

專輔教師輔導國小高年級學童效仿網紅之輔導經驗探究

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摘要

本研究目的為從國小專輔教師之經驗及觀點，針對國小高年級學童，理解學童因追蹤及效仿網紅行為形成的輔導議題經驗。一、透過專輔教師在實務現場輔導高年級學童個案的經驗中，知覺到網紅對學童的影響及對此經驗之自我覺察；二、從專輔教師觀點探究，在輔導高年級學童議題時之介入經驗及過程中的覺察與反思。本研究採質性取向，以立意取樣方式，招募三位曾與效仿網紅行為的高年級學童個案進行二級介入輔導工作之專輔教師為研究參與者，年資皆為3年以上；研究者與之進行半結構訪談，並透過主題分析法進行資料分析。

研究發現結果如下：一、高年級學童透過效仿網紅行為滿足內在需求，連帶形成兩種不同結果，分別為：（一）價值觀偏誤，只要能吸引注意，並不在意行為後的負面結果及影響、（二）拓展學習領域，表現自我及能自我肯定的正面影響；二、專輔教師擔憂學童所接收的網紅資訊片面，難以辨別是非，對網紅行為盲目的無差別效仿；三、專輔教師透過調整輔導目標，從短期問題解決到中長期核心議題目標、借助網紅作為晤談工具，促進信任關係、系統間的合作，建立支持性環境、建立自我價值感和發展替代正向行為等方式，作為有效介入策略；四、專輔教師面對困境時透過自我覺察及對話，保持開放和接納的態度，理解學童行為背後的需求，並拓展對時代和各項新興議題的好奇及認識，同時在自我照顧上也保持彈性及提升心理韌性。

並基於上述研究結果，本研究對諮商輔導領域之專業人員以及未來研究提出相關建議。

關鍵字：專輔教師、國小高年級學童、效仿網紅

The counseling experience of school counselors with upper grade elementary school students imitating social media influencers

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Abstract

The purpose of this study is to understand the counseling issues experienced by upper elementary school students as they follow and imitate influencers, based on the experiences and perspectives of elementary school guidance counselors. Specifically, the objectives are:

1. To perceive the influence of influencers on students and the self-awareness of counselors regarding this influence, through the practical experience of guidance counselors in counseling upper elementary school students.
2. To explore, from the perspective of guidance counselors, the intervention experiences and the awareness and reflection processes during the counseling of issues faced by upper elementary school students.

This qualitative study employs purposive sampling to recruit three school counselors with over three years of experience who have provided secondary intervention counseling to upper grade elementary school students exhibiting imitation behaviors of social media influencers. Semi-structured interviews were conducted with the participants, and the data was analyzed using thematic analysis.

The findings are as follows:

1. Upper grade elementary school students satisfy internal needs through imitating social media influencers, leading to two different outcomes: (a) Value distortion, where the students do not consider the negative consequences of their actions as long as they can attract attention, and (b) Positive impacts, such as expanding learning fields, self-expression, and self-affirmation.

2. School counselors are concerned that the information received from social media influencers is fragmented, making it difficult for students to discern right from wrong, leading to indiscriminate imitation of influencer behaviors.
3. Effective intervention strategies by school counselors include adjusting counseling goals from short-term problem-solving to addressing mid- and long-term core issues, using social media influencers as tools for discussion to build trust, cooperating with systems to create supportive environments, and fostering self-worth and alternative positive behaviors.
4. When facing challenges, school counselors maintain an open and accepting attitude through self-awareness and dialogue, understanding the needs behind students' behaviors, and expanding curiosity and knowledge of contemporary and emerging issues. Additionally, they ensure flexibility in self-care and enhance psychological resilience.

Based on the findings, this study provides recommendations for professionals in the counseling and guidance field and for future research.

Keywords: school counselors, upper grade elementary school students, imitating social media influencers