

The Influence of Motivation and Job Satisfaction on Teacher Performance at STA. Magdalene of Canossa, Comoro

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Received: 13 January 2026 Revised: 18 January 2026 Accepted: 22 January 2026 Published: 27 January 2026

Abstract - This study aims to analyse The Influence of Motivation and Job Satisfaction on Teacher Performance at Sta. Magdalene of Canossa, Comoro. The purpose of this study was to understand and analyse the effects of motivation and job satisfaction on teacher performance at St. Madalena de Canossa School in Comoro. The research method used was quantitative descriptive analysis with an accidental sampling technique on a population of 58 people and a sample of 40 people. The information was gathered through observation and questionnaires, and it was analysed using SPSS version 20. The multiple linear regression results, with a coefficient value of determination of 51.1%. Furthermore, the partial test results show that motivation (X1) influences teacher performance, whereas job satisfaction (X2) has no effect on teacher performance.

Keywords - Motivation, Satisfaction, Teacher Performance.

I. INTRODUCTION

Education is a fundamental instrument for developing human resources, primarily through the deliberate efforts of individuals to cultivate scientific knowledge, attitudes, mindsets, and intellectual capacities (Fuller, B., & Kim, 2022). The educational process plays a crucial role in enhancing human resources, preparing individuals to face the challenges of the workforce and compete effectively in the professional world. The primary objective of education is to produce qualified human resources capable of responding to the developmental needs of society. Higher levels of education further contribute to increasing individuals' knowledge and skills, which in turn result in enhanced performance and competence. Teacher performance represents the tangible realization of educational objectives, as teachers apply their knowledge and skills to achieve desired learning outcomes. According to Jaya et al. (2024), educational institutions that aim to sustain their existence and reputation require competent human resources, including motivated teachers who demonstrate a willingness to work diligently and effectively.

According to Rafik (2020), Motivation is an intrinsic human state characterized by enthusiasm and a strong willingness to perform one's duties effectively and efficiently within an organizational context. Motivation plays a critical role in influencing and shaping individual attitudes, as it fosters diligence, commitment, and a proactive approach to achieving desired outcomes. Furthermore, motivation is essential for enhancing overall work performance, as it not only drives individuals to exert greater effort but also positively impacts their engagement and productivity. In addition to motivation, job satisfaction is another significant factor that affects teachers' performance, influencing both their commitment and effectiveness in fulfilling professional responsibilities.

According to Permatasari (2021) and Kotler (2017), satisfaction can be understood as an emotional response that individuals exhibit in relation to the tasks they perform and the outcomes they achieve. It reflects the degree to which the results of one's efforts meet expectations and can also be conceptualized as the attitude or behavior demonstrated by individuals toward the goods and services they have received or utilized. As an independent

and sovereign nation, Timor-Leste faces the imperative of developing its human resources through both formal and non-formal education. In this regard, all citizens are entitled to and should be guaranteed the achievement of educational objectives, as enshrined in Article 59, paragraph 2 of the Constitution of the Democratic Republic of Timor-Leste (RDTL), which states that “Everyone has the same right to education and vocational training.” In alignment with this constitutional mandate, the Government of Timor-Leste places significant emphasis on enhancing the quality of human resources through the education sector, recognizing its pivotal role in national development.

In addition, the current situation regarding motivation and job satisfaction at St. Madalena of Canossa School in Comoro Dili, Timor-Leste, was examined through the author’s direct observations and brief interviews with the school’s teaching staff. The findings indicate that teachers, particularly those on minimum salaries, face financial constraints that fail to meet their basic needs, thereby negatively affecting their motivation and overall job satisfaction. These circumstances, as observed and reported firsthand, served as a primary impetus for conducting this study. Consequently, the research focuses on examining the influence of motivation and job satisfaction on the teacher performance at St. Magdalene of Canossa School, Comoro, Dili, Timor-Leste.

II. LITERATURE REVIEW

Motivation is a driving force that influences, directs, and sustains individuals’ behavior, enabling them to exert effort with enthusiasm to achieve optimal outcomes (Hasibuan, 2024). Motivation is closely associated with human behavior and constitutes a critical component of effective management (Bisri et al., 2022 ; Rahmi et al., 2020). It is an essential mechanism that encourages individuals to complete their tasks with commitment, determination, and a sense of full responsibility.

Work motivation is defined as the capacity to guide employees and organizational members toward the successful attainment of both individual and organizational objectives (Oktariadi & Yusuf, 2024). Similarly, work motivation can be conceptualized as any internal force originating within an individual that drives the pursuit of specific goals or benefits within the professional context (Ana Raquel, 2024).

A. Motivational Objectives

According to Sapara, et al. (2022) and Hasibuan (2024), Motivation in the workplace serves several critical purposes. First, it enhances employee morale and overall job satisfaction, fostering a more committed and engaged workforce. Second, it contributes to increased work productivity by encouraging individuals to perform their tasks efficiently and effectively. Third, motivation supports organizational stability by promoting consistency and retention among employees. Fourth, it strengthens discipline and adherence to organizational rules and policies. Fifth, motivation facilitates the efficient allocation and recruitment of staff, ensuring that organizational needs are met promptly.

Moreover, motivation contributes to the creation of a positive work environment and the development of healthy interpersonal relationships among colleagues. It also promotes higher levels of employee loyalty, creativity, and active participation in organizational initiatives. In addition, motivation positively impacts the overall well-being of employees, nurturing a sense of responsibility toward their duties. Finally, it enhances the efficiency of resource utilization, including tools, materials, and other operational assets, thereby supporting optimal organizational performance.

B. Types of Motivation

Motivation is a central factor in influencing human behavior and performance in organizational and educational contexts. According to Juwono (as cited in Suwandi & Tendy Setiawan, 2022), motivation can be broadly categorized into two main types: internal (intrinsic) and external (extrinsic) motivation. Internal motivation originates from within the individual and is characterized by personal interest, enjoyment, and satisfaction derived from performing tasks. This type of motivation is driven by psychological needs, personal aspirations, cooperative interactions, job satisfaction, and work conditions that facilitate engagement and productivity. Intrinsically motivated employees tend to demonstrate higher levels of persistence, creativity, and

commitment to their duties, as their actions are guided by internal values and self-determined goals (Ryan, R. M., & Deci, 2000).

In contrast, external motivation, or extrinsic motivation, arises from factors outside the individual, including financial incentives, salary, bonuses, recognition, and organizational expectations. Extrinsic motivators are designed to encourage individuals to complete tasks effectively by providing tangible rewards or consequences for achieving specific outcomes. Research indicates that extrinsic motivation can effectively drive goal-directed behavior, particularly when combined with intrinsic motivation, resulting in improved engagement, sustained effort, and higher-quality performance in both educational and organizational settings (Deci, E. L., Koestner, R., & Ryan, 1999; Locke, E. A., & Latham, 2021).

C. Factors Influencing Motivation

Motivation in individuals is influenced by a combination of internal and external factors that shape psychological and behavioral responses in organizational and educational contexts. According to Sutrisno (2019) internal factors, which originate from within the individual, include fundamental human desires such as the desire for life, achievement, rewards, recognition, and personal power. These intrinsic drivers play a critical role in fostering engagement, persistence, and commitment to tasks, as they align with personal values and self-determined goals.

External factors, on the other hand, emerge from the surrounding environment and organizational context. Key extrinsic motivators include a supportive and safe working environment, adequate compensation, effective supervision, job security, status and responsibility, and flexible organizational policies. Such factors provide tangible incentives and conditions that facilitate goal-directed behavior and enhance overall performance (Sutrisno, 2019; Deci, Koestner, & Ryan, 1999; Locke & Latham, 2002).

The interplay between internal and external motivators is crucial for sustaining motivation over time, as intrinsic satisfaction enhances engagement while extrinsic factors reinforce desired behaviors and outcomes. Understanding these determinants is particularly relevant in educational institutions, where teacher motivation directly affects performance and student learning outcomes.

D. Employee Motivation Factors

Employee motivation is influenced by a hierarchy of human needs that range from basic physiological requirements to higher-level psychological and self-actualization needs. According to McCarter et al. (2022), Employees' work motivation can be conceptualized through five primary categories: physiological needs, safety needs, social needs, esteem needs, and self-actualization needs. Each of these categories provides indicators that can be used to assess the level of employee motivation within organizational contexts.

Physiological needs represent the most basic level of human requirements and include fundamental necessities such as food, water, and physical protection. These needs form the foundation of the motivational hierarchy, as they are essential for survival and functioning (McCarter et al., 2022). Safety needs encompass the desire for protection from physical, mental, and psychological threats, as well as the need for environmental security. Employees seek assurance against harm, conflict, and uncertainty, which enables them to focus on higher-order work-related goals (McCarter et al., 2022).

Social needs refer to the human desire for belonging and interpersonal connection. These needs involve the need to feel accepted within a group, to build affiliations, to interact with colleagues, and to receive affection and support from others. Social integration within the workplace contributes significantly to employee motivation and engagement (McCarter et al., 2022).

Esteem needs represent the aspiration for recognition, respect, and appreciation from others. Meeting these needs fosters self-confidence, professional pride, and a sense of competence, which in turn enhances motivation and task performance (McCarter et al., 2022). Self-actualization needs refer to the intrinsic drive to achieve personal growth, self-development, and the fulfillment of one's potential. Employees who experience opportunities for self-actualization tend to exhibit high levels of creativity, commitment, and innovation in their

work (McCarter et al., 2022). By understanding and addressing these motivational factors, organizations can create an environment that supports employee engagement, satisfaction, and overall performance.

E. Definition of Job Satisfaction

Job satisfaction is broadly defined as a positive emotional state resulting from the evaluation of one's work experiences, where the work environment meets or exceeds an individual's needs, values, and expectations. It is an indicator of the level of satisfaction, contentment and involvement of workers in their work. Kartikasari and Djastuti (2017) argue that Job satisfaction is the emotional orientation of employees to their profession and is an essential element of personal and organizational performance. When employees have a greater degree of job satisfaction, they will tend to show commitment, productivity, and loyalty hence making their organizations successful.

Similarly Wati (2022), how job satisfaction is conceptualized is a state of affect, a form of happiness, stemming out of the perception that a work situation is satisfactory in relation to meeting individual needs, values, and expectations. This approach focuses on the subjective and emotional aspects of job satisfaction and its use in creating motivation, engagement, and sustained performance in educational and organizational environments.

Through the knowledge of the determinants and manifestations of job satisfaction, the respective institutions especially educational ones have a chance to institute policies and practices which boost employee morale, enhance teaching performance and development of organizations.

F. Factors Influencing Job Satisfaction

According to Nenevé et al. (2018), job satisfaction is influenced by several key factors that encompass both intrinsic and extrinsic aspects of work. These factors include the nature of the work itself, relationships with supervisors, interactions with colleagues, opportunities for promotion, and compensation.

a. Work Itself

The intrinsic characteristics of a job, including the skills and competencies required, significantly impact employee satisfaction. Tasks that align with an employee's capabilities and interests are likely to enhance satisfaction, whereas a mismatch between job demands and employee skills may reduce it (Neeve et al., 2018).

b. Relationship with Supervisors (Supervision)

Leadership that is positive and supportive especially where the supervisors have transformational leadership behaviors are associated with employees motivating, engaging, and overall satisfaction with their jobs. Moreover, the results are also enhanced by interpersonal compatibility and shared values between supervisors and subordinates (Neeve et al., 2018).

c. Colleagues and Work Relationships

Social Interactions with other social groups and workplace relationships are valuable predictors of satisfaction. Good working relationships with colleagues also lead to a feeling of belonging, emotional support, and workplace well being, which in turn have a positive impact on motivation and work performance (Neeve et al., 2018).

d. Promotion Opportunities

Access to career growth and professional development is a very important determinant of job satisfaction. When employees believe that they have a clear way of promotion and development, they are more likely to be engaged, have a higher level of motivation, and committed to the organization (Neeve et al., 2018).

e. Salary and Compensation

Compensation, including salary, wages, and other financial benefits, constitutes a critical extrinsic factor. Proper and reasonable payments are able to not only satisfy the basic needs of employees but also act as appreciation of what they are doing. Underpayment or how unfair pay is felt can reduce job satisfaction, whereas competitive pay boosts motivation, turnover, and performance (Neeve et al., 2018). On the whole, the

knowledge of these factors is vital to all organizations that are interested in enhancing the satisfaction, performance, and retention of employees, especially in the educational institutions.

G. Definition of Performance

Performance is a multifaceted concept that encompasses not only the outcomes of work but also the processes through which tasks are executed. It reflects both the quality of effort and the results achieved, emphasizing the manner in which duties are performed (Suhartono et al., 2023). According to Mangkunegara & Octorend (2015), Work performance can be defined as observable work behaviors characterized by the application of effort, adherence to procedural steps, and systematic execution of tasks. Effective performance is measured by the extent to which work meets predetermined criteria of quality, efficiency, and quantity, highlighting the interplay between task execution and organizational objectives.

H. Teacher Competencies

Teacher competencies are essential in determining the quality and effectiveness of educational delivery. According to Jaya (2009), Teacher competencies can be categorized into three primary domains: professional, pedagogical, and personal competencies.

a. Professional Competence

Professional competence entails the capability and power of the teacher to perform his or her teaching profession. Professional and competent teachers have a deep understanding, knowledge and mastery on their subject areas. This competence will mean that the teachers will be able to provide quality education and create a significant learning outcome (Jaya, 2009).

b. Pedagogical Competence

Pedagogical competence involves the knowledge of students and the instructional practices, which also involve design, delivery and assessment of the learning experiences. This competency also entails the ability to identify and develop the various potentials of the students, to foster their overall development and to ensure effective interactions between the teacher and the students stimulating learning (Jaya, 2009).

c. Personal Competence

Personal competence is an indicator of personal characteristics of teacher such as stability, maturity, wisdom, and ethical authority. The highly personally competent teachers play an example role to the students and they show them great character which leads to a positive contribution of quality in education. This aspect highlights the significance of character and professional integrity of teachers in facilitating national education growth (Jaya, 2009).

I. Factors Affecting Teacher Performance

Teacher performance is shaped by a combination of personal attributes, professional competencies, pedagogical skills, and contextual factors. Jaya (2009) identifies several key determinants of teacher performance:

a. Personality and Dedication

Every teacher possesses a unique personality, which distinguishes them from their peers. Personality influences a teacher's attitudes and behaviors in guiding and mentoring students. Teachers who demonstrate positive personality traits typically exhibit higher dedication, reflected in their effective fulfillment of duties and responsibilities as educators. Therefore, strong personality and dedication are integral to optimal teacher performance (Jaya, 2009).

b. Professional Competence

Professional competence is the knowledge and expertise that is obtained as a result of training, education or experience. Highly professionally competent teachers can guide, counselling and serve students well in their field of specialisation.

Intrinsic motivation and ethical responsibility should also influence performance in the teaching profession, and improve satisfaction of the teachers as well as the quality of education being passed (Jaya, 2009).

c. Teaching Skills

The skills that are required in effective teaching are broad based skills comprising of planning the lesson, defining what is to be taught, teaching the content, teaching the concept, facilitating discussions, posing questions, teaching concepts, sustaining classroom communication, monitoring classroom activities and assessing the student learning outcomes. These skills will be required to promote meaningful learning experiences and attainment of the educational objectives (Jaya, 2009).

d. Relationship with the Community

The existence of a collaborative relationship between the school and the surrounding community is a significant external factor that can affect the performance of teachers. These relationships in which teachers share responsibilities and have similar goals in teaching, help teachers to provide more support to student learning and meet expectations of the community (Jaya, 2009).

e. Well-Being

Teachers' overall well-being, including financial stability and life satisfaction, significantly impacts their performance. Higher levels of personal and professional well-being increase teachers' motivation and capacity to provide high-quality educational services, thereby improving student outcomes and institutional effectiveness (Jaya, 2009).

III. RESEARCH METHODOLOGY

According to Sugiyono (2016), to ensure the research, the research method shows the same or clear process with good criteria. From the above theory, the researcher summarizes that the research method is an activity that requires critical thinking and some criteria to find and solve the problems encountered.

Based on this theory, the type of research used by the researcher is quantitative research, which will be collected by asking in the form of numbers. The population in this research was 40 people. The sampling technique is used census with a total sample of 40 people. The analysis data using Multiple Regression Analysis with SPSS applications verse 22.

IV. RESULT AND DISCUSSION

A. The Reliability

Reliability tests are used to measure the consistency of the questionnaire, whether the results will be the same when retested. The reliability test used in this research uses the method Cronbach's Alpha with a score cutoff of 0.60. According to Sekaran in (Dwi Priyatno, 2022), a reliability of less than 0.60 means not good, while 0.70 we can accept or use, and greater than 0.80 means good. The reliability test for each variable can be seen in the following table:

Table 1. Reliability Test

No.	Variable	Cronbach Alpha	Observation
1.	Motivation	0.902	Reliable
2.	Job Satisfaction	0.914	Reliable
3.	Teacher Performance	0.813	Reliable

Based on Table 1 above, the results of the count for each variable with Cronbach's alpha values greater than 0.60. From the results, the researcher summarized that all instruments or questions in the variable Motivation (X1), Job Satisfaction (X2), and Teacher Performance variable (Y) are reliable and consistent and can be used in research.

B. Normality Test Results

Normality Test: The objective of this test is to determine whether the regression model, disturbance variable or residual variable is normally distributed. To test the regression model can be through non-parametric Kolmogorov Smirnov (KS) statistics and graphical approach.

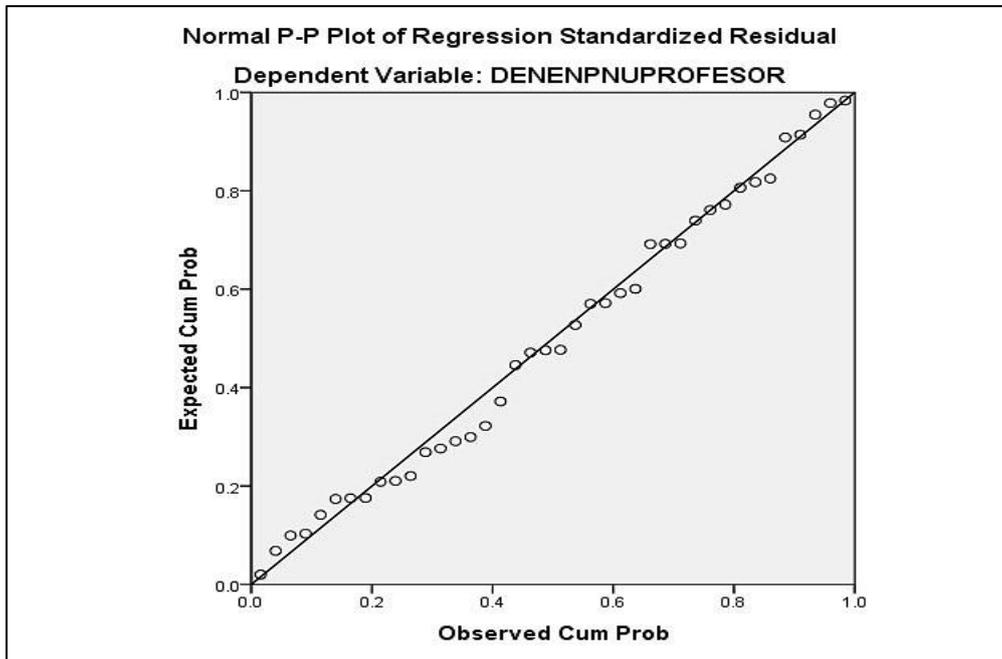


Figure 1. Normal P-P Plot of Regression Standardized Residuals

C. Results Multicollinearity Test

Multicollinearity test: The purpose of this test is to determine whether there is a correlation between independent variables in a regression model. A good regression model should not correlate with independent variables. To detector test multicollinearity the value of Tolerance and Variance Inflation Factor (VIF) can be used. To detect whether or not there is multicollinearity in the regression model, it can be seen from the tolerance and variance inflation factor (VIF) values. The value commonly used to indicate the presence of multicollinearity is a tolerance ≤ 0.10 or equal to a VIF value ≥ 10 .

Table 2. Multicollinearity Test Results Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
Motivation	.339	2.947
Job Satisfaction	.339	2.947

Based on Table 2 above, it is known that all the results of VIF calculation for each independent variable have a VIF value ≥ 10 . Thus, it can be concluded that there is no multicollinearity among the independent variables in the regression model.

D. Heteroscedasticity Test

Heteroscedasticity test: is an assumption in regression that shows the residual variances are not equal across observations. Symptoms of the residual variety are another observation, and can be described as homicidal. The purpose of the heteroskedasticity test is to test whether the regression model appears a variant and a residual inequality according to the paid observation. This regression model states that heteroskedasticity will occur if the data add zero (0) and does not form any pattern or trend.

Design Result 3. showing the pattern of these points does not form a clear pattern. Thus it can be concluded that there is no heteroskedasticity problem in the regression model.

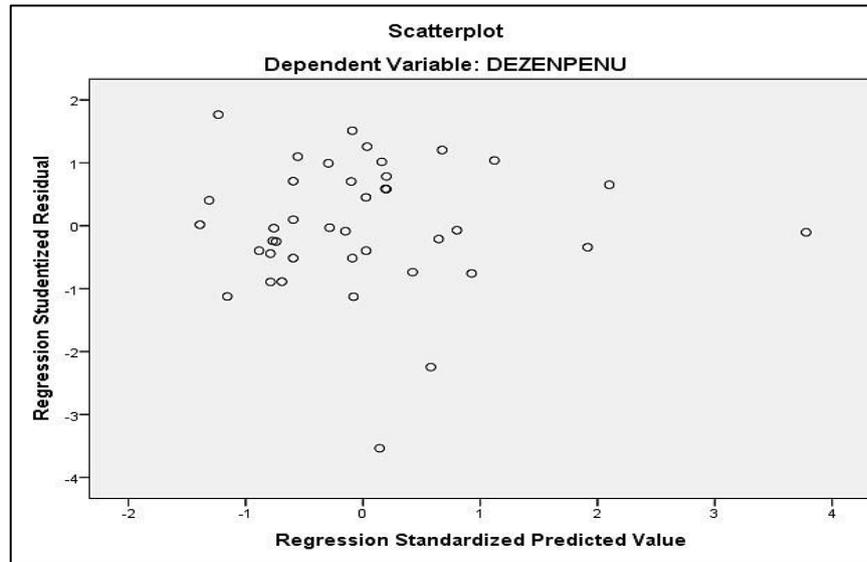


Figure 2. Design 3 Heteroskedasticity Test Results

E. Multiple Regression Analysis Results

Multiple regression analysis is a regression or prediction model that involves free variables or predictors (predictors). Multiple regression can also be called multiple regression, which means that one variable above (free variable/independent variable)

Table 3. Multiple Regression Analysis Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.813	3.163		6.580	.000
	Motivation	.486	.147	.652	3.301	.002
	Job Satisfaction	.049	.127	.076	.385	.703
a. Dependent Variable: Teacher Performance						

Based on the results of the table above, the multiple regression equation is as follows: $Y = 20.813 + 0.486 X_1 + 0.049 X_2$. This equation is explained as next:

1. Constant value with a total of 20,813, the result means that when Motivation and Job Satisfaction have a value of 0, the Teacher Performance has a positive value with a total of 20,813.
2. The regression coefficient value of the variable Motivation (X_1) with a positive value of 0.486. This result means that when Work Motivation increases by 1, then Performance will increase by 0.486.
3. The regression coefficient value of the variable Job Satisfaction (X_2) is 0.049. This result means that when Motivation increases by 1, then Teacher Performance will increase by 0.049.

F. Hypothesis Testing

a. Partial Test (T-test)

The purpose of the t-test or partial test is to find out about the partial relationship between the independent variable and the dependent variable. The test results of this research can be seen in the following table:

Table 4. Partial Test Results (Teste T) Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.813	3.163		6.580	.000
	Motivation	.486	.147	.652	3.301	.002
	Jobs Satisfaction	.049	.127	.076	.385	.703

a. Dependent Variable: Teacher Performance

From the above value of t count variable, Motivation = 3.301 with a significance value of 0.000, with this result, t-count value = 3.301 > t-table value = 1.687. Since the significance value of 0.002 < 0.05, then the null hypothesis H₀ is rejected. This shows that Motivation partially influences teacher performance in Sta. Madalena de Canossa, Comoro. On the other hand, the T value of the variable Job Satisfaction = 0.385 with a significant value of 0.703. because the significance value is 0.703 > 0.05 with this result t-count value = 0.385 < t-table value = 1.687 so the hypothesis H₀ is accepted. This result means that Job Satisfaction does not influence on Teacher performance in Sta. Madalena de Canossa, Comoro.

G. Simultaneous Test (F Test)

Simultaneous test or F-test is a test that the researcher uses to find out about the simultaneous relationship between the independent variable to the dependent variable. The results of the F test can be seen in the following table:

Table 5. Results (F-test) ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression Residual Total	461.610	2	230.805	19.314	.000 ^b
	442.165	37	11.950		
	903.775	39			

From the above results, the F value counts: 19.314 and the significance value is 0.000. With this result to say that the value of F count > F Table (19,314) > 2.47 and significance < 0.05, because this is H₀ Rejected. With this researcher wants to conclude that the variable Motivation (X₁) and Job Satisfaction (X₂) simultaneously influences Teacher Performance.

H. Coefficient of Determination

The purpose of the determinant coefficient analysis is to find out the contribution of the independent variable to the dependent variable. The results of the determinant coefficient analysis can be seen in the following table:

Table 6. Coefficient of Determination Model Summary

Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.715 ^a	.511	.484	3.457

Based on the results of analysing the value of the correlation coefficient (R-Square) with total 0.511. This result means that the contribution of the variable Motivation and Job Satisfaction to the variable Teacher Performance in the school Sta. Madalena de Canossa Comoro with a total of 51.1%. Meanwhile, the remaining 48.9% is explained by other variables outside of this research. From the above results, it can be said that the performance

of teachers in Sta. Madalena de Canossa Comoro is strongly influenced by motivation and job satisfaction. In addition, the satisfaction that the institution makes has a significant impact on the performance of teachers. The results showed that $100 - 51.1 = 48.9\%$ Teacher performance in Sta. Madalena de Canossa Comoro influenced by other variables not included in the research.

V. CONCLUSION AND SUGGESTION

1. Based on the results of research and data analysis that the researcher analyzed about the motivation and satisfaction of teachers' performance in the school Sta. Madalena de Canossa Comoro, from the results, the researcher took the following summary maid. Based on the results of data analysis of the determinant coefficient showed that there is a strong correlation between the variable Motivation and Job Satisfaction to the variable Teacher Performance in the school Sta. Madalena de Canossa Comoro.
2. Based on the results of the partial test (t test) between motivation variable (X1) on teacher performance (Y) obtained from the result of comparing the sig value with significant level, it can be concluded that H0 is rejected and Ha is accepted, meaning that motivation has a significant influence on the performance of teachers in Escola Sta. Madalena de Canossa Comoro. On the other hand partial test results (t test) between satisfaction variables (X2) on teacher performance (Y) compared to the value of sig. With a significant level it can be concluded that H0 accepted and Ha rejected means that the variable job satisfaction (X2) has no significant influence on the variable teacher performance.
3. Based on the result of the simultaneous test (F) conducted between the variables Motivation (X1) and Job Satisfaction (X2) on teachers' performance obtained from the result of comparing the sig value with significant level, it can be concluded that H0 is rejected and Ha is accepted, meaning that two independent variables, such as motivation (X1) and job satisfaction (X2) simultaneously work together has a significant influence on performance (Y) for teachers in St. Madalena de Canossa Comoro School.

A. Suggestion

In relation to this research, the researcher makes the following suggestions:

1. Suggest to the leadership of Canossa school specifically in the finance and human resources department to take into consideration the motivation and satisfaction of teachers.
2. Give compensation to teachers who perform well and teachers who have worked for a long time in Sta. Madalena de Canossa, Comoro.
3. Provide training to teachers contracted by the Canossa Foundation to further train their knowledge and improve their teaching performance.

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