(29)	48(100)
2. People with disabilities can teach me things I can't learn elsewhere.	16(33)	7(15)	4(8)	12(25)	3(6)	6(13)	48(100)
3. For me, getting to know people of a different race makes me uncomfortable.	15(31)	11(23)	6(13)	8(17)	6(13)	2(4)	48(100)
4. I want to go to a party where I can listen to songs from other countries.	11(23)	8(17)	1(2)	6(13)	9(19)	13(27)	48(100)
5. I think I'll be able to understand the other person well once I know what they are similar to and what I'm different from.	8(17)	3(6)	8(17)	6(13)	11(23)	12(25)	48(100)
6. I am only comfortable with people of	17(35)	6(13)	2(4)	7(15)	5(10)	11(23)	48(100)



my own race.							
7. I often listen to music from other countries (such as America).	14(29)	5(10)	3(6)	3(6)	7(15)	16(33)	48(100)
8. Knowing how my friends are different from me strengthens friendships.	6(13)	6(13)	8(17)	8(17)	6(13)	14(29)	48(100)
9. I find it difficult to feel close to people of a different race than I am.	15(31)	10(21)	7(15)	6(13)	3(6)	7(15)	48(100)
10. I want to learn the cultures of many other countries.	12(25)	2(4)	1(2)	11(23)	8(17)	14(29)	48(100)
11. It's fun to get to know someone and see how they are like and different from me.	7(15)	4(8)	7(15)	9(19)	8(17)	13(27)	48(100)
12. It is very important to me that my friends agree with me on most matters.	3(6)	9(19)	5(10)	10(21)	10(21)	11(23)	48(100)
13. I currently participate in events where I can get to know people of different races.	17(35)	7(15)	9(19)	4(8)	2(4)	9(19)	48(100)



14. Knowing about other people's diverse experiences helps me understand my problems.	9(19)	7(15)	7(15)	7(15)	7(15)	11(23)	48(100)
15. I often get annoyed with people of a different race.	20(42)	12(25)	2(4)	6(13)	5(10)	3(6)	48(100)

\*Items 3,6,9,12, and 15 above are reverse scored.

The level of awareness of diversity was divided into three areas such as diversity of contact, relativistic appreciation, and comfort with differences and examined. The level of recognition in the "Comfort With Differences" domain was found to be higher than in other domains such as diversity of contact and relativistic appreciation. "Comfort with differences" domain has the highest mean score (M = 3.96). This implies that individuals in this study exhibited the greatest level of comfort with differences compared to the other two areas. People with high scores in this area are generally at ease with people, situations, or ideas that are different from what they're used to. Relativistic appreciation domain has the next highest mean score (M = 3.67). Individuals in this study showed a decent level of relativistic appreciation. High scores in this domain suggest a strong ability to appreciate and understand that different cultures or groups may have different values, norms, and behaviors that are valid within their own contexts. Diversity of contact domain has the lowest mean score of the three (M = 3.55). However, the score is still relatively close to the others. High scores in this domain would indicate regular and varied interactions with individuals from different backgrounds, cultures, or perspectives. In this case, the p-value is 0.275, which suggests that the differences between the means of the three variables are not statistically significant.

**Table 3-2.** Differences in perception by multiculturalism subarea

Area	Diversity of Contact M(SD)	Relativistic Appreciation M(SD)	Comfort With Differences M(SD)	F	P
M(SD)	3.55(1.58)	3.67(1.43)	3.96(1.11)	1.21	0.275

**3.2 The Perception of Socially Responsible Leadership among Students Participating in Higher Education Programs for Students with Intellectual Disabilities**

The socially responsible leadership scale (SRLS) is a tool used to assess socially responsible leadership in a community service or group setting. The model was developed by researchers at the university of Maryland and is based on the social change model of leadership development. The SRLS focuses on eight values that contribute to socially responsible leadership. Consciousness of self is awareness of one's beliefs, values, attitudes, and emotions that motivates them to take action. Congruence means acting in ways that are consistent with one's values and beliefs and commitment is the energy to serve the group and its goals.



Collaboration is working with others in a common effort; it constitutes the cornerstone value of the group leadership effort because it empowers self and others through trust. Common purpose is working with shared aims and values and controversy with civility means recognizing the importance of conflict and the need for a respectful exchange of ideas. Citizenship is process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity and change means feel somewhat effective at creating change. The rating of congruence was 3.93, which indicates that respondents felt they generally act in ways consistent with their beliefs and values. The rating of commitment was 3.93, which means that participants displayed a high level of energy towards serving their group and its goals, suggesting a strong dedication to their responsibilities. The rating of collaboration was 3.83 which means that respondents have somewhat good cooperation with others in a common effort. The average rating of common purpose was 3.80, suggesting respondents feel they usually work with shared aims and values. However, the rating of controversy with civility was lower score as 3.35, which means that participants may find handling disagreement in a respectful and productive manner somewhat more challenging. The F-statistic is 7.00, and the p-value is 0.0001. This suggests that there are significant differences between the group means on these dimensions of socially responsible leadership.

**Table 3-3.** Differences in perception by socially responsible leadership scale subarea

Area	(1) M(SD)	(2) M(SD)	(3) M(SD)	(4) M(SD)	(5) M(SD)	(6) M(SD)	(7) M(SD)	(8) M(SD)	Total	F	P
M(SD)	3.68 (0.635)	3.93 (0.649)	3.93 (0.724)	3.80 (0.711)	3.83 (0.700)	3.35 (0.439)	3.79 (0.759)	3.46 (0.601)	3.72 (0.682)	7.00***	0.0001

(1)=Consciousness of self, (2)=Congruence, (3)=Commitment, (4)=Common purpose, (5)=Collaboration, (6)=Controversy with civility, (7)=Citizenship, (8)=Change

### 3.3 The perception of psychological well-being among students participating in higher education programs for students with intellectual disabilities

In this part, the researcher suggested the degree of multiple facets of psychological well-being of students participating in the higher education program for persons with developmental disabilities. These scales are often used in psychological research and can help researcher understand where people might need to focus their efforts to improve their overall sense of well-being. The result of this are shown in <Table 3-4>. The questions also have many inverse questions.

Among the questions answered by students, the questions for which about 50% or more of the responses were 'strongly agree' or 'agree' were "Most people think I am friendly.", "Overall, I have the power to control the situation in which I am a part.", "I enjoy private and interactive conversations with family and friends.", "I am proactive in carrying out my own plans.", , "I judge myself based on the values I think are important, not others." When considering inverse questions, mong the questions answered by students, the questions for which about 50% or more of the responses 'strongly disagree' or 'disagree' were "I am not interested in activities that broaden my territory.", "I don't like being put in new situations where I have to change my familiar ways.", "Maintaining close relationships has been difficult and irritating for me.", "Compared to





others , I don't tend to think positively of myself.”, “It is difficult to adjust life to satisfaction.”

**Table 3-4.** Perception of psychological well-being

Questionnaire	Strongly Disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
1. Most people think I am friendly.	7 (15)	3 (7)	5 (11)	8 (17)	10 (22)	13 (28)	46 (100)
2. It is not difficult for me to express my opinion, even if it is opposed to others.	12 (26)	7 (15)	7 (15)	10 (22)	4 (9)	6 (13)	46 (100)
3. Overall, I have the power to control the situation in which I am a part.	10 (22)	4 (9)	6 (13)	4 (9)	13 (28)	9 (20)	46 (100)
4. I am not interested in activities that broaden my territory.	18 (39)	9 (20)	8 (17)	6 (13)	3 (7)	2 (4)	46 (100)
5. Living day by day, not thinking much about the future.	11 (24)	5 (11)	13 (28)	9 (20)	3 (7)	5 (11)	46 (100)
6. Looking back on my past life, I am glad that things have worked out.	12 (26)	8 (17)	7 (15)	7 (15)	3 (7)	9 (20)	46 (100)
7.	14	10	7	8	1	6	46



Maintaining close relationships has been difficult and irritating for me.	(30)	(22)	(15)	(17)	(2)	(13)	(100)
8. My decisions are usually not influenced by what other people are doing.	12 (26)	7 (15)	16 (35)	3 (7)	6 (13)	2 (4)	46 (100)
9. The demands of daily life often wear me out.	17 (37)	4 (9)	9 (20)	7 (15)	5 (11)	4 (9)	46 (100)
10. I don't want to try something new. I am satisfied with my life as it is.	9 (20)	5 (11)	9 (20)	6 (13)	7 (15)	10 (22)	46 (100)
11. I tend to focus on the present because the future brings problems.	8 (17)	5 (11)	10 (22)	5 (11)	9 (20)	9 (20)	46 (100)
12. Overall, I am confident in myself and tend to think positively.	7 (15)	5 (11)	6 (13)	10 (22)	5 (11)	13 (28)	46 (100)
13. I often feel lonely because I don't have	9 (20)	7 (16)	9 (20)	8 (18)	3 (7)	9 (20)	45 (100)



many close friends with whom I can share my worries.							
14. I tend to worry about what other people think of me.	13 (28)	1 (2)	10 (22)	7 (15)	6 (13)	9 (20)	46 (100)
15. I don't get along well with people around me or community members.	14 (31)	6 (13)	8 (18)	5 (11)	5 (11)	7 (16)	45 (100)
16. I think it is important to have new experiences that can change the way I think about myself and the world.	8 (17)	4 (9)	7 (15)	7 (15)	5 (11)	15 (33)	46 (100)
17. Many of my daily activities feel trivial and unimportant.	15 (33)	3 (7)	7 (15)	9 (20)	6 (13)	6 (13)	46 (100)
18. I feel that many people I know have more than I do.	14 (30)	4 (9)	10 (22)	6 (13)	2 (4)	10 (22)	46 (100)
19. I enjoy private and interactive conversations with family and friends.	6 (13)	3 (7)	9 (20)	6 (13)	6 (13)	16 (35)	46 (100)



20. Being happy with you is more important than being recognized by others.	14 (30)	3 (7)	7 (15)	5 (11)	5 (11)	12 (26)	46 (100)
21. I am good at performing many of the duties of my daily life.	11 (24)	3 (7)	8 (17)	7 (15)	6 (13)	11 (24)	46 (100)
22. I don't feel like I've become a better person over the years.	12 (26)	7 (15)	9 (20)	9 (20)	2 (4)	7 (15)	46 (100)
23. I'm not sure what I want to achieve in life.	14 (30)	4 (9)	9 (20)	10 (22)	4 (9)	5 (11)	46 (100)
24. I like most of my personality.	9 (20)	5 (11)	5 (11)	8 (17)	6 (13)	13 (28)	46 (100)
25. When I have something to say, not many people will listen.	22 (49)	5 (11)	8 (18)	7 (16)	2 (4)	1 (2)	45 (100)
26. I tend to be influenced a lot by people with strong opinions.	6 (13)	3 (7)	9 (20)	11 (24)	4 (9)	13 (28)	46 (100)
27. When I feel overwhelmed by my duties	13 (28)	5 (11)	8 (17)	7 (15)	3 (7)	10 (22)	46 (100)



there are often.							
28. I feel that I have become a better person over time.	6 (13)	7 (15)	8 (17)	7 (15)	8 (17)	10 (22)	46 (100)
29. I used to set goals for myself, but now it seems like a waste of time.	12 (26)	8 (17)	6 (13)	10 (22)	4 (9)	6 (13)	46 (100)
30. I've made mistakes in the past, but overall things seem to have worked out in a good way .	12 (26)	4 (9)	8 (17)	11 (24)	4 (9)	7 (15)	46 (100)
31. Most people seem to have more friends than I do.	6 (13)	4 (9)	8 (18)	12 (27)	4 (9)	11 (24)	46 (100)
32. I am confident in my opinion, even if it contradicts the general opinion.	9 (20)	5 (11)	8 (17)	9 (20)	6 (13)	9 (20)	46 (100)
33. I tend to manage my personal finances well.	7 (15)	3 (7)	5 (11)	9 (20)	3 (7)	19 (41)	46 (100)
34. I don't like being put in new situations where I have to change my	13 (28)	9 (20)	9 (20)	4 (9)	2 (4)	9 (20)	46 (100)



familiar ways.							
35. It's good to make plans for the future and work hard to realize them.	8 (17)	6 (13)	4 (9)	8 (17)	5 (11)	15 (33)	46 (100)
36. Many of the things I have achieved in my life are disappointing.	10 (22)	9 (20)	4 (9)	11 (24)	6 (13)	5 (11)	45 (100)
37. Others will see me as a generous person who shares my time well.	12 (26)	6 (13)	5 (11)	11 (24)	2 (4)	10 (22)	46 (100)
38. It is difficult for me to express my opinion on controversial issues.	13 (29)	3 (7)	12 (27)	9 (20)	4 (9)	4 (9)	45 (100)
39. I am good at managing my time so that I can get everything done.	8 (17)	1 (2)	8 (17)	10 (22)	4 (9)	15 (33)	46 (100)
40. To me, life is a continuous process of learning, changing, and growing.	7 (15)	6 (13)	6 (13)	10 (22)	4 (9)	13 (28)	46 (100)
41. I am proactive in carrying out my own plans.	4 (9)	3 (7)	1 (2)	16 (35)	5 (11)	17 (37)	46 (100)



42. Compared to others, I don't tend to think positively of myself.	16 (35)	6 (13)	13 (28)	4 (9)	6 (13)	1 (2)	46 (100)
43. I have not had many warm and trusting relationships with others.	12 (26)	5 (11)	10 (22)	8 (17)	4 (9)	7 (15)	46 (100)
44. I often change my decisions if friends or family think otherwise.	11 (24)	5 (11)	7 (15)	11 (24)	6 (13)	6 (13)	46 (100)
45. It is difficult to adjust life to satisfaction.	16 (36)	9 (20)	9 (20)	5 (11)	4 (9)	2 (4)	45 (100)
46. I gave up long ago trying to make major changes or improvements in my life.	10 (22)	8 (18)	10 (22)	7 (16)	0 (0)	10 (22)	45 (100)
47. There are people who wander without a goal in life, but I am not like that.	17 (37)	8 (17)	10 (22)	6 (13)	0 (0)	5 (11)	46 (100)
48. There were good and bad things in the past, but overall I	16 (35)	5 (11)	9 (20)	2 (4)	4 (9)	10 (22)	46 (100)



don't want to change the past.							
49. I can trust my friends , and they can trust me	6 (13)	2 (4)	9 (20)	9 (20)	4 (9)	15 (33)	45 (100)
50. I judge myself based on the values I think are important, not others.	3 (7)	5 (11)	6 (13)	9 (20)	6 (13)	16 (36)	45 (100)
51. I have not achieved a home and lifestyle that I like.	16 (35)	6 (13)	11 (24)	6 (13)	3 (7)	4 (9)	46 (100)
52. The adage that people's habits are difficult to change seems to be true.	15 (33)	4 (9)	7 (15)	8 (17)	5 (11)	7 (15)	46 (100)
53. There are times in life when I feel like I've done all I could do.	9 (20)	5 (11)	11 (24)	4 (9)	5 (11)	12 (26)	46 (100)
54. When I compare myself to friends and acquaintances, I feel satisfied with myself.	7 (15)	6 (13)	6 (13)	8 (17)	4 (9)	15 (33)	46 (100)

\*Item numbers 4, 5, 7, 9, 10, 11, 13,14,15,17,18, 22, 23, 25, 26, 27, 29, 31, 34, 36, 38, 42, 43, 44, 45, 46, 52, 53 in the above are reverse scored.

There are six categories or factors such as Positive Relations with Others, Autonomy, Environmental Mastery, Personal Growth, Purpose in Life, Self-acceptance. For each factor, you've provided the mean (M)





and standard deviation (SD) of some variable related to these categories.

Personal Growth refers to the concept of self-improvement and development, gaining new skills, abilities, or perspectives, and striving towards realizing one's potential. This factor had the highest mean value at 3.90 (SD=0.628). Environmental Mastery involves the ability to manage and control the environment around you, including being able to shape your personal context to meet your own needs and desires. This factor had a mean value of 3.84 (SD=0.693). Purpose in life refers to having a clear sense of direction, goals, or objectives in life, and feeling that life is meaningful and purposeful. This factor had a mean value of 3.71 (SD=0.594). Self-acceptance is the recognition and acceptance of one's strengths and weaknesses, acknowledging and being comfortable with all aspects of one. This factor had a mean value of 3.68 (SD=0.641). Autonomy refers to a person's ability to be self-directed and independent, and to resist social pressures to think and act in certain ways. This factor had a mean value of 3.50 (SD=0.457). Positive Relations with Others involves having satisfying, healthy relationships with others, and being capable of empathy and affection. This factor had the lowest mean value at 3.22 (SD=0.72). The "F" value (3.76\*\*) from an ANOVA test indicates the amount of variance between groups. The "P" value (0.003) is less than 0.05, suggesting the results are statistically significant.

**Table 3-5.** Differences in perception by psychological well-being scale subarea

Area	(1) M(SD)	(2) M(SD)	(3) M(SD)	(4) M(SD)	(5) M(SD)	(6) M(SD)	Total	F	P
M(SD)	3.22(.72)	3.50(0.457)	3.84(0.693)	3.90(0.628)	3.71(0.594)	3.68(0.641)	3.76(0.417)	3.76**	0.003

(1)= Positive Relations with others, (2)= Autonomy, (3)= Environmental Mastery, (4)= Personal Growth, (5)= Purpose in Life, (6)= Self-acceptance

#### 4. SUMMARY AND CONCLUSION

The study discussed here aimed to assess the attitudes of students with developmental disabilities towards understanding, valuing, and engaging with cultural diversity. Based on the results, it appears that the majority of students have positive attitudes towards cultural diversity. It was found that over 50% of the student respondents 'strongly agreed' or 'agreed' with the following sentiments: that they could better understand others by acknowledging similarities and differences, they expressed interest in participating in cultural activities (e.g., parties featuring songs from different countries), they regularly listen to international music, specifically citing America, and they desire to learn about various other cultures. Conversely, the inverse questions revealed that a majority of the students disagreed with sentiments of discomfort or annoyance towards individuals of different races. More than 50% 'strongly disagreed' or 'disagreed' with statements indicating discomfort in interacting with people of different races, and those suggesting a preference for interacting only with people of their own race. In summary, these findings suggest that students with developmental disabilities in this study demonstrate an appreciation for cultural diversity and seem to be comfortable with intercultural interactions. This could imply that they understand and value the impact of diversity on their personal growth and self-understanding.

There were investigated the level of diversity awareness among students with developmental disabilities, focusing on three specific domains: comfort with differences, relativistic appreciation, and diversity of



contact. In the domain of "comfort with differences," participants showed the highest level of recognition, with a mean score of 3.96. This finding implies that students with developmental disabilities generally feel at ease with people, situations, or ideas that differ from their usual experiences, showing a high level of comfort in dealing with diversity.

The Socially Responsible Leadership Scale (SRLS) provides a valuable framework for assessing and understanding the various aspects of socially responsible leadership within a community service or group setting. The eight values emphasized by the SRLS capture essential elements of effective leadership that can contribute to positive social change and community development. People with developmental disabilities who participated in this study had rather high scores on congruence, commitment, common purpose, collaboration, and citizenship, and showed statistically significant differences in these variables. Congruence suggests that participants generally possess this self-awareness and strive to act in ways consistent with their values, which is essential for authentic leadership. Commitment is another key value, reflecting the energy and dedication individuals invest in serving their group and its goals. A strong commitment is an indicator of the passion and responsibility leaders feel towards their roles and responsibilities, which can significantly impact the group's success and effectiveness. Collaboration is emphasized as the cornerstone value of group leadership. Working together in a common effort fosters trust, empowerment, and synergy, leading to more significant achievements than individual efforts alone. The relatively positive rating in this dimension shows that participants recognize the importance of collaboration and demonstrate some level of cooperation with others. Common purpose emphasizes the significance of shared aims and values among group members. When individuals work towards a common vision, their efforts become more aligned and cohesive, contributing to a more efficient and focused group dynamic. The average rating indicates that participants generally perceive shared aims and values in their group interactions. Citizenship reflects the responsibility of individuals and groups to be connected to their communities and society at large. Engaging in leadership activities that contribute positively to the broader community fosters a sense of civic duty and social impact. These differences could be due to varying levels of experience, training, or organizational culture among participants. Understanding these variations can help tailor leadership development programs and interventions to address specific areas of improvement. In conclusion, the 'Socially Responsible Leadership Scale' provides valuable insights into the strengths and areas for growth in socially responsible leadership within a community service or group context. By focusing on the eight essential values, individuals and organizations can work towards enhancing their leadership effectiveness, fostering collaboration, and creating positive social change.

People with developmental disabilities who participated in this study had rather low scores on 'controversy with civility' and 'change.' controversy with civility is an essential value that highlights the ability to handle disagreements respectfully and productively. It involves recognizing the value of constructive conflict and using it as an opportunity for growth and understanding. The lower score in this dimension suggests that participants might need support and training in managing conflicts in a more respectful manner. Change dimension assesses how effective individuals feel in creating meaningful change. A sense of efficacy and accomplishment can motivate leaders to continue their efforts and pursue further positive transformations.



*This study aimed to gain insights into the psychological well-being of students with developmental disabilities participating in a higher education program. Psychological well-being encompasses various dimensions, including social, emotional, and cognitive aspects. By using different scales and questionnaires, the researcher was able to explore different facets of well-being, shedding light on areas that may need attention and improvement. Among the positively phrased questions, students generally reported feeling friendly, having a sense of control over their situations, enjoying meaningful conversations with loved ones, being proactive in pursuing their goals, and basing their self-worth on their values rather than external opinions. These positive responses suggest that students have a sense of self-efficacy, positive relationships, and self-awareness, which can contribute to overall well-being. On the other hand, the negatively phrased questions, when analyzed inversely, indicated areas of potential concern for students' well-being. Many students expressed a lack of interest in activities that broaden their horizons, discomfort in new situations, difficulties in maintaining close relationships, negative self-perceptions compared to others, and challenges in adjusting life to satisfaction. These responses highlight potential areas where students may need additional support, intervention, or opportunities for growth. It is essential to consider that students with developmental disabilities may face unique challenges in various aspects of their lives. The findings suggest that addressing certain areas, such as exploring new activities, providing support in adapting to change, and fostering positive self-perception and relationship-building skills, could be beneficial in promoting their overall well-being. As with any research, there may be limitations in the study, such as sample size, demographic representation, and the specific higher education program being studied. However, the results provide valuable insights into the well-being of students with developmental disabilities and can guide future efforts to enhance their psychological well-being within educational settings. Overall, the study contributes to a better understanding of the psychological well-being of students in a higher education program for individuals with developmental disabilities and emphasizes the importance of addressing both positive and negative aspects of well-being to support their holistic growth and development. The study investigated various aspects of psychological well-being, and the findings provide valuable insights into how participants perceive and experience different dimensions of well-being.*

*People with developmental disabilities who participated in this study had rather high scores on 'environmental mastery,' 'personal growth,' 'purpose in life', and showed statistically significant differences in these variables. Environmental mastery refer to the ability to manage and control one's environment, shaping it to meet individual needs and desires. The relatively high mean value ( $M=3.84$ ) indicates that participants feel a sense of mastery over their surroundings, contributing to their overall well-being. Personal growth reflects participants' self-improvement and development, indicating a high level of striving towards realizing their potential. The relatively high mean value ( $M=3.90$ ) suggests that the participants feel engaged in personal growth and are actively seeking new skills and perspectives for self-improvement. Purpose in life pertains to having a clear direction and feeling that life is meaningful. The mean value ( $M=3.71$ ) suggests that participants have a sense of purpose and direction in their lives, which is associated with higher levels of well-being and life satisfaction.*

*People with developmental disabilities who participated in this study had rather low scores on 'positive*



*relations with others' and 'autonomy.' Positive relations with others' involve having healthy and satisfying relationships with others, as well as displaying empathy and affection. The mean value (M=3.22) indicates that participants reported the lowest level of positive relations with others, which may be an area of potential concern for their overall well-being. Autonomy reflects an individual's ability to be self-directed and independent, resisting external pressures to conform. The mean value (M=3.50) suggests that participants have a moderate level of autonomy, indicating some capacity for self-determination and decision-making. Overall, the study highlights the importance of different facets of psychological well-being and underscores the need for targeted interventions or support to address areas where participants may have lower well-being, such as positive relations with others. Understanding these factors can guide efforts to enhance well-being and promote a holistic approach to supporting individuals' mental health and life satisfaction.*

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All authors contributed toward data analysis, drafting and revising the paper and agreed to be responsible for all the aspects of this work.

**Declaration of Conflicts of Interests**

Authors declare that they have no conflict of interest.

**Availability of data and materials**

Not Applicable

**Use of Artificial Intelligence**

Not applicable

**Declarations**

Authors declare that all works are original and this manuscript has not been published in any other journal.

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**APPENDIX A**

**Table 3-1.** Perception of multiculturalism

Questionnaire	Strongly Disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
1. I want to go to a meeting where I can meet people from other countries.	12(25)	8(17)	2(4)	5(10)	7(15)	14(29)	48(100)
2. People with disabilities can teach me things I can't learn elsewhere.	16(33)	7(15)	4(8)	12(25)	3(6)	6(13)	48(100)
3. For me, getting to know people of a different race makes me uncomfortable.	15(31)	11(23)	6(13)	8(17)	6(13)	2(4)	48(100)
4. I want to go to a party where I can listen to songs from other countries.	11(23)	8(17)	1(2)	6(13)	9(19)	13(27)	48(100)
5. I think I'll be able to understand the other person well once I know what they are similar to and what I'm different from.	8(17)	3(6)	8(17)	6(13)	11(23)	12(25)	48(100)
6. I am only comfortable	17(35)	6(13)	2(4)	7(15)	5(10)	11(23)	48(100)



with people of my own race.							
7. I often listen to music from other countries (such as America).	14(29)	5(10)	3(6)	3(6)	7(15)	16(33)	48(100)
8. Knowing how my friends are different from me strengthens friendships.	6(13)	6(13)	8(17)	8(17)	6(13)	14(29)	48(100)
9. I find it difficult to feel close to people of a different race than I am.	15(31)	10(21)	7(15)	6(13)	3(6)	7(15)	48(100)
10. I want to learn the cultures of many other countries.	12(25)	2(4)	1(2)	11(23)	8(17)	14(29)	48(100)
11. It's fun to get to know someone and see how they are like and different from me.	7(15)	4(8)	7(15)	9(19)	8(17)	13(27)	48(100)
12. It is very important to me that my friends agree with me on most matters.	3(6)	9(19)	5(10)	10(21)	10(21)	11(23)	48(100)



13. I currently participate in events where I can get to know people of different races.	17(35)	7(15)	9(19)	4(8)	2(4)	9(19)	48(100)
14. Knowing about other people's diverse experiences helps me understand my problems.	9(19)	7(15)	7(15)	7(15)	7(15)	11(23)	48(100)
15. I often get annoyed with people of a different race.	20(42)	12(25)	2(4)	6(13)	5(10)	3(6)	48(100)

\*Items 3,6,9,12, and 15 above are reverse scored.

**Appendix B**

**Table 3-2.** Differences in perception by multiculturalism subarea

Area	Diversity of Contact M(SD)	Relativistic Appreciation M(SD)	Comfort With Differences M(SD)	F	P
M(SD)	3.55(1.58)	3.67(1.43)	3.96(1.11)	1.21	0.275

**Appendix C**

**Table 3-3.** Differences in perception by socially responsible leadership scale subarea

Area	Diversity of Contact M(SD)	Relativistic Appreciation M(SD)	Comfort With Differences M(SD)	F	P
M(SD)	3.55(1.58)	3.67(1.43)	3.96(1.11)	1.21	0.275

(1)=Consciousness of self, (2)=Congruence, (3)=Commitment, (4)=Common purpose, (5)=Collaboration, (6)=Controversy with civility, (7)=Citizenship, (8)=Change

**Appendix D**





**Table 3-4.** Perception of psychological well-being

Questionnaire	Strongly Disagree	Disagree	Disagree a little bit	Agree a little bit	Agree	Strongly agree	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
1. Most people think I am friendly.	7 (15)	3 (7)	5 (11)	8 (17)	10 (22)	13 (28)	46 (100)
2. It is not difficult for me to express my opinion, even if it is opposed to others.	12 (26)	7 (15)	7 (15)	10 (22)	4 (9)	6 (13)	46 (100)
3. Overall, I have the power to control the situation in which I am a part.	10 (22)	4 (9)	6 (13)	4 (9)	13 (28)	9 (20)	46 (100)
4. I am not interested in activities that broaden my territory.	18 (39)	9 (20)	8 (17)	6 (13)	3 (7)	2 (4)	46 (100)
5. Living day by day, not thinking much about the future.	11 (24)	5 (11)	13 (28)	9 (20)	3 (7)	5 (11)	46 (100)
6. Looking back on my past life, I am glad that things have worked out.	12 (26)	8 (17)	7 (15)	7 (15)	3 (7)	9 (20)	46 (100)
7. Maintaining	14 (30)	10 (22)	7 (15)	8 (17)	1 (2)	6 (13)	46 (100)



close relationships has been difficult and irritating for me.							
8. My decisions are usually not influenced by what other people are doing.	12 (26)	7 (15)	16 (35)	3 (7)	6 (13)	2 (4)	46 (100)
9. The demands of daily life often wear me out.	17 (37)	4 (9)	9 (20)	7 (15)	5 (11)	4 (9)	46 (100)
10. I don't want to try something new. I am satisfied with my life as it is.	9 (20)	5 (11)	9 (20)	6 (13)	7 (15)	10 (22)	46 (100)
11. I tend to focus on the present because the future brings problems.	8 (17)	5 (11)	10 (22)	5 (11)	9 (20)	9 (20)	46 (100)
12. Overall, I am confident in myself and tend to think positively.	7 (15)	5 (11)	6 (13)	10 (22)	5 (11)	13 (28)	46 (100)
13. I often feel lonely because I don't have many close	9 (20)	7 (16)	9 (20)	8 (18)	3 (7)	9 (20)	45 (100)



friends with whom I can share my worries.							
14. I tend to worry about what other people think of me.	13 (28)	1 (2)	10 (22)	7 (15)	6 (13)	9 (20)	46 (100)
15. I don't get along well with people around me or community members.	14 (31)	6 (13)	8 (18)	5 (11)	5 (11)	7 (16)	45 (100)
16. I think it is important to have new experiences that can change the way I think about myself and the world.	8 (17)	4 (9)	7 (15)	7 (15)	5 (11)	15 (33)	46 (100)
17. Many of my daily activities feel trivial and unimportant.	15 (33)	3 (7)	7 (15)	9 (20)	6 (13)	6 (13)	46 (100)
18. I feel that many people I know have more than I do.	14 (30)	4 (9)	10 (22)	6 (13)	2 (4)	10 (22)	46 (100)
19. I enjoy private and interactive conversations with family and friends.	6 (13)	3 (7)	9 (20)	6 (13)	6 (13)	16 (35)	46 (100)
20. Being	14	3	7	5	5	12	46



happy with you is more important than being recognized by others.	(30)	(7)	(15)	(11)	(11)	(26)	(100)
21. I am good at performing many of the duties of my daily life.	11 (24)	3 (7)	8 (17)	7 (15)	6 (13)	11 (24)	46 (100)
22. I don't feel like I've become a better person over the years.	12 (26)	7 (15)	9 (20)	9 (20)	2 (4)	7 (15)	46 (100)
23. I'm not sure what I want to achieve in life.	14 (30)	4 (9)	9 (20)	10 (22)	4 (9)	5 (11)	46 (100)
24. I like most of my personality.	9 (20)	5 (11)	5 (11)	8 (17)	6 (13)	13 (28)	46 (100)
25. When I have something to say, not many people will listen.	22 (49)	5 (11)	8 (18)	7 (16)	2 (4)	1 (2)	45 (100)
26. I tend to be influenced a lot by people with strong opinions.	6 (13)	3 (7)	9 (20)	11 (24)	4 (9)	13 (28)	46 (100)
27. When I feel overwhelmed by my duties there are	13 (28)	5 (11)	8 (17)	7 (15)	3 (7)	10 (22)	46 (100)



often.							
28. I feel that I have become a better person over time.	6 (13)	7 (15)	8 (17)	7 (15)	8 (17)	10 (22)	46 (100)
29. I used to set goals for myself, but now it seems like a waste of time.	12 (26)	8 (17)	6 (13)	10 (22)	4 (9)	6 (13)	46 (100)
30. I've made mistakes in the past, but overall things seem to have worked out in a good way .	12 (26)	4 (9)	8 (17)	11 (24)	4 (9)	7 (15)	46 (100)
31. Most people seem to have more friends than I do.	6 (13)	4 (9)	8 (18)	12 (27)	4 (9)	11 (24)	46 (100)
32. I am confident in my opinion, even if it contradicts the general opinion.	9 (20)	5 (11)	8 (17)	9 (20)	6 (13)	9 (20)	46 (100)
33. I tend to manage my personal finances well.	7 (15)	3 (7)	5 (11)	9 (20)	3 (7)	19 (41)	46 (100)
34. I don't like being put in new situations where I have to change my familiar ways.	13 (28)	9 (20)	9 (20)	4 (9)	2 (4)	9 (20)	46 (100)



35. It's good to make plans for the future and work hard to realize them.	8 (17)	6 (13)	4 (9)	8 (17)	5 (11)	15 (33)	46 (100)
36. Many of the things I have achieved in my life are disappointing.	10 (22)	9 (20)	4 (9)	11 (24)	6 (13)	5 (11)	45 (100)
37. Others will see me as a generous person who shares my time well.	12 (26)	6 (13)	5 (11)	11 (24)	2 (4)	10 (22)	46 (100)
38. It is difficult for me to express my opinion on controversial issues.	13 (29)	3 (7)	12 (27)	9 (20)	4 (9)	4 (9)	45 (100)
39. I am good at managing my time so that I can get everything done.	8 (17)	1 (2)	8 (17)	10 (22)	4 (9)	15 (33)	46 (100)
40. To me, life is a continuous process of learning, changing, and growing.	7 (15)	6 (13)	6 (13)	10 (22)	4 (9)	13 (28)	46 (100)
41. I am proactive in carrying out my own plans.	4 (9)	3 (7)	1 (2)	16 (35)	5 (11)	17 (37)	46 (100)



42. Compared to others, I don't tend to think positively of myself.	16 (35)	6 (13)	13 (28)	4 (9)	6 (13)	1 (2)	46 (100)
43. I have not had many warm and trusting relationships with others.	12 (26)	5 (11)	10 (22)	8 (17)	4 (9)	7 (15)	46 (100)
44. I often change my decisions if friends or family think otherwise.	11 (24)	5 (11)	7 (15)	11 (24)	6 (13)	6 (13)	46 (100)
45. It is difficult to adjust life to satisfaction.	16 (36)	9 (20)	9 (20)	5 (11)	4 (9)	2 (4)	45 (100)
46. I gave up long ago trying to make major changes or improvements in my life.	10 (22)	8 (18)	10 (22)	7 (16)	0 (0)	10 (22)	45 (100)
47. There are people who wander without a goal in life, but I am not like that.	17 (37)	8 (17)	10 (22)	6 (13)	0 (0)	5 (11)	46 (100)
48. There were good and bad things in the past, but overall I	16 (35)	5 (11)	9 (20)	2 (4)	4 (9)	10 (22)	46 (100)



don't want to change the past.							
49. I can trust my friends , and they can trust me	6 (13)	2 (4)	9 (20)	9 (20)	4 (9)	15 (33)	45 (100)
50. I judge myself based on the values I think are important, not others.	3 (7)	5 (11)	6 (13)	9 (20)	6 (13)	16 (36)	45 (100)
51. I have not achieved a home and lifestyle that I like.	16 (35)	6 (13)	11 (24)	6 (13)	3 (7)	4 (9)	46 (100)
52. The adage that people's habits are difficult to change seems to be true.	15 (33)	4 (9)	7 (15)	8 (17)	5 (11)	7 (15)	46 (100)
53. There are times in life when I feel like I've done all I could do.	9 (20)	5 (11)	11 (24)	4 (9)	5 (11)	12 (26)	46 (100)
54. When I compare myself to friends and acquaintances, I feel satisfied with myself.	7 (15)	6 (13)	6 (13)	8 (17)	4 (9)	15 (33)	46 (100)

\*Item numbers 4, 5, 7, 9, 10, 11, 13,14,15,17,18, 22, 23, 25, 26, 27, 29, 31, 34, 36, 38, 42, 43, 44, 45, 46, 52, 53 in the above are reverse scored.

**Appendix D**





**Table 3-5.** Differences in perception by psychological well-being scale subarea

Area	(1) M(SD)	(2) M(SD)	(3) M(SD)	(4) M(SD)	(5) M(SD)	(6) M(SD)	Total	F	P
M(SD)	3.22(.72)	3.50(0.457)	3.84(0.693)	3.90(0.628)	3.71(0.594)	3.68(0.641)	3.76(0.417)	3.76**	0.003

(1)= Positive Relations with others, (2)= Autonomy, (3)= Environmental Mastery, (4)= Personal Growth, (5)= Purpose in Life, (6)= Self-acceptance