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Abstract
The purpose of this study was to evaluate the stress and coping strategies in technology college students. The students' are in the public or private technology college that study at the fourth grade in the four-year system or at the second grade in the two-year system. The researcher was interested in determining whether students' background (e.g. students' personal, family, life stress reception and school support) affected their stress and coping strategies. In this study, questionnaires had been designed and tested based on 982 effective questionnaires. To increase the construct validity of the questionnaire, this study utilized factor analysis and expert advice. In addition, to enhance the questionnaire's reliability, this study used both item analysis and Cronbach's α analysis. Finally, several statistic methods were used to analyze our data set, including t-test, Scheffe' method, and one-way ANOVA analysis of variance.
The findings of this study are as following:
1.The technology college students' perception of employment in the future is higher than the self in stress variables of six aspects.
2.The technology college students' adjustment by oneself is higher than the problem solution in coping strategies variables of four aspects.
3."Gender, university system and college system" prove significant differences in technology college students' stress. At the interpersonal relationship and the employment in the future, girls show more than boys; the finance, the interpersonal relationship, students at the fourth grades in the four-year system show more than those at the second grades in the two-year system; At the self, students at the Business college show more than others colleges. At he academic achievement, students at the Pharmacology college show more than others colleges.
4."Gender, university system and college system" prove significant differences in technology college students' coping strategies. On the dimensions of "seeking for support" and "procrastination advance", boys show more than girls; "seeking for support" and "procrastination positive", students at the fourth grades in the four-year system show more than those at the second grade in

the two-year system. On the “solve problem”, “seeking for support” and “whole coping strategies”, students at the Agriculture college show more than others colleges. On the “accept and adjust by oneself”, students at the People’s livelihood college and Business college are show more than others college.

5.There is a strong correlation between stress and coping strategies in technology college students.

6.”Procrastination avoidance” factor is a significant predictor of stress in technology college students.

According to these findings, the suggestions for technology schools and students are proposed. Moreover, recommendations for further students are offered in this dissertation.

Advisory Committee Ming-Chieh Wang - advisor

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