

中文摘要

本研究旨在探討高中身心障礙學生知覺的家庭功能、學校支持、希望感與人際適應之相關研究。以台北縣、市領有視覺障礙、聽覺障礙與肢體障礙身心障礙殘障手冊的高中身心障礙學生，共 186 人為研究對象，採用家庭功能量表、學校支持調查表、希望感量表、人際適應量表為研究工具，再以台北縣、市立公私立高中普通班學生，做為參照，以了解身心障礙學生知覺的家庭功能、希望感與人際適應的關係，和一般學生是否不同。統計方法以因素分析、信度分析、描述統計、t 考驗、皮爾森積差相關、典型相關、多元迴歸分析等進行分析。結果發現：

- 一、高中身心障礙學生在知覺的家庭功能、學校支持、希望感與人際適應都有中上程度，其中，家庭功能與人際適應情形略低於高中一般學生，希望感則無明顯差異。
- 二、高中身心障礙學生知覺的家庭功能、學校支持、希望感與人際適應有三組顯著的典型相關存在。
- 三、高中身心障礙學生知覺的家庭功能、學校支持與希望感對人際適應有預測力，其中以學校支持的「同學支持的有助性」為最主要的預測向度。而高中身心障礙學生與一般學生知覺的家庭功能與希望感預測人際適應的情形有差異。

關鍵字：家庭功能、學校支持、希望感、人際適應、高中身心障礙學生

Research on Relationships between Perceived Family Functioning, School Support, Hope and Interpersonal Adjustment about high school students with disabilities

I-Chun Chen

Abstract

This research is focused on the relationships between perceived family functioning, school support, hope and interpersonal adjustment about high school students with disabilities. Subjects are 186 high school students with visual disability, hearing impairment and physical disability coming from Taipei county and Taipei city in Taiwan. This study apply the Family Functioning Scale, School Support Investigation, Hope Scale and Interpersonal Adjustment Scale to obtain the necessary data. The collection of the data is interpreted with the use of factor analysis, cronbach alpha, t-test, pearson correlation, canonical correlation analysis and multiple regression. Findings are as such:

1. High school students with disabilities are all above average on percieved family functioning, school support, hope and intepersonal adjustment. However, they show less perceived family functioning and interpersonal adjustment than their general peer classmates; besides, there is no significant difference about hope whether the high school students have disabilities or not.
2. There are three significant canonical correlations between perceived family functioning, school support, hope and interpersonal adjustment about high school students with disability.
3. Interpersonal adjustment was able to be explained by percieved family functioning, school support and hope. Classmates' support is the most important variabilities among high school students with disabilities. There are differences between high school students and their general peer classmates on predicting interpersonal adjustment.

Keywords: family functioning, school support, hope, interpersonal adjustment, high school student with disabilities