

摘要

本研究旨在探討中等學校輔導教師在校園中同時擔任個案的任課教師和諮商員的雙重關係經驗，以訪談法蒐集資料，經由立意取樣邀請四名任教國中、高中且面臨師生諮商雙重關係的新手和資深輔導教師參與研究訪談，呈現其工作樣貌，並輔以生態系統觀點探討面對雙重關係一事的考量。

四名輔導教師皆曾聽過師生諮商雙重關係一詞且理解其意涵，但在何時聽聞以及考量原因等則印象不一。受訪教師認為雙重關係的優點包含提供學生觀察老師的機會、較易建立關係，可看到學生不同面向的表現並滿足教師本身對親近感的需求，此外亦可連結資源改善學生環境並推廣輔導工作；而其困擾多為內在感受，如擔心個人身為教師的價值觀介入或需要不時思考此議題的煩惱，至於其他負面影響則因皆可處理而未感困擾。

在師生諮商雙重關係的經驗中，受訪者因學校制度而進入雙重關係，並提及同事期待輔導教師協助個案輔導所給予的壓力，然而受訪者也利用自身教師角色連結校內資源提供學生協助。在外圍系統的決策考量上，因受訪老師選擇接受校園中輔導教師同時授課和個案輔導的限制且忘記當初的矛盾，故無法探究各老師的思考過程。在鉅視系統層面，受訪教師認同自身教師角色，皆有責任崇高或需要更主動付出的自我期待屬之。

整體而言，受訪教師接受師生諮商雙重關係的存在，然則不受限制而在此情況下依各自期許盡力而為是其主要因應方式。

關鍵字：雙重關係、輔導教師、敘事研究、生態系統

Abstract

To explore the teacher-student dual relationships of middle school counselors, four study participants facing dual-relationships in junior and senior high schools including novice and veteran teachers were interviewed through purposive sampling. The results show their work appearances, assist with the discussion of the consideration facing dual relationships in eco-systems perspective.

The four participants all have heard the teacher-student dual relationships and understand its meaning, but have different impressions of when they heard, and the reasons of consideration. Interviewed teachers think the advantages of dual relationships include providing students the opportunity to observe the teachers, being able to build relationships easier, understanding students' different performance, and meeting the teachers' own needs of the close feelings, they also can link resources in order to improve the students' environment, and promote counseling works. However, the distresses are their inner feelings, such as teachers worry about the personal values involving, or the need for thinking of this topic from time to time. Otherwise, they aren't troubled with the solvable negative effects.

From the interviewees' experiences, their dual relationship with students resulted from the system of school environment. They were under the pressure of student individual counseling from their colleagues' expectations. However, they were able to provide more resources in the school under their role as a teacher. In terms of the decision making of exosystem, how the interviewees processed their conflicts of dual relationship is hard to explore since they have already accepted the reality of teaching and counseling in the same time as guidance counselor (guidance teacher), and forgot about their first thought. When we look at the macrosystem, interviewees' identified their roles as teachers, and considered it as a high responsibility career, and expected themselves devoted to their career more.

Generally speaking, the interviewees accept the teacher-student dual relationships. Their way to deal with this inner conflict is trying their best according to their own expectation without other limitation.

Keyword: dual-relationships、school counselors、guidance teacher、narrative research、eco-systems