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The Influence of Authentic Leadership and Incentives Mediated by Job Satisfaction and Achievement Motivation towards the Enhancement of Continuous Professional Development

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Abstract

Sustainable Personality Development is an important aspect that needs attention from various parties to enhance the teachers' quality. Motivation for performance, work satisfaction incentives, and genuine leadership have an impact on continuous professional development. To understand its impact and identify the most dominant variables, a path analysis using SEM-PLS will be conducted. The research results have shown that job satisfaction incentives, authentic leadership, and achievement motivation directly influence continuous professional development. However, there is an unfulfilled direct effect, specifically the influence of genuine leadership on achievement motivation. This condition also applies to the indirect impact of genuine leadership on continuous professional development facilitated by achievement motivation.

Keywords: *Authentic Leadership, Incentives, Job Satisfaction, Achievement Motivation, Continuous Professional Development.*

Introduction

The future of Indonesia largely depends on its teachers. Therefore, teachers are expected to play an active role in national improvement to create students who are devout to God Almighty, excel in science and technology, possess aesthetic and ethical values, have good personality and noble character. As educators, teachers have the primary task of teaching, realized through teaching and learning activities. Unfortunately, in developing countries, traditional teaching approaches are still predominantly used. These traditional approaches conflict with the competencies that educators must strive to develop, such as active learning, participatory learning, and interdisciplinary learning (Daniels et al., 2022). Quality education in the future can be achieved through sustainable development in education. Its goal is to enhance the current and future capabilities of students and to help them improve their attitudes, knowledge, and skills (Kemal & Altan, 2021). Furthermore, other research findings suggest that sustainable educational development depends on the capacity building and training of teachers (Ferguson et al., 2022).

Based on data from the 2016 Global Education Monitoring (GEM) Report published by UNESCO, Indonesia's education system is ranked 10th out of 14 developing nations in the world, teachers—the essential element of education—rank 14th. The reading, math, and science proficiency of 15-year-old students was assessed by the 2018 PISA (Program for International Students Assessment). The reading, math, and science averages for Indonesian pupils were 371, 379, and 396, respectively. These results are significantly lower than the average of the 79 PISA participating nations, which is 487 in mathematics and 489 in science (Anisah et al., 2020). These findings suggest that maximizing the potential to advance teachers' professional work is necessary to raise the standard of education in Indonesia.

Polyiem and Nuangchalerm (2021) state that the world of education is always changing, requiring self-development, lifelong learning, and facing sustainable development. Teachers are required to develop themselves and possess information technology skills. Core competencies for educators are about learning to survive and thrive in a constantly changing world. Policymakers and professional educators continually strive to adapt, improve skills, and grow to be better. Education 4.0 should anchor on values and directions

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leading to sustainable development and quality of life and work.

Based on preliminary studies conducted by the author in several public high schools in Agam Regency, a phenomenon of low teacher performance, especially in Continuous Professional Development, was found. Interviews with the principal of SMA N I Tilatang Kamang revealed that low CPD among teachers could be seen from the very few teachers participating in functional training, especially attending training at their own will and expense, seldom attending scientific meetings outside of school, minimal research and scientific publications, and low engagement in creating innovative works. The same conditions were also found at SMA Negeri I Ampek Angkek. The Vice-Principal for Curriculum stated that teachers rarely participated in training, especially at their own expense, had low participation in scientific forums, and were rarely engaged in research and scientific publications or creating innovative works. Similar occurrences were discovered in Candung and SMA Negeri I Baso. instructors seldom attended workshops, seminars, or training sessions, according to a teacher at SMA Negeri I Baso. Likewise, there was little use of classroom action research (CAR) or creative works by instructors. An instructor at SMA Negeri Candung, who expressed that few teachers were eager to grow professionally through workshops, seminars, or training, and that most scientific writing and publications were done primarily for professional advancement, corroborated Mr. Armen's viewpoint. Moreover, teachers hardly ever created original material.

The following table presents data on teacher performance in Continuous Professional Development from CABDIN WIL I, which further corroborated the basic information gathered.

Table 1. Data on Teacher Professional Development

No	Description	2019	%	2020	%	2021	%
1	Teachers conducting CAR	63	12%	79	15%	58	11%
2	Teacher journals	21	4,1%	27	5,3%	17	3,3%
3	Teachers creating innovative works	32	6,11 %	25	4,7%	14	2,6%

Source: Processed data from Cabdin Wil I

Data above indicates that the percentage of continuous professional development carried out by teachers is very low, with a maximum percentage of 15% for classroom action research, 53% for journal publication, and only 611% for creating innovative works. This low percentage of achievement within one district needs to be addressed to enhance the quality of teachers as educators, thereby meeting all professional aspects.

Many factors influence teachers' performance in Continuous Professional Development. Leadership is one such factor. Colquitt et al. (2021) state that performance is determined by several factors, such as (1) individual mechanisms, (2) individual characteristics, (3) leadership style and behavior, power and negotiation, communication and cooperation, and team differences and characteristics, (4) organizational mechanisms, including organizational culture and structure. Their research suggests that the principal's integrity influences teachers' work productivity, including Continuous Professional Development. This opinion is reinforced by the statement that principals can act as supervisors, motivators, and evaluators for teachers in implementing Continuous Professional Development (Apiyani et al., 2022).

Another factor influencing performance is incentives. Incentives impact performance, supported by research findings indicating that organizational incentives are provided as rewards for productivity or work outcomes (Gistituati, 2021). Continuous Professional Development can be sustainably carried out if there are funds that can stimulate teachers' professional capacity-building activities through Continuous

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Professional Development (Oktaviani & Aldo, 2021). This claim is further bolstered by specific incentives, such as school support, teacher motivation, and the accessibility of equipment and services, all of which encourage instructors to participate in ongoing professional development. Several treatments can address the low Continuous Professional Development among teachers, like the implementation of reward and punishment (Yohamintin et al., 2021). The lack of financial subsidies is one barrier for teachers in conducting Continuous Professional Development.

Continuous Professional Development is part of teachers' performance. Many experts and research findings state the factors influencing employee or teacher performance. Colquitt et al. (2021) state that performance is influenced by external and intervening factors. External factors include organizational culture, organizational structure, leadership style, negotiation and power, communication processes, team differences and characteristics, capabilities, and individual values and culture. Job happiness, stress, motivation, ethics, fairness, trust, learning, and decision-making are examples of intervening elements that affect performance. The following figure shows these factors.

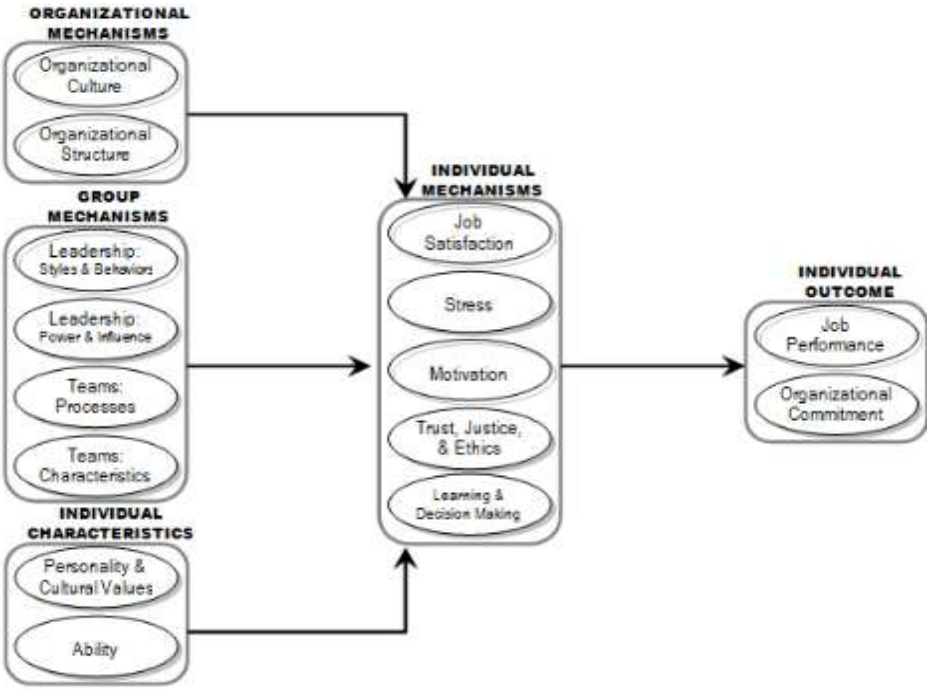

Figure 1. Integrative Model of Organizational Behavior

Principals must fully support CPD activities and monitor their implementation. Additionally, professional allowances and motivation influence teachers in Continuous Professional Development. Principals can allocate budgets to develop teachers' professionalism by involving them in Subject Teacher Consultation (MGMP) activities (Wijiutami et al., 2020; Lumban Gaol & Siburian, 2018).

Furthermore, Alonge et al. (2020) in their research state that several factors influence teacher productivity and performance, including Continuous Professional Development, such as work experience, incentives, equipment and materials efficiency, leadership and management efficiency, and supervision efficiency. This opinion is also supported by Azainil et al. (2021), who state that factors influencing work productivity in Continuous Professional Development include the availability of facilities and infrastructure, funding, training and education, discipline, and principals' managerial abilities.

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Literature Review

Kastawi & Yuliejantiningsih (2019) mention that developing teacher competencies requires Continuous Professional Development efforts, including MGMP training, principal supervision, career coaching, and supervision. Mulyono (2020) states that teachers can engage in continuous professional development through self-development, scientific publications, and innovative works. Cahyaningrum (2023) also mentions that in addition to teaching, teachers are obligated to conduct research and scientific studies. Several opinions are supported by Daniels & Niemczyk (2022), stating that sustainable educational development can be achieved through teaching and learning conferences and conducting research.

Maghfira et al. (2022) suggest that incentives are a form of financial reward given by leaders to employees as recognition of their work achievements that contribute to the organization. Sapar (2022) defines incentives as organizational rewards for employee motivation in recognition of their performance. Furthermore, Toto (2019) states that incentives are additional compensation beyond salary, which can be in the form of material (bonuses, commissions) and non-material (honorary awards, praise, recognition, promotion, special equipment) to motivate teachers to improve their performance. Nurmansyah (2019) defines incentives as a form of stimulation or motivation given to workers to increase work spirit, productivity, performance, and job satisfaction.

(Anisah et al., 2020) stated that incentives can point to positive things (reward) or negative things (punishment). Therefore, incentives can be interpreted as rewards or punishments given in return for employees' contributions or contributions to their companies. Punishment is given when employees do a job that is not desired by the organization (Colquitt et al., 2021) This form of punishment can be in the form of demotion / doing a lower job and delaying or reducing salary / wages / bonuses / benefits.

(Kinichi, 2003) According to Astelita. 2021 achievement motivation is the need for achievement in doing work. Furthermore, according to Eliana.2020 achievement motivation is an encouragement that comes from within a person to overcome all obstacles and challenges to achieve goals. According to (McCelland, 1985) defines achievement motivation as: "Achievement motivation is the desire to do well not so much for the sake of social recognition or prestige, but to attain an inner feeling of personal accomplishment." Accordingly, achievement motivation is the drive to perform to the best of one's ability, not in order to gain respect or social recognition but rather in order to succeed. An individual's drive for achievement is highly reliant and manifested in the way they perform their work. Indicators of success motivation are working hard, finishing work well, being creative and innovative, taking responsibility, and having a desire to gain feedback (Amdayanti et al., 2021; Astuti, 2013).

A person's performance is also influenced by their level of job satisfaction. Colquitt asserts that in 2016, employment satisfaction will improve employees' performance. According to Murwaningsih (2022), adopting reflective action to improve continuous professional development is one way that job satisfaction can help teachers perform better. According to Umut (2022), a teacher's emotional response to their work can be used to define their level of job satisfaction, the degree to which the educator enjoys his work. A pleasant and emotional condition brought on by other people's admiration of one's work or experiences and their perceptions of how well one's needs are being met at work can also be referred to as job satisfaction (Gokalp, 2021).

Research Methodology

The sampling of the research was conducted using stratified proportional random sampling. This technique produces a sample that considers the proportion of each group within the population strata. This technique was chosen to ensure the sample's representation of the population. Population can be interpreted as a generalization area that consists not only of people or subjectsbut also in the form of objects that have certain qualities and characteristics set by the researcher to be studied and then drawn to the conclusion (Sugiyono, 2018). Data collection procedures are essential to the research's success. In research, the data collected will be used to solve existing problems so that the data

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must be truly reliable and accurate. The data used in this study was obtained by using a questionnaire, which is a data collection technique carried out by giving a set of written statements to respondents to answer.(Sugiyono, 2019)

Four stages were conducted to obtain the sample: 1) identification and grouping of the population based on strata, 2) determining the proportion of each stratum, 3) determining the sample size, and 4) selecting the subjects. Table 2 displays the outcomes of the sample calculations:

Table 2. Sample Calculation Results

No	Teacher Classification	P	q	no	N
1	Rank	0,26	0,74	128	102
2	Years of Service	0,4	0,6	150	116
3	Gender	0,24	0,76	121	98

Google Forms and questionnaires were distributed to civil servant teachers who served as the research sample in order to collect data. The steps taken were as follows: obtaining a research permit, then visiting and meeting with the teachers to request their willingness to fill out the Google Form. The preparation of the questionnaire was carried out with the following steps: 1) creating a grid based on the indicators of each variable, 2) compiling items according to the variable indicators, 3) conducting a rational analysis to obtain the suitability with the indicators and the accuracy in composing the questionnaire items from the aspects measured, and discussing and consulting with experts to obtain items that meet content validity.

Result and Discussion

The measurement model is evaluated in order to look at the construct steps' validity and reliability. There are three criteria for testing, namely convergent validity, internal consistency assessment, and discriminant validity (Priyono, 2017).

Convergent Validity

The assessment of each estimated indicator's validity in measuring the notion being evaluated is how convergent validity is determined. When a group of indicators converges, it signifies that both the underlying latent variable and a single latent variable are represented. The average variance extracted (AVE) value can be used to convey one-dimensionality, which serves as a demonstration of this representation. 0.5 is the minimal AVE value. According to Ghozali (2011 & 2013), this value demonstrates acceptable convergent validity, which means that one latent variable may account for more than half of the variation of the disagreeing indicators.

The evaluation of convergent validity can be done using Average Variance Extracted (AVE) and outer loading, also known as factor loading. A factor loading threshold of 0.70 is typically applied in research. If the average variance extracted (AVE) value is greater than 0.50 and the outer loading value is greater than 0.70, the indicator is considered to have strong validity and meet convergent validity (Sekaran, n.d.).

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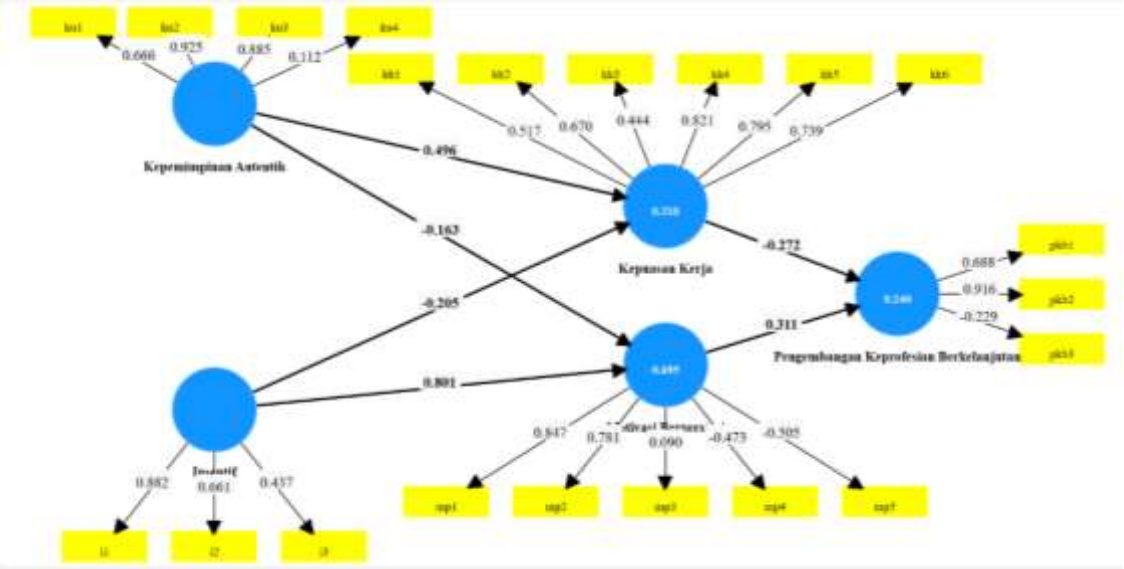

Figure 2. Outer Loading Values in the First Process

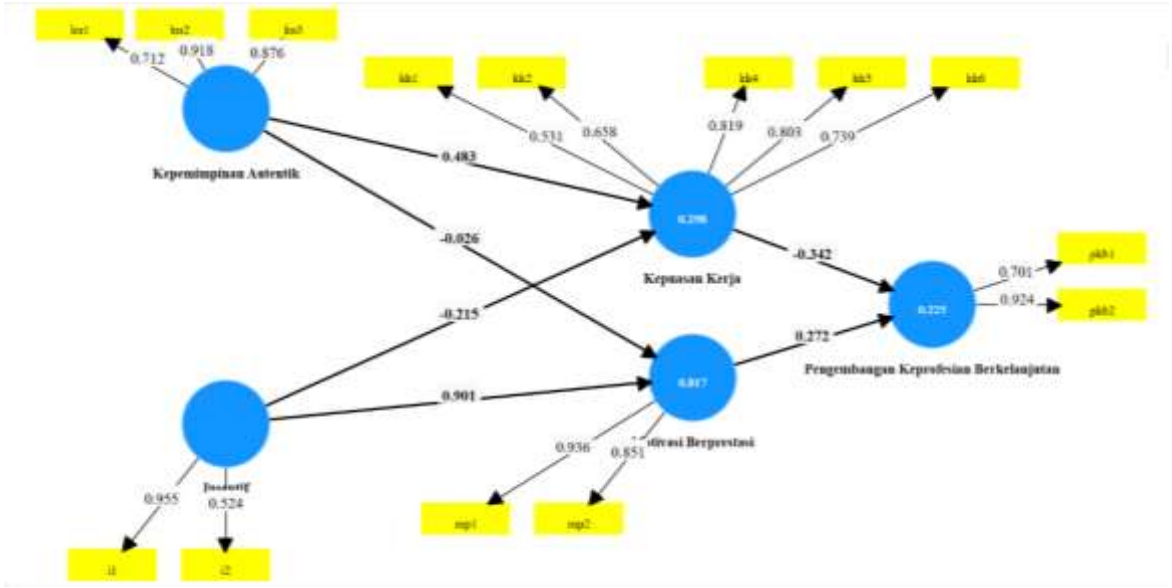

Figure 3. Outer Loading Values in the Second Process

The degree to which values positively correlate with the values of alternative items is known as convergent validity. The Average Variance Extracted (AVE) is calculated by researchers (Hair et al., 2017). Convergent validity for construct dispute can be established with the help of the widely utilized AVE approach. The average squared loadings (AVE) for the indicators linked to the construct are calculated by dividing the total squared loadings by the number of indicators. As a result, AVE and build reliability seem comparable. An AVE value of 0.50 suggests that the construct can explain more than 50% of the variance among indicators based on the reasoning applied to each indicator. On the other hand, an AVE value of less than 0.50 signifies that the variance explained by the concept is smaller than the average item's error (Hair, 2014). The estimated AVE is as follows.

$$AVE = K^2 / n$$

The number of elements in the model is n, and K is the loading factor for each item. The convergent validity

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values based on the AVE values are shown in Table 4.8. The fact that all AVE values seem to be higher than 0.5 leads the researchers to the conclusion that the convergent validity of the model is satisfied.

Table 3. AVE Values for All Items

Construct	***AVE (> 0,5)***
Incentives	0,594
Authentic Leadership	0,705
Job Satisfaction	0,515
Achievement Motivation	0,800
Continuous Professional Development	0,673

These results were obtained from running the first model, which resulted in the identification of 7 invalid indicators: Incentives 3, Job Satisfaction 3, Authentic Leadership 4, Achievement Motivation 3, 4, and 5, and Continuous Professional Development 3, which were deemed unsuitable. Therefore, these indicators were removed in the second process model.

Table 5. Construct Validity and Reliability

	Cronbach's Alpha	**rho_A**	Composite Reliability	Average Variance Extracted (AVE)
Incentives	0,798	0,695	0,729	0,594
Authentic Leadership	0,791	0,838	0,877	0,705
Job Satisfaction	0,757	0,776	0,839	0,515
Achievement Motivation	0,759	0,845	0,889	0,800
Continuous Professional Development	0,746	0,686	0,801	0,673

Table 5 shows that all indicators are valid for measuring the constructs since loading factor values are larger than 0.6. Additionally, the AVE values, Cronbach's Alpha, and Composite Reliability values, all exceed 0.5 for all latent variables (constructs), indicating the reliability of each indicator for assessing each construct.

The use of goodness-of-fit in PLS-SEM is still up for debate among many academics (Hair et al., 2017). The PLS-SEM methodology does not rely on the application of widely recognized theory fit and confirmation. Conversely, fit metrics for the PLS-SEM framework have been created in certain research (Bentler and Huang, 2014). In order to verify the model, a different team (Henseler et al., 2014) created the unique Standardized Root Mean Square Residual (SRMR), which measures the squared discrepancies between observed and model-implied correlations. A value of less than 0.08 is acceptable in this case. When deciding on reasonable values to evaluate model fit, PLS frequently disagrees. A SRMR score exceeding 0.08, at 0.150, suggests that the model is not well-fitting.

Construct Reliability: Composite Reliability (CR) and Cronbach's Alpha

- Internal Reliability: Cronbach's Alpha of 0.7 indicates internal dependability (Nunnally and Bernstein, 1994). It is believed that Cronbach's Alpha is a reliable dependability coefficient that shows a positive correlation between the elements in a collection. According to Sekaran and Bougie (2016), this number is based on the average inter-correlation across related items. Nevertheless, composite reliability is advised as a means of assessing internal consistency reliability because of the shortcomings of Cronbach's Alpha.

- Composite Reliability (CR): This component assesses the latent construct's dependability and internal consistency. According to KLINE & ROSENBERG (2009), a CR score of more than 0.7 is necessary to assess the construct's composite reliability. The formula for CR is as follows:

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$$CR= (\sum K)^2 / ((\sum K)^2 + (\sum 1-K^2))$$

Table 6: Composite Reliability and Cronbach's Alpha

Construct	(>0,7)	CR (> 0,7)
Capability	0,798	0,729
Government Policy	0,791	0,877
Knowledge	0,757	0,839
Moderating Effect 1	0,759	0,889
Moderating Effect 2	0,746	0,801

Discriminant Validity: Cross-Loading, Fornell-Larcker Criterion, and HTMT

The proposed model's discriminant validity, or the degree to which items differ among particular domains or conceptual measures, was also examined in this study by the researchers using three distinct criteria: cross-loading, the Fornell-Larcker ratio, and HeteroTrait-MonoTrait (HTMT). According to Hair et al. (2017), the first stage in evaluating each indicator's discriminant validity is cross-loading. Since the outer loading value of an indicator is greater than the cross-loading with other constructions (i.e., bold values), Table 7 demonstrates that the cross-loading technique satisfies all conditions.

Table 7. Discriminant Validity with Cross-Loading

The validity and consistency of values serve as the foundation for each measurement's reliability. Reliability, according to Awang (2014), is the extent to which a measurement model can capture the latent construct. Each measuring model's reliability evaluation is based on the following criteria.

Table 7. Discriminant Validity with Cross-Loading

Indicator	Incentives	Authentic Leadership	Job Satisfaction	Achievement Motivation	Continuous Professional Development
i1	0,955	-0,102	-0,195	0,936	0,307
i2	0,524	0,000	-0,286	0,263	0,664
kk1	-0,190	0,284	0,531	-0,102	-0,340
kk2	-0,188	0,260	0,658	-0,152	-0,271
kk4	-0,372	0,402	0,819	-0,291	-0,360
kk5	-0,118	0,391	0,803	-0,082	-0,253
kk6	0,035	0,452	0,739	0,040	-0,134
ku1	0,183	0,712	0,335	0,123	0,229
ku2	-0,127	0,918	0,465	-0,130	-0,088
ku3	-0,189	0,876	0,451	-0,186	-0,107
mp1	0,955	-0,102	-0,195	0,936	0,307
mp2	0,605	-0,087	-0,125	0,851	0,295
pkb1	0,489	0,118	-0,142	0,270	0,701
pkb2	0,352	-0,093	-0,434	0,291	0,924

Fornell-Larcker's discriminant validity values are shown in Table 8. The table displays that the square root of the AVE values in the diagonal, bolded values, are greater than the construct correlation values (matching row and column values). This shows good discriminant validity (Aguirre-Urreta et al., 2013) by strongly suggesting that each concept is connected with its corresponding indicators more so than with other constructs in the model (Chin, 1998). Furthermore, all exogenous constructs have correlations that are less than 0.85 (Awang,

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2014), which satisfies the criterion for construct validity.

Tabel 8. Discriminant Validity by Fornell-Larcker

	Incentive	Authentic Leadership	Job Satisfaction	Achievement Motivation	Continuous Professional Development
Incentive	0,770				
Authentic Leadership	-0,090	0,840			
Job Satisfaction	-0,259	0,502	0,718		
Achievement Motivation	0,903	-0,107	-0,185	0,894	
Continuous Professional Development	0,472	-0,023	-0,393	0,335	0,820

The Fornell-Larcker criteria have been questioned by a number of scholars (Henseler et al., 2015), who claim that this approach is unable to identify the current lack of discriminant validity. They vehemently disagree with the conventional research hypothesis. They suggested an alternate approach based on multitrait-multimethod matrices, called the HeteroTrait-MonoTrait (HTMT) correlation ratio. Here, we use HTMT to evaluate discriminant validity. According to Kline and Rosenberg (2009), the discriminant validity is unacceptable if the HTMT value is less than 0.85. Table 9 shows that all results are significantly below the suggested threshold of 0.85, suggesting that discriminant validity is not accepted.

Table 9. Discriminant Validity by HTMT

	Heterotrait-monotrait ratio (HTMT)
Authentic Leadership <-> Incentive	0,366
Job Satisfaction <-> Incentive	0,538
Job Satisfaction <-> Authentic Leadership	0,645
Achievement Motivation <-> Incentive	1,334
Achievement Motivation <-> Authentic Leadership	0,220
Achievement Motivation <-> Job Satisfaction	0,240
Continuous Professional Development <-> Incentive	1,447
Continuous Professional Development <-> Authentic Leadership	0,296
Continuous Professional Development <-> Job Satisfaction	0,592
Continuous Professional Development <-> Achievement Motivation	0,523

One essential component of SEM analysis is the structural equation model. Following validation of the measurement model, all correlations between constructs are determined to represent the structural model. According to some researchers (Hair, 2014), the structural model shows how all variables relate to one another.

Moreover, Hair et al. (2017) propose that the structural model can be assessed by looking at the beta (β), R2, and t-values, each utilizing a resampling procedure with a 5,000 sample size. Furthermore, they assert that reporting of effect size (f2) and predictive relevance (Q2) is necessary. P-values, according to Sullivan and Feinn (2012), can also be used to establish whether an effect is present but not how big of an effect it is. The results of the bootstrapped PLS (T Statistics) using PLS version 3.0 are displayed in Figure 4.

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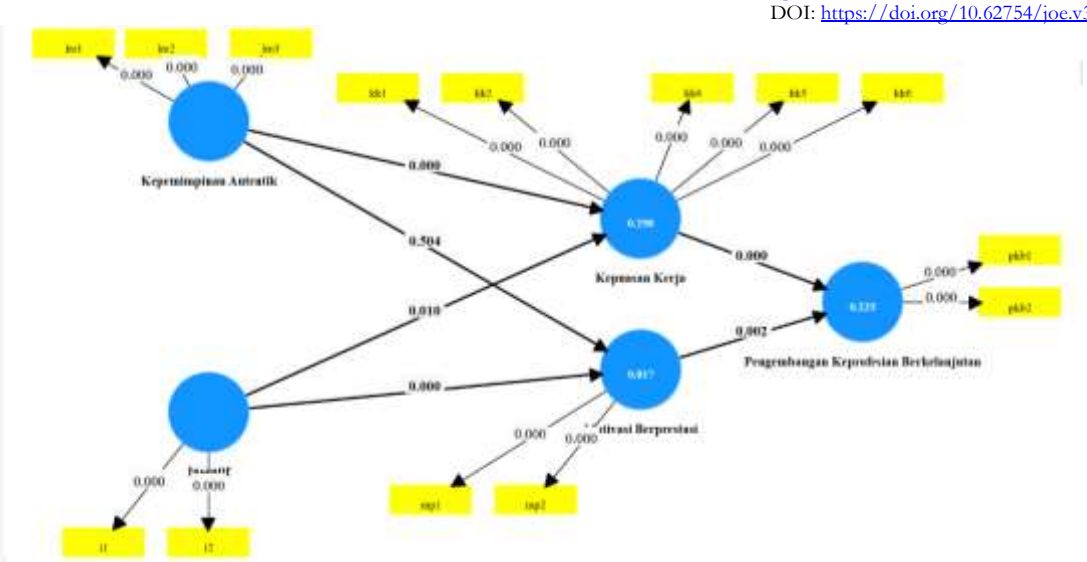

Figure 4. Bootstrapped PLS Trap (t-Statistics)

Direct Hypothesis Testing

All of the hypothesis test findings are displayed in the preceding figure. There is a lack of a direct correlation between genuine leadership and job satisfaction. The strength of the disagreement between the exogenous and endogenous constructs is indicated by the standard path coefficients.

Coefficient of Determination: R^2 Value

R2 numbers show how variable things are now. vehemently disagree with the dependent factors that their independent variables let to explain. Therefore, a larger R2 value indicates that the structural model is more predictive. In order for the model to reach a minimum level of explanatory strength, all researchers must make sure that their R2 values are high (Urbach and Ahlemann, 2010). Additionally, according to Falk and Miller (1992), the R2 value needs to be 0.1 in order for the endogenous construct's variance to appear sufficient. Cohen (1988b) stated that the R^2 value is said to be substantial if > 0.26 and has adequate power more than 0.02. (Chin, 1998) notes that the R^2 value is large if > 0.65 and has an acceptable power > 0.19. On the other hand, Hair et al. (2013) stated that the R^2 value should be > 0.75 with acceptable power > 0.25. The R2 values for the structural model are explained in Table 10. Every R2 value in the table is extremely high, suggesting that the model has a significant explanatory capacity. It should be noted that 0.817 (81.7%) of the variance in the endogenous construct's structural performance is explained. According to this finding, the achievement motivation component is most influential.

Table 10. R-Square Results

	R-square	R-square adjusted
Job Satisfaction	0,298	0,286
Achievement Motivation	0,817	0,813
Continuous Professional Development	0,225	0,212

F^2 Effect Size

Researchers also looked into the effect size (f2) in this study. According to Gefen et al. (2011), the f2 value can be used to assess the degree to which exogenous latent constructions impact endogenous latent constructs: strongly, somewhat, or not at all. Moreover, Hair et al. (2017) said that each time the R2 value changes, it needs to be calculated. Cohen (1988) says that the recommended f^2 values of 0.35 (substantial influence), 0.15

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(moderate effect), and 0.02 (little effect) are strongly disagreed with. Table 11 explains the model's f^2 values.

Table 11. Effect Size (f^2)

	f-square
Incentive -> Job Satisfaction	0,065
Incentive -> Achievement Motivation	4,395
Authentic Leadership -> Job Satisfaction	0,330
Authentic Leadership -> Achievement Motivation	0,004
Job Satisfaction -> Continuous Professional Development	0,146
Achievement Motivation -> Continuous Professional Development	0,092

f2=(R2included−R2notincluded)/(1−R2included)

Based on the results above, it can be observed that incentives towards achievement motivation have a significant effect. Meanwhile, authentic leadership towards achievement motivation has a small effect. The impacts on the others are mild. The findings of the obtained hypothesis testing, which are displayed in Table 12 below, provide additional analysis results.

Table 12. Hypothesis Testing Results

	Standard deviation (STDEV)	T statistics (|O/STDEV|)	P values	Conclusion
Incentive -> Job Satisfaction	0,084	2,561	0,010	Accepted
Incentive -> Achievement Motivation	0,017	51,499	0,000	Accepted
Incentive -> Continuous Professional Development	0,084	3,801	0,000	Accepted
Authentic Leadership -> Job Satisfaction	0,086	5,606	0,000	Accepted
Authentic Leadership -> Achievement Motivation	0,038	0,668	0,504	Not Accepted Not Accepted
Authentic Leadership -> Continuous Professional Development	0,043	3,967	0,000	Accepted
Job Satisfaction -> Continuous Professional Development	0,070	4,870	0,000	Accepted
Achievement Motivation -> Continuous Professional Development	0,087	3,135	0,002	Accepted
Incentive -> Achievement Motivation -> Continuous Professional Development	0,077	3,194	0,001	Accepted
Incentive -> Job Satisfaction -> Continuous Professional Development	0,032	2,267	0,023	Accepted
Authentic Leadership -> Achievement Motivation ->	0,011	0,613	0,540	Not Accepted

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Continuous Professional Development				
Authentic Leadership -> Job Satisfaction	0,047	3,490	0,000	Accepted

To conclude the analysis of all hypotheses, the preceding conclusions can be drawn:

- Incentives have a direct impact on teachers' job happiness.
- Incentives have a direct impact on the drive for achievement.
- Incentives have a direct impact on ongoing professional development.
- Genuine leadership has a direct impact on teachers' job satisfaction.
- Genuine leadership has no direct impact on the drive for achievement.
- Authentic leadership has a direct impact on ongoing professional development.
- Job satisfaction has direct impact on ongoing professional development.
- Job motivation has a direct impact on ongoing professional development.
- Continuous professional development is subject to a simultaneous impact where incentives are mediated by accomplishment motivation.
- There is a concomitant influence on ongoing professional development if incentives are mediated by job satisfaction.
- Authentic leadership mediated by achievement motivation does not have a simultaneous influence on ongoing professional development.
- Authentic leadership and job happiness have an impact on ongoing professional growth at the same time.

Conclusions

The findings show that all factors have an impact on ongoing professional growth at the same time, with achievement motivation having the largest partial influence. Variables related to achievement motivation and incentives predominate in direct effects. Increasing incentives is therefore crucial for motivating people to achieve. At the start of an activity, offering rewards in advance to support teachers' demands can greatly increase motivation for achievement. This strategy increases the number and caliber of pupils while also benefiting instructors and school administrators. Expert educators have the ability to design engaging and imaginative learning opportunities that foster the growth of critical and imaginative thinking in their pupils. The research instrument used has good validity and reliability, although some statement items were eliminated. Future instrument development could improve on these removed items to provide additional information. This study used intervening variables, namely job satisfaction and achievement motivation. Future research could consider using authentic leadership and incentive as alternative intervening variables to observe their effects.

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