
Stressor, Social Support, Coping Strategy, Stress, and Life Satisfaction of Married Woman Student

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Abstract

Stress can hinder academic success, especially for married women student because stress can decreased energy and motivation to do college activities and household tasks, therefore it is important for the students to avoid stress in order to have a good achievement at academic. This research aims to analyze the influence of individual characteristics, family characteristics, stressors, social support, coping strategies, and stress towards the married women students life satisfaction. The object of this research are post graduate women students of Bogor Agriculture University. Data collection is done using self-report method to 100 women married students. The collected data were analyzed using multiple linear regression test and corellation test. The most stressor came from itself, instrumental support was the most accepted among social support, most applied strategy in coping is the problem-focused strategy, the highest life satisfaction was life full of meaning and responsibility. Life satisfaction of married women students was influenced significantly positive by coping strategies and significantly negatif by stress.

Keywords : women married postgraduate student, stressor, social support, coping strategy, stress, life satisfaction

Abstrak

Stres dapat menghalangi kesuksesan akademik terutama bagi mahasiswi berstatus menikah karena dapat menurunkan energi untuk melaksanakan tugas kampus dan rumah tangga. Penelitian ini bertujuan menganalisis pengaruh karakteristik individu, karakteristik keluarga, sumber stres, strategi koping dan stres terhadap kepuasan hidup mahasiswi berstatus menikah. Penelitian dilakukan terhadap 100 mahasiswi pascasarjana Institut Pertanian Bogor yang berstatus menikah dan punya anak. Pengumpulan data dilakukan melalui *self report*. Data yang diperoleh dianalisis dengan uji regresi linier berganda dan uji korelasi. Sumber stres berada pada kategori rendah, yang paling banyak dirasakan berasal dari diri sendiri. Dukungan sosial berada pada kategori sedang, yang paling banyak adalah dukungan instrumental. Strategi koping berada pada kategori sedang, yang paling banyak dilakukan adalah strategi koping terfokus masalah. Stres berada pada kategori rendah, yang paling banyak dirasakan adalah stres fisik. Kepuasan hidup berada pada kategori sedang, yang paling tinggi adalah menjalani hidup dengan penuh arti dan tanggung jawab. Kepuasan hidup mahasiswi dipengaruhi signifikan positif oleh strategi koping dan signifikan negatif oleh stres.

Kata kunci: mahasiswi pascasarjana berstatus menikah, sumber stres, dukungan sosial, strategi koping, stres, kepuasan hidup

INTRODUCTION

Welcoming one of the Sustainable Development Goals (SDGs) program that launched by the United Nations in 2015-2030 range on empowering all women and ensuring inclusive and education and encouraging lifelong learning opportunities for all, it is very important for women to improve their education so that able to contribute in realizing the development of human resources and participate in world competition. In Indonesia, the right and opportunity for continuing education as high as possible for life is guaranteed in Law No.20 of 2003 which states that every citizen is entitled to an opportunity to improve lifelong education. The 2010 Central Statistics Agency (CSA) census shows that the number of women entering college from year to year has increased by 6.13 percent in 2009 and become 6.62 percent in 2010.

Higher education for a person can support financial welfare and improve the social status that will build life satisfaction. Unfulfillment of higher education during the youth can be one of the factors of discontent in one's life (Liem et al., 2010). Neugarten *et al.* (1961) in Kreindler (1994) describes the satisfaction of life as a self-concept and positive mood as a form of balance between desire and achievement of life goals.

In the course of a lecture, a student will be faced with various sources of stress. Several previous studies have found that stressful sources of students experience tensions that are felt due to high academic demands (Mahmoud 2012), homesick for students who have to live apart from family, health, and financial problems (Hernawati 2006) with lectures (Bahari et al., 2009).

Stress can be minimized with social support, that is, help and support gained from the surrounding environment. Cu and Chao (2012) found that students who received low social support were more susceptible to stress. The same thing is expressed in the research of Almasitoh (2011) and Masrurroh (2014) that the higher of social support will be the lower level of perceived stress. Schwarzer and Leppin (1989) concluded that social support is associated with health and stressful conditions especially for women. Social support will help the process of coping strategies that someone does in the face of stress.

Coping strategies are attempts by individuals to avoid the stress that faced (Lazarus and Folkman 1984). Hasan and Rufaidah (2013) found that there was a positive relationship between social support and coping strategies performed by stroke patients. The higher of social support that gained, will be the better of coping strategy that emerged. The quality of coping strategies is influenced by age, the more age of people then the ability to manage stress being better. This age influence can be related to differences in the phase of one's personal development, understanding of life, and responsibility to obligations outside the campus environment. (Suwartika et al 2014; Fidiana and Setyawardani 2009; Swingle 2013). Social support is a coping resource that can reduce stress and increase life satisfaction (Matheny et al., 2008). Fauzi (2013) states there is a positive relationship between social welfare and life satisfaction, as well as Huda's research (2012) who stated that there is significant social support effect on life satisfaction.

The results of the Institute for Women's Policy survey in America in 2014 found that 4.8 million (26%) of the whole students were a father or mother who

was raising children, and 3 422 270 (71%) of the 4.8 million student raising children were mother (www.iwpr.org). The results of Watson (2006) and Swingle (2013) suggest that students who are married and have children will face a more complex source of stress with regard to responsibilities and multiple roles as both women and women housewives. Stress sources can arise from herself, from family, and from college environment. Various sources of stress will cause high stress.

In order to achieve the satisfaction of his life, a married student must be able to cope with the source of stress that comes up with effective coping strategies and get enough social support from the environment to reduce stress. Women must also be aware of their roles and responsibilities both in the family and on campus because one's knowledge and awareness of the responsibilities of his social role will affect the satisfaction of his life (Sorgi 1992).

This study aims to: 1) Identify individual characteristics, family characteristics, sources of stress, social support, coping strategies, stress, and life satisfaction of women students; 2) Analyze the relationship between sources of stress, social support, coping strategies, stress, and satisfaction of woman college students; and 3) Analyze the influence of individual characteristics, family characteristics, sources of stress, social support, coping strategies, stress on life satisfaction.

METHOD

This research use cross sectional study design conducted at Bogor Agricultural University for two months of data retrieval period. Population in this research is postgraduate student of Bogor Agricultural University. Samples in this study are graduate students with married status and have children. Given the absence of data on the population of respondents with the desired criteria, the determination of the population is done purposively by searching student information in accordance with the criteria of respondents through level committees, Regional Student Organizations, and postgraduate Bogor Agricultural University organization. In addition, the search of respondents is also done through messages spread through social media. Student data that obtained as many as 152 peoples, who are willing to be respondents that are 137 peoples, and who returned the questionnaire is 100 peoples.

Data that collected in this research is primary data in the form of self report obtained through questionnaire. Primary data includes individual characteristics, family characteristics, sources of stress, social support, coping strategies, stress, and life satisfaction. Individual characteristics include age and stratum. The determination of these characteristics is based on the results of Adams's (1971) who study that found a positive correlation between age and life satisfaction, and Amaike's (2008) in Otkarina (2015) who found a positive correlation between education level and life satisfaction. Family characteristics include income per capita/month, number of children, and togetherness with husband. The determination of these characteristics is based on the results of Adams (1971) and Naseem and Khalid (2010) who studies that found a positive correlation between income and life satisfaction, and the results of Iwatsuboo *et al.* (1996) in Otkarina

(2015) who found a positive relationship between the number of family members and life satisfaction.

The source of stress is defined as the sharp changes that occur physiologically and psychologically in one's life thus requiring ongoing lifestyle changes (Hill, Holmes and Rahe in Mc Cubin and Thompson 1987). The source of stress in this study was measured using the School-Family Conflict Scale questionnaire compiled by Swingle (2013). The questionnaire consisted of 18 items with 16 items adapted from the original questionnaire, plus 2 items according to the research needs. The dimensions of this questionnaire refer to the types of stress sources described by Smet (1994) below: 1) The source of stress coming from within a person, that is stress derived from a person's judgment of the conflict experienced and assume conflict is a major source of stress; 2) The source of stress that comes from within the family, namely stress derived from interactions among members such as disputes in financial matters, feelings of mutual ignorance, different goals and so on; 3) Source of stress coming from within community and environment, that is stress coming from subject interaction outside family environment.

Social support is all the help that samples get during college. This variable is measured by 12 items developed based on the social support dimensions described by Sarafino in Kumalasari and Ahyani (2012): 1) Emotional support, ie empathetic support and attention to the individual, so that the individual feels comfortable, loved and cared for. This support includes behaviors such as paying attention and affection and willing to listen to other people's complaints, 2) Support awards, ie support in the form of affirmative statements and positive judgments on the ideas, feelings and performance of others, 3) instrumental support, ie support in the form of direct assistance, such as financial assistance or assistance in performing certain tasks, 4) Information support, ie support in the form of advice, direction and feedback on how to solve the problem.

Stress is an individual response to a stress source of a state or event that threatens and disrupts a person's ability to handle it (Santrock 2002). This variable was measured by 29 item statements, 21 items were taken from the Beck Depression Inventory (1967) questionnaire plus 8 items compiled by the researchers. The questionnaire includes two dimensions, namely the dimensions of physical complaints and the dimensions of psychological complaints. This variable is measured by 29 statement items. Amount of 21 items were taken from the Beck Depression Inventory (1967) questionnaire plus 8 items that compiled by the researchers. This questionnaire includes two dimensions: 1) Physical stress, ie symptoms of stress related to physical health such as digestive system disorders, muscle tension and stiffness in certain parts such as the shoulders, waist, and neck, decreased body resistance and weakened to easily catch a cold , the emergence of movements outside the consciousness without clear stimuli such as scratching the head, biting the nails, rubbing, emerging pain in the body, nausea, headache, sexual dysfunction such as impotence, frigidity, premature ejaculation; and 2) Psychological complaints, emotional stress-related symptoms such as uncertain feelings, anxiety and fear that are not clear and not caused by a clear threat, feeling desperate, confused, apathetic, sad, sleep disorders (insomnia), lose interest in Activity, loss of interest to gather with others, negative thoughts about

himself, past and future experiences, and thoughts and encouragement to do suicide attempts, emotions change easily, irritability, and hysterics, symptoms appear. The process of aging as early as able to remember the old events but forget the new event, anxiety about changes in the body, the emergence of illness and the arrival of death.

Life satisfaction is the harmony between personal desires and what is gained from the environment, resulting in an attitude of acceptance of unchangeable circumstances (Lawton 1976 in Sorgi 1992). This variable was measured by a questionnaire adapted from the Neugarten *et al.* (1961) questionnaires in Puspitawati and Herawati (2013). The questionnaire consisted of 19 items, that are 13 items taken from the original questionnaire, 6 other items developed by the researchers. The questionnaire is organized on the dimensions that described by Neugarten (1974) in Sorgi (1992) which includes a) finding pleasure in every activity; b) live life meaningfully and accept responsibility for it; c) feel successful in the achievement of his life; and d) feel optimistic.

The scores obtained on each variable stress source, social support, coping strategies, stress, and life satisfaction, are converted into indexed forms and divided into 3 categories, ie high (> 80), moderate (60.01-80), and low (≤ 60). Multiple linear regression test was used to analyze the effect of women student characteristic variable, family characteristic, stress source, social support, coping strategy, and stress level on life satisfaction.

RESULT

Individual and Family Characteristics

Students who involved in this study consisted of 50 master degree students and 50 doctorate degree students who are finishing college between semester 2 to semester 10. Age of respondents ranged from 24-54 years. Based on Hurlock (1980) age category division, 74 percent of respondents were included in young adults category with age range 24-40 years, and 26 percent of respondents included in middle age category with age range 41-56 years. Per capita income per month ranges from 750,000 to 10,000,000 IDR. Amount 9 percent of the respondents had a source of income coming from their husbands, 19 percent had a family income source derived from their husbands and husbands, 5 percent of respondents had a family income source derived from husband and scholarship income, and 67 percent from husband's income, wife's income and scholarship. The number of children ranges from 1-5 people. Based on the category of togetherness with the husband, the respondent consists of two groups, namely: 1) Students who live in a house with husband, domiciled in Jakarta, Bogor, Tangerang, Bekasi, and Depok that consists of 67 peoples, and 2) Students who living separately with husbands, come from outside Jakarta, Bogor, Tangerang, Bekasi, and Depok and rent a house or boarding house near the campus. Students belonging to this group are living separately with their husbands and children, and some live separately with husbands but live with children. This group consists of 33 people.

The results of the study in Table 1 show that in the age, income, and number of children there was no significant difference between woman college students who live together and separately with their husbands.

Table 1 Average, deviation standard, and different test coefficients characteristic of individual and family college students who live in a house with husbands and who live separately with their husbands

Individual and Family Characteristics	Mean ± deviation standard		<i>p-value</i>
	Live in a house with husband	Live separated with husband	
Age of student (year)	35.49±6.56	37.21±6.82	0.227
Per capita income (IDR)	3 379 239±9 122 095	4 036 667±2142 241	0.510
Number of children (persons)	2±0.99	2±1.03	0.209

Description: * significant at $p < 0.05$; ** significant at $p < 0.01$

Source of Stress

The women student's perception of the source of stress is in low category (average = 40.40). The highest source of stress comes from herself (average = 41.86) with symptoms of feeling tired and tired. The second highest source of stress comes from the family (average = 35.51), which is caused by the decrease in the quantity of interaction with the child, and the lowest stress source comes from the lecture activity (average = 40.40), due to too much time devoted to the task Campus so as not to balance the role between the tasks on campus and at home. Stress source index data are presented in Table 2.

Social Support

Social support obtained by women students is in the medium category (average = 62.90). The most widely obtained social support is instrumental support (average = 73.80) in the form of financial support for lectures obtained from government and private institutions in the form of scholarships, help keep the child while going to college the most widely obtained from the big out, and help do the housework Ladders most often obtained from household assistants. The second most-received support was award support (58.67) in the form of support for decisions taken to resolve household issues. Further support information (average = 56.00) obtained in the form of advice or direction to find a way out when facing problems both in the family and on campus. The least support is emotional support (average = 49.50) in the form of advice and / or motivation when facing problems at home. Social support index data are presented in Table 2.

Coping Strategy

Coping strategies conducted by women students are in moderate category (71.40). The most coping strategy that used (average = 74.89) in the form of making plans and implementing effective actions to complete campus and household tasks, doing something to make the atmosphere at home and on campus better and more enjoyable, and trying their best to solve problems that arise both at home and on campus. In the dimension of an emotionally focused coping

strategy (average = 69.89) the student states that coping strategies that are carried out to control emotions are to follow religious activities, pray or worship, joke with family or friends to relieve anxiety, accept the current situation as a consequence of continuing Lectures, and learning to live with the problems at hand. The coping strategy index data is presented in Table 2.

Stress

Student stress is in the low category (average = 24.32). Physical stress (average = 27.03) is most often felt in the form of stiffness in certain body parts such as the neck and back. Emotional stress (average = 20.13) is most often felt difficult to focus on thinking something. Minimum, maximum, and stress index data are presented in Table 2.

Tabel 2. Index of minimum, maximum, mean, stress source index, social support, coping strategies, stress, and life satisfaction

Variable	Minimum	Maximum	Mean
Stress source	9.00	80.00	39.44
- Source of stress from self	12.50	83.33	41.86
- Source of stress from family	6.00	95.00	35.51
- Source of stress from the college environment	5.00	85.00	40.40
Social support	8.33	100.00	62.90
- Emotional Support	0.00	100.00	49.50
- Award Support	0.00	100.00	58.67
- Instrumental Support	20.00	100.00	73.80
- Information Support	0.00	100.00	56.00
Coping strategy	48.00	89.00	71.40
- Coping strategy focused problem	40.74	91.30	74.89
- Emotionally focused coping strategy	50.72	88.41	69.89
Stress	0.00	60.00	24.32
- Physical stress	0.00	86.67	27.03
- Emotional stress	0.00	78.33	20.13
Life satisfaction	30.00	99.00	76.98
- Optimistic	21.30	100.00	78.18
- Get pleasure in the activities	0.00	100.00	51.00
- Feel successful to achieve the purpose of life	55.00	100.00	72.05
- Living a life with meaningfull and responsible	40.00	100.00	83.30

Life Satisfaction

Satisfaction of student life is in medium category (average = 76.98). The highest life satisfaction lies in the dimensions of living with meaning and responsibility (average = 83.3) reflected in the feelings of living conditions that have been great for trying to balance college activity and household activities. The second highest life satisfaction is in the optimistic dimension (average = 78.18) with the expectation of interesting and exciting things happening in life, feeling increasingly able to increase self-value and trying to build the future of the family

for the better by continuing the lecture, feel that college is not a burden, but a challenge to improve the quality of self and family, and feel that knowledge and insight gained in college can increase confidence in front of the nuclear family, extended family, and society. Furthermore, for the dimension to feel successful reaching the target of life (72.05), the student felt that he had reached his life's wishes. Then the lowest life satisfaction lies in the dimension of gaining pleasure in the activities undertaken (51,00) expressed in the excitement of undergoing college activity though sometimes feeling exhausted, and feeling grateful for the opportunities available for continuing college to a higher level. Life satisfaction index data are presented in Table 2.

Relationship of Individual and Family Characteristics, Sources of Stress, Social Support, Coping Strategies, Stress, and Life Satisfaction

Table 3 shows that the number of children is significantly positive correlate with stress. This shows that the more the number of children then the stress will be higher. Togetherness with the husband was significantly negative with stress, this means that women students who live in the same house with a husband experience less stress than women students living separately with their husbands.

Stress sources are significantly negative related to social support, meaning that the higher the perception of the source of stress the perception of the availability of social support will be more inadequate. Stress sources are positively associated with stress, meaning that the higher the stress source the higher the stress.

Social support is negatively related to stress, meaning that the more social support gained, the less stress will be. Coping strategy relates positively to life satisfaction, meaning more coping strategy is done, hence life satisfaction will be higher. Stress is significantly negative relation with life satisfaction, meaning the lower the stress will be the higher the satisfaction of life.

Table 3. The correlation coefficients of invidual and family characteristics, stressors, social support, coping strategies, stress, and life satisfaction

	Source of stress	Social support	Coping strategies	Stress	Life satisfaction
Age (years)	-0.071	0.031	0.018	-0.191	0.033
Per capita income/month (IDR)	-0.066	-0.028	-0.004	-0.005	0.122
Number of children (persons)	0.069	-0.138	0.042	0.214*	-0.013
Source of stress (index)	1	-0.388**	0.109	0.481**	0.166
Social support (index)		1	0.188	-0.401**	0.164
Coping strategy (index)			1	-0.088	0.445**
Stress (indeks)				1	-0.245*
Life satisfaction (index)					1

Description: * significant at p <0.05; ** significant at p <0.01

Factors Affecting the Satisfaction of Married Student Life

Regression test results show that adjusted R square value is 0.130, this means that as much as 13 percent satisfaction of women students living married status is influenced by independent variables included in this study, while the remaining 87 percent satisfaction of women students in this study is influenced by other factors not observed in this study. Based on the results obtained, it is known that the satisfaction of women students living with married status and have children is positively influenced by coping strategy ($\beta = -0.233$) and is negatively influenced by stress ($\beta = -0.268$). This data means that every increase of one index of coping strategy will increase index of life satisfaction by 0.233, and every increase one index of stress level will decrease index of life satisfaction by 0.268. Among the two influencing variables, stress is the most influential factor on life satisfaction. Data on regression test results are presented in Table 4.

Table 4. Regression coefficients of individual characteristics, family characteristics, sources of stress, social support, coping strategies, and stress levels on the satisfaction of women students living in marriage

Variable	Unstandardize Coefficient (β)	Stardardize Coefficient (B)	Sig
Constant	67.527		0.000**
Age (years)	0.222	0.130	0.332
Per capita income/month (IDR)	0.017	0.112	0.239
Number of children (persons)	-0.889	-0.079	0.425
Kebersamaan dengan suami (1=serumah, 0=terpisah)	0.185	0.008	0.319
Degree (0=master, 1=doctorate)	2.214	0.098	0.737
Stress Source (index)	0.029	0.038	0.792
Social support (index)	0.015	0.029	0.008**
Coping strategy (index)	0.233	0.026	0.007**
Stress (index)	-0.268	-0.316	
<i>Adjusted R Square</i>	0.130		
<i>Sig</i>	0.007		

Description: * significant at $p < 0.05$; ** significant at $p < 0.01$

DISCUSSION

Life satisfaction is the ability of a person to enjoy his experiences with meaningfull (Perrone and Civiletto 2004). Life satisfaction can be achieved with the fulfillment of needs and desires during life with a positive meaning so that can adapt to the environment as well. Satisfaction of graduate student married status is influenced significantly positive by coping strategy and significantly negative by stress. The most coping strategy done by women students in this research is problem focused coping strategy. This is in line with the results of Hernawati (2006) study which found that students are more focused on problem focused coping strategies than emotion focused coping strategies.

Problem-solving ability is one of the important factors in coping strategy (Lazarus and Folkman 1984 in Reily 2014). When a student able to solve the problem, it's means that he has been able to overcome one source of stress. This

success will bring a feeling of satisfaction within himself. This is in line with the research of Mousavinasab et al. (2015) who state that problem focused coping strategies can affect life satisfaction. Similar results were expressed by Ghazanfari and Gadampour (2008) who state that an efficient coping strategy enhances self-confidence, improves problem solving skills, and leads to higher life satisfaction. The use of active coping and adaptive strategies is associated with higher life satisfaction (Coyle 2010). Coping strategies can not change the satisfaction of life in the past but affect the satisfaction of life in the present and build expectations of life satisfaction in the future (Dubey & Agarwal 2007). The use of focused coping strategies is positively correlated to life satisfaction (Odachi & Cikrikci 2012). Swingle (2013) finds that focused coping strategies will be more effective at addressing sources of stress than emotionally focused coping strategies.

In order to be able to undergo the best college and household activities, a student must be able to minimize stress, because stress can decrease energy and motivation to perform campus and household tasks. Stress relates negatively to academic success (Field 2001 in Khrantsova and Saarnio 2007). Stress correlate significantly negative to the satisfaction of life, the lower the stress will increasingly life satisfaction. This is in line with study of Oktarina (2015) who found that stress negatively affects life satisfaction in women who have multiple roles at home and at work. The higher of stress that felt, the lower the individual's life satisfaction. The results of Matheny et al. (2008), Reily (2014), and Civitci (2015) found a significantly negative relationship between stress and life satisfaction.

Correlation test results show that the perception of the stress source is positively associated with stress, the higher the perception of the source of stress then the stress will be higher. Conversely, the lower the perception of the source of stress then the stress will be lower. Stress of women students living with husbands is lower than that of women students living separately with their husbands. The results of the correlation test states that togetherness with the husband is significantly negative related to the stress. According to research results Chen and Lin (1992), husband can be the main part that helps the wife in taking care of the child and doing household chores. Rachmah (2015) states that the most important social support obtained by women students married from husband who helped in completing the tasks of college. This indicates that the existence of a husband near the wife can provide social support that can cope with the stress source and reduce stress. As shown in the correlation test results that social support is associated significantly negative with stress sources and stress. This is in line with the research of Astuti et al. (2000) and Diani and Susilawati (2013) who found that the support and togetherness of husbands on a daily basis was decreased the level of anxiety, stress levels and helped the wife to adjust to the circumstances that she faced.

Based on the results of correlation test is known that coping strategy significantly negative correlate with stress, it's meaning that more effective coping strategies are done then the stress will be lower. This is in line with the results of research Sunarti and Syahrini (2011) and Reily (2014) who state that low stress is significantly negative correlation with life satisfaction. This can happen because a good stress management process provides a meaningful life

experience and teaching until the individual is able to discover the meaning of life from any problem that can be passed. This output will make the individual more respect for his life and responsible for what he does in everyday life.

CONCLUSION AND SUGGESTION

Conclusion

Perceptions of the stress source of postgraduate students are in the low category, and the most perceived is the source of stress from the self. Social support is in the medium category, the most widely accepted women student is the instrumental social support. Coping strategies are in the medium category, the most common is the focused coping strategy of the problem. Stress is in the low category and the most perceived stress is physical stress. Life satisfaction is in the medium category with the highest dimension is happy to live activity and optimistic.

The number of children was significantly positive with stress, togetherness with the husband was significantly negative associated with the stress, the source of stress is significantly negative related to social support, the source of stress is positively associated with stress. Social support is significantly negative relation to stress, coping strategy is significantly positive relation with life satisfaction, stress is significantly negative relation with life satisfaction. Satisfaction of graduate student married status is influenced significantly positive by coping strategy and influenced significantly negative by stress. The higher the coping strategy will increase life satisfaction, and the higher the stress will decrease life satisfaction.

Suggestion

Referring to the results of the study, a married student should do a problem focused coping strategy in the form of planning and good time management and do the best possible to do it, also do emotion coping strategies in the form of adaptation to the situation and searching Tranquility of worship activities and strengthening relationships with family or friends that can help reduce anxiety. Student should also try to get an effective rest time to minimize fatigue. Furthermore, the family should be able to provide optimal emotional support, awards support, instrumental support, and information support for women students to be able to cope with stress well. University institution is expected to provide counseling services, especially for women students married in order to communicate the problems That emerged from the campus environment. Further investigators can advised to examine the quality of family interaction is also very closely related to the life of a married student so it is expected that there is a more complex picture of the profile of women students who already married.

LIMITATION

This study has limitations in the age categorization of children of married students. Age of children in this study not distinguished between early childhood, school age, adolescence, and adulthood that can determine the type of stress source faced by the mother.

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