A Study on College Life Experiences and Support Strategies of Students Participating in Higher Education Programs for Students with Developmental Disabilities

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Abstract

The purpose of this study was to investigate the perceptions of students with developmental disabilities on higher education programs at universities and to suggest the strategies to improve the quality of their college life experiences. For the purpose of this study, survey were implemented for students participating in the higher education program for people with developmental disabilities. Survey was conducted by distributing the questionnaire through mail, e-mail, and direct visits. In the research results, the future vision of students who want to achieve through participation in higher education programs was presented, and the results of analysis of academic characteristics and motivation, academic cognitive characteristics, social responsibility and leadership characteristics of students participating in higher education programs were presented. Through the results of this study, it will not only be possible to improve the quality of higher education programs that students with developmental disabilities can participate in, but also to improve their quality of life through the provision of appropriate programs.

Keywords: people with developmental disabilities, higher education programs, support strategies, college life experience

1. Introduction

For parents and teachers of students with developmental disabilities, it may seem impossible for them to go to higher education after completing secondary education. Because there are many students who have not only cognitive difficulties but also behavioral problems, teachers and parents of children with developmental disabilities have had difficulties in assiting their children to receive secondary education (Casale-Giannola & Kamens, 2006; Chambers, Hughes, & Carter, 2004).

However, the value of getting higher education will be just as valuable to students with developmental disabilities as it is to students without disabilities. Regardless of their disabilities, their lives will be judged by the same standards as everyone else's (Cooney, 2002; Hart, Grigal, Sax, Martinez, & Will, 2006). Therefore, from the perspective of improving the quality of life of students with disabilities, much attention should be paid to developing skills for a better life for them, and if that can be achieved through higher education, then higher education itself could be considered a meaningful activity (Kraemer & Blacher, 2001).

Even though they may have difficulty deciding on a career path or participating in the activities they want because of their disability, getting a higher education will definitely help them improve their quality of life (Lehmann, Bassett, & Sands, 1999; Morningstar, Turnbull, & Turnbull, 1995). Until now, most of the students with disabilities worked in simple labor jobs or simple jobs that did not require higher education, or stayed in institutions or at home after completing secondary education. However, now that many people with disabilities are beginning to pursue higher education, it is clear that higher education is one area of career choice that they can choose upon graduating from secondary education (Neubert & Moon, 2006; Polat, Kalambouka, Boyle, & Nelson, 2001). In many cases around us,

we can see people who not only overcome their disabilities despite having disabilities, but also succeed with better achievements than those without disabilities. In this way, in an environment where people who have overcome disabilities are participating in our society, parents and teachers of students with disabilities are gradually increasing their awareness of the effects and necessity of higher education (Schalock, Luckasson, & Shogren, 2007; Stodden, & Whelley, 2004).

However, in Korea, there are not enough higher education programs for the people with disabilities, especially those with developmental disabilities who have cognitive difficulties. In the case of the United States, there are more than 200 universities that operate higher education programs for people with developmental disabilities, but in Korea, there is a shortage (Wagner, Newman, Cameto, Garza, & Levine, 2005; Whitney-Thomas & Hanley-Maxwell, 1996; Zafft, Hart, & Zimbrich, 2004).

In Korea, as in the United States, it is necessary to diversify and operate higher education programs for people with developmental disabilities. To do so, it is necessary to support universities so that they can operate higher education programs for people with developmental disabilities, and to examine the cases of universities that operate higher education programs for people with developmental disabilities, and provide appropriate support for students based on this. Thus, the purpose of this study is to find out the needs of college life experiences and perceptions of students with developmental disabilities on higher education programs at universities, and to suggest the strategies to improve the quality of their college life experiences.

2. Research Method

This study is to find out the needs of 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

In this study, a questionnaire was developed to find out the perception of 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 questionnaire consists of questions to find out the background information, experience of participating in the actual program, and request for support of the students of the higher education program with developmental disabilities who participated in the survey. The research questions were based on previously developed The Miville–Guzman Universality–Diversity Scale (Miville et al., 1999), The Need for Cognition Scale (Cacioppo & Petty, 1982), and The Socially Responsible Leadership Scale (Dugan, 2015). After translating the questionnaires of these studies, experts reviewed them and modified them to suit the educational reality of Korea. After developing a questionnaire related to the experience of participating in higher education programs for people with developmental disabilities and support plans, the results of analysis on strategies for expanding participation experiences and higher education support plans for college students with developmental disabilities will be presented. The questionnaire consisted of a 4-6 point scale according to the type of question.

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.

Table 1. Background Variables of Research Participants

Variables		N	P(%)
How is your health overall?	very healthy	24	50
	healthy	17	35
	It's not bad	3	7
	not healthy	4	8
	very unwell	0	0
How often do you do aerobic exercise (running, walking, hiking, swimming)?	it regularly	18	37
	1-2 hours per week	19	40
	3-4 hours per week	7	15
	5-6 hours per week	4	8
	6+ hours per week	0	0
In your senior year of high school, how many times a week did you typically drink?	0 times	35	74
	1 time per week	4	8
	2 time per week	1	2
	3 time per week	3	6
	4 time per week	1	2
	5 time per week	1	2
	6 time per week	1	2
	7 time per week	0	0
	More than 7 times per week	2	4
During your senior year of high school, how many times did you have 5 or more drinks per week?	0	39	82
	1 time	3	6
	2 times	2	4
	3-4 times	2	4
	5 or more times	2	4
How many cigarettes do you smoke per day?	I don't smoke cigarettes	43	90
	Less than 1/2 pack	2	4
	1/2 to 1 pack	1	2
	More than 1 pack but less than 2 packs	0	0
	2 or more packs	2	4
How often do you feel sleep deprived?	Almost always	13	27
	Frequently	5	11
	Occasionally	13	27
	Seldom	4	8
	Never	13	27
Total		48	100

3. Result

3.1 The Future Vision of Students Who Want to Achieve through Participation in Higher Education Programs

Table 2 shows the results of examining the future visions of students participating in higher education programs for people with developmental disabilities. Looking at the items that more than 50% of the students recognized as essential or very important were mainly being able to have a job they wanted and be economically independent and being well recognized by others in their field. The next was to go beyond one's own independence and help others, living with social influence.

Table 2. Future Vision of Students with Developmental Disabilities

Questionnaire	Essential	Very Important	Somewhat Important	Not Important	Total
	n(p)	n(p)	n(p)	n(p)	n(p)
To become proficient in one of dancing, singing, or acting	20 (42)	6 (13)	13 (27)	9 (19)	48 (100)
To be recognized by friends for my field of expertise	20 (42)	12 (26)	11 (23)	5 (10)	48 (100)
Influencing the political structure	9 (19)	10 (21)	9 (19)	20 (42)	48 (100)
Influencing social values	15 (31)	14 (29)	13 (27)	6 (13)	48 (100)
Raising a family	19 (40)	12 (25)	10 (21)	7 (15)	48 (100)
Taking responsibility for the affairs of others together	13 (27)	17 (35)	11 (23)	7 (15)	48 (100)
Helping the Needy	21 (44)	11 (23)	13 (27)	3 (6)	48 (100)
Making theoretical contributions to science	6 (13)	9 (19)	13 (28)	19 (40)	47 (100)
Writing new literary works (poems, novels, short stories, etc.)	8 (17)	12 (26)	15 (32)	12 (26)	47 (100)
Making works of art (paintings, sculptures, films, etc.)	11 (23)	11 (23)	13 (27)	13 (27)	48 (100)
Starting a business and succeeding	20 (42)	15 (31)	5 (10)	8 (17)	48 (100)
Participating in activities to preserve and care for the environment	17 (35)	18 (38)	10 (21)	3 (6)	48 (100)
Creating a meaningful philosophy about life	15 (32)	12 (26)	9 (19)	11 (23)	47 ()
Volunteering in my community	10 (21)	22 (46)	10 (21)	6 (13)	48 (100)
Helping to promote racial understanding	18 (38)	11 (23)	16 (33)	3 (6)	48 (100)
Keeping up to date with political affairs	13 (27)	6 (13)	12 (25)	17 (35)	48 (100)
Becoming a community leader	14 (29)	10 (21)	16 (33)	8 (17)	48 (100)
Integrating spirituality into my life	13 (27)	11 (23)	10 (21)	14 (29)	48 (100)
To have a better understanding of other countries and cultures	17 (35)	12 (25)	14 (29)	5 (10)	48 (100)
Trying to find a cure for a disease	10 (21)	14 (29)	15 (31)	9 (19)	48 (100)
Making a lot of money	19 (40)	14 (29)	12 (25)	3 (6)	48 (100)
Working in a prestigious occupation	19 (40)	15 (31)	12 (25)	2 (4)	48 (100)
Being passionate about or committed to a job	19 (40)	12 (25)	12 (25)	5 (10)	48 (100)

3.2 Academic Characteristics and Motivation of Students Participating in Higher Education Programs

Table 3. Academic Characteristics and Motivation of Students

Questionnaire	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
I like to discuss with people who have different thoughts and values than mine.	15 (31)	8 (17)	8 (17)	12 (25)	5 (10)	48 (100)
The true value of university education is to know about various values.	18 (38)	12 (26)	13 (28)	3 (6)	1 (2)	47 (100)
The reason I enjoy talking to people who have different values than mine is that it gives me a better understanding of myself and my values.	13 (27)	13 (27)	15 (31)	1 (2)	6 (13)	48 (100)
Knowing about people from different cultures is a very important part of college education.	15 (31)	14 (29)	12 (25)	6 (13)	1 (2)	48 (100)
I enjoy taking classes that are contrary to my beliefs and values.	12 (25)	9 (19)	11 (23)	6 (13)	10 (21)	48 (100)
My favorite classes are those that make me think from a different perspective.	13 (27)	13 (27)	14 (29)	6 (13)	2 (4)	48 (100)
Contact with people from different backgrounds (race, nationality, sexual identity, etc.) is an integral part of a college education.	14 (29)	10 (21)	14 (29)	5 (10)	5 (10)	48 (100)
Even if I don't get high grades, I will work hard to learn the course content.	17 (35)	17 (35)	10 (21)	2 (4)	2 (4)	48 (100)
When I did well on a test, there were many cases where I prepared hard rather than the test being easy.	15 (31)	12 (25)	11 (23)	10 (21)	0 (0)	48 (100)
When I was in high school, I often read books just for fun, not for class assignments.	17 (35)	7 (15)	13 (27)	6 (13)	5 (10)	48 (100)
When I was in high school, I often talked with the teacher outside of class time about what I learned in class.	6 (13)	10 (21)	21 (44)	9 (19)	2 (4)	48 (100)
Getting the best grades possible is very important to me.	18 (38)	7 (15)	15 (31)	3 (6)	5 (10)	48 (100)
I enjoy learning complex and new things.	12 (25)	10 (21)	17 (35)	7 (15)	2 (4)	48 (100)
My academic experiences (classes, experiments, studies, discussions with professors, etc.) are the most important part of my university life.	17 (35)	11 (23)	13 (27)	5 (10)	2 (4)	48 (100)
My academic experiences (classes, experiments, studies, discussions with professors, etc.) will be the most enjoyable part of college life.	15 (31)	9 (19)	17 (35)	6 (13)	1 (2)	48 (100)
I enjoy reading poetry and literature.	16 (33)	3 (6)	13 (27)	11 (23)	5 (10)	48 (100)
I enjoy reading about science.	9 (19)	13 (27)	7 (15)	8 (17)	11 (23)	48 (100)
I enjoy reading about history.	10 (21)	12 (25)	13 (27)	7 (15)	6 (13)	48 (100)
I enjoy expressing my thoughts in writing.	11 (23)	9 (19)	10 (21)	12 (25)	6 (13)	48 (100)
After writing about something, I think about the subject differently.	9 (19)	7 (15)	15 (31)	7 (15)	10 (21)	48 (100)
Reading a good book is never boring.	15 (31)	5 (10)	14 (29)	9 (19)	5 (10)	48 (100)

Table 3 shows the academic characteristics and motivations of students participating in higher education programs for people with developmental disabilities. Students showed a high tendency to want to have academic experiences (classes, experiments, studies, discussions with professors, etc.) Through the higher education program, it was found that they wanted to have experiences where they could meet new people, talk with new people, and share values with each other.

3.3 Academic Cognitive Characteristics of Students Participating in Higher Education Programs

Table 4. Academic Cognitive Characteristics of Students

Questionnaire	Extremely Characteristic	Somewhat Characteristic	Uncertain	Somewhat Uncharacteristic	Extremely Uncharacteristic	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
Complex problems are better than simple ones.	12 (25)	10 (21)	10 (21)	5 (10)	11 (23)	48 (100)
I like to deal with situations that require a lot of thought.	12 (25)	10 (21)	14 (29)	5 (10)	7 (15)	48 (100)
I don't like to think.	9 (19)	11 (23)	8 (17)	5 (11)	14 (30)	47 (100)
It's better to do things without thinking too much than to do things that require a lot of thought.	15 (33)	6 (13)	12 (26)	5 (11)	8 (17)	46 (100)
I try to avoid situations in which I might have to think deeply about something.	11 (23)	8 (17)	11 (23)	7 (15)	10 (21)	47 (100)
I find satisfaction in thinking hard for a long time.	20 (43)	10 (21)	11 (23)	1 (2)	5 (11)	47 (100)
Think only as hard as necessary.	23 (48)	19 (40)	3 (6)	0 (0)	3 (6)	48 (100)
It's better to think about small, everyday plans rather than long-term plans.	21 (44)	8 (17)	11 (23)	5 (10)	3 (6)	48 (100)
Once I learn it, I like things that don't require much thought.	14 (29)	13 (27)	14 (29)	3 (6)	4 (8)	48 (100)
Getting to the top through thinking is a fascinating thing.	13 (27)	15 (31)	11 (23)	6 (13)	3 (6)	48 (100)
It's really nice to come up with a new solution to a problem.	20 (43)	12 (26)	10 (21)	0 (0)	5 (11)	47 (100)
Learning to think in a new way is not very enjoyable.	7 (15)	7 (15)	16 (33)	10 (21)	8 (17)	48 (100)
I wish life was full of puzzles to solve.	14 (29)	10 (21)	11 (23)	4 (8)	9 (19)	48 (100)
Thinking abstractly is attractive.	18 (38)	10 (21)	11 (23)	2 (4)	7 (15)	48 (100)
I prefer intellectual, difficult, and important tasks to tasks that are somewhat important but do not require much thought.	12 (25)	12 (25)	9 (19)	8 (17)	7 (15)	48 (100)
After completing a task that requires a lot of intellectual effort, I feel more relieved than satisfied.	14 (29)	12 (25)	18 (38)	2 (4)	2 (4)	48 (100)
If you have done the necessary work well, that is enough. The principle or process is not important.	8 (17)	8 (17)	14 (29)	6 (13)	12 (25)	48 (100)
I tend to think deeply about things that do not affect me personally.	10 (21)	15 (31)	12 (25)	6 (13)	5 (10)	48 (100)

The academic cognitive characteristics of students participating in higher education programs for persons with developmental disabilities are shown in Table 4. Students wanted to develop the ability to find solutions to new problems when they encountered new problems through higher education programs, and tended to want to challenge things that could be achieved as a result of their efforts rather than simple things that could be completed. However, due to the cognitive limitations of the person, it was found that they felt burdened in performing tasks that required too deep thinking or problems that had to be solved after a long period of contemplation.

3.4 Social Responsibility and Leadership Characteristics of Students Participating in Higher Education Programs

The social responsibility and leadership characteristics of students participating in higher education programs for persons with developmental disabilities are shown in Table 5. In general, there was a tendency to be open to other people's opinions and to think that the group's goals could be achieved through other opinions. And as a result of their efforts, they have a tendency to contribute to the achievement of the group's goals, and they have a high tendency to contribute to the development of the community by performing their duties as citizens in society.

Table 5. Social Responsibility and Leadership Characteristics of Students

Questionnaire	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
	n(p)	n(p)	n(p)	n(p)	n(p)	n(p)
I am open to others' ideas.	19 (40)	13 (27)	9 (9)	6 (13)	1 (2)	48 (100)
Creativity can come from conflict.	11 (23)	13 (27)	18 (38)	4 (8)	2 (4)	48 (100)
I value differences in others.	18 (38)	7 (15)	17 (35)	6 (13)	0 (0)	48 (100)
I can clearly state my priorities.	19 (40)	15 (31)	10 (21)	2 (4)	2 (4)	48 (100)
Hearing different opinions enriches my thinking.	21 (44)	10 (21)	10 (21)	5 (10)	2 (4)	48 (100)
I have low self-esteem.	11 (23)	17 (35)	9 (19)	1 (2)	10 (21)	48 (100)
I don't like it when members of the group have different opinions than mine.	6 (13)	14 (29)	11 (23)	8 (17)	9 (19)	48 (100)
Change makes me uncomfortable.	17 (35)	5 (10)	14 (29)	5 (10)	7 (15)	48 (100)
I am usually confident.	16 (33)	23 (48)	7 (15)	2 (4)	0 (0)	48 (100)
I am a person who cooperates well with others.	19 (40)	11 (23)	10 (21)	5 (10)	3 (6)	48 (100)
Better harmony can emerge from disagreements.	15 (31)	9 (19)	16 (33)	3 (6)	5 (10)	48 (100)
I have no difficulty seeing things in new ways.	11 (23)	8 (17)	13 (27)	11 (23)	5 (10)	48 (100)
My actions are consistent with my beliefs.	14 (30)	13 (28)	14 (30)	3 (6)	3 (6)	47 (100)
I am committed to achieving the goals of my group.	13 (28)	14 (30)	12 (26)	2 (4)	6 (13)	47 (100)
To achieve something, it is important to set a common	15	15	8	2	7	47

direction within the group.	(32)	(32)	(17)	(4)	(15)	(100)
Respect opinions different from mine.	15	11	16	1	4	47
	(32)	(23)	(34)	(2)	(9)	(100)
Change breathes new life into an organization.	16	3	13	1	4	47
	(34)	(28)	(28)	(2)	(9)	(100)
Things I am passionate about have priority in my life.	20	12	8	5	2	47
	(43)	(26)	(17)	(11)	(4)	(100)
I am contributing to the achievement of group goals.	18	16	9	4	1	48
	(38)	(33)	(19)	(8)	(2)	(100)
I love doing things in new ways.	22	12	6	6	2	48
	(46)	(25)	(13)	(13)	(4)	(100)
I hate it when someone disagrees with me.	16	10	12	4	4	46
	(35)	(22)	(26)	(9)	(9)	(100)
I know myself pretty well.	25	10	4	6	2	47
	(23)	(21)	(9)	(13)	(4)	(100)
I am willing to spend my time and energy on things that are important to me.	17	16	10	3	1	47
	(36)	(34)	(21)	(6)	(2)	(100)
I stand by others when they are in trouble.	17	16	3	7	4	47
	(36)	(34)	(6)	(15)	(9)	(100)
When there is a conflict between two people, one thinks that one wins and the other loses.	17	12	14	1	3	47
	(36)	(26)	(30)	(2)	(6)	(100)
I hate change	9	8	13	5	12	47
	(19)	(17)	(28)	(11)	(26)	(100)
It is important to act according to my beliefs.	18	14	10	2	2	46
	(39)	(30)	(22)	(4)	(4)	(100)
I tend to focus on the duties entrusted to me.	20	12	10	3	2	47
	(43)	(26)	(21)	(6)	(4)	(100)
When I work with others, I contribute a lot.	18	13	9	4	3	47
	(38)	(28)	(19)	(9)	(6)	(100)
Actively listens to what others have to say.	19	16	7	5	0	47
	(40)	(34)	(15)	(11)	(0)	(100)
Knowing other people's priorities is very important.	16	16	9	4	2	47
	(34)	(34)	(19)	(9)	(4)	(100)
When I act, I often act according to my values.	19	10	13	4	1	47
	(40)	(21)	(28)	(9)	(2)	(100)
I have a lot of responsibility for my community.	17	10	9	9	1	46
	(37)	(22)	(20)	(20)	(2)	(100)
I could describe my personality.	19	17	8	3	0	47
	(40)	(36)	(17)	(6)	(0)	(100)
I contributed to setting group goals.	18	10	11	6	2	47
	(38)	(21)	(23)	(13)	(4)	(100)
New ways of doing things frustrate me.	9	11	15	6	6	47
	(19)	(23)	(32)	(13)	(13)	(100)
Common values drive an organization.	19	10	13	3	2	47
	(40)	(21)	(28)	(6)	(4)	(100)
I spend time helping others.	12	11	23	1	0	47
	(26)	(23)	(49)	(2)	(0)	(100)

I work well in changing environments.	20	15	6	6	0	47
	(43)	(32)	(13)	(13)	(0)	(100)
I work with others to make my community better.	18	14	12	3	0	47
	(38)	(30)	(26)	(6)	(0)	(100)
I can describe how I am like other people.	10	21	14	2	0	47
	(21)	(45)	(30)	(4)	(0)	(100)
I enjoy working with others for a common goal.	18	9	14	4	2	47
	(38)	(19)	(30)	(9)	(4)	(100)
I am open to new ideas.	14	16	14	2	1	47
	(30)	(34)	(30)	(4)	(2)	(100)
I have the power to contribute to my community.	14	12	16	4	1	47
	(30)	(26)	(34)	(9)	(2)	(100)
I find new ways to do things.	12	16	16	1	2	47
	(26)	(34)	(34)	(2)	(4)	(100)
I am willing to act for the rights of others.	13	12	15	6	1	47
	(28)	(26)	(32)	(13)	(2)	(100)
Participate in activities for the common good.	11	12	23	0	1	47
	(23)	(26)	(49)	(0)	(2)	(100)
Others see me as a member of the team who cooperates well.	15	12	14	5	1	47
	(32)	(26)	(30)	(11	(2)	(100)
I am comfortable with conflict.	7	11	13	7	9	47
	(15)	(23)	(28)	(15)	(19)	(100)
I can distinguish between positive and negative changes.	16	9	15	6	1	47
	(34)	(19)	(32)	(13)	(2)	(100)
I can be counted on to do my part.	11	19	15	0	2	47
	(23)	(40)	(32)	(0)	(4)	(100)
It is important to be seen as a moral person.	15	15	14	1	2	47
	(32)	(32)	(30)	(2)	(4)	(100)
I keep my promises.	19	18	9	1	0	47
	(40)	(38)	(19)	(2)	(0)	(100)
I am responsible for the obligations I have agreed to.	19	13	10	5	0	47
	(40)	(28)	(21)	(11)	(0)	(100)
I feel that I have a duty as a citizen in society.	15	16	11	2	1	45
	(33)	(36)	(24)	(4)	(2)	(100)
Self-reflection is difficult for me.	7	16	10	7	5	45
	(16)	(36)	(22)	(16)	(11)	(100)
Collaboration produces better results.	11	11	17	2	3	44
	(25)	(25)	(39)	(5)	(7)	(100)
I am well aware of the purpose of my group.	13	15	13	4	0	45
	(29)	(33)	(29)	(9)	(0)	(100)
Expressing myself is easy.	14	13	9	6	3	45
	(31)	(29)	(20)	(13)	(7)	(100)
My contributions are recognized by others in the group.	12	17	13	2	1	45
	(27)	(38)	(29)	(4)	(2)	(100)
I can do my job well when I know the group's common values.	12	17	12	4	0	45
	(27)	(38)	(27)	(9)	(0)	(100)
I share my thoughts well with others.	17	14	9	4	1	45

	(38)	(31)	(20)	(9)	(2)	(100)
My behaviors reflect my beliefs.	13	22	6	2	2	45
	(29)	(49)	(13)	(4)	(4)	(100)
I am genuine.	16	14	10	3	2	45
	(36)	(31)	(22)	(7)	(4)	(100)
I can trust the people I work with.	19	15	10	1	0	45
	(42)	(33)	(22)	(2)	(0)	(100)
I value opportunities to contribute to the community.	15	15	8	6	1	45
	(33)	(33)	(18)	(13)	(2)	(100)
Helps the group achieve its goals.	22	13	6	1	3	45
	(49)	(29)	(13)	(2)	(7)	(100)
It is easy for me to be truthful.	20	15	9	1	0	45
	(44)	(33)	(20)	(2)	(0)	(100)

4. Discussion and Conclusion

This study aimed to investigate the perception of college life experiences and support strategies for college life, targeting people with developmental disabilities who are currently participating in higher education programs at universities. Students with developmental disabilities who participated in the study generally considered themselves to be healthy. Among the reasons why they think they are healthy, it seems to be because they do not drink alcohol and do not smoke. However, many of them do not exercise regularly, so it is necessary to support them through higher education programs to have sports or hobbies that they can easily enjoy. In general, people with disabilities have lower physical activity, higher rates of obesity, higher rates of chronic diseases and depression than people without disabilities, and have a weak immune system and may be accompanied by secondary health problems due to their disabilities (Lee, 2020). Considering these research results, it is necessary to give people with developmental disabilities the opportunity to participate in exercise during higher education programs. In addition, many people feel that they lack sleep, so they need to find the reason and improve their habits so that they do not lack sleep.

It was found that students with developmental disabilities participating in higher education programs wanted to learn vocational skills through higher education programs and live as professionals through them. In previous studies, there are many studies that emphasize the preparation of support systems for the operation of various types of employment programs and links with local communities in providing higher education for people with developmental disabilities (Na, 2006). The reason for wanting to have a job may be for financial reasons, but it was found that there is a desire to develop the power to live independently, to be recognized by others through one's work, and to have a positive influence on others. These results are in line with the result of Lee and Park (2023), who mentioned the need to support people with developmental disabilities to integrate into the community through work as adults after graduating from school and to live as independent and meaningful adults. Developing effective post-secondary education programs for students with developmental disabilities to minimize the dependent and sheltered lives of students with developmental disabilities as adults can not only improve their quality of life, but also ease the burden on many families with disabilities. Furthermore, it can increase economic efficiency by reducing the national finances required to protect people with disabilities throughout their lives (Sitlington, Clark, & Kolstoe, 2000; Wehman, 2001). It was found that they had a will to help people in need or to have a good social influence. Since they have been receiving special education and have always been in a position to receive help, after graduating from higher education, they also had a desire to help others while exerting a good social influence.

As a result of examining the academic characteristics and academic motivation of students participating in higher education programs for people with developmental disabilities, they tended to want academic experiences the most, similar to other college students without disabilities. And that anticipation was the motivation to go on to a higher education program after graduating from high school. After going to college, they wanted to share their experiences and stories with various people from different fields, and they wanted to share each other's values. In the meantime, there were many cases where opportunities to meet various people were limited within the framework of special education. So, they wanted to meet new people and experience various interpersonal relationships through the university campus. In a preceding study that investigated the support needs of college students with developmental disabilities through their college life experiences, the need for academic support, daily life support, interpersonal and

emotional support was raised (Kim, 2018). In addition, in the study of Lee and Shin (2005), it can be seen that college students with disabilities experience various experiences through college life, accept disability, feel a sense of belonging in various relationships, and further expand their awareness of social value.

Looking at the academic cognitive characteristics of these people, they wanted to develop problem-solving skills to solve new problems when they encountered new problems like people without disabilties, and they had a tendency to want to achieve the goals they wanted as a result of their hard work. This is in line with the findings of previous study that higher education based on a life-centered model that deals with overall life is necessary in order to live independently in society in providing higher education for people with developmental disabilities (Cho, Do, & Jun, 2001).

However, due to their academic and cognitive experiences, they felt burdened in carrying out problems that required too in-depth thinking or that required a lot of concentration and time. Finally, in the case of social responsibility and leadership characteristics of students participating in higher education programs for people with developmental disabilities, they were generally open to other people's opinions. And they recognized the need to respect the opinions of others in order to achieve group goals. In addition, it was found that they had a social responsibility to contribute to the development of the community by fulfilling their roles and responsibilities diligently.

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