



## Life satisfaction and self-development initiatives among honorary teachers in primary schools

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**Abstract.** This study examines the life satisfaction and self-development initiatives among non-permanent teachers (honorary) in primary schools. A survey was conducted on 163 honorary teachers in Jakarta and surrounding areas, using the Life Satisfaction and Personal Growth Initiative Scale. The data collected was processed using Rasch Model, and the main findings indicated the presence of life satisfaction and self-development initiatives amongst honorary teachers in primary schools. Furthermore, the Differential Item Functioning (DIF) analysis showed the occurrence of significantly different response pattern from 3 out of the 8 demographic aspects tested, including gender, monthly income received, and honorary teachers' location. Specifically, male teachers reportedly had better abilities in taking steps to improve interpersonal lives, while honorary teachers earning IDR > 3 million/month (1) have more difficulties in taking roles according to subjective wishes, and; (2) tend to continue living as they are. These scenarios are comparably different amongst individuals earning IDR < 3 million/month. We also find that there are differences in the response of honorary teachers in primary schools in the areas of Jakarta, Depok, Tangerang, Bogor and Bekasi. In addition, the implications of the research findings are also an important part discussed in this article.

**Keywords:** Life satisfaction; Self-development initiatives; Honorary teachers; Primary schools; Indonesia; Rasch model

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### INTRODUCTION

Currently, teacher qualifications and competencies is a fundamental issues at every level of formal education in Indonesia, alongside the low qualification, and also the fact that they teach outside the individuals' educational background. In another side, honorary teachers have always been an interesting focus in studies, because of the condition in some regions, characterized by inadequate staff, and the ratio of teacher-student is below the Government standards. Meanwhile, substantial budget is required for the appointment of new teachers to fulfill school needs, hence the solution is to create employment with a period contract system. The five regions with the lowest teacher-student ratios at the elementary school level include Papua, West Java, Jakarta, Banten and Bangka Belitung, while areas with the highest number of honorary teaching staff encompass East Java, Central Java, South Sulawesi, Riau and Aceh (Abdurakhman, 2018).

National issues related to honorary teachers have existed for decades and are raised every year, with discussions based on the education of children at the basic level. These are usually concerned with the building of character and strong value system; being the future generation of a nation. Based on the information obtained from the Education and Training Center, Ministry of Education and Culture (2019), the total honorary teachers nationwide was about 735,825, which is part of the total 3,017,000 teaching staff, spread across state and private schools. In addition, permanent teachers (ASN/PNS) are not enough to serve all the learning needs in various subjects at the Primary School level, as only 2 or 3 staff in some areas delivered all subjects in classes from grade 1 to 6. Using funds budgeted from the School Operational Assistance (BOS), principals take the decision to recruit and appoint honorary teachers. These staff receive a very inadequate

amount of honorariums, evidenced in a research conducted by Garbyal and Kaur (2019), which revealed the provision of unreasonable salaries. In addition, the amount of honorariums and facilities received is disappointing, which remains a problem, despite the bound of honorary teachers with the principal in a temporary agreement. This results in the weakness to claim rights, based in laws and regulation. The imbalance between the rights received impacts significantly on the individuals' perception of satisfaction in life (Verme, 2011).

### **Life satisfaction among primary school teachers**

The problems related with life satisfaction is a very important aspect of subjective wellbeing, and a global concept referring to various areas of an individual's life (Linsiya, 2015). This phenomenon originates from happiness at work and commitment towards the production of high-quality performance, as a research conducted by Smith (2007) identified the feeling of unhappiness in the life of many teachers. In addition, a marked imbalance was identified between positive and negative affections (feelings), while psychological instabilities greatly influence performance and professional commitment (Tafqihan & Suryanto, 2014). This is considered to be very important, considering a combination with the factor of teacher-student interaction, which influences attitudes and behaviors during classroom learning (Cheng & Tsai, 2019; Hofmann & Venetz, 2017). A research conducted by Splett et al. (2019) expressed the ability of teachers to accurately identify students with serious problems, followed by the provision of care, welfare, and school or community-based mental health services. However, rather than pay attention to these demands, most teachers tend to be trapped in personal problems, and a research conducted by Jones-Rincon and Howard (2019) reported teachers in primary schools as highly vulnerable to anxiety disorders, or depressive disorder, according to Besse, Howard, Gonzalez, and Howard (2015). These symptoms are encouraged by the climate and culture in schools, subsequently influencing life satisfaction (Moksnes, Løhre, Lillefjell, Byrne, & Haugan, 2016; Richards & Acker, 2006), while the subjective wellbeing of teachers (Genkseven-Önder & Sari, 2009) affect the level of commitment towards work.

Moreover, it was established that cultural differences, the amount of income received, social status, welfare conditions, government policies, and other demographic aspects influence the feeling of satisfaction and happiness (Appleton & Song, 2008; Ryff, 1995). This experience was highest amongst primary school teachers in Taiwan (Lin & Hwang, 2016), which the U.S. records as the benchmark of educational success (Franken, 2002). Moreover, high satisfaction provides space for self-development, while sub-optimal levels narrows the spaces for self-development, due to the fact that teachers need to pay more attention to other matters, including economic improvement and family life. This condition, alongside low motivation, creates a withdrawal attitude, followed by the unwillingness to take part in the integral parts of self-development, characterized by the implementation of training, workshops, seminars, and symposia (Erdemli, 2015). A research conducted by Marotta (2019) confirmed the lesser involvement of honorary teachers in school activities, subsequently leading to reduced support and feedback towards students.

The hope of every human, including teachers, is to achieve satisfaction, which refers to the extent of contentment with personal gain. This also relates with the desire for personal change, appreciating a situation, enjoying life and the feeling of happiness, which is measured cognitively and personally (Djati & Khusaini, 2003; Hurlock, 2001). In addition, life satisfaction refers to the ability to accept ones' current state of existence, as well as the extents and measures taken to fulfill subjective desires (Ward, Lyubomirsky, Sousa, & Nolen-Hoeksema, 2003), therefore interpersonal assessment is conducted on the present living conditions, through a comparison with expectations.

The term "life satisfaction" covers all aspects of existence (Peterson, Park, & Seligman, 2005), thus the measure for quality is very broad, which is influenced by physical and psychological conditions, level of independence, and also relationship with the environment (Nosikov & Gudex, 2003). This study consists of five aspects of satisfaction namely the eagerness to change lives, feeling of gratification with the present, past, and future, as well as the feeling of peoples' perceptions (Diener, Emmons, Larsen, & Griffin, 1985; Lucas, Clark, Georgellis, & Diener,

2004; Pavot & Diener, 2008, 2009). The influencing factors are often related to work, personality, environment, and society (Iverson & Maguire, 2000; VandenHeuvel & Wooden, 1997), hence satisfied people tend to experience (1) high positive, (2) and low negative emotions, (3) an enhanced tendency to engage in fun activities, and (4) the feeling of contentment with personal life (Diener & Diener, 2009; Judge & Bono, 2001; Suh, Diener, Oishi, & Triandis, 1998). It is essential to understand the complexity of life satisfaction among honorary teachers, in order to determine the best way to treat them fairly.

### **Self-development initiatives among primary schools' teachers**

Over the years, there have been an increase in studies relating to positive emotions than the negative (Çelik & Kahraman, 2018; Zufiurre & Pérez de Villarreal, 2016; Suranata, Atmoko, Hidayah, Rangka, & Ildil, 2017; Ildil et al., 2019), and individuals in this context experience turmoil in the level of work satisfaction and motivation at varying times for different reasons. Furthermore, most people spend their entire life working on various activities in a workplace, including routine actions, supervision, and the ability to control task complexities, subsequently enabling the feeling of positive emotions and perceptions (Ariati, 2017).

The most significant current discussion in educational practice is associated with honorary teachers in primary schools. Previous studies have failed to consider teachers unique complexities and ways to recognize their positive aspects to further promote self-development through demographic factors. Drago-Severson, (2012) stated that teachers' abilities and initiatives need to be recognized for adequate development and to foster a suitable environment capable of understanding their needs. Furthermore, the psychological construction of self-development initiatives is based on the importance of healthy sustainable personal growth, following the experience of new challenges, transitions, and experiences. Initiatives are moderate factors responsible for the change in an individual's attitude, despite the negative or positive perception, including for the future (Caldwell, 2000). Robitschek (1998) defined self-development initiatives as efforts to ensure active involvement, alongside the deliberate search for positive aspects regarding an individuals' function in social life. Therefore, people rated highly in this aspect are aware of personal growth over time, proactive towards the process of change, as well as deliberately seeking and properly utilizing advancement opportunities.

The concept of this initiative closely relates with the career exploration process, which is a reflection of high psychological well-being (Stevic & Ward, 2008), hence individuals with the relevant characteristics always harness the hopes for progress and develop. According to Snyder (1999), people with confidence and optimism possess the following characteristics: (1) appreciate the life lead; (2) have a strategy and flow towards objective achievement; and also (3) possess strong motivation and commitment in line with the actualization of personal life goals. Based on the psychological perspective, hope underlies the ability to change and grow for the better (Snyder, Parenteau, Shorey, Kahle, & Berg, 2002), and also determines the extent of active involvement in the process of change and growth, on the basis of self-consideration (Youssef & Luthans, 2007). Furthermore, the conceptualization of Robitschek and Keyes (2009) showed self-development initiatives as a metacognitive construct, which facilitate deliberate involvement in thoughts and behaviors, required to promote growth in all aspects.

The purpose of this research, therefore, was to investigate (1) the level of life satisfaction, (2) the level of self-development initiatives, and (3) obtain a comparison between the life satisfaction and self-development initiatives amongst primary school honorary teachers in Jakarta, Bogor, Depok, Tangerang, and Bekasi.

## **METHODS**

### **Participants**

This research involved 163 primary school teachers in the regions of Jakarta, Bogor, Depok, Tangerang and Bekasi (Jabodetabek), possessing the Honorary status, and the demographic profile of participants are as shown in Table 1.

**Table 1.** Demographic profile of participants (n=163)

Demographic Aspects	Respondents	%	Mean Measure	T. S. D	RMSE
<b>Gender</b>					
Male	46	28.05	1.24	.79	.39
Female	117	71.34	1.38	.81	.40
<b>School Status</b>					
State	105	64.02	1.42	.82	.41
Private	58	35.37	1.19	.74	.39
<b>Age</b>					
< 25 years old	80	48.78	1.19	.80	.39
26 - 35 years old	51	31.10	1.49	.79	.41
> 35 years old	32	19.51	1.49	.77	.41
<b>Domicile</b>					
Tangerang	13	07.93	1.71	1.22	.44
Bekasi	25	15.24	1.40	.89	.41
Bogor	30	18.29	1.33	.46	.39
Depok	44	26.83	1.23	.86	.40
Jakarta	51	31.10	1.32	.69	.39
<b>Length of work</b>					
< 1 year	42	25.61	1.11	.70	.38
1 - 5 years	80	48.78	1.40	.83	.41
> 5 years	41	25.00	1.47	.81	.41
<b>Amount of Income (in IDR - Indonesian Rupiah)/month</b>					
< 1 million	47	28.66	1.18	.71	.38
1-3 million	96	58.54	1.39	.84	.41
> 3 million	20	12.20	1.47	.76	.41
<b>Marital status</b>					
Single	86	52.44	1.52	.81	.41
Married	77	46.95	1.15	.75	.39
<b>The ownership of side jobs</b>					
Yes	43	26.22	1.38	.66	.40
No	120	73.17	1.33	1.10	.42

Notes: Mean Measure in Logit. Root Mean-Square Error (RMSE) = "average" measurement error of reported measures. True Standard Deviation (TSD) = standard deviation of reported measures corrected for measurement error inflation. (Linacre, 2006).

## Research Design and Procedure

This study used a quantitative approach, where data collection required the use of Survey Monkey Platform (Massat, McKay, & Moses, 2009; Waclawski, 2012), based on the fact that it fulfills the Ethical and Methodological Concern criteria of the Human Research Ethics Committees (Buchanan & Hvizdak, 2009). This provides consent, risk, privacy, anonymity, confidentiality, autonomy, surrounding complexities, data storage, as well as security facilities, and the Web-based. Survey Monkey is possibly integrated with an Android or iPhone device that supports high user flexibility. Prior to data collection, the respondents were adequately informed about the instructions for filling the instrument, participation in this research was not compulsory, and all personal information were credentialed.

## Instrumentations

This research used a questionnaire as a tool to collect data, based on two psychological scales, (1) Life Satisfaction, consisting of 9 items (Diener, Emmons, Larsen, & Griffin, 1985) and (2) Personal Growth Initiative, encompassing 5 items (Robitschek, 1998), in order to respectively measure the level of life satisfaction and self-development initiative of honorary teachers. Therefore, a 5-point Likert-rating scale, with gradations of very appropriate, appropriate, quite appropriate, less appropriate, and Inappropriate was used. A research related to the Scale of Life Satisfaction showed a factor loading range of .61 - .84, alongside high internal consistency in

psychometric testing for each statement item. This instrument was widely implemented in several related researches, including Blau, Goldberg, & Benolol, 2019; Chang et al., 2019; Diener et al., 1985; Friedman et al., 2019; Guérin, Strachan, & Fortier, 2019; Odaci & Kınık, 2019; Salces-Cubero, Ramírez-Fernández, & Ortega-Martínez, 2019, for the measurement of subjective well-being, specifically in the aspect of accuracy and personality characteristics. Moreover, the Personal Growth Initiative Scale demonstrated strong internal consistency in all items and samples tested, characterized by a stable measurement, which was congruent with the construct, consequently serving as a good validity for discrimination (Ivtzan, Chan, Gardner, & Prashar, 2013; Robitschek, 1999; Robitschek et al., 2012; Robitschek & Cook, 1999). Both Life Satisfaction and Personal Growth Initiative Scales were adapted to Bahasa (Indonesian), through the input of several experts, in order to qualitatively weigh content and solve the issue of language. Therefore, the instrument was tested in a limited manner using the Indonesian language version, in a process that involved the participation of 30 honorary teachers in primary schools, who were subsequently excluded from the main study. Furthermore, the result of instrument testing was evaluated using Rasch Model, in the family of Item Response Theory (IRT), while WINSTEPS Software Version 4.4.8 was adopted in the conversion of dichotomous and rating scale observations to linear measures, consequently creating a link between qualitative analysis and quantitative methods (Linacre, 2006; Linacre & Wright, 2000).

The results of adaptation and both scales psychometric tests showed an estimated measurement of Real to Modeled Person Reliability Index (.62 - .74 and .59 - .75), hence respondents' consistency was classified in the quite good category. Furthermore, an Item Reliability Index estimation of .60 - .65 and .73 - .76 was also a good result, and a Cronbach's alpha coefficient of .70 placed the interaction between respondents and both scales in the good category (Boone, Staver, & Yale, 2013; Linacre, 1997; Smith Jr, 2001). Conversely, the test for unidimensionality described the value of raw variance through the both scales measurement of 26.3% and 36.2%, hence the measurement was possible because the minimum requirements of  $\geq 20\%$  was fulfilled (Sumintono & Widhiarso, 2014). Based on the analysis rating scale via Andrich Threshold Structure, the respondents demonstrated no indications of confusion (Sumintono & Widhiarso, 2015), therefore suggesting the capacity to measure latent variables, following the possession of adequate internal consistency. The scale used in the final instrument eventually contained 14 items, which requisites 8 demographic information, encompassing (1) gender, (2) school status, (3) age, (4) length of work, (5) amount of income/month (in IDR ), (6) marital status, (7) the ownership of side jobs, and (8) location/domicile as presented in Appendix I.

## Data Analysis

Data were analyzed using the Rasch Model. This model is used to describe the mathematical properties developed by Georg Rasch (1960) to analyze tests and questionnaires in psychology, education, and other fields (van Von Davier, 2014). The procedure starts by transforming the ordinal scores of Honorary Teachers' Life Satisfaction and Personal Growth Initiative Scales into the logit interval through Rasch Model computing via WINSTEPS software (Linacre, 2019).

Rasch Model is a general framework with a Mathematical function, used to accurately estimate the location, ability and interactions of respondents (latent trait) that are independently tested (Tennant, McKenna, & Hagell, 2004) by Log Odd Unit (Logit) (Ludlow & Haley, 1995). The measured value in logit is ideal due to its linear and equal interval (Boone et al., 2013; Fischer & Molenaar, 2012; Wright, 1977). The value is either positive (+) which shows that a person has a high level of ability/approval, or negative (-). A positive and negative "Measure" (+/-) value on "Item Measure" shows that the "Item" has a high and low level of difficulty, respectively (Boone et al., 2013).

Second, Differential Item Functioning (DIF) analysis was used to compare the responses of honorary teachers with the main variables, based on a specific demographic group. According to the term "differential item functioning", or DIF, an item functions differently in varying contexts. In reality, DIF occurs because each individual tends to analyze their experiences when responding to tests or surveys, and this has implications for measurement models in social sciences (Wu, et al. 2016). Some recent studies showed that the DIF procedure in the Rasch Model is robust and



used to determine the differences between tested groups (Cauffman, & MacIntosh, 2006; Hagquist, & Andrich, 2017; Rouquette, et al, 2019). This study simultaneously examined 8 demographic aspects of honorary teachers, namely (1) gender, (2) school status, (3) age, (4) length of work, (5) amount of income per month in IDR, (6) marital status, (7) those with side jobs, and (8) location.

The probability function is used to determine a group’s exposure to DIF, with a value below .05 indicating differences in the items being tested. However, groups with a DIF probability below .05 needs to be re-examined to determine whether the difference is meaningful. Therefore, in line with this analysis, the study also focuses on the estimated Effect Size of each group of items. Effect Size estimates are determined by referring to the DIF Contrast value, which is a significant difference assuming the DIF Contrast value of a group is above 0.43 logits (Boone et al., 2013; Linacre, 2006). Since the Rasch Model computational results are linear and equal-interval, therefore the differences in a group are linear and equal due to the magnitude of the logit value (Wu, et al. 2016; Ilyas et al., 2018; Rangka et al., 2019).

## RESULTS

### Life satisfaction and self-development initiatives of honorary teachers in primary schools

Based on the data obtained from all honorary teachers in primary schools participating in this study, the first analysis showed life satisfaction and self-development initiatives of +1.31 logit, while Table 2 separately demonstrated an average score of +1.66 logit (SD = 1.00), which is higher than zero logit. This was an indication of satisfaction, and a high level of self-development initiatives (+1.09 logit, SD = 1.08).

Specifically, item 14 (I let my life go on as it is) tend to be the most difficult for all honorary teachers (+ .78 logit, S.E = .09), as it provides an indication on the refusal to allow monotonous living. However, the individuals strived to continuously and responsibly improve quality of life, as evidenced by item 7 (I am responsible for my life), which was the response most participants easily agreed to (-1.14 logit, S.E = .14). In addition, detailed information related to the measurement of both scales and items are presented in Appendix II.

**Table 2.** *Outcomes of life satisfaction and self-development initiatives of honorary teachers in primary schools (N = 163)*

	Mean Measure	Std. Deviation	Max. Measure	Min. Measure	Std. Error of Person (Mean)
Life satisfaction	+1.66	1.00	5.06	-.76	.08
Self-development initiative	+1.09	1.08	4.00	-1.26	.09
Overall	+1.31	.90	4.35	-.40	.07

Note: All measure in Logit. A standard error quantifies the precision of a measure or an estimate. It is the standard deviation of an imagined error distribution representing the possible distribution of observed values around their "true" theoretical value. This precision is based on information within the data. The quality-control fit statistics report on accuracy, i.e., how closely the measures or estimates correspond to a reference standard outside the data, in this case, the Rasch model (Linacre, 2006).

### The difference between life satisfaction and self-development initiatives of honorary teachers in primary schools, based on the demographic aspects

The second analysis demonstrated an investigation on the differences between life satisfaction and self-development initiatives, based on the demographic aspects, using DIF. These include gender, school status, age, length of work, income/month, marital status, and the ownership of side jobs, and DIF was a key technique for evaluating potential "biased" items and testing a groups’ ability to provide different response patterns to a survey, using the Rasch Model (Boone et al., 2013; John Michael Linacre, 2013), and the results are presented in Table 3.

**Table 3.** Summary of DIF analysis on demographic aspects (N = 163)

Demographics	DIF Prob.	Effect Size	Item Number
Gender	.0283	.59	No. 1
School Status	None	None	None
Age	None	None	None
Length of Work (Subserve)	None	None	None
Amount of income/month	.0358	.55	No. 4
	.0224	.87	No. 14
Marital status	None	None	None
Having a Side Job	None	None	None
Location/domicile	.0018	1.11	No. 2
	.0410	.52	No. 5
	.0014	1.20	No.14

Notes: None = Potential DIF of items not identified. DIF item were identified if Prob. <.05 and DIF Contrast >.43 for each item in certain demographic aspects. Items 1-9 are related to life satisfaction, and Items 10-14 are related to self-development initiatives.

Table 3 showed the absence of any differences in response pattern, pertaining to the demographic aspects, encompassing (1) school status, (2) Age, (3) length of work (subserve), (4) Marital Status, and (5) Ownership of side jobs. However, variations were observed in the aspect of (1) gender, (2) amount of income/month, and (3) Location/domicile, as a DIF of .0283 was specifically identified in the gender aspect of Item Number 1 (I know concrete steps to change my life).



**Figure 1.** DIF Estimation of each item in the gender aspect. Items 1-9 are related to life satisfaction, and Items 10-14 are related to self-development initiatives. All measure in logit. (n = 163).

Figure 1 shows the measurement results of Item 1 (I know concrete steps to change my life), indicating a better ability for male honorary teachers (+ .0714 logit) to take steps that are in line with the improvement of personal lives than females (- .5142 logit). However, there was no significant variation in the value recorded in items No. 2 to 14.

We continued in another analysis of DIF based on the aspect of the amount of honorary teacher income per month. The DIF .0358 was reported in the amount of income/month aspect for Item Number 4 (I can play a role in accordance with what I want), and .0224 in Item Number 14 (I let my life go as it is).



**Figure 2.** DIF Estimation of each Items on the aspect of the amount of honorary teacher income per month (IDR = Indonesian Rupiah). Note: A = IDR <1 Million/Month, B = IDR 1-3 million/Month, and C = IDR > 3 million/Month. Items 1-9 are related to life satisfaction, and Items 10-14 are related to self-development initiatives. All Measure in Logit. (N = 163).

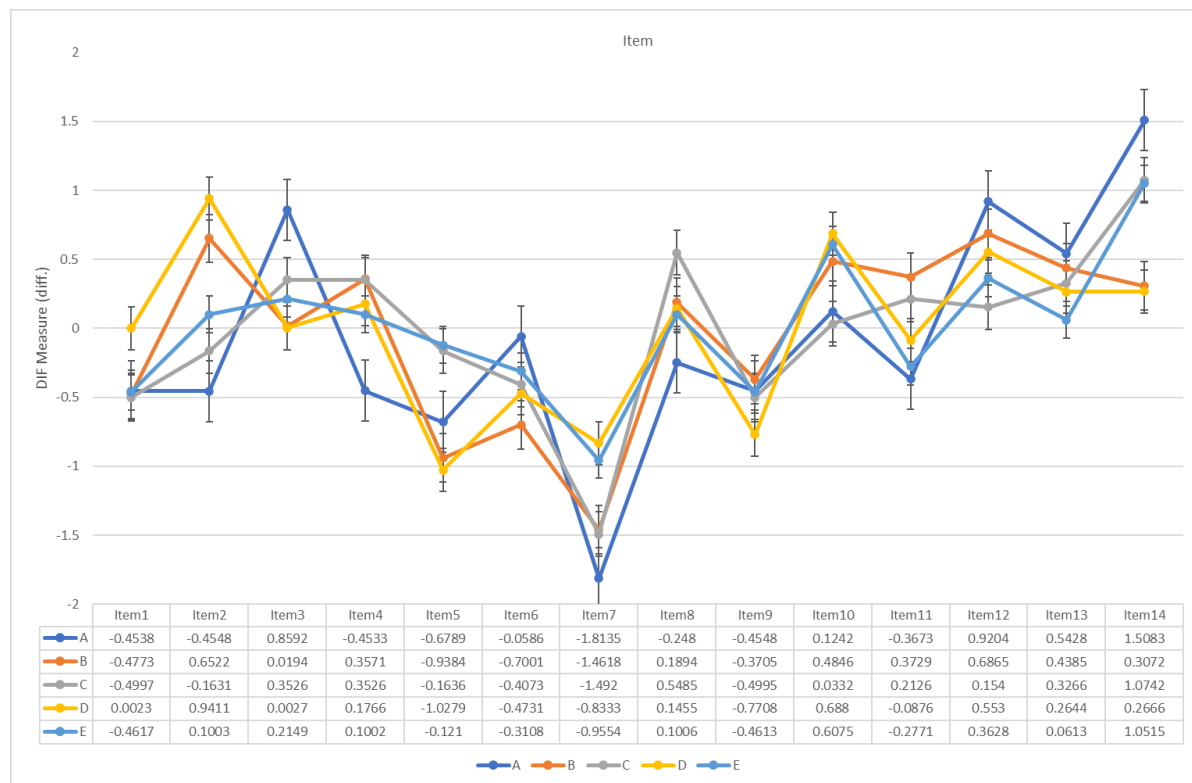
A similar interpretation was also shown in Figure 2, where the result in Item 4 (I can act in accordance with what I want) showed higher difficulty in the aspect of taking roles according to personal wishes amongst honorary teachers with an income of IDR > 3 million/month (- .3516 logit), compared to individuals receiving IDR 1-3 million/Month (+ .4130 logit), and IDR < 1 Million/Month (- .1320 logit). Conversely, those with an income of > 3 million IDR/Month (+1.4873 logit) showed higher "accepting" attitude towards the conditions of living in item 14 (I let my life go on as it is), compared to individuals receiving IDR 1- 3 million/Month (+ .7044 logit), and IDR <1 Million/Month (+ .6144 logit), although the difference was not significant for other items.

This study used the DIF to analyze the location of honorary teachers work of 3 items, namely .0018 for Item Number 2 (My life's direction is right), .01010 for Item Number 5 (I know what is needed to achieve set goals), and .0014 for Item Number 14 (I let my life proceed as it is). Using a similar interpretation in Figures 1 and 2, the information obtained from Figure 3, shows that in Item Number 2 honorary teachers in Depok provide the highest approval in perceiving the path of life they are experiencing in primary schools (+ .9411 logit), compared to other regions (Tangerang, Bekasi, Bogor and Jakarta). Unfortunately, honorary teachers in Depok find it difficult to understand the things they need for their primary purpose in life. This was confirmed in Figure 3 through Item Number 5 (I know what is needed to achieve my goals), with the lowest value of -1.0279 logit compared in other cities. Meanwhile, Item Number 5 showed that those in Jakarta had the highest approval in learning what they needed to achieve their life goals at - .1210 logit, compared to other regions. Honorary teachers in Tangerang have the highest agreement in determining their lives and roles (+ 1.5083 logit), compared to Bogor (+ 1.0742 logit), Jakarta (+ 1.0515 logit), Bekasi (+ .3072 logit), and Depok (+ .2666 logit).

The findings in this study showed that honorary teachers in primary schools show high average life satisfaction scores (+1.66 logit) and self-development initiatives (+1.09 logit). Similarly, this study obtained a unique pattern of response on items tested based on certain



demographic groups. It also clarifies how stakeholders measure the types of approaches and the orientation of fair policies for honorary teachers in primary schools.



**Figure 3:** DIF Estimation of each Item in accordance with teachers' location and income. Note: A = Tangerang, B=Bekasi, C=Bogor, D=Depok, and E=Jakarta. Items 1-9 are related to life satisfaction, and Items 10-14 are related to self-development initiatives. All Measured in Logit. (N = 163).

## DISCUSSION and CONCLUSIONS

The purpose of this research was to investigate the life satisfaction and self-development initiatives of honorary teachers in primary schools. We using Rasch Analysis to measure (1) the life satisfaction of honorary teachers in primary schools in response to present situations and the work performed; (2) the ingenuity in observing self-development initiatives, and; (3) the influence of demographic aspects on the response pattern of individuals.

The main findings demonstrated a general sense of satisfaction amongst the honorary teachers, towards the current state of life, accompanied with the initiative for personal development, in attempts to support future endeavors. These study outcomes are relevant to the research conducted by Wangi and Annisaa (2015) and Nugraheni and Prastiti (2016), which showed high life satisfaction and well-being on a similar population. Balkis and Masykur (2017) reported on the influence of profession perception, as a noble, proud, pleasant, and blessed work, while patience, high gratitude, and social support helped reduce negative emotions, subsequently enhancing the ease to achieve satisfaction in life and work. A research conducted by Aisyah and Rohmatun (2019) demonstrated the presence of a positive significant correlation between gratitude and the psychological well-being of primary school honorary teachers.

The main variables of this research were tested based on 8 demographic aspects, encompassing (1) school status (public or private); (2) age; (3) length of work; (4) Marital Status, (5) ownership of side jobs, (6) Gender, (7) Amount of income received per month, and (8) honorary teachers' location. In addition, further analysis showed no significant influence of (1) school status (public or private); (2) age; (3) length of work; (4) Marital Status, (5) ownership of side jobs on life satisfaction and self-development initiative, hence the findings are positive, characterized by the ability for staff to engage in personal development. This becomes a reasonable foundation for honorary teachers, considering the high degree of uncertainty in the

profession (Baihaqki & Jahja, 2019), instigating the need to take initiatives for continuous advancement. However, some aspects ought to be considered more deeply, based on the significantly varied responses provided to 3 fundamental aspects of life and work, encompassing gender issues, the income received each month, and honorary teachers' location.

Firstly, the empirical fact surrounding the gender aspect established that male honorary teachers had better abilities in taking steps towards the improvement of personal lives, than females. This is an interesting occurrence, because women are historically known to be "shackled" by cultural roles (Batjargal et al., 2019; Khotimah, 2009; Prantiasih, 2012; Rahayu, 2015), although this era of gender equality is characterized by the higher tendency to lead in the public sphere. This further creates room for dual role-playing in life (Wibowo, 2011), as education and training to obtain adequate skills are needed for the proper conduction of both duties. This is an important point to consider in the quest to enable self-regulation, and also in taking the best steps towards the future. In the context of career development, women tend to be slower in making career decisions if their working in primary schools (Maranto, Teodoro, Carroll, & Cheng, 2019); and the measure of happiness is often different from men. This due to the affiliation with the feeling of being loved by loved ones, friendships, self-confidence, the experience of a healthy physical condition, close relationships with family, and helping others (Crossley & Langdrige, 2005). Meanwhile, men are known to play the role of strong and socially responsible individuals in a community, hence the need to capably and immediately determine concrete steps in personal life.

Secondly, based on the aspect of income received per month, there was higher difficulty in taking roles according to personal wishes, with an income of IDR > 3 million/month, compared to those receiving lower income. Furthermore, various perspectives have demonstrated the key role of salary in influencing a teachers' ability to perform designated duties, as an adequate amount promotes motivation, work commitment and job satisfaction (Garbyal & Kaur, 2019; Rokhman, 2016; Samsuni, 2017; Sari, 2016). However, it is important to note the significant consequences and responsibilities accompanying large salaries (Jaques, 2013), faced by some teachers, characterized by the provision of high workloads. There are requisitions to perform a variety of roles and jobs, based on the leaders' instruction (Adiansyah, 2007; Suryanto, 2019), subsequently limiting the expected "space" and "roles". Meanwhile, honorary teachers with an income of IDR > 3 million/month tend to demonstrate the attitude of letting go of personal lives, which was contrary to those receiving IDR < 3 million/month. Syukur (2015) reported on the higher tendency for a majority of individuals receiving below average to open businesses with the hope of fulfilling economic demands, subsequently building wider social relations and networks in the community. Furthermore, a study conducted by Ardiyanti, (2019) stated that honorary teachers with low incomes, however, received good aspects of contingent rewards, with strong intentions from coworkers, and schools. Syukur (2015) defined enjoyment as a rational choice, compared to the similar complexities offered by honorary teachers in primary schools, besides the current social status. However, a positive contribution is made towards learning through participation in good self-development programs.

The third finding showed that there are differences in responses of honorary teachers to the assessed items of where the sample group works. Apart from other demographic aspects in this study, it is known that honorary teachers in Depok area have the highest work agreement which is relevant to their current life orientation. However, it is surprising that at the same time they are also the most difficult group, which is also in line with the study conducted by Sholehati, & Hadijah, (2019) where a lack of initiative in work leads to the lowest indicator of honorary teachers. In addition, this finding is highly impressive because it leads us to draw an insight on how teachers perform their tasks, without having adequate understanding.

The findings of this study need specific concern on the context of educational management due to its potential ability to generate major problems. Pambudi, et al (2017) noted that in any work environment, there are groups of people with poor initiative, which is usually affected by the organizational culture that is instructional and inhibits the advance of the institution. However, this study shows that the issue is not entirely related to the individual, because this sets up an unfair impression on them. Danim (2012) stated that this situation occurs due to the role

and involvement of the school, and local government in setting up a solid environment, for the interest and initiative of honorary teachers in primary schools. Other empirical facts show teachers in Tangerang are the group with the highest agreement in taking their lives and roles, compared to other cities in this study. These findings showed that the locations of primary schools are a crucial part in shaping the life satisfaction and self-development initiatives of teachers. Therefore, stakeholders directly involved in this study need to participate in determining the approach, formulating policy, and objectives that reinforce the self-development of honorary teachers in primary schools.

There is need to positively view the existence of honorary teachers, in an effort to enhance the success of learning in the primary education setting. The research findings generally indicate a high level in the aspect of life satisfaction and self-development initiatives, while DIF analysis specifically showed differences in response patterns, related to the aspect of gender issues, the income received each month and honorary teachers' location.

The limitations of this study include, firstly, the focus on honorary teachers working in primary schools located in the regions of Jakarta, Bogor, Depok, Tangerang and Bekasi (Jabodetabek), hence there is need to expand this scope in subsequent reports. Secondly, the investigation was only applied to honorary teachers in primary schools. Furthermore, future research needs to consider a comparison between junior and senior high school teaching staff. Thirdly, the sample size used was small, therefore further investigative efforts are expected to encompass a wider sample. Fourthly, there is need to review the findings related to gender issues, income and honorary teachers' location, in order to gain deeper understanding and encourage the creation of equitable practices and policies.

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#### CONFLICT OF INTEREST STATEMENT

The authors listed in this manuscript declare the absence of any conflict of interest on the subject matter or materials discussed. All the authors have contributed their best efforts to the research process and preparation of this article.

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## APPENDIX

### I. Primary items of Life Satisfaction and Personal Growth Initiative Scale (14 Items)

No.	Items
1.	I know the concrete steps to change my life
2.	I feel the direction of my life is right
3.	The choice to change something in my life begins with a transition process
4.	I tend to act according to my desires
5.	I know what is needed to achieve my goals
6.	I have special plans and actions to help in futuristic achievements
7.	I am responsible for my life
8.	I have a contribution to my environment
9.	I have plans to enhance balance in my life
10.	My life is in many ways close to personal goals
11.	My living conditions are happy
12.	In general, I am satisfied with my current situation
13.	Thus far, I have achieved the important things I desire
14.	I let my life go on as it is

Note: Items 1-9 are related to life satisfaction, and Items 10-14 are related to personal self-development initiatives.

### II. Perceived Level of 14 Items

Item #	Measure	Std. Error	RMSR	Perceived
14	0.78	0.09	1.0905	Difficult  Easy
10	0.48	0.10	0.7815	
12	0.47	0.10	0.7720	
2	0.37	0.11	0.6797	
13	0.26	0.10	0.5803	
3	0.21	0.11	0.7274	
8	0.19	0.11	0.7228	
4	0.18	0.11	0.7764	
11	-0.03	0.11	0.6460	
1	-0.33	0.12	0.5490	
6	-0.41	0.13	0.6060	
5	-0.52	0.13	0.6020	
9	-0.54	0.13	0.5786	
7	-1.14	0.14	0.5702	

Note: RMSR = root-mean-square residual. Measure in Logit.