

The Investigation of Peer Tutoring of Regular Students' Participating for the Students with Disabilities in Senior High School in Taichung City

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The purpose of the study was to understand the situations that regular students participated in peer tutoring, including the status, preparation, difficulty, support and personal growth, and analyzed and compared various background variables. The study used self-developed questionnaire to gather information. Questionnaires were administered to 329 participants, and the valid rate was 90.3%. The data was analyzed by descriptive statistics, t-test, and one-way ANOVA. According to the findings, 54.2% of schools carried out peer tutoring for students with disabilities in Taichung city. The major ways to serve as tutors were teacher recommended and volunteered.

In the results, the scores of the status, preparation, support and personal growth were higher than the average, showing that students agreed on peer tutoring. The score of the difficulty was lesser than the average, showing that peer tutoring didn't give them difficulties, nor negative effects. For the dimension of the personal growth, there was significant difference between the students in senior high schools and vocational high schools as the former ones showed significantly higher than the latter ones. For the dimension of the difficulty, there were significant differences in the categories and degrees of disability. The scores of students with learning disabilities, emotional and behavioral disorder, and Autism were higher than the students with physically disabled and cerebral palsy. Moreover, the students, regardless of their degrees of disabilities, were higher than those with serve and profound. For the dimension of the preparation, there were significant differences in the degrees of disability, the periods of participation in peer tutoring, and whether they were in the same class with the disable students. Finally, according to the findings, suggestions were provided for school, teacher, and further research.

Keywords: students with disabilities, peer tutoring, peer tutor