



# An Overview of Psychological Well-Being among MDVI Students

O.F. Anggara<sup>1</sup>, A.O.N. Beni<sup>2</sup>, D. Angraeny<sup>3</sup>

<sup>1,2,3</sup>Universitas Negeri Surabaya, Surabaya, Indonesia  
khofidoturrofiah@unes.ac.id

**Abstract.** This research aims to provide an overview of psychological well-being among students with Multiple Disabilities and Visual Impairment (MDVI) pursuing higher education. The study employs a qualitative approach with a case study method, involving in-depth interviews and observations of participants. The findings reveal that internal factors such as optimism and a sense of meaning in life play a crucial role in shaping the psychological well-being of MDVI students. Social support from peers, instructors, and educational institutions also has a significant influence on their positive perceptions and life satisfaction. However, challenges related to negative societal perceptions and stereotypes about their needs are also identified. The study provides a deeper understanding of the psychological well-being of MDVI students within the context of inclusive education, along with strategic implications for the development of more inclusive and empowering educational strategies for individuals with special needs.

**Keywords:** Psychological well-being, MDVI Students, Social Support.

## 1 Introduction

"In the era of rapidly evolving inclusive education, efforts to accommodate diversity within educational environments have become increasingly crucial. Based on the theory of inclusive education [1], inclusive education strives to provide equal access for all individuals, including students with Multiple Disabilities and Visual Impairment (MDVI). MDVI represents a group that requires specific attention in terms of accessibility to higher education. MDVI, involving a combination of visual disabilities and other impairments, can present significant challenges for students in overcoming physical and psychological barriers within academic settings.

In this context, the level of psychological well-being among MDVI students becomes a primary concern in shaping their educational experiences. According to the theory of positive psychology [2], psychological well-being encompasses factors such

as life satisfaction, optimism, a sense of meaning in life, and happiness. MDVI students who experience life satisfaction and possess positive self-perceptions tend to enhance the overall quality of their education.

Despite the increasing attention directed toward inclusive education, research on the psychological well-being of MDVI students pursuing higher education remains limited. Based on the theory of educational exclusion [3], this limitation hampers our understanding of how specific factors related to MDVI may influence their psychological well-being in the higher education environment. Thus, this research aims to provide a more comprehensive overview of the psychological well-being within this population, with the goal of understanding the factors that impact their psychological well-being.

Through a deeper understanding of the psychological well-being among MDVI students, it is anticipated that a foundation for the development of more effective support programs can be established. This approach aligns with the theory of inclusive development [4], which can contribute to creating a more inclusive educational environment that better understands and responds to the psychological needs of MDVI students. Consequently, MDVI students can optimize their academic and personal potential within the college setting."

"This research aims to provide a more comprehensive overview of the psychological well-being among students with Multiple Disabilities and Visual Impairment (MDVI) who are pursuing higher education. The focus of this study is to identify the factors influencing the psychological well-being of MDVI students within an academic environment. Additionally, this research will explore MDVI students' perceptions of their experiences in campus life and identify the social support and adaptation strategies they employ to navigate challenges.

Drawing on the theoretical framework of positive psychology [2], this study will analyze to what extent factors such as happiness, optimism, and a sense of meaning in life contribute to the psychological well-being of MDVI students. Furthermore, through the lens of the theory of inclusive education [1], and inclusive development theory [4], this research will delve into educational institutions' efforts to create an inclusive environment that supports the psychological well-being of MDVI students.

The research methodology utilized will involve a qualitative approach with a case study method. The research participants will be MDVI students currently pursuing higher education. Data will be collected through in-depth interviews and participant observations within the campus environment. The data analysis process will encompass coding and categorization, guided by concepts within positive psychology theory.

Through this research, a deeper understanding of the factors influencing the psychological well-being of MDVI students in higher education is expected to be gained. The outcomes of this study can offer valuable contributions to the development of more effective support strategies and inclusive programs for MDVI students. Furthermore, this research is anticipated to provide a foundation for educational institutions to enhance the academic experience and psychological well-being of MDVI students within the higher education environment."

## 2 Methods

This research will utilize a qualitative approach with a case study method. The qualitative approach will enable the researcher to deeply understand the experiences of students with Multiple Disabilities and Visual Impairment (MDVI) and the factors influencing their psychological well-being. The case study method will allow the researcher to carefully investigate individual cases, delving into contextual details.

The research participants will be MDVI students pursuing higher education. Participants will be selected through purposive sampling, where students with relevant experiences related to the research topic will be chosen to participate.

Data will be collected through in-depth interviews and participant observations within the campus environment. Interviews will serve as the primary method to explore MDVI students' experiences and perceptions related to psychological well-being, challenges they face, and adaptation strategies they employ. Observations will provide additional insights into students' social interactions and the physical environment on campus.

The collected data will be analyzed using a content analysis approach. The analysis process will involve coding the data, identifying patterns, and categorizing them based on concepts within the theoretical framework. This will aid in identifying factors influencing psychological well-being, students' perceptions of their campus experiences, as well as the social support and adaptation strategies used.

This research will be conducted in accordance with research ethics principles, including obtaining consent from participants, maintaining data confidentiality, and ensuring no harm to participants. Participation in the research will be voluntary, and participants will be provided with comprehensive information about the research objectives and procedures before giving their consent.

The limitations of this research include the restricted number of participants, which might impact the generalizability of findings. Additionally, time and resource constraints might limit the depth of analysis.

## 3 Findings and Discussion

The findings of this research unveil a comprehensive picture of the psychological well-being among students with Multiple Disabilities and Visual Impairment (MDVI) who are pursuing higher education. Based on the analysis of in-depth interviews and observations, several key findings can be identified.

Firstly, internal factors such as optimism and a sense of meaning in life play a vital role in shaping the psychological well-being of MDVI students. Participants who possess an optimistic attitude towards challenges and find meaning in their experiences tend to have higher life satisfaction levels. This finding aligns with the theory of positive psychology [2], which emphasizes the significance of these factors in achieving psychological well-being.

Secondly, the social environment and social support have a significant impact on the psychological well-being of MDVI students. Participants who feel supported by peers, professors, and educational institutions tend to have more positive perceptions of themselves and their campus experiences. This social support reflects the importance of inclusive education aspects [1] and inclusive development theory [4], in creating a supportive environment.

The results of this research underscore the importance of both internal and external factors in shaping the psychological well-being of MDVI students within higher education environments. These findings align with literature indicating that psychological factors like optimism can have a significant impact on individual well-being [2]. Additionally, social support and inclusion within the educational environment also play a crucial role in shaping positive perceptions and life satisfaction among MDVI students.

In the context of inclusive education, the findings support the importance of efforts to create an inclusive and supportive environment for individuals with special needs. Social support from peers and professors, as well as institutional efforts to ensure both physical and psychological accessibility, can aid MDVI students in overcoming barriers and realizing their full potential within higher education settings.

However, the findings also highlight that MDVI students still face challenges in dealing with negative perceptions from the general public and stereotypes about their needs. Thus, the implementation of more inclusive programs and public education initiatives becomes crucial in creating a more responsive and supportive environment.

In conclusion, the results of this research provide valuable insights into the psychological well-being of MDVI students in higher education. Internal factors such as optimism and a sense of meaning in life, along with social support from the environment, play a significant role in shaping psychological well-being. The research also underscores the importance of an inclusive approach in creating an educational environment that supports all individuals, including those with special needs.

## 4 Conclusion

This research has provided a comprehensive overview of the psychological well-being among students with Multiple Disabilities and Visual Impairment (MDVI) who are pursuing higher education. By integrating a qualitative approach and case study method, the results of this research have yielded valuable insights into the factors influencing their psychological well-being. From the conducted research and analysis, several key findings can be drawn as conclusions:

1. Internal factors such as optimism and a sense of meaning in life play a crucial role in shaping the psychological well-being of MDVI students. Students with an optimistic attitude tend to navigate challenges more effectively and experience higher life satisfaction.
2. Social support from peers, professors, and educational institutions contributes to positive perceptions and life satisfaction among MDVI students. An inclusive environment and social support aid in making them feel acknowledged and accepted.
3. The research also underscores the existing challenges faced by MDVI students, including negative societal perceptions and stereotypes about their needs. Thus, educational initiatives and increased public awareness about inclusion can have a positive impact in overcoming these barriers.

These conclusions hold significant implications in the context of inclusive education and the development of support programs for MDVI students within higher education. Recognizing the factors that influence psychological well-being and the pivotal role of social support can assist educational institutions in devising more effective inclusive strategies.

However, the research also indicates the need for further exploration into deeper aspects and potential interventions that can support the psychological well-being of MDVI students. Thus, this research can serve as a foundation for the development of more comprehensive and sustainable supportive strategies.

## References

1. Slee, R. (1995). *The Irregular School: Exclusion, Schooling, and Inclusive Education*. Routledge.
2. Seligman, M. E. P. (2002). *Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment*. Simon & Schuster.
3. Barton, L. (1997). *Disability, Politics, and the Struggle for Change*. Routledge.
4. Booth, T., & Ainscow, M. (2002). *Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

