

Full Length Research Paper

Locus of Control Job Satisfaction Job Stress among Female Headteachers at Primary Schools in Makassar, Indonesia

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The aim of this study was to examine the relationship between internal locus of control and job satisfaction, job stress and sexes of female head-teachers of primary schools in Makassar, Indonesia. A total of 85 female respondents returned the completed questionnaires. This is a one - phased quantitative research using questionnaire instruments to collect data. The questionnaires were distributed by mailing them to the schools' address of each respondent. The data were analyzed using SPSS package. Arithmetic statistics used such as mean, standard deviation, Pearson's product moment correlation and stepwise multiple regression analysis. To establish content validity which supported construct validity, a principal component factor analysis was applied. The results of this study revealed that there was a significant correlation between internal locus of control and job satisfaction and job stress of female headteachers at elementary schools in Makassar. There was no relationship between sexes (married with children and had maid; married with children had no maid) with internal locus of control of female headteachers in primary schools in Makassar, Indonesia.

Keywords: Locus; control; job satisfaction; stress; female; headteachers

Introduction

There are no bad soldiers, only bad officers (Napoleon Bonaparte)

The phrase above suggests that the role of leaders is a paramount of importance in many spheres of organizations. Leaders may affect the results of both education and corporate organization products as they are the people whose full authorities in leading and running the organizations thereto all members within the organization boundaries rely their highly positive expectation in terms of their welfare, success and pride (Coleman, 1996).

School principalship roles are important ingredients in determining the success of the schools' activities in the process of learning and teaching effectively and efficiently to satisfy both primary and secondary clients to promote quality outputs. As Coleman (1996) confirmed "without exception the most important single factor in the success of those schools is the quality of leadership at the head" (p.167). It is not surprising, therefore that more attention may need to be paid to the well-

being of headteachers, particularly female headteachers to ensure that they can run the schools properly.

One of the important aspects for female headteachers which is considered to have a great influence in dealing with problems in any given situation is their cognitive perception. According to Chaplain (2001) the cognitive perception helps our understanding to the extent of making sense of any situation. If someone sees the situation is stressful, it would make her stressful and vice versa. One of the concepts of cognitive appraisal commonly used in the research related to job stress and job satisfaction is the locus of control or personal control by Rotter (1966).

Job satisfaction and job stress of a headteacher are closely related to her kind of personality. According to Brock and Grady (2002), different personalities may cause the differentiation of headteachers in viewing the problems that arise in her school community.

The importance of personality in assisting female headteachers to reach success and job satisfaction was found in research by

Jiransinghe & Lyons (1996), who stated “certain personality criteria are important in job success and job satisfaction in a particular occupation. These criteria may vary as a result of situational or individual differences and have considerable implications for headteachers” (p.50).

Regarding the prestige that principalship position espouses, many females envisage to occupy it. It is regarded as a capstone of one’s career in school leaderships regardless of the responsibilities with which they deal. The complexity of headteachers tasks was described by Jirasinghe & Lyons (1996). They suggested several criteria that were necessary for a headteacher in order to run her school properly.

A head need to be affiliative, ensuring that they work effectively with people and groups; caring, they can give to and help those in need, deal with personal confrontation and balance this against a consciousness of the needs of all in their community; change orientated, ensuring that a balance can be provided between seizing on the new opportunity while not abandoning a well-proven way of working before it is demonstrably superseded; relaxed and worrying; critical; and have emotional control. (p.88)

Referring the headteachers responsibilities above, one can imagine how complicated and difficult the tasks that headteachers carry out. Therefore, it is not surprising if headteachers express themselves in “frustration, dissatisfaction, and anger because they often do not have sufficient control to achieve the level of success of which they feel capable.” As a result “they are prone to stress and may affect their performance as school leaders.” (Woolfe et.al, 2003, p.586)

How does it feel to be a female principal? What about female principals in primary schools in Makassar? For women in Makassar particularly married women being principal means that they have to be ready to commit to dual responsibilities; school administration and family responsibilities as a mother and a wife. The heavy workloads of school administrations sometimes ignite conflict with family responsibilities, such as child rearing and bearing. Therefore, women headteachers are more likely to suffer from stress compared with male principals. (Brock & Grady, 2002).

It would be immensely useful at the outset to provide informational background about the characteristics of Makassar households in relation with the issue raised in this research. Households in Makassar are typified with two types of households; households run with the auspice of maid or servant and those without maid or servants. The households with servants have been usually the characteristic of those who can be categorized as middle to upper class families and vice versa. Female principals whose bigger incomes usually employ maids to assist them to undertake the household works. Thus, the conditions of female principals in Makassar are characterized within these two domains and such condition may impact on their ability to manage their time functioning in a dual responsibility. These conditions envisage that those with

maids at home would not have faced constraints in performing their roles and vice versa. This research focused on this issue as well.

A physically and mentally healthy principal is important to guarantee the sustainable development of a school she leads, as she could be averted from giving disastrous impact on the well-being of a school and those within it (Cooper & Fox, 2011). Therefore, it is important to make sure that a principal substantially has high internal locus of control to help her cope with their work to generate job satisfaction and avoid job stress.

This research looks at the relationship between locus of control of female headteachers and their job satisfaction and job stress. Based on the literature review on works and functions of principal that may spark satisfaction and stress, two categories were collected for job satisfaction and three categories for job stress. The two categories for job satisfaction were related to tasks as an educator and as a manager. The three categories for job stress consisted of stress related to the tasks as an educator, as a manager and as a wife or mother.

Literature Review

A previous research performed by a researcher, for example Nelson & Quick (2010) provided us with important information that locus of control had significant effect in job satisfaction leading to better job performance. However, there has been a relative dearth of attention given to the locus of control, job satisfaction and job stress for female headteachers. The same research has been rife focusing on teachers.

The following literature review looked at the locus of control and its implication for job performance gained through job satisfaction. The implication was supported by some research conducted in this sphere. Job satisfaction was analyzed through the lens of principals’ tasks. Job stress was explained through the lens of principals’ tasks as well and also through their tasks in family.

Locus of Control.

Locus of control was developed by Julian Rotter (1966). It stemmed from his social learning theory. Locus ascribes to the Latin word loci which means ‘place’. From the interpretation of locus of control as a place of control, one may suggest that it was a theory studied where people embed their control over their lives outcomes or reinforcement.

According to Rotter (1966), individuals were categorized into two different of locus of control, they were individuals with external and internal locus of control. Individuals with internal locus of control attribute the occurrence in their lives with factors inside themselves, for example their personality, thus they believed that they were the determiner, the agent, and the actor in achieving their goals, coping and changing environment in which they live.

People with external locus of control believed that the event occurs to them was affected by external factors, such as luck,

fate, chance and powerful others. Therefore, they usually associated their failures and even achievements with such external factors. They believed that they had no capability in determining to which direction their lives will go because they were not the important actor of their lives. It all depends on good or bad lucks (Rotter, 1966).

Lefcourt (1982) and Rotter (1966) stated that people with internal locus of control tended to be adapted at coping problems in hostile environment, not to be prone to stress, and highly motivated for achievements. On the other hand, people with high external locus of control were usually less optimistic in facing the challenges in their lives. They were vulnerable to stress and frustration, to succumb easily, less motivated, and less enthusiastic, especially in competing with others. Schultz & Schultz (2011) argued that individual with internal locus of control tended to be “physically and mentally healthier, less anxiety and depression better able to cope with stress, more popular and socially skilled and rank higher in self- esteem”. (p.257)

Research on locus of control had significant implications for organizations. Nelson & Quick (2010) claimed that individuals with internal locus of control had higher job satisfaction and performance, to be more likely to assume managerial positions, and to prefer participative management styles. As a result, they were substantially needed by corporate and educational management because they had a propensity to perceive that all events they befallen were substantially from themselves. They were the factors that drove their destiny and achievements. They had high positive expectation of their lives. They were optimistic, highly motivated, steadfast, determined, enthusiastic, and loved challenging circumstances. They enjoyed heavy and challenging jobs. They had ability to manage their emotions, therefore they were not easily to get frustrated as described by (Woolfe et.al, 2003).

Hardy individuals would tend to ‘perceive difficult situations as challenges and not as stressful by using cognitive coping skills to keep stressors in perspective. Unpleasant events would be interpreted as new opportunities instead of threatening situations. (p.586)

In the midst of intensifying rate of workloads, principals should prepare themselves with strong self -concepts in order to make them easy to carry out tasks successfully, leading to job satisfaction and avoiding job stress. Female headteachers with high internal locus of control will have a propensity to take their work responsibilities for their own actions and exercise more initiative in solving problems compared with those whose high external locus of control (Yukl, 1994).

Job Stress and Job Satisfaction

Alvy and Robinson (2003) defined stress as “state of physical, emotional, and mental exhaustion caused by unrealistically high aspirations and illusory and impossible goals” (p.281). The definition of work stress according to Vroom (1964) is the affective reaction of individuals towards their work. In the

meantime, job satisfaction is defined as a pleasurable emotional state resulting from appraisal of one’s job; an affective reaction to one’s job; an attitude towards one’ job (National Institute of Occupational Safety and Health 1999)

However, research addressing women headteachers’ job stress and job satisfaction is scant compared to the research on job stress and job satisfaction on teachers (Grady & Brock 2002, Chaplain 2001). Generally the research performed within this field has reported similar themes on what constitute the sources of stress and satisfaction at work. The themes revolve around problems of workload, relationships, and administration (Cooper & Fox, 2011). Grady and Brock (2002) by the same token, present the job - related stress encountered by female principals. The stressor is in form of tasks delegated to principals in running their schools, such as evaluation of staff, teachers and student, and relationship with parent and government. In the evaluation of teachers and staff, principals are expected to carry out the tasks of evaluating teachers’ and staff performance.

This research addressed this gap in this literature by investigating locus of control, job satisfaction and job stress of female headteachers at state primary schools in Makassar.

Alvy & Robbins (1998) confirmed that managerial tasks contributed to the stress of female headteachers. The managerial tasks comprised the tasks in introducing change; developing an instructional vision; understanding planning and implementing change; creating the school vision; and working with the classified staff. Managerial works were very complicated and challenging responsibilities. Therefore, headteachers sometimes expressed their frustration and their anger if they failed to perform them successfully.

Working with parents was also important for principals. Parents were also part of the school activities and development. Making good communication with parents could enhance the performance of schools as parents could contribute constructive feedbacks needed by schools to improve schools’ performance, thus it could bring satisfaction to the whole members of schools. (O’Rourke & Poverzano, 2007).

Interaction with other people was another stressor of a headteacher in a school. Relationship with parents as community for example, parents’ complain in terms of disagreement to some schools regulation or curriculum, teaching method, the progress of their children my generate stress. The importance of working with other members of schools and other community was highlighted by (Daresh, 2002).

that principals are the manager and formal administrator of the campus. As such, it is your duty to ensure that the campus operates efficiently and effectively. But you will quickly appreciate an important reality of service as a administrator in public education: there are a lot of people who want to be in charge in your world they are teachers and teacher organizations, parents, community members and board of education. (p.149)

Ostell & Oakland(1995) also identified the stressor of women headteachers in their research, those were work overload, lack of management training, diminishing opportunity to teach, bureaucratic frustration and relationship with large numbers of people. Cooper & Kelly, (1993) ; Hill, (1994) reported the results of their research that the dissatisfiers of women headteachers were paperwork, overload and low status.

For married headteachers, stressor may manifold because they have dual responsibilities. The source of stress emanated from their additional responsibilities at home as wives and mothers. They had to balance their works and their domestic roles. Inability to balance this, may lead to a stressful condition. Research on job stress for married principal was reported by Coleman (2002) and Smulyan (2000). The result from their research indicated that married women had a more prevalence to become stressful than married males because they had additional responsibilities at home as carers of children and they had to balance this role. This was also confirmed by Hall (1996) “generally they interpreted the problem of being a working woman who is also a wife/or mother or caregiver as their own personal problem, not one to be shared with others”. (p.58)

The dilemma confronted by married women in principalship roles may lead to internal conflict within the psyche of women. On one side, women aspire to have careers outside home but on the other side they were confronted with unsupportive condition due to their domestic roles. The sex-role stereotyping has led women to feel unease to leave their families for such long hours and this condition triggers the feeling of guilty and anxiety. As Adler & Izraeli (1994) claimed “that many mothers recognize anxiety and guilt in combining the role of carer with their career“. (p.27)

Feeling of guilty which leads to a role conflict has become the main concern in many literatures addressing work stress on women headteachers. Recent research indicated women’s family responsibilities continue to affect their professional lives. Sobehart (2009) stated that:

Combining a senior position at work with motherhood is a difficult prospect that may lead women to make choices about which to prioritize. Trying to successfully manage both can lead to role conflict and guilt. (P.18)

It would be hard for women to choose a priority because both roles of carer and career are important for them. On the other hand, if they try to manage both, conflict may arise. The same phenomena occurred in Makassar. Gaus (2011) in her study about factors deterring female teachers from holding principal positions at elementary schools found that family responsibilities had been the barriers for female teachers to aspire leadership positions. They were responsible for family responsibilities. The domestic roles had been attached to women and this value had been internalized by women themselves, thus they believed that they were the people who were fully responsible for the whole families. Failing to fulfill

this responsibility may lead to a bitter judgment from Makassar’s society that they were irresponsible mothers.

Methodology

Research Design

The aim of this study was to examine the relationship between internal locus of control with job satisfaction and job stress of female headteachers at primary schools in Makassar, Indonesia. In order to be able to investigate the issue above, the research was designed using a cross-sectional survey research. The choice of the research design was determined by the purpose of this research that was, to establish or to express causal connections between variables; to apply a generalization to a larger population or sample, and to collect data at a single point in time (Bryman 2012, Creswell 2008). This research design is in the vein of the objectivism and positivism paradigm.

Working in this paradigm, therefore, the research was began by the data generation by providing a theoretical framework gained from the literature on the related topic (deductive method) (Robson, 1992). This related literature helped in formulating research questions or hypotheses to test.

The SPSS package was used in analyzing quantitative data. The arithmetical Statistic was computed using SPSS package. Those arithmetical statistics were mean and standard deviation, correlation of Pearson’s product moment and Stepwise multiple regression analysis. Factor analysis was also used to establish content validity which provided support for construct validity. The external and internal locus of control of Rotter (1966) were applied to measure the locus of control of the respondents. The locus of control then, was related to the job stress, job satisfaction and sexes (married with children had maid; married with children had no maid) of female headteacher respondents using Pearson’s product moment.

The measurement of job satisfaction was examined under two categories considered as the satisfier obtained from the literature review, while the job stress was examined under three categories. The satisfiers were those related to principalship tasks as an educator and as a manager, such as evaluating staff, evaluating teachers, disciplining students, and empowering teachers. The level of female headteachers’ stress was evaluated within the tasks as an educator, manager, and as a wife or mother. Sexes were also analyzed, especially those married participants with children and maid at home and those of them whose children but had no maid at home. The purpose of this was to look at the difference in the level of job satisfaction and job stress among those groups of married female principals. This was also aimed at adapting to the living condition of households in Indonesia which usually employed someone (maid) to help doing houseworks. In this category, problems raised were balancing family responsibilities and career; houseworks such as, cooking and cleaning; and additional home responsibilities such as taking care old members of family.

In this study, the relationship between locus of control of women headteachers with job stress and job satisfaction at primary schools in Makassar was examined. The overall aim of the research was to explore the source of stress (stressor or dissatisfier) and satisfier of those respondents related to their profession as headteachers in primary schools. There were three research questions relating to this issue. The questions are:

1. What is the locus of control, job stress and job satisfaction of female headteachers of Makassar state primary schools?
2. Is there a relationship between locus of control and their job stress, job satisfaction and their sexes?
3. Is there an association in their locus of control, job satisfaction and their sexes?

The data were gathered from female headteachers. The quantitative data were obtained through a questionnaire instrument. The female headteacher respondents were aged above fifty and all were married. The number of married female headteachers who were married and had children and had maid to help was 20 and those with children but had no maid to help was 65. The participants came from 110 elementary schools of 366 elementary schools in Makassar. The questionnaires were distributed to 110 female principals. The schools were selected from the Public website of Makassar's district education office. The schools were selected in each five districts in Makassar city at random. The schools' location ranged from inner to suburban area. The data collection was one-phased research using quantitative method. Through the website the telephone number of the selected schools was found. The principals were contacted by phone, informing them the research and asking their confirmation to participate in the research. They were provided as well with the explanation about the nature of their participations that their participations were voluntary and their privacy was securely kept. Once they agreed to take part, a package of a three- part questionnaires measuring their locus of control, job stress and job satisfaction was sent out. The questionnaire was already translated into Indonesian language. The package of questionnaire consisted of the explanation of the research, explanation on how to complete and return the questionnaire and voluntary participation statement. They were told to return the unanimous questionnaires within 2 weeks time by mailing to my address using the postage- paid envelope I provided in the package. Several questions were raised relating to their locus of control, work satisfaction and work stress as primary school women headteachers. The main intention to raise the questions was to explore the relationship between their locus of control and job stress and job satisfaction.

Three instruments were utilized in this research, they were; Rotter's external-internal locus of control, job satisfaction and job stress scale which were established using problems from the literature review. Test-retest estimates reported by Rotter (1966) for the external-internal locus of control ranged from

0.70 to 0.80 and the internal consistency of the scale ranged from .65 to .79. For this study the internal consistency was reported 0.95 (α Cronbach). For the scale of job satisfaction the internal consistency using α Cronbach was 0.95 and internal consistency for the scale of job stress was 0.97. A principal components factor analysis using a varimax rotation was used to establish content validity. This process provided support that the instrument had good construct validity.

In job satisfaction measurement, two factors were entered into the equation. Those two factors were satisfaction related to the tasks as an educator and satisfaction related to the tasks as a manager. The results of factoring established only one factor which can represent all variables in job satisfaction instrument. The following table 1 summarized the validity of job satisfaction instrument.

Table 1.

Factor Analysis of Job Satisfaction of Female Headteachers

	Eigenvalue	% of variance Explained
1. Satisfaction as an educator	1.890	94.942
2. Satisfaction as a manager	.101	5.058

The eigenvalue for job satisfaction as an educator was above 1 and job satisfaction as a manager was below 1. In order to determine the high positive relationship between factor, component matrix was presented in the following table.

Table 2

Component Matrix of Job Satisfaction of Female Headteachers

	Component 1
1. Satisfaction as an educator	.974
2. Satisfaction as a manager	.974

The data above can be concluded that there was high relationship among variables. It was indicated by the value of factor loading was above the (cut off point) 0.55. Thus, a factor formed can only represent all variables. Because the relationship of variables entered demonstrated a positive relationship, it can be considered that the instrument of job satisfaction was valid.

The same measurement of validity was applied to the job stress instrument. From three factors entered into the equation, only 1 factor established as well. There was a high relationship among variables with the value of factor loading was above the (cut off point) 0.55. Therefore it can be concluded that the job stress instrument was valid. The following two tables presented the result of the factor analysis.

Table 3

Factor Analysis of Job Stress of Women Principals

	Eigenvalues	% of variance explained
1. Stress as an educator	2.850 .133	94.942 4.417
2. Stress as a manager	.018	.592
3. Stress as a wife		

Table 4
Component Matrix of Job Stress of Women Principals

	Component 1
1. Stress as an educator	.954
2. Stress as a manager	.987
3. Stress as a wife/mother	.983

The locus of control of female participants was measured using a 13- item scale of Rotter's external – internal locus of control. The scale was originally a forced-choice format. However, in this study it was modified into a five point Likert scale. Because internal locus of control constituted an important factor in influencing job satisfaction and job stress of female principals, only the internal locus of control of participants that was measured. Therefore, only the internal locus of control of Rotter was utilized. The levels of agreement towards the statements were indicated from (1) strongly agree; (2) agree; (3) neutral ; (4) disagree (5) strongly disagree. With an exception for the scale of job stress. The response levels of agreement were negatively reversed and they were arranged from (1). Strongly disagree; (2) disagree; (3) neutral; (4) agree; (5) strongly disagree. The 13 internal locus of control by Rotter was depicted below:

1. People's misfortunes result from the mistakes they make
2. One of the major reasons why we have wars is because people don't take enough interest in politics
3. In the long run people get respect they deserve in this world
4. The idea that teachers unfair to students is nonsense
5. Capable people who fail to become leaders have not taken advantage of their opportunities
6. People who can't get others to like them don't understand how to get along with others
7. I have often found that what is going to happen will happen
8. In the case of well-prepared student, there is rarely if ever such a thing as an unfair test
9. Becoming a success is a matter of hardwork, luck has little or nothing to do with it
10. The average citizens can have an influence in government decision
11. When I make plans, I am almost certain that I can make them work
12. In my case, getting what I want has little or nothing to do with luck
13. What happens to me is my own doing

The job satisfaction of female headteachers was measured with 18 items which were obtained from the literature review. Job stress of women principals was measured with 23 items, which were also derived from the literature review. The following tables 5 and 6 illustrated them.

Table 5 *Descriptive Information Regarding Job Satisfaction Related to Work of Female Headteachers*

Scale	Description	Questionnaire
Satisfaction as an educator	This scale measures the principals's satisfaction as an educator including in evaluating teachers, staff and students; implementing curriculum, vision and mission; enhance teachers growth through supervision.	14, 15, 16, 17, 18, 19, 20,
Satisfaction as a manager	This scale measures the principals's satisfaction with managerial tasks including the ability to create curriculum, vision and mission; the ability to introduce change, resolve conflict, rally community support and to create conducive environment.	21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31

Table 6 *Descriptive Information Regarding Job Stress Related to Work and Family Responsibilities of Female Headteachers*

Scale	Description	Questionnaire Item
Stressor as an educator	This scale measures the job stress of principals related to the tasks as an educator	32, 33, 34, 35, 36 37, 38
Stressor as a manager	This scale measures the job stress of principals related to the tasks as a	39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49
Stressor as mothers and wives	This scale measures the job stress of principals related to their function as mothers and wives who have to be responsible for their families.	50, 51, 52, 53, 54, 55

In this study, the data were analyzed based on the five research questions. The data analysis was explained below:

Research question 1 : The internal locus of control of female principals. This was measured using arithmetical statistic of Mean and standard deviation. Dependent variable was internal locus of control, independent variables were job satisfaction, job stress and sexes.

Research question 2: The relationship between internal locus of control and their job satisfaction, job stress and their sexes. It was measured using Pearson’s product moment.

Research question 3: The association between internal locus of control and job stress, job satisfaction, sexes of female headteachers. Stepwise multiple regression analysis was applied. The use of this was intended to see the effect of independent variables (job satisfaction, job stress and sexes) on dependent variable (internal locus of control) or in the other words what were the predictive of independent variables on dependent variables.

Findings

Of 110 questionnaires distributed to female headteachers, only 85 completed questionnaires were returned. Two were discarded because they were not fully completed. The other one was not completed at all. The low return rate may had been due to the timing applied to the return of the questionnaire. The distribution of the questionnaire was conducted in September 2011, and the expected time of receiving the returned questionnaire was by the end of October 2011.

Table 7 Internal Locus of Control of Female Headteachers

Sexes	Internal LOC	Job Satisfaction	Job Stress
Married with children have maid (N=20)			
Mean	2.1	37.35	55.8
Std. Deviation	.78807	12.38112	19.7660
Married with children no maid (N= 65)			
Mean	1.9933	36.16	61
Std. Deviation	.64	9.458	24.125

The results from the table 3 above demonstrated that there was no significant difference in internal locus of control, job satisfaction and job stress of both group of sexes of female headteachers. It was indicated by the mean score of 2.1 and 1.9 respectively for Internal LOC, and 37.35 and 36.16 for job satisfaction. In the meantime, there was a slight difference in the job stress that was indicated by the mean score 55.8 and 61 respectively.

In order to find out the relationship between internal locus of control and female headteachers’ job satisfaction, job stress and their sexes, a Pearson product moment correlation was applied. The following table highlighted the results of this relationship.

Table 8 Correlation Between Job stress, Job Satisfaction, Sexes Regarding Female Headteachers’ Internal LOCs

Locus of Control	Job Satisfaction	Job Stress	Sexes
Internal LOC			
r	0.872	0.357	-0.072
p	0.000	0.001	0.511

** $P < .001$

The overall pattern of relationship between internal locus of control with variables job stress and job satisfaction as shown in table 4 was indicating a positive relationship (p – Value was smaller than .000), with the exemption for variable sexes which demonstrated a negative correlation to internal locus of control (p-value > .001).

Table 9 Job stress, Job Satisfaction and Sexes on Internal Locus of Control of both Sexes

Variab es	R	R Square	Adjus ted R Squa re	Std. Error of the estimate	F	P
Job Satisfac tion	.827	.760	.757	.33572	262.92 0	.000
Job Stress Sexes	.357 .072	.128 .005	.117 -.007	.68358 .68358	12.147 .436	.001 .511

The stepwise multiple regression analysis was employed to investigate what variables from independent variables can be used as a predictive on dependent variables. In this case, the independent variables were job stress, job satisfaction and sexes of female principals, while dependent variable was internal locus of control. Table 5 summarized the effect of independent variables on dependent variable. From the table above, either job satisfaction or job stress had a significant relationship with internal locus of control with p - value .000 and .001 respectively (p-value < .05). The F test of both variables was bigger than F table, so it was concluded that the relationship was significant. Sexes, in contrast was negatively correlated to internal locus of control with F value .511 which was bigger than p-value .05.

Discussion

The results of this study demonstrated that internal locus of control played an important role in affecting job satisfaction and job stress of female headteachers in the primary schools in Makassar, Indonesia. The study revealed that gender/sexes of

married female teachers, in these terms whether they had children and a maid or those with children but no maid had negative correlation on their internal locus of control. It meant that the gender was not a predictor for internal locus for female headteachers in Makassar. Therefore, to become an effective leader had nothing to do with their gender/ sexes of those respondents.

According to some studies (Burke & Nelson, 2002; Brock & Grady, 2002; Cooper & Kelly, 1993) which addressed locus of control, job satisfaction and job stress of female headteachers, reported that internal locus of control or personality aspects had significant influences in determining the level of job satisfaction and job stress of leaders. This study performed for female headteachers at primary schools in Makassar demonstrated the similar pattern to those previous above- mentioned research that job satisfaction and the job stress of female headteachers in primary schools in Makassar apparently to correlate positively to their internal locus of control. Because they had internal locus of control, they tended to be satisfied with their job and negated stress. They were certainly sure with their ability to perform tasks as leaders in schools, as a pedagogical entrepreneur, as Cox and Cooper called it. Their function as an educator, as well as a manager and as a wife/or mother had aggregated the complex condition of female headteachers in Makassar.

It is surprisingly to note that these married female headteachers in primary schools in Makassar indicated a higher level of job satisfaction, even though they had to conduct dual responsibilities. There was no different at all, whether they had children and had no maid and had children and had a maid at home. The study also revealed that there was no relationship between internal locus of control and their sexes. The results of this study may give us a direction that married women had significant potential to become effective leaders, especially leaders at schools level.

Limitation of the Study

The study cannot be generalized to the whole population. It was only valid for the sample. Additionally, this study only investigated the relationship of job stress and internal locus of control and job satisfaction without measuring demographic independent variables, such as age, education, gender (females and males) and marital status (married, unmarried or divorced) . However, another kind of gender variables was employed in terms of married female headteachers which was classified into groups that was married with children with maid and married with children without maid. The purpose of doing this was to look at the pattern of these two married groups in their coping of their overburdened work. The study did not measure the effect of job stress and job satisfaction female headteachers either in Makassar into their personal lives and their health. It would be good for the next research to include these variables.

Significance of the Study

The study investigated the relationship between job stress and internal locus of control and marriage condition of female

headteachers of primary schools in Makassar. This was important in order to assist female headteachers in developing their personality to cope with the stressful environment due to the pervasive and profound workload of principalship tasks. Thus, they are more likely to be satisfied leading to a better performance in running schools properly.

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15. I can rally community support for schools
 16. I am able to develop strong, healthy relationships among school members
 17. I am able to create conducive environment for learning
 18. I am sure with my ability to make decision
 19. I know how to plan and implement change
 20. I know to manage organization
 21. I am an innovative principal
 22. Educator tasks to do with evaluating of teachers' performance made me stress
 23. Educator tasks to do with providing professional guidance and meaningful evaluation to staff and teachers made me stress
 24. Educator tasks to do with enhancing teachers' growth through supervision made me stress
 25. Educator tasks to do with implementing my school's vision and mission stresse me
 26. Educator tasks to do with boosting staff morale stresse me
 27. Educator tasks to do with disciplining students, teachers and staff made me stress
 28. Managerial tasks to do with creating curriculum, school's vision and mission made me stress
 29. Managerial tasks to do with working with other members of my school stress me
 30. Managerial tasks to do with introducing change with staff made me stress
 31. Managerial tasks to do with resolving conflicts made me stress
 32. Managerial task to do with rallying community support for schools stress me
 33. Managerial tasks to do with developing strong, healthy relationships among school members made me stress
 34. Managerial tasks to do with creating conducive environment for learning made me stress
 35. Managerial tasks to do with making decision stress me
 36. Managerial tasks to do with planning and implementing change made me stress
 37. Managerial tasks to do with managing organization made me stress
 38. Family responsibility to do with balancing career and family made me stress
 39. Family responsibility to do with houseworks, cooking and cleaning made me stress
 40. Family responsibility to do with looking after children made me stress
 41. Family responsibility to do with additional responsibility to take care older member of family stress me.

Appendix (1)

Questionnaire

1. What is your age?
2. Are you married?
3. How many number of children do you have?
4. Do you have a maid?
5. I am sure with my ability to evaluate teachers' performance
6. I can provide professional guidance and meaningful evaluation to staff and teachers
7. I can enhance teachers' growth through supervision
8. I know how to implement my school's vision and mission
9. I can boost staff morale
10. I can discipline students, teachers and staff
11. I can create curriculum, school's vision and mission
12. I can work with other members of my school
13. I know how to introduce change with staff
14. I have the ability to resolve conflicts