

MASTER'S THESIS

從現象學角度探討大學學生領袖校園課外活動經歷的意義 關綺雲

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從現象學角度探討大學學生領袖校園課外活動經歷的意義

The Out-of-Class Experiences of University Student Leaders:
A Phenomenological Approach

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摘要

學生領袖往往是社會認同的理想學生模範，大學課外活動經歷也被視為學生成長的重要因素，但本港很少探討學生領袖和大學課外活動經歷的研究。本研究希望藉著從學生領袖口述的故事，進一步了解他們的大學課外活動經歷給予他們的意義和對他們成長的影響。

本研究以質化「現象學」研究的角度，以目的取樣方式徵集廿六位學生領袖，進行面談訪問。每個面談大約一個半至兩小時，以半結構性（semi-structured）的問題形式進行。受訪者就著校內的舍堂生活、「上莊」生活、體育代表隊、兼職工作、一般課外活動、師生交往和朋輩交往等七個課外活動範疇，自定先後次序，講述這些課外活動的經歷，和這些課外經歷對他們的意義。面談圍繞以下的問題進行：1. 甚麼課外活動經歷對受訪者最重要？ 2. 受訪者對自己的課外活動經歷有甚麼感受？ 3. 受訪者的課外活動經歷賦予受訪者甚麼意義？ 4. 這些課外活動經歷對受訪者成長或發展有甚麼啓示？本研究採用了不同的方式保持信效度，例如使用三角驗證方法（triangulation）；研究員也就受訪者的回應，進行追問、澄清和確定他們的想法，保證研究的溝通效度。所有面談均進行錄音及製作面談筆錄，面談筆錄亦會交回受訪者審核。確定內容無誤後，採用軟件 Atlas.ti 來協助編碼等的數據分析程序。

經過分析整理後，研究結果分有七個部份：「課外活動生涯的前奏」、「兼職工作」、「體育代表隊」、「一般課外活動」、「師生交往」、「朋輩交往」和「『上莊』生活」。結果顯示受訪者期望大學階段是一種「新」生活，他們很少擔任校內兼職工作和參與體育代表隊，亦視一般課外活動為餘閒，跟班上朋輩關係疏離，而「上莊」生活主導了他們的大學經驗。而這些課外活動經歷對

他們的意義可以不同角度理解：短期意義是社交場所；中期意義是一項投資；長期意義是成長路，當中又包括成長儀式、個人身分和人生意義。本文最後反思對研究員的啓示、介紹研究貢獻、研究限制，日後研究建議將研究伸延至不同類型學生的課外活動經歷。

Abstract

Out-of-class experiences play an important role in the development of university students, but there were few in-depth local studies on them. The purpose of this research is to better understand the out-of-class experiences of and their meanings for university student leaders.

With a phenomenological approach, a purposive sample of 26 student leaders was drawn and each student was interviewed for 1½ to 2 hours using an open-ended, semi-structured format. In the interview, the participants described their experiences related to living in residence hall, assuming positions in student organizations, participating in athletic contests and other extra-curricular activities, taking up on-campus employment, as well as interacting with faculty and peers. Each interview was initiated with the following questions: 1) What are your most important out-of-class experiences? 2) How do you feel about your out-of-class experiences? 3) How do you perceive the meaning of your out-of-class experiences? and 4) What are the implications of these out-of-class experiences for your growth and development? In this study validity was established, for example, by using triangulation method. As for communicative validity, the researcher probed and clarified with the participants regarding their responses. All interviews were audio-taped and transcribed. After validating the accuracy of the transcripts with the participants, the transcripts were analyzed with Atlas.ti (version 4.2).

The interview data were categorized with reference to seven themes: "the Prelude of the Out-of-class Experiences", "On-Campus Employment", "Athletic Contests", "Other Extracurricular Activities", "Interactions with Faculty", "Interactions with Peers" and "Assuming Positions in Student Organizations". The findings showed that the participants considered that university life was a "new"

life and that other extracurricular activities were a past-time. The participants were less involved in part-time on-campus employment and athletic contests. Being leaders in student organizations dominated their university lives. They had not established close relationships with their classmates. The meaning of these out-of-class experiences could be interpreted in terms of three developmental dimensions: 1) social purposes, 2) an investment, and 3) a pathway for growing up including rites of passage, establishing identity, and searching for life meaning. Lastly, contributions, limitations of the study and directions for further research were discussed.

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