

Understanding Administrative Staff's Job Satisfaction in Higher Learning Institutions Using Herzberg's Dual Theory: A Case of the Institute of Finance Management (IFM) in Tanzania

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Abstract

This study investigates job satisfaction among non-academic staff at the Institute of Finance Management (IFM) in Tanzania. It uses Herzberg's dual theory to identify motivational and hygiene factors that influence job satisfaction among administrative staff at IFM. A mixed-methods approach was employed: collecting data through semi-structured questionnaires, interviews, and Focus Group Discussions (FGDs) with six participants from four departments. Out of 85 questionnaires distributed, 67 were returned, yielding a 79% response rate. Data were analyzed using SPSS and content analysis. The findings revealed that satisfaction was primarily driven by relationships with co-workers (64%), job security (55%), and responsibility (51%). Moderately favorable factors included achievement (46%) and recognition (43%). Conversely, staff expressed dissatisfaction with promotion opportunities (73%), work conditions (70%), and salaries (67%), citing long-standing inadequacies that have been diminishing their morale. Ambivalence was reported regarding supervision (48%) and institutional policies (63%). Respondents recommended that the Human Resource Management (HRM) office should ensure equity in staff promotions, addressing concerns that current practices disproportionately benefit academic staff over administrative staff. Additionally, they suggested improving incentives, such as extra duty allowances, transport, and housing allowances. They also addressed salary inadequacies, especially in light of rising living costs, loan repayments, and tax deductions. Enhancing work conditions was also highlighted as a critical area for improving job satisfaction. This study underscores the need for targeted management interventions to address dissatisfaction and enhance administrative staff satisfaction, ultimately contributing to institutional success.

Keywords: *Job satisfaction, Herzberg dual theory, Human resource management, Non-academic staff, Higher learning institutions, Tanzania.*

1. Introduction

In higher learning institutions, administrative staff primarily serve as supportive personnel for the academic community and its elites. However, despite their critical role, they are often treated as second-class citizens. Management in higher learning institutions predominantly focuses on academic staff (Mkumbo, 2014; Mgaiwa, 2021; Mosenda, 2021), resulting in a paucity of research specifically addressing the job satisfaction of administrative staff. This lack of attention limits insights into their levels of satisfaction or dissatisfaction and hinders the development of strategies to enhance organizational performance and commitment. Understanding administrative staff satisfaction is crucial, as it can boost productivity, reduce absenteeism, and minimize labor turnover. This study, therefore, seeks to address this gap by examining the experiences of administrative staff at the Institute of Finance Management (IFM).

The Institute of Finance Management (IFM) was established in 1972 through Act No. 3 of Parliament as a Government Institution of Higher Learning, offering training, research, and consultancy in banking, insurance, financial management, and related fields. Over time, the Institute expanded its programs to include accountancy, social protection, taxation, business administration, human resource management, information and communication technology, and computer science. Its dedication to excellence in teaching, research, and consultancy made it an ideal case study for this research. Since IFM aims to deliver outstanding services to its clientele, including students, staff, and researchers, an in-depth analysis of job satisfaction using Herzberg's theory was essential to generate context-specific insights, improve satisfaction, guide policy formulation, and contribute to the body of knowledge. The findings could also inspire similar studies in other higher learning institutions in Tanzania to explore non-academic staff satisfaction in academic settings.

2. Literature Review

Organizations exist for two primary reasons: to maximize profit and shareholder value (Dartey-Bach and Harlley, 2010). To achieve these objectives, job satisfaction is a critical component that must be frequently assessed to ensure that performance targets are met with minimal resource investment. Job satisfaction is defined as a pleasurable or positive emotional state resulting from one's job and job experience (Tsigilis, Kuoustelios, and Togia, 2004). Armstrong (2008) further explains that positive attitudes toward one's job indicate satisfaction, whereas negative attitudes denote dissatisfaction.

The effects of job satisfaction and its absence are highlighted by Masanja (2013), who notes that positive attitudes foster increased productivity, high performance, reduced turnover, loyalty, morale, and patriotic behavior toward the organization. Conversely, negative attitudes lead to absenteeism, low morale, poor commitment, decreased productivity, employee turnover, and unpatriotic behavior. To promote positive attitudes, Dartey-Bach and Harlley (2010) suggest integrating employees' needs with organizational goals by investing in human resources and workforce development, which benefits both employees and the organization.

Job satisfaction, therefore, reflects the extent to which an individual feels pleased, comfortable, or satisfied with their job. It is a priority for policymakers and executives due to its relationship with significant organizational outcomes (Ali, 2016). Moreover, modern workers are increasingly knowledgeable about their rights, making job satisfaction and motivation more crucial than ever. Factors influencing satisfaction include organizational structure, culture, internal politics, and external conditions such as political, legal, environmental, and economic factors (Dartey-Bach and Harlley, 2010). These external factors can affect both workforce satisfaction and service delivery.

To explore factors influencing administrative staff's job satisfaction, this study applies Herzberg's Dual Theory of Motivation. The theory identifies two sets of factors affecting satisfaction and performance (Figure 1). Motivational factors, which are intrinsic, include achievement, recognition, growth, and responsibility. Hygiene factors, which are extrinsic, include supervision, leadership style, benefits, compensation, and relationships with co-workers (Giese, 2018). The presence of these factors (intrinsic and extrinsic) in the organization can lead to job satisfaction and their absence can lead to job dissatisfaction. Herzberg's framework provides valuable insights into what organizations should improve, modify, or maintain to foster satisfaction and enhance job performance.

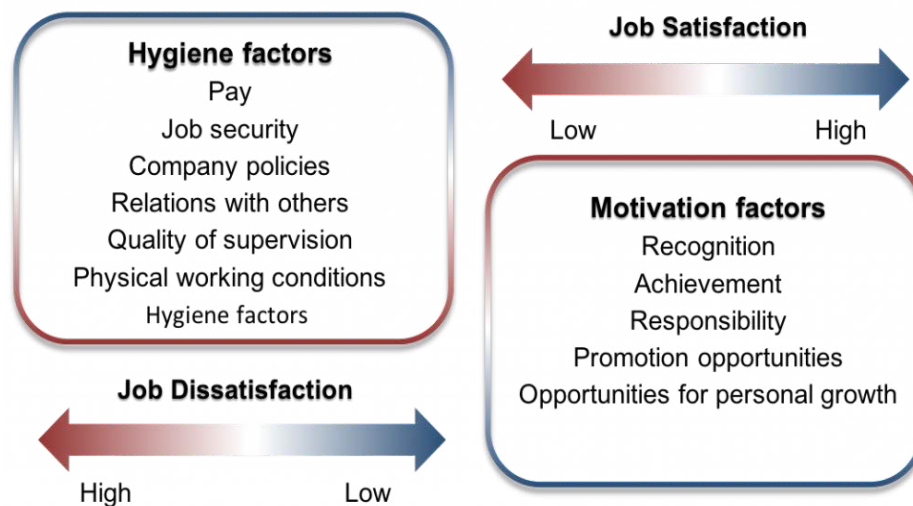


Figure 1: Herzberg's Two-Factor Theory (Source: Skripak et al., 2018)

Abeywardana and Wickramasinghe (2008) argue that Herzberg's Duality Theory remains highly applicable in today's work environment, although geographical and economic differences may cause motivational or hygiene factors to yield varying results. For example, their study found salary to be a motivator alongside advancement, recognition, the work itself, and responsibility, despite Herzberg (1959, 1966) classifying salary as a hygiene factor. Similar findings were reported by Worlu and Chidozie (2012) as well as Lalwani and Lalwani (2017). Furthermore, Alrawah et al., (2020) and Kyumana (2018) recommended accounting for situational factors, which can lead to job satisfaction or dissatisfaction, irrespective of the theory's original distinctions.

Job satisfaction has often been explored as a key topic due to its relationship with job performance and productivity. However, research on the job satisfaction of administrative staff in higher learning institutions in Tanzania, often referred to as non-academic staff, remains limited (Smerek and Peterson, 2007; Guise, 2018). This neglect stems from their perceived secondary role compared to academic staff, who are primarily responsible for teaching, research, and consultancy—the core functions of higher learning institutions. Despite this focus on academic staff, the operations, processes, and procedures of such institutions heavily rely on administrative staff. Their contributions support the achievements of academic staff and overall institutional success thus making their role indispensable.

This study addresses the gap in understanding the job satisfaction of administrative staff in Tanzania, focusing on the Institute of Finance Management (IFM). By examining the experiences of IFM's administrative staff within the context of its environment and management practices, the study aims to provide an in-depth analysis of their satisfaction levels. Using Herzberg's Dual Theory, it identifies factors contributing to satisfaction and dissatisfaction, offering insights into the often-overlooked non-academic staff. These findings could help to promote a positive work environment and guide institutional decision-making to improve the treatment of administrative staff in higher learning institutions.

3. Methodology

The mixed-methods approach enhanced this study by integrating both quantitative and qualitative data thus enabling a deeper understanding of the problem through the collection, analysis, and interpretation of data from both perspectives, based on the priority and sequence of information. Tashakkori and Creswell (2007) emphasize the richness of this approach, noting that the mixed-methods design leverages the strengths of both quantitative and

qualitative techniques to develop a holistic interpretive framework, which can generate potential solutions or insights into research problems.

By October 2021, the Institute employed 304 staff members, comprising 102 women and 202 men. Of these, 180 were academic staff, and 124 were non-academic staff. The study used non-probability sampling, specifically purposive sampling, to select administrative staff as respondents. Data were collected through questionnaires, interviews, and Focus Group Discussions (FGDs). Of the 85 questionnaires distributed, 67 were returned, yielding a response rate of 79%. Additionally, four FGDs were conducted, each involving six participants drawn from administrative departments such as examinations, records, accounts, and stores, to complement the quantitative findings from the questionnaire survey. Quantitative data were analyzed using SPSS version 21, while qualitative data were subjected to content analysis.

4. Findings and Discussions

This section presents and discusses the study findings based on the objectives of the research.

4.1. Background of the Respondents

Of the 85 questionnaires administered to respondents at the IFM main campus, 67 were returned, yielding a response rate of 79%, which was deemed adequate for the current study. Although the Institute had 124 administrative staff, some were unavailable during data collection due to being on study leave or annual leave, while others were based at IFM's campuses in Simiyu, Dodoma, and Mwanza, which are geographically distant from Dar es Salaam, where the study was conducted. Additionally, some non-academic staff were reluctant to participate due to time constraints. However, a few respondents from Simiyu, Dodoma, and Mwanza campuses contributed to the study through telephone interviews. In terms of gender distribution, of the 67 administrative staff who participated in the study, 29 (43%) were males and 38 (57%) were females, as illustrated in Table 1.

Table 1: Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	29	43%
Female	38	57%
TOTAL	67	100%

Source: Field Data (2021)

As illustrated in Table 1, the gender distribution of respondents was relatively proportional, indicating no significant gender disparities. Furthermore, there were no notable differences in job satisfaction or dissatisfaction with specific factors across genders. However, previous studies by Zou (2015) and Miao et al., (2017) reported that women generally exhibited significantly higher levels of job satisfaction compared to men, particularly with sub-aspects of job satisfaction such as the working environment, remuneration, and opportunities for promotion. The administrative staff who participated in the study worked in various departments that support the academic operations of the Institute. Table 2 summarizes the distribution of respondents across their respective departments.

Table 2: Distribution of Responding Non-Academic IFM Employees by Department

S/No.	Department	Frequency	Percentage (%)
1.	Examinations/Program Officers	15	22.3
2.	Computing Services	07	10.4
3.	Procurement Management Unit	04	6
4.	Accounts	09	13.4
5.	Secretaries, Records and Office Attendants	11	16
6.	Library Directorate	07	10.4
7.	Dean of Students	02	3.4
8.	Drivers & Security officers	11	16.4
9.	Public Relations Office and HRM	01	1.4
	TOTAL	67	99.7

Source: Field Data (2021)

The results in Table 2 indicate that the majority of respondents were either program officers or worked in the examinations department, accounting for 15 respondents (22.3%). This was followed by drivers, security officers, secretaries, records staff, and office attendants, each representing 11 respondents (16.4%). The accounts department had nine respondents (13.4%), while the computing services and library directorate each accounted for seven respondents (10.4%). The procurement management unit contributed four respondents (6%), the office of the dean of students had two respondents (3.4%), and the public relations office and human resource management each had one respondent (1.4%).

In summary, data were collected from all non-academic departments of the Institute, ensuring a broad and diversified range of opinions and findings. This inclusiveness ensured representation from all groups of workers thus avoiding any potential departmental or cadre bias in the results.

4.2. Factors Affecting Administrative Staff's Job Satisfaction

The results pertaining to specific factors that influenced job satisfaction as stipulated by the Herzberg two-factor theory have been outlined in Table 3.

Table 3: Factors Influencing Job Satisfaction

S/No.	Factors	Satisfied		Neutral		Dissatisfied	
		Frequency	%	Frequency	%	Frequency	%
MOTIVATIONAL FACTORS							
1.	Achievement	31	46	19	28	17	25
2.	Recognition	29	43	20	30	18	27
3.	Opportunities for Growth/Promotion	5	7	13	19	49	73
4.	Responsibility	34	51	10	15	23	34
HYGIENE FACTORS							
5.	Supervision	18	27	32	48	17	25
6.	Salary	8	12	14	21	45	67
7.	Work Conditions (fringe benefits, working hours)	11	16	9	13	47	70
8.	Job Security	37	55	11	16	19	28
9.	Institutional Policies	19	28	42	63	6	9
10.	Relationship with Co-workers	43	64%	7	10%	17	25

Source: Field Data (2021)

Table 3 shows that satisfaction among administrative staff stemmed from factors such as relationships with co-workers and job security (hygiene factors), as well as achievement and recognition (motivational factors). Conversely, dissatisfaction was linked to issues such as growth/promotion (motivational factor), and working conditions as well as salary (hygiene factors). Many respondents were ambivalent about supervision and institutional policies.

Further analysis in Table 3 reveals that most administrative staff were satisfied with their relationships with co-workers (43, 64%), job security (37, 55%), and responsibility (34, 51%). These responses were not mutually exclusive. Additionally, achievement (31, 46%) and recognition (29, 43%) were moderately favorable. This aligns with UKessays (2018), which highlighted that in societies where basic needs like food and shelter are met, employees can be motivated by higher-level needs such as social esteem (achievement, recognition) and self-actualization.

On the other hand, many administrative staff were non-committal regarding institutional policies (42, 63%). Respondents noted that although policies were formulated, administrative staff often had minimal participation in the process, leading to feelings of apathy and marginalization. Similarly, supervision received mixed responses, with 32 (48%) expressing ambivalence. While supervisors play a crucial role in achieving organizational goals and boosting employee satisfaction by supporting growth, facilitating task completion, and maintaining accessibility and communication (Mor Barak et al., 2009; Nespoli, 2017; Qureshi and Hamid, 2017), many respondents indicated indifference, implying potential gaps in supervisory practices.

Focus Group Discussions (FGDs) provided further insight, revealing dissatisfaction stemming from a communication gap between management and administrative staff. Some participants mentioned that despite being second in command, they were not given opportunities to act in their supervisors' roles during annual leaves, solely because they were administrative staff. Others cited a lack of confidence and fear-based discipline that prevented them from voicing concerns about supervisory style, accountability, or integrity, fearing retaliation, blacklisting, or disciplinary action. Mitchell and Ambrose (2012) emphasized the rising concern over supervisor aggression, noting its detrimental effects on workplace dynamics. Their findings suggest that aggression from supervisors can create a stressful environment by threatening employees' sense of self through control over critical resources, feedback, and growth opportunities.

Regarding dissatisfaction, the study found that most administrative staff (49, 73%) were dissatisfied with opportunities for growth and promotion. Many respondents indicated that promotions for administrative staff were infrequent. Although the Human Resource Office occasionally provided updates, participants believed more could be done to ensure that administrative staff were not overlooked in promotions and growth opportunities. Slavic and Avakumovic (2018) underscored that human resource management activities significantly impact staff satisfaction. During FGDs, one staff member remarked:

...the last time administrative staff were promoted was in 2014. Few have been promoted ever since and the number does not exceed fifteen. Some of us are told to wait for the new scheme of service yet years pass by and it has not come to fruition. Life has become hard for many of us have salaries that cannot accommodate us (in 2021). At the same time, promotions for academic staff are not as cumbersome, we see those who deserve it get promoted but for the rest of us [administrative staff] though we, too, deserve [promotion], the process has been [generally] disappointing.

The Public Service Act of 2007 in Tanzania stipulates that the promotion of public institution employees should be based on performance, career development, succession planning, seniority, and the scheme of service (URT, 2007; William, 2020). However, Salim (2020)

explored the influence of workplace promotion on employee performance in the Zanzibar public sector and found that when promotion procedures, policies, and management attitudes are fully implemented, employee performance increases. In contrast, on the Tanzanian mainland, most workers have not received salary increments and have had minimal opportunities for promotion since 2016 due to government directives (Christopher, 2022). This situation has led to low satisfaction with promotions, as highlighted in previous studies. For example, Mpeka (2012) found dissatisfaction with promotion among accountants, Kyumana (2018) revealed similar findings among librarians, and Brian (2019) reported dissatisfaction with promotions among local government workers in Ilemela District. Additionally, another staff during FGDs expressed the following:

...training program is not adhered to especially when an administrative staff wants to go for further education/studies. The budget is not adequate, we are told most of the time. Many of us want to grow career-wise but opportunities are few and far in-between. At least let them [management] consider us for short courses from time to time so that we do not lose professional sharpness.

Huang (2019) observes that well-designed and properly executed training activities within a training program contribute significantly to job satisfaction. However, Adeyemi and Oni (2022), in their study in Nigeria, explored the effect of employee training on job satisfaction and found that insufficient funding, poorly planned training activities, inadequate training needs evaluation, and inappropriate delivery methods hinder the training of public sector workers. Despite these challenges, a positive correlation between training and job satisfaction was established in Tanzania by Balozi and Aman (2014). Furthermore, a majority of administrative staff (47, 70%) expressed dissatisfaction with the inadequacy of working conditions. During FGDs, one participant remarked:

...working conditions are not satisfactory as the Institute has expanded in terms of two new campuses, programs offered, and students' enrolment, which is a good thing, yet the number of administrative staff to provide services to the students and other clientele has not proportionally grown. In turn, administrative staff work long hours, tirelessly without complaining, yet we are not adequately compensated when it comes to payment of overtime. At times, we are paid based on the good heartedness of the supervisor instead of the work that was done. It's painful to see slashing of payments at times without any explanation.

Research indicates a positive relationship between a good working environment and employee job satisfaction (Raziq & Maulabakhsh, 2015). However, Kinzl et al. (2005) recommend that organizations should focus on improving working conditions and granting employees greater influence over their work pace and schedules to enhance job satisfaction. These aspects could be improved at IFM and across the country more broadly.

Additionally, phone interviews with administrative staff from Mwanza and Simiyu campuses revealed challenges related to communication between branch campuses and the main office in Dar es Salaam. Workers reported feeling stranded due to the lack of clear and formal communication, particularly regarding the movement of official and personal files. In this context, one staff member lamented:

...when a request needs approval from the main campus we often rely on individuals to help us. Sometimes you call, and they are engaged with other matters, hence cannot work on your issue on time. As a result, tracking a file movement and pushing issues in official files becomes cumbersome and at times frustrating. We have asked the main campus to establish a formal way of communicating so that issues should not be

dealt at a personal level as is currently the case...but we are told to be patient. They are working on it. It is costly and time consuming. I wish they could change this [way of operating] promptly...

This aligns with Giri and Pavan-Kumar's (2010) study, which found that communication significantly impacts employee job satisfaction and performance. Additionally, the Human Resource Officer at IFM stated that the soon-to-be-introduced e-office management system would address all communication challenges with branch campuses. Training for the system is currently underway, and implementation is expected to occur soon. Salary was also reported as unsatisfactory by a majority of respondents (45, 70%). During FGDs, one staff member elaborated:

...we acknowledge that the Institute is not responsible for staff's salaries allocation or increment as it is the responsibility of the [central] government. Yet, the Institute can step in and create policies that will improve fringe benefits such as house and transport allowances and overtime emoluments to supplement staff salaries.

Jali (2015), in a study conducted in South Africa on the impact of pay on productivity and motivation, confirmed that pay or salary is a powerful motivator for general workers. He noted that no other motivational technique is as effective as money, particularly in developing countries. Similarly, UKEssays (2018) argued that in societies where basic needs remain a challenge, rewarding employees through opportunities for growth and promotion enhances their self-esteem and livelihoods. Therefore, motivating workers requires upgrading their jobs through promotions because improving relationships and working conditions alone may not be sufficient to drive motivation.

Furthermore, a study by Sule et al., (2015) on wages and salaries as a motivational tool for enhancing organizational performance in Nigeria found that poor wages and salaries are a persistent source of frustration, often leading to declines in productivity. The study recommended that organizations invest significant time and effort in establishing an appropriate payment system—one that ensures equity, competitiveness, meets employee expectations, reinforces positive behaviors, and eliminates discrepancies. Only when such a system is implemented can employees be genuinely motivated to exert more effort in their work (Sule et al., 2015). In this context, during an interview, one of the senior human resource officials stated:

...motivating people is very hard. In an institution, which has more than 300 workers, ensuring every individual is satisfied is impossible. We do our best to ensure that essential needs are taken care of. At times, some fringe benefits must be removed based on government directives or higher authorities. Yet, staff feel like we are the ones dictating everything, something that is not true. We, too, are bound by government rules, laws and regulations and we must abide by these directives.

Nevertheless, motivation remains universally paramount among workers. As Sule et al., (2015) observed in their study, motivation is one of the greatest challenges faced by managers worldwide, as it directly influences employee performance and, consequently, the extent to which organizations can achieve their objectives and justify their existence. Jali (2015) further emphasized that employees will work hard to achieve a set target or goal only when they are adequately motivated.

4.3. The Relevance of Herzberg's Dual Theory

Frederick Herzberg (1923–2000) conducted his work in the 1950s, focusing on what was then termed as "industrial mental health"; a concept now commonly referred to as the

"psychosocial work environment." However, one might question the applicability of his dual-factor theory, which gained popularity in the 1960s (Ohlsson, 2019), particularly in its unaltered form in 2021. Wickramasinghe and Abeywardana (2008) found Herzberg's theory to be still relevant, though the ranking of motivational and hygiene factors varies depending on the context and evolving circumstances. This concern is also evident in the findings of the current study. The study has observed that relationships with co-workers and job security appeared to motivate workers, despite being categorized as hygiene factors under Herzberg's theory (1959, 1966), while growth and promotion, which are classified as motivational factors, have been found to dissatisfy workers.

Additionally, Yusoff et al., (2013), who conducted a research applying Herzberg's dual-factor theory to assess its relevance in contemporary settings, confirmed that the theory remains highly applicable. However, they noted that factors such as country context, organizational type, and the level of economic development could influence findings based on individual circumstances. For instance, hygiene factors, which are traditionally thought to neutralize negative feelings about a job, have been shown to affect respondents' job satisfaction. Similar results were reported by Dartey-Baah and Amoako (2011), Worlu and Chidozie (2012), and Mehbool et al., (2012).

The implication is that while Herzberg's theory continues to provide valuable insights into the foundational drivers of workplace motivation, its application requires adaptation to specific conditions, time periods, and locations. Although developed during the industrial era, the framework remains a useful tool for understanding motivation in today's dynamic organizations. Studies by Yusoff, Kian, and Idris (2013), Kyumana (2018), and Ohlsson (2019), conducted across different contexts, recommended treating motivational and hygiene factors as a single set of determinants of job satisfaction, the idea which is supported by the findings of the current study. Similarly, Wickramasinghe and Abeywardana's (2008) findings on the continued relevance of Herzberg's theory align with the current study, which observed that relationships with co-workers and job security motivated workers despite being categorized as hygiene factors under Herzberg's framework (1959, 1966), while growth and promotion, classified as motivational factors, were found to dissatisfy workers.

While Herzberg's theory continues to provide valuable insights into the foundational drivers of workplace motivation, its application requires adaptation to specific conditions, time periods, and locations. Although developed during the industrial era, the framework remains a useful tool for understanding motivation in today's dynamic organizations. This study aligns with the ideas of Yusoff, Kian, and Idris (2013), Kyumana (2018), and Ohlsson (2019), who conducted studies across different contexts and recommended treating motivational and hygiene factors as a single set of determinants of job satisfaction.

5. Conclusion and Recommendations

This study found that the majority of administrative staff were dissatisfied with the motivational factor of opportunities for growth and promotion because promotions were infrequent and sporadic. Additionally, opportunities for training and career development were limited due to budgetary constraints, making them unsatisfactory. The study also revealed inadequacies in hygiene factors, particularly salaries. Many administrative staff participants had not received salary adjustments or increments since 2015 due to government directives. Furthermore, even those who had completed their training had not received timely promotions or salary adjustments commensurate with their qualifications.

There was also a lack of improvements in fringe benefits, which demotivated administrative staff compared to their academic counterparts. Moreover, most administrative staff expressed ambivalence towards institutional policies, feeling sidelined during the

formulation process despite being required to implement and comply with these policies. In summary, there was significant dissatisfaction among administrative staff in the institution under review, highlighting the need for intervention. To address these issues and enhance staff motivation and job satisfaction, many respondents recommended the following measures:

- i) Open communication and follow-ups on promotions: The institution should ensure consistent communication and regular follow-ups on administrative staff promotions by ensuring that they are budgeted for, discussed, and vetted in institutional meetings. This would, in turn, increase non-academic staff salaries and improve their livelihoods. It was also strongly recommended that the Institute of Finance Management (IFM) should communicate any delays in promotions to staff, especially when caused by public service reforms.
- ii) Improvement of working conditions: The working conditions of administrative staff should be improved by addressing the students-to-staff ratio to reduce their workload. This would not only relieve staff from overwork but also benefit the Institute by enhancing customer care and service delivery thus attracting more students and clientele and fulfilling the public mission of effective and efficient service delivery.
- iii) Enhancement of fringe benefits: Fringe benefits should be improved to supplement administrative staff salaries thus easing financial pressures and enabling them to focus on work-related responsibilities. Specific recommendations include increasing transport allowances and establishing a proper system for paying overtime or extra-duty allowances when staff work beyond normal hours. Negotiations with authorities should also be revived to restore previously available benefits, such as house allowances and long service awards. Overall, the Institute must explore ways to improve the financial positions of administrative staff without breaching public service directives, as many staff members are currently struggling to make ends meet, leading to demotivation.
- iv) Consideration for leadership roles: Administrative staff with the requisite academic and administrative qualifications should be considered for departmental headships or similar acting positions as a way to motivate them.

In general, monetary incentives, including salaries and other financial benefits, appear to be primary motivators for administrative or non-academic staff in developing countries like Tanzania, where financial resources are scarce. However, the IFM management should also implement non-monetary motivational strategies that are within their reach. These could include issuing letters of recognition for exemplary performance, involving staff in management decision-making processes, delegating authority, and providing opportunities for staff training and development.

It is recommended that similar studies be conducted in other higher learning institutions in Tanzania to enable comparisons and validate the findings as well as conclusions. Additionally, this study was conducted prior to the recent government directives to unfreeze promotions for all public staff who had met the Public Service Promotion criteria. As a result, subsequent research may yield different findings regarding this aspect.

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