# INFLUENCE OF ORGANIZATIONAL TRAINING POLICY ON MANAGEMENT OF SEWER LINE SERVICES TO DOMESTIC CONSUMERS IN ELDORET TOWN, UASIN GISHU COUNTY

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**2013**

# DECLARATION

**Declaration by the student**

This is to declare that this research project is my original work and has not been pre-

sented for an award of Diploma or Degree in any college or Institution.

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## DEDICATION

To my beloved father and mother Mr. and Mrs. Tenai who taught me that " the best kind of knowledge is to have is that I learned for its own sake "My father who kept reminding me that even the largest task can be achieved if it is done one step at a time. I dedicate this work to my daughter Chelsea and Gerry the small boy, for making sure that ''mum does her homework" Thank you so much.

# ACKNOWLEDGEMENT

# ABSTRACT

The global competition and swiftness of changes in organizational training policy emphasize the significance of human capital within institutions, as well as innovations in knowledge development. In the economy where uncertainty is the only certainty, knowledge is becoming a reliable source of sustained competitive advantage with organizational training policy which can only be realized through sustained training needs assessment. The product of identifying training needs is a description of exactly what training is required and the identified needs are then transformed into measurable objectives that a training designer or developer can use to select or create a training course to meet the identified needs. As a result of expansive research, job satisfaction has been linked to productivity, motivation, work satisfaction, growth satisfaction and work effectiveness. This is brought about by well defined job descriptions that stipulate the job requirements, tasks, extend of responsibility, tools of recruitment and hence ethical issues that govern the job. This study sought to establish the Influence of Organizational Training Policy on management of sewer line Services to domestic consumers in Eldoret town. It was guided by the following objectives; to examine the organizational training policy, to find out the impacts of training policy in service delivery, to gauge the staff effectiveness on service delivery (use of service charter), to find further/investigate ways of identifying training needs of the organization and to access the challenges in the process of training. The study was guided by four levels of Kirkpatrick's evaluation theory which is essential in training of employees. The study employed a research design which is descriptive. The study targeted employees at Eldowas. It involved 420 employees and whose response was sought. The employee population came from different levels that included; top management 6, middle level 50 and 64 support staff. Sampling design of 20 % was determined before any data were collected to get a sample of 84 respondents who participated in the study. The study used questionnaires in collection of data. The researcher visited employees of Eldoret Water and Sanitation Company to seek consent from the officers to conduct research after explaining about the purpose of the study. Each respondent who was sampled then approached and their consent sought, after which they were requested to respond to the questionnaire and interviews as honestly as possible. Data collected was analyzed using descriptive frequency tables and percentages. The study discovered that training policy is very vital organizational tool in realizing institutional, employee and customer needs for management of time, costs, satisfaction and hence effective service delivery to all.

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# ABBREVIATION AND ACRONYMS

**ELDOWAS**   Eldoret Water and Sanitation Company

**ERS**          Economic Recovery Strategy Programme ERS

**PRSP**         Poverty Reduction Strategy Plan

**LWM**          liquid waste management

**IWP**          International water projects

**SPREP**        Secretarial of the pacific regional environment programme.

**WSD**          Water sewerage department

**SOPAC**        South pacific applied geosciences commission

**CBD**          Central business district

**WASPA**        Water service providers association

# CHAPTER ONE

## 1.0 Introduction

In this chapter presents the background to the study, statement of the problem, purpose of the study, objectives of study, research questions followed by significance of the study, assumptions, delimitation of the study, conclusions with definition of terms and organization of the study.

## 1.1 Background to the study

Proper organizational policies create a sense of belonging between the organization customers and employees , this can be realized by building up of ties between customers and employees through ways where organizational training policy addresses issues relating to all parties e.g. good service delivery ,good communication, mutual understanding of the parties and mutual trust that everyone needs. According to HR winter (2009), proper organizational training policy in an institution help in outlining proper job descriptions, point of need on the part of employee and customers training, customer relations and how satisfaction is enhanced in employee's jobs and customer expectations.

Designing a training and development program involves a sequence of steps that can be grouped into five phases: gap identification, organizational needs assessment, staff needs assessment, target group to be trained, instructional objectives, design, implementation and evaluation. To be effective and efficient, all training programs must start with a needs assessment. Long before any actual training occurs, Bryan Nielsen (2010) suggests that the training manager must determine who, what, when, where, why and how training will be offered .much information must be analyzed about the organization its goals , objectives, jobs and related tasks that need to be learned, Competencies and skills that are needed to perform, Nelson (2003). He further stipulated that proper and appropriate ways

should be used to identify the needs e.g. conducting study group surveys, observation, appraisals, job and task analysis, interviews and critical incident techniques. Training contributes to sustainable development, and is recognized in Ghana as a priority area of development intervention as is reflected in policy documents. The Government of Ghana has developed key policy documents over the last ten (10) years; Poverty Reduction Strategy Plan (PRSP) of September 2002 and its successor the Economic Recovery Strategy Programme (ERS) of 2003, and the Vision 2030 of 2008; they all emphasize the importance of training, education and development. The most important role that the government has done is the developments of policies that guide the systems in place in order standardize training in various sectors.

Considering that most of the African countries like Uganda, Gabon, Ghana, Malawi and Tanzania are still in the early stage of their urbanization and economic development process; people generally believe that a fast increase in solid waste generation should be unavoidable in the developing world according to SNV reports (2012). The current practice of collecting, processing and disposing municipal liquid wastes is also considered to be least efficient in the developing countries and typical problems are low collection coverage, irregular collection services, crude open dumping and burning without air and water pollution control, the breading of flies and vermin, and the handling and control of informal waste picking or scavenging activities  Bartone ,( 1995).

In American states both liquid and solid waste are managed in a manner that many staff and residents has been trained on the sewer line. Research conducted by Illinois department of agriculture, (2006) showed that there is need to train employees of all states to enable them to offer sewer services to the public. In the USA sewer line service providers are trained in a manner that they fully understand their assigned tasks. It is believed

that customer needs keep on changing with the trend in the market, this also applies to service provision that takes many forms and hence satisfaction on the customers part.

Job satisfaction is the most widely investigated job attitude, as well as one of the most extensively researched subjects in Industrial/Organizational Psychology Judge & Church, (2000). As a result of this expansive research, job satisfaction has been linked to commitment, productivity, motivation, responsibility, mental/physical health, and general life satisfaction Landy, (1978). A common idea within the research has been that, to some extent, the emotional state of an individual is affected by interactions with their work environment. The most widely accepted explanation of job satisfaction was presented by Locke (1976), who defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Additionally, job satisfaction has emotional, cognitive and behavioral components Bernstein & Nash, (2008).

The emotional component refers to feelings regarding the job, such as boredom, anxiety, or excitement; however there are numerous factors that must be taken into consideration when determining how satisfied an employee is with his or her job, and it is not always easy to determine which factors are most important to each employee. Job satisfaction is very circumstantial and subjective for each employee and situation being assessed; research has revealed that the nature of an individual's job or the characteristics of the organization that the individual works for predominantly determines job satisfaction Jex, (2002). According to Hackman and Oldham (1980) a job characteristic is an aspect of a job that generates ideal conditions for high levels of motivation, satisfaction, and performance. Furthermore, he proposed five core job characteristics that all jobs should contain: skill variety, task identity, task significance, autonomy, and feedback. They also de-

fined four personal and work outcomes as internal work motivation, growth satisfaction, general satisfaction, and work effectiveness.

Job descriptions in place of work are important part in scheme of services for employee's daily routine tasks; this explains in detail the role of the staff, job itself and the level off the level of responsibility and hence chain of command in work place . job requirements of an employee to be employed by an institution should be made through by coming up with well defined qualifications that one has to meet before being employed .Training should therefore not end at empowering the people but it should to be moved higher to the level of productivity to service delivery and developing a national role in training is important for an employers' organization for several reasons according to government training policy (2003).

## 1.2 Statement of the problem

Kenya has not been keen to produce human resources suited to labor market demand. A large number of the trainees are not effectively/ appropriately trained to offer what the labour market requires. Kenya like a great number of Sub-Sahara Africa have a strong desire to place investments in tertiary education despite the fact that a majority of Kenya's economy is composed of the informal sector. Labor market surveys conducted sporadically only look at the formal sector, which means that the government has been unable to grasp a sizable portion of domestic economic activity leading to failure to propose effective policy.

It is noted that in Kenya, the education and industry sectors exist separately from each other and while the importance of the school-to-work transition of students is being advocated, discussion of these matters has failed to probe deeper, resulting in a lack of realistic policy linking school education to the labor market. Another reason for the low

rate of people reaching employment through technical and vocational education is based on commonly held belief that technical and vocational education are lower in value than academic courses, however, the government's role in its training sector is not limited to the management of vocational training schools to the contrary, in order that human resource effectively contributes to industrial development, only the government has the capacity to carry out the establishment of laws, policies, systems and assistance to private human resource development institutions to deliver on the task. Moreover, very few studies have addressed the issues of organizational training and how it influence management of sewer line services. This study therefore attempt to evaluate the influence of organization training on management of sewer line services.

## 1.3 Purpose of the study

The purpose of the study is to look at the influence of organizational training policy on management of sewer line services to domestic consumers in Eldoret Town, Uasin Gishu County. The study pegs to investigate the other areas to be included in the policies for improvement purposes.

## 1.4 Research objectives

The study sought to:

1. To examine the influence of organizational training policy on job description among employees in Uasin Gishu county.

2. To find out the effect of organizational training policy on customer relations among employees and customers in Uasin Gishu county.

3. To asses staff job satisfaction on service delivery among employees and customers in Uasin Gishu County.

4. To determine ways of identifying needs analysis for organization.

## 1.5 Research questions

1. To what extend do organizational training policy influence management of sewer line?

2. To what extend do training policy affect customer relations on service delivery?

3. To what extend do job descriptions influence service delivery?

4. What are the factors for needs analysis on management of sewer line services?

## 1.6 Significance of the study.

This study is needed to find out the influence of the training policy on service delivery it seeks to improve ways of training and how to identify employees' training needs required in order for a staff to undergo a training of a certain nature .If a company's employees do not acquire skills then the company could lose large amounts of money, customers or even go out of business. On the other hand if that company's employees are well trained and motivated by their employers it could have great income potential, keep loyal customers and gain a lot of market share. This research would help many managers and leaders in our society to identify ways that they need to do in order to successfully train their employees to perform at their best. As a manager this knowledge will therefore help researchers to understand what new strategies could be implemented in order to motivate employees to achieve optimal training results. It is evident that there is a need for this study because of the many companies that are constantly spending money on various ways to increase employee motivation.

**1.7 Basic assumptions of the study:**

The assumption of the study is that quality of services and effectiveness depends much on training policy of an institution. This will determine the kind of training offered to employees in order to carry out their tasks efficiently hence good service delivery and customer satisfaction. Furthermore the study explores the possibility of the policy having a lot of influence and brings in a lot of impacts that can be felt both in and outside the organization, it begs to identify the ways in which an organization has used to acquire policies that govern training s and training procedures that are followed in selection of staff to be trained at a particular area of specialization.

**1.8 Limitations of the study**

The study encountered a number of setbacks that impacted the study .The organizational service delivery was on reasons other than the training policy of the organization. The policies in place were hindered by other factors in that it actually brought impacts on service delivery.

**1.9 Delimitation**

The study aimed to establish the role of training policy in enhancing employee productivity. It was  be carried out at the Eldoret town and it involved employees working at Eldoret water and sanitation company .ELDOWAS offers water service  provision, distribution of clean treated water to Eldoret town and its environs, it also offer sewerage system and sewer treatment services. The Company owns a bigger share of water consumers in Eldoret town since it is a sole company that does treatment of water at the source. Modern state of equipment used in water processing and at the laboratories to taste water ph, turbidity and are utilized by highly trained and qualified officers.

**1.10 Definition of significant terms.**

**Organizational training policy**: A document customized to guide training activities in a company

**Management of sewer line services**:  process of controlling assignments, processes and duties in sewer line unit.

**Domestic consumers**: People benefitting from the company's services.

**Training Policy:**  It is o document that guide organizational processes and procedures.

**Need assessment:** Process of finding out existing gaps of training in employees.

**Job satisfaction:** External and internal satisfaction of an employee towards the job as signed**.**

**Job description**: It is a management tool used in an organization to help individual staff understand their duties, positions jobs and tasks allocated.

**Customer relations**: relationship between staff and customers.

**Internal Training:** Training conducted inside the company either by internal trainers or external trainers.

**External Training:** Training conducted out of company by external trainers.

**Local Course :**      Training that can be acquired locally e.g. at the local colleges in Kenya.

**In-House Training:** Internal training organized by the company and conducted by the company or by the commissioned trainers.

**Fulltime Course:** Training occupying all the trainees time

**Long Course :**  Training or other capacity building activity lasting more than three (3) months.

**Self Sponsorship:** Funding for   training borne privately by the trainee**.**

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.0 Introduction**

This chapter presents the purpose of training policy the need for training needs assessment, job satisfaction, job description, and the need of customer relations in an institution hence gaps which existed in the past studies, the strength of the studies and its recommendations for further research. The source of literature include: text books, daily newspapers, articles, research abstracts, journals and government publications.

**2.1 Organizational Training policy on management of sewer line services.**

Learning, training, leadership development and professional development are key to ensuring that the public service is equipped to meet the challenges of the 21st century. The acquisition of skills, knowledge and the development of managerial and leadership know-how is critical for the effective management of sewer line and waste management, Van Buren & Erskine, (2002). Learning is a shared responsibility of employees, managers at all levels, deputy heads and the employer. Employees are responsible for acquiring and maintaining the knowledge, skills and competencies related to their level and functions, and for developing and pursuing learning plans that are aligned with departmental business priorities and prepare them to do the next job vokla (2006). In America Managers at all levels and deputy heads are responsible for ensuring the timely completion of training that supports departmental priorities and the government's management improvement objectives. Treasury Board in its role as the employer establishes the knowledge needed in areas deemed necessary for effective management of the public service, Sriyan de Silva (1997). Organizational training methods and the policies supporting these methods are considered a critical part of a corporate culture. Continuous improvement of employees

can only benefit an organization and may be a contributing factor in the success of the company. Many organizations have a training department or at least a training budget.

The method of training is determined by the budget constraints and the type of training needed. Once decisions are made about training, policies are developed to support them, Goldstein (1980).The overall purpose of the policy is to set out guidelines and purpose for the training and development of employee's that have skills need or career path. The policy emphasizes the importance of maintaining a continuous learning programme to develop a core of well-trained individuals whose performance will enhance the company's abilities to perform at a level that is consistent with growth and profitability objectives.

The policy of the company is to ensure that all personnel are trained and become sufficiently experienced to the extent necessary to competently and effectively undertake their assigned activities and responsibilities. It is also the aim of the company to encourage its employees' to make the most of learning opportunities to realize their own personal potential and enjoyment of their job Sriyan de Silva (1997), there is always an active training plan in place at the start of every financial year to cover the forthcoming 12-month period. Sufficient funding is set-aside in the financial budget to cover planned training expenditure for the current / impending financial year, employees will fully understand their job function and expected performance standards through having accurate job descriptions and an annual appraisal review. Each employee has the opportunity to learn and become more experienced in his primary job function and   the opportunity to learn and become experienced in secondary skills. Each employee is enabled and actively encouraged to develop his/her personal potential. According to Syrian ( 1997) the company shall attempt to create a learning environment where employees' will be prepared to accept change, develop new skills and take responsibility for their own continuous learn-

ing, in partnership with their immediate manager and Managing Director, to ensure their effective contribution to the successful achievement of both business and personal goals. The company's success will depend on the professionalism, skill and commitment of its entire employee's.

### 2.1.1  Importance of Developing a Role in Training

Developing a national role in training is important for an employers' organization for several reasons.  According to ILO regulations on training, it enables the organization to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs. It also enables it to influence employers in regard to the need for them to invest more in training and employee development which employers should recognize as one key to their competitiveness in the future. Sriyan de silva( 2002) , emphasizes that it provides an important service to members, especially in industrial relations in respect of which sources of training for employers in developing countries are few. Third, it is an important source of income provided the organization can deliver relevant quality training. Fourth, it compels its own staff to improve their knowledge without which they cannot offer training to enterprises through their own staff. Fifth, the knowledge required for training increases the quality of other services provided by the organization - policy lobbying, advisory and representation services. Sixth, it contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management policies. Finally, it improves the overall image of the organization and invests it with a degree of professionalism, which can lead to increased membership and influence.

**2.2 Training Needs Assessment on an organization**

Needs assessment, or needs analysis, is the process of determining the organization's training needs and seeks to answer the question of whether the organization's needs, objectives, and problems can be met or addressed by training , conducting a systematic needs assessment is a crucial initial step to training design and development and can substantially influence the overall effectiveness of training programs Goldstein & Ford, (2002) Specifically, a systematic needs assessment can guide and serve as the basis for the design, development, delivery, and evaluation of the training program; it can be used to specify a number of key features for the implementation (input) and evaluation (outcomes) of training programs. Consequently, the presence and comprehensiveness of a needs assessment should be related to the overall effectiveness of training because it provides the mechanism whereby the questions central to successful training programs can be answered, zemka (1994). In the design and development of training programs, systematic attempts to assess the training needs of the organization, identify the job requirements to be trained, and identify who needs training and the kind of training to be delivered should result in more effective training. Thus, the research objective here was to determine the relationship between needs assessment and training outcomes. A product of the needs assessment is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. A number of typologies have been offered for categorizing skills and tasks Briggs, & Wagner,( 1992 ), given the fair amount of overlap between them, they can all be summarized into a general typology that classifies both skills and tasks into three broad categories: cognitive, interpersonal, and psychomotor Goldstein & Ford, (2002). Cognitive skills and tasks are related to the thinking, idea generation, understanding, problem solving, or the knowledge requirements of the job. Interpersonal skills and tasks are those that are related to interacting with others in a

workgroup or with clients and customers. They entail a wide variety of skills including leadership skills, communication skills, conflict management skills, and team-building skills. Finally, psychomotor skills involve the use of the musculoskeletal system to perform behavioral activities associated with a job. Thus, psychomotor tasks are physical or manual activities that involve a range of movement from very fine to gross motor coordination.

### 2.2.1 Training Needs Survey

Training needs of employers should first be identified through a training needs survey, which will determine the areas of training and the programmes to be develop, Leary (2003) realized that such a needs survey by an employers' organization differs from one undertaken by an enterprise in that it would focus on the collective training needs of employers generally or in an industry. However, company specific training programmes, which may come to be increasingly expected of employers' organizations, could be based on needs identified either by the company or by the employers' organizations trainers in consultation with the relevant company officials. Apart from training needs surveys, where employers' organizations provide direct services to members resulting in close interaction between its staff and enterprises Vokola (2003) recognizes where representation and advisory services are important functions of the organization where the staffs are ideally placed to identify some of the training needs by virtue of their frequent handling of problems for employers. Some training can be "supply-driven" to demonstrate the employers' organization's innovativeness and leadership role.

Identifying Areas of Training Specialization: Employers' organizations do not usually offer training in all areas of management (e.g. general management, finance, marketing) because these are specialized areas requiring knowledge in subjects outside the mandate of an employers' organization Mclleleland (2004), such training is provided by other insti-

tutions like business schools and polytechnics which specially cater to these training needs. However, in some areas training undertaken by employers' organizations and other institutions overlap. An example is negotiation skills on which business education institutions in some countries have highly effective programmes. Therefore it is important for employers' organizations to develop an expertise in training in industrial relations (laws, workplace labour relations practices, wages, negotiation). It is a subject in which it can develop a comparative advantage, especially since in many countries such training is seldom offered by other institutions Ollan (2001). Even if other institutions do, they may lack the practical experience employers' organizations develop if they provide direct services to members.

An increasingly important target group is the small enterprise sector which, unlike the large scale sector, usually lacks a human resource manager or a training policy and in house training facilities. A special needs assessment may have to be conducted in this sector as its needs tend to differ from those of large and medium scale enterprises. The ILO has developed the Improve Your Business (IYB) programme, which is a system of inter-related training packages and supporting materials for providing owners and managers of small enterprises with training in basic business management skills.

### 2.2.2 Establishing Training priorities

The employers' organization should establish a priority table in respect of the areas in which it wishes to itself provide the training  act only in a subsidiary capacity by, for instance, collaborating with external institutions or individuals  provide training material, Valden(2001)spells out the role of the organization that it  should equip itself to perform a training role, this involves the followings: Analyzing the organization's strengths and weaknesses in training in the light of the needs assessment ,surveys and identification of the areas of training the staff on training skills where relevant, studying

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the management of the training function of employers' organizations, which have developed an excellence in training ,improving the organization's information/research/knowledge base developing training courses and materials. Where necessary, entering into arrangements with outside individuals or institutions to design and/or conduct training programmes Caroli (2002) , appointing a training manager, or at least a person to plan and coordinate the training acquisition of the training equipment needed.

Practitioners and researchers have limited control over the choice of skills and tasks to be trained because they are primarily specified by the job and the results of the needs assessment and training objectives Sandy (2001). However, they have more latitude in the choice and design of the training delivery method and the match between the skill or task and the training method. For a specific task or training content domain, a given training method may be more effective than others, because all training methods are capable of, and indeed are intended to, communicate specific skill, knowledge, attitudinal, or task information to trainees, different training methods can be selected to deliver different content (i.e., skill, knowledge, attitudinal, or task) information S Bender (2004). Thus, the effect of skill or task type on the effectiveness of training is a function of the match between the training delivery method and the skill or task to be trained. Wexley and Latham (2002) highlighted the need to consider skill and task characteristics in determining the most effective training method.

However, there has been very little, if any, primary research directly assessing these effects. Thus, the research objective here was to assess the effectiveness of training as a function of the skill or task trained and the training method used.

**2.3 Staff job satisfaction on service delivery**

Locke and Lathan (1976) give a comprehensive definition of job satisfaction as pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction is a result of employee's perception of how well their job provides those things that are viewed as important. According to Mitchell and Lasan, (1987), it is generally recognized in the organizational behavior field that job satisfaction is the most important and frequently studied attitude. While Luthan (1998) posited that there are three important dimensions to job satisfaction, Job satisfaction is an emotional response to a job situation. As such it cannot be seen, it can only be inferred, Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards they will probably have a negative attitudes towards the work, the boss and or coworkers. Job satisfaction represents several related attitudes which are most important characteristics of a job about which people have effective response P Warr(1996). These according to Luthans are; the work itself, pay, promotion opportunities, supervision and coworkers. Employee satisfaction has become an important corporate objective in recent years. Motivated and committed staff can be a determining factor in the success of an organization since it cannot reach competitive levels of quality if the employees do not feel satisfied. Job satisfaction has been one of the most frequently studied work attitudes. The goal of this large body of a research was to understand better the Correlates and possible consequences of job satisfaction.

While contributing to Job satisfaction of a sewer attendant Ebru (2003) established thatit depends on the conditions in a given job. An attended that cannot get a sufficient wage will be faced with the problem of maintaining his or her family's life. Job satisfaction cannot be talked of where there is absence of motivation. Job satisfaction of the per-

son who has an important place in the information society will affect the quality of the service he renders. In this respect, the question of how the material and moral element affect the job satisfaction of the sewer attendant gains importance Ebru, (1995). Other researchers MacDonald, (1996); O'Toole, (1980) argue in favor of the control of job satisfaction by factors intrinsic to the workers.

Their arguments are based on the idea that workers deliberately decide to find satisfaction in their jobs and perceive them as worthwhile. Studies of job satisfaction and seem to consistently show there is a relationship between professional status and the job satisfaction. High levels of job satisfaction are observed in those professions that are of good standing in society. Age is one of the factors affecting job satisfaction. Different studies conducted show that older workers are more satisfied, Davis, (1988). Kose (1985) found a meaningful relationship between the age and job satisfaction; Hamshari (1983), age and professional experience Delia 1979; Hamshari (1986). Job satisfaction represents a person's evaluation of his/her job and work context. It is an individual's pleasurable emotional state resulting from the appraisal of one's job, an affective reaction to one's job, and an attitude towards one's job. There is a variety of factors that can influence a level of job satisfaction according to Sattar et al (2011) some of these factors include pay and benefits, perceived fairness of the promotion system within a company, working conditions, the quality of individual's relationship with their supervisor, social relationships, and the job itself. The literature often distinguishes between situational and dispositional factors of job satisfaction. While situational factor represents job characteristics, dispositional factors are personal features of an individual.

### 2.3.1 Models of Job Satisfaction

A large proportion of the job satisfaction literature has assumed that satisfaction at work is mainly function of situational factors however; a research of dispositional factors of job satisfaction has a long history. Three decades ago, Locke (1990) argued that job satisfaction had also dispositional characteristics. Nowadays, mounting evidence indicates a dispositional component to global job satisfaction. The job satisfaction literature has established three models of job satisfaction, these are situational, dispositional, and interactional models, at least, the three main lines of models have been used extensively to predict the job satisfaction of employed individuals in organizations.

The situational model of job satisfaction suggests that job satisfaction is derived from the job characteristics. This approach is based on the assumption that all persons have similar needs and are, therefore, satisfied by the same job characteristics. (e. g. a job characteristics model), Hackman and Oldham.( 2002 )  In contrast, the dispositional job satisfaction model states that certain relatively stable characteristics of a person influence job satisfaction independently of the job characteristics and  situation . The studies supporting the model have very frequently used five personality factors as a framework representing the dispositional approach M klener (2001). The important model that narrowed the scope of the dispositional theory was the Core self-evaluations model, proposed by Judge et al. Judge proposed that there are four Core self-evaluations that determine one's disposition towards job satisfaction: self-esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self-esteem and general self-efficacy lead to higher work satisfaction. Having an internal locus of control leads to higher job satisfaction. Lower levels of neuroticism lead to higher job satisfaction.

**2.4 Organizational Training Policy on Job Description**

According to Sriyan de Silva (1997) there is need transferring information and knowledge to employers, it is a way of equipping employers to translate that information and knowledge into practice with a view to enhancing organization effectiveness and productivity, and the quality of the management of people. Training policy as a basis of deriving and describing employees role and what is required to do the job it provides basic building blocks which recruitment process is build acting as a tool in recruitment, selection, basis of employment contracts, defense tool in case of discrimination, and finally as a means by which employers expectations and priorities are communicated, Arthur et al (2001). Organizational Training includes training to support the organization's strategic business objectives and to meet the tactical training needs that are common across projects and support groups. Specific training needs identified by individual and groups are handled at support group level and are outside the scope of Organizational Training. Project and support groups are responsible for identifying and addressing their specific training needs Sriyan de Silva, (1997). An organizational training program involves the following ,Identifying the training needed by the organization ,obtaining and providing training to address those needs ,establishing and maintaining training capability ,establishing and maintaining training records ,assessing training effectiveness Sriyan de Silva, (1997).

According to Goldstein, (1980), effective training requires assessment of needs, planning, instructional design, and appropriate training media (e.g., workbooks and computer software), as well as a repository of training process data. As an organizational process, the main components of training include a managed training development program, documented plans, personnel with appropriate mastery of specific disciplines and other areas of knowledge, and mechanisms for measuring the effectiveness of the

training program. The identification of process training needs is primarily based on the skills that are required to perform the organization's set of standard processes, Goldstein (1980). He reiterated that certain skills may be effectively and efficiently imparted through vehicles other than in class training experiences (e.g., informal mentoring). Other skills require more formalized training vehicles, such as in a classroom, by Web-based training, through guided self-study, or via a formalized on-the-job training program. The formal or informal training vehicles employed for each situation should be based on an assessment of the need for training and the performance gap to be addressed. Success in training can be measured in terms of the availability of opportunities to acquire the skills and knowledge needed to perform new and ongoing enterprise activities, Goldstein (1980). Skills and knowledge may be technical, organizational or contextual. Job description rates the employees according to their performance, effectiveness and relevance in place of work by doing a survey so as to enable employees to stick to the rules and activities bestowed to perform Sigh (2003). Technical skills pertain to the ability to use the equipment, tools, materials, data, and processes required by a project or a process. Goldstein et al (1980). Organizational skills pertain to behavior within and according to the employee's organization structure, role and responsibilities, and general operating principles and methods. Contextual skills are the self-management, communication, and interpersonal abilities needed to successfully perform in the organizational and social context of the project and support groups.

Designing a training and development program involves a sequence of steps that can be grouped into five phases Mc kenna (2000): needs assessment, instructional objectives, design, implementation and evaluation. To be effective and efficient, all training programs must start with a needs assessment. Long before any actual training occurs, the training manager must determine who, what, when, where, why and how of training. To

do this, the training manager must analyze as much information as possible about the organization and its goals and objectives, jobs and related tasks that need to be learned, Competencies and skills that are need to perform. Training contributes to sustainable development, and is recognized in Kenya as a priority area of development intervention as is reflected in policy documents. The Government of Kenya has developed key policy documents over the last ten (10) years; Poverty Reduction Strategy Plan (PRSP) of September 2002 and its successor the Economic Recovery Strategy Programme (ERS) of 2003, and the Vision 2030 of 2008; they all emphasize the importance of training, education and development. The most important role that the government has done is the developments of policies that guide the systems in place in order standardize training in various sectors.

First, it enables the organization to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs. It also enables it to influence employers in regard to the need for them to invest more in training and employee development which employers should recognize as one key to their competitiveness in the future. Second, it provides an important service to members, especially in industrial relations in respect of which sources of training for employers in developing countries are few, Bennett, et al (1998). Third, it is an important source of income provided the organization can deliver relevant quality training. Fourth, it compels its own staff to improve their knowledge without which they cannot offer training to enterprises through their own staff. Fifth, the knowledge required for training increases the quality of other services provided by the organization - policy lobbying, advisory and representation services. Sixth, it contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management policies. Finally, it

improves the overall image of the organization and invests it with a degree of professio-nalism, which can lead to increased membership and influence, Tubre, et al., (2003).

**2.5 Training Evaluation Criteria and job description.**

The choice of evaluation criteria (i.e., the dependent measure used to operationalize the effectiveness of training) is a primary decision that must be made when evaluating the effectiveness of training. Although newer approaches to, and models of, training evaluation have been proposed by, Arthur, Gettman, (2001) on the four-level model of training evaluation and criteria continues to be the most popular since it emphasizes on action reaction ways in training . The objectives of training determine the most appropriate criteria for assessing the effectiveness of training.

Job descriptions in place of work are important part in scheme of services for em-ployee's daily routine tasks; this explains in detail the role of the staff, the level of re-sponsibility and the chain of command in work place. Training should therefore not end at empowering the people but it should to be moved higher to the level of productivity to service delivery K. Reillner (2006). Developing a national role in training is important for an employers' organization for several reasons according to government training policy (2003).

Reaction criteria, which are operationalize by using self-report measures, represent trainees' affective and attitudinal responses to the training program. However, there is very little reason to believe that how trainees feel about or whether they like a training program tells researchers much, if anything, about (a) how much they learned from the program (learning criteria), (b) changes in their job-related behaviors or performance (behavioral criteria), or (c) the utility of the program to the organization (results criteria). This is supported by the lack of relationship between reaction criteria and the other three criteria. In spite of the fact that "reaction measures are not a suitable surrogate for other

indexes of training effectiveness" Tannenbaum & Yukl, (1992), anecdotal and other evidence suggests that reaction measures are the most widely used evaluation criteria in applied settings. For instance, in the American Society of Training and Development (2002) State-of-the-Industry Report, 78% of the benchmarking organizations surveyed reported using reaction measures, compared with 32%, 9%, and 7% for learning, behavioral, and results, respectively Van Buren & Erskine (2002).

Learning criteria are measures of the learning outcomes of training; they are not measures of job performance. They are typically operationalized by using paper-and-pencil and performance tests. According to Tannenbaum and Yukl (1992), "trainee learning appears to be a necessary but not sufficient prerequisite for behavior change" In contrast, behavioral criteria are measures of actual on-the-job performance and can be used to identify the effects of training on actual work performance. Issues pertaining to the transfer of training are also relevant here. Behavioral criteria are typically operational zed by using supervisor ratings or objective indicators of performance. Although learning and behavioral criteria are conceptually linked, researchers have had limited success in empirically demonstrating this relationship, Alliger et al., (1997 ) and Colquitt et al.,( 2000). This is because behavioral criteria are susceptible to environmental variables that can influence the transfer or use of trained skills or capabilities on the job, Arthur, Bennett, et al (1998). Results criteria are frequently operational zed by using utility analysis estimates Cascio, (2001, and 1998). Utility analysis provides a methodology to assess the dollar value gained by engaging in specified personnel interventions including training. The effectiveness of a training program may vary as a function of the criteria chosen to measure effectiveness Arthur, Tubre, et al., (2003).

A product of the needs assessment is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. A number of

typologies have been offered for categorizing skills and tasks e.g., Gagne, Briggs, & Wagner,( 1992 ), given the fair amount of overlap between them, they can all be summarized into a general typology that classifies both skills and tasks into three broad categories: cognitive, interpersonal, and psychomotor Farina & Wheaton, (1973;) Fleishman & Quittance, (1986); Goldstein & Ford, (2002). Cognitive skills and tasks are related to the thinking, idea generation, understanding, problem solving, or the knowledge requirements of the job. Interpersonal skills and tasks are those that are related to interacting with others in a workgroup or with clients and customers. They entail a wide variety of skills including leadership skills, communication skills, conflict management skills, and team-building skills. Finally, psychomotor skills involve the use of the musculoskeletal system to perform behavioral activities associated with a job. Thus, psychomotor tasks are physical or manual activities that involve a range of movement from very fine to gross motor coordination.

Practitioners and researchers have limited control over the choice of skills and tasks to be trained because they are primarily specified by the job and the results of the needs assessment and training objectives Altshuld (2009). However, they have more latitude in the choice and design of the training delivery method and the match between the skill or task and the training method. For a specific task or training content domain, a given training method may be more effective than others. Because all training methods are capable of, and indeed are intended to communicate specific skill, knowledge, attitudinal, or task information to trainees, different training methods can be selected to deliver different content (i.e., skill, knowledge, attitudinal, or task) information. Thus, the effect of skill or task type on the effectiveness of training is a function of the match between the training delivery method and the skill or task to be trained, Wexley and Latham (2002).

## 2.6 Organizational Training Policies on Customer Relations

Training enables the organization to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs Khan (2011). It also enables it to influence employers in regard to the need for them to invest more in training and employee development which employers should recognize as one key to their competitiveness in the future. Second, it provides an important service to members, especially in industrial relations in respect of which sources of training for employers in developing countries are few. Third, it is an important source of income provided the organization can deliver relevant quality training. Fourth, it compels its own staff to improve their knowledge without which they cannot offer training to enterprises through their own staff Harper (2010). Fifth, the knowledge required for training increases the quality of other services provided by the organization - policy lobbying, advisory and representation services. Sixth, it contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management policies. Finally, it improves the overall image of the organization and invests it with a degree of professionalism, which can lead to increased membership and influence.

Customer relations are the part of the business that is concerned with the customers' perception of the products and services of the business. The goal of customer relations is to instill and establish a positive image of the company in the customer's mind. With positive perception comes more orders and revenue from the customer. Customer relations can also be considered customer service. As a function, customer relations, more pointedly, is responsible for representing the company externally, resolving customer conflicts, responding to questions, understanding the customers' business and conducting customer satisfaction surveys. Among other functions of customer relations is to be an ambassador for the

company both internally and externally. As such, customer relations personnel not only speak to current customers, but they also speak to potential customers. That role means that they should be aware of what they say (positively vs. negatively) and how it is said (courteously vs. abruptly). Customer relations personnel are not only customer service representatives but can be public relations professionals and senior management according to Hall mark (2012).

The customer perceived service quality is the customers own perception of the service based on different factors contributing to the service, from the process to the final outcome. According to Grönroos (2000), "quality is what customers perceive". Customers buying service consider everything that contributes to the process and the final outcome in making their assessments of the service. However the subjective assessment of the actual service experiences is the customer perceived service quality as pointed out by Looy et al (2003), Zeithaml et al (2006), and Grönroos (2001). Sureshchander et al (2002), points out that service firms have a difficulty envisioning and understanding what aspects of the service that define high quality to the consumers and at what levels, they are needed to be delivered. Also, that the aspect of managing a service interaction also requires understanding the complicated behavior of employees that find its way into the customers perception of the service quality. On a careful inspection of the dimensions of quality, a major focus rests on the component of human interaction in the service delivery that consists of human behavior and attitudes. Looy et al (2003) is also of the same opinion that customers are not one-dimensional in judgment, because a lot of other factors influence service quality, most researchers agree on these dimensions of service quality as a measure of service quality.

## 2.7  Essence of Managing Liquid Waste

Environmental Impacts **-** The environmental effects of poor wastewater management are becoming evident in many parts of the country. Coastal environments near urban

areas, Mombasa, are subject to contamination from wastewater from industry, domestic waste, urban storm water and shipping related activities. High concentrations of nutrients and micro organisms related to sewage contamination appear to be the major problem. Metal contamination is generally isolated to locations near industry, and there are no major problems associated with hydrocarbons or oil, other water quality studies indicate sewage contamination is occurring around coastal villages, tourism centers, and sewage outfalls, causing concern over the presence of pathogens that could impact human health and animals in the sea.

Health Impacts - The discharge into the marine environment of inadequately treated sewage effluent from both humans and animals may result in bacterial contamination of waters and exposed biota IAS (2004). Discharge may be via sewerage outfalls or via seepage from septic tanks and other toilet types. Human sewage contains enteric bacteria, pathogens, viruses, and eggs of intestinal parasites. Human pathogens that cause salmonellosis, typhoid fever, hepatitis, cholera, dysentery and various other gastrointestinal diseases may be released into the water and transmitted to new hosts by contact (bathing, swimming) or by consuming contaminated biota Feacham et al. (1989). Both coastal waters and groundwater may be contaminated. Pathogens in wastewater may also be transmitted by direct contact with sewage such as playing in a yard with a failed septic system or coming into contact with animal waste, or via drinking contaminated water or through contact with insect carriers (NSFC 2006). Drinking water may also become contaminated as a result of contamination of aquifers through seepage from septic tanks and water seal toilets, pollution of catchment areas from animal waste, and poor sanitation practices in general.

Economic Impacts - The economic impact of poor liquid waste management is often not considered in planning decisions. Health-related costs can include costs due to

absence from work, costs of medical treatment and even loss of life. Costs associated with the environmental impacts of poor liquid waste management can include decreased terrestrial and/or marine primary productivity due to pollution, decreased property values near polluted areas, loss of environmental services if important habitats are degraded, and the cost of cleanup. The development of a National Liquid Waste Management Strategy by the Fiji government is consistent with the policy and actions proposed in the Pacific Wastewater Policy Statement and Framework for Action, developed in 2001 at a regional meeting in the Marshall Islands, In addition, a broader regional framework, the Pacific Regional Action Plan on, Sustainable Water Management (2002) includes wastewater management, and has been endorsed by the Fiji government. A summary of the vision, principles and policies of the Pacific Wastewater Policy SOPAC (, 2002).

## 2.8 Theoretical framework.

The study is based on four levels of Kirkpatrick's evaluation model essentially that measures the following: Reaction of workers - what they thought and felt about the training, - the resulting increase in knowledge or capability, Behaviour - extent of behavior and capability improvement and implementation/application and Results - the effects on the business or environment resulting from the trainee's performance. All these measures are recommended for full and meaningful evaluation of training in organizations. His theory has now become arguably the most widely used and popular model for the evaluation of training and learning. Kirkpatrick's four-level model is now considered an industry standard across the HR and training communities. The theory four levels are represented on a reaction, training, behavior, and hence results stage.

**Figure 2.1 Theoretical framework**

**Kirkpatrick's four levels of training evaluation**

| LEVELS | Reaction | Learning | Behavior | Results |
|---|---|---|---|---|
| **Evaluation description** | Reaction evaluation is how the delegates felt about the training or learning experience. | Measured by increase in knowledge - before and after | Behavior evaluation is extent of applied learning on job | Learning evaluation measures increase in knowledge |
| Evaluation tools and methods | 'Happy sheets' feedback forms. Verbal reaction, questionnaires. | Tests before and after the training, Interview/observation can be used. | Observation and interview over time, sustainability of change. | Normal management systems and reporting |
| Relevance and practicability | Quick and easy to obtain and easy to gather or to analyze | Simple to set up; clear-cut for quantifiable skills | Measurement of behaviour change through skill of line-managers | Individually not difficult; unlike whole organization |

## 2.9 CONCEPTUAL FRAMEWORK

**Figure 2.2 Conceptual Framework**

**Independent variables**                                    **Dependent variables**

**Training policy**

**Training needs assessment.**

- Gap Identification.

-Organizational/individual
Needs assessment methods

- Target group

**Job satisfaction**

-Productivity

- work effectiveness

-Motivation - general
satisfaction

-Growth satisfaction

**Job description**

-Job requirements

-Tasks

-Responsibilities on the job .

-Ethical issues

-procedures

**Customer relations**

-Customer satisfaction

- Effective services

- Staff commitment

- Good communication

**Management of sewer line services**

-customer satisfaction

-cost control

-time management

-effective service delivery

-Well defined jobs

**Intervening factors**

- Good communication

- Training of personnel

- Proper needs assessment methods

- Well defined tasks

- Motivation – (intrinsic, extrinsic)

The study adopted the framework that illustrates the dependent and the independent variables. The independent variables include those factors that affect the training policy eg needs assessment, job description, job satisfaction, customer relation. The dependent variable is management of sewer line services whereas intervening factors are communication, training of personal, proper needs assessment, well defined tasks and motivation.

## 2.10 Literature Gap

Previously studies have addressed training policy on firm performance, employee satisfaction, employee performance Van Buren & Erskine et al (2002) for instance Wexley and Latham (2002) highlighted the need to consider skill and task characteristics in determining the most effective training method that enhances employee performance a similar study was conducted by Arthur et al (2001) in identifying the training needed by the organization ,obtaining and providing training to address those needs ,establishing and maintaining training capability ,establishing and maintaining training records ,assessing training effectiveness by matching corporate goals and people management policies. Colquitt et al.(2000). Thus, the effect of skill or task type on the effectiveness of training is a function of the match between the training delivery method and the skill or task to be trained, Wexley and Latham (2002). However, very few studies have attempted to address how organization training policy influences management of service delivery creating a dearth gap of literature. This study therefore will fill the gap by assessing influence training needs, job satisfaction, job description and customer relation on services delivery.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.0 Introduction

This chapter looked at the research design, the location of the study, the target population, sampling procedures, data collection instruments and procedures and methods of data analysis.

## 3.1 Research Design

According to Tromp (2006), a research design can be regarded as an arrangement of conditions for collection and of data in a manner that aims at combining relevance with the research purpose. This study employed a descriptive research design ,this describe the phenomenon associated or characteristic of a subject population Smith (1980) it involves people ,places ,situations, conditions procedures ,interactions and uncertainty that a researcher wish to action about M. Roll (2000) This approach sought to collect data without manipulating the research variables or the respondents in an attempt to assess the Influence of Organizational Training Policy on Service Delivery, case study of Eldoret town Uasin Gishu county. The study chose this design since it provided basic information in an area of study without direct intervention from connected variation of independent and dependent variables Patton, (2000). In this study, variables were investigated without any manipulation or alteration and descriptive methodologies used.

## 3.2 Target Population.

A population consists of all elements, individuals, items, or objects whose characteristics are being studied. The population being studied refers to people or study subjects who are similar in one or more ways and which forms the subject of the study in particular survey. In this study the target population was the employees of Eldoret water and Sanitation Company It involved 420 employees, WASPA Report (2012 -2013). The em-

ployee population came from different levels; 6 top management, 117 from middle level and 206 support staff. The population distribution is recorded in the table below

**Table 3.1 Target Population**

| Level of staff | Total |
|---|---|
| Top management | 6 |
| Middle level | 117 |
| Support staff | 206 |
| **Grand Total** | **420** |

Source:  ELDOWAS reports (WASPA).

## 3.3 Sampling Procedure and Sample Size

According to Mugenda and Mugenda (1999) in a case study; a sample enables a researcher to gain information about the population. Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20% where the population is small. The 20% of the target population of 420 respondents made a sample size of 84 respondents.

## 3.5. Data Collection instrument.

Questionnaires: This formed the major source of primary data used in the study. The data collected from this source was obtained through use of questionnaires con-structed by the researcher and approved by the supervisor. The questionnaires in this study were filled by employees who were sampled for this study in an attempt to generate the information required by the researcher, both open ended and closed ended questions are used, for document review and analysis .The study used data from Ministry of water documents related to government training policies, reports, journals and other researchers done in the past.

### 3.5.1 Pilot testing of the instrument.

This is putting of an instrument into an experiment to gauge its usability. This helped detect difficulties that the researcher might undergo during the actual study .This helped in doing corrective measures. Pilot testing of this study was done outside Uasin Gishu County where other companies providing water and sanitation services could be found. Kitale water and Sanitation Company in Trans Nzoia County was used to test the instrument before being administered in Uasin Gishu County.

### 3.5.2 Validity of the instrument.

Validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study, validity therefore has to do with accuracy on the data obtained in the study represents the variable of the study Mugenda and Mugenda (2003). The content validity had been tested in two ways, firstly, the researcher had discussed the research instrument with the supervisor other features in the school of management and colleagues to advice contributed to the research instrument to be valid. Secondly, pilot study was conducted so as to ensure research instrument was valid.

### 3.5.3 Reliability of the instrument.

Reliability is a measure of the degree to which a research instrument yields, consists results of data after repeated trials in testing reliability of a research instrument. A pre test method was conducted whereby respondents were selected and given questionnaires in order to detect, eliminate and to determine whether the questionnaire had the ability to provide desired results.

## 3.6 Data collection procedure.

This is the procedure of acquiring raw data from the field (input) for the purposes of the study. The researcher visited the company to seek consent from the management to conduct research after explaining about the purpose of the study. Each respondent sampled was then approached and their consent sought, after which they were requested to respond to the questionnaire as honestly as possible. They were assured of their confidentiality and anonymity. The researcher administered the questionnaires personally to the staff in the company. Questionnaires were appropriate for gathering information and views of a large number of people about a particular phenomenon, both open ended and close ended were used in this study.

## 3.7 Data Analysis Procedure

The data was classified, tabulated and entered into the SPSS package and cleaned before the preliminary analysis. This was followed by analysis and interpretation of findings in relation to the literature and objectives of the study. The analysis was based returned questionnaires. Data was analyzed both qualitatively and quantitatively. Descriptive statistics and inferential statistics were specifically play an important role in the presentation and interpretation of analyzed data. For descriptive statistics, mean, frequency tables and percentage was used, while for inferential Pearson correlation product moments will be used to assess the association between the variables. All analysis will be subjected to 0.05 level of significance.

## 3.8 Ethical Issues

The study sought permission from ELDOWAS for data collection before engaging in the data collection process. This was facilitated through a letter of introduction from University, introducing the researcher as a student at the institutions. The letter also confirmed that the study was solely meant for academic purposes. The researcher also took a declaration that the data collected was not be revealed to any unauthorized persons, otherwise it would lead to breach of confidence. The researcher also declared that the identity of the respondents was be revealed in any way. Information on the nature and purpose of the study was to be expounded to the respondents as a means of providing sufficient information before they decide to participate. The study also undertook to accept any errors due to omission or commission while compiling the report of the stud

# CHAPTER FOUR

## DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

### 4.1. Introduction

This chapter presents results of this study based on the formulated objectives and research questions as presented in chapter one. The findings were collected from employees of Eldoret Water and Sanitation Company in Uasin County; it starts with descriptive statistics, including demographic characteristics of respondents, while the rest of the section has comparison of means and a ranking of influence of organizational training policy on management of sewer line services to domestic consumers.

It analyzes the variables involved in the study and estimate the conceptual model described in chapter two. In the first two sections data description and analysis is presented. The model estimation and the analysis of the results are then interpreted. Finally concluding remarks are made. Data description involved a discussion on the sources of data and definitions of the dependent and the independent variables. Data collected was quantitatively analyzed and presented in tables in the first two sections data description and analysis is presented. The model estimation and the analysis of the results are then interpreted. Hypothesis are also tested with the study accepting or failing to accept them depending to the p values and t test value

### 4.2. Demographic information of the respondents

The study sought to establish the background information of the respondents. This information was useful in determining the answers of the respondents in relation to their age, gender, and education demography

**Table 4.1 Demographic characteristics of employees**

| Age gap and gender. | 18-20 | 21-30 | 30-40 | Over 50 | Male | Female |
|---|---|---|---|---|---|---|
| Top management | - | - | 4 | 2 | 5 | 1 |
| Middle Level | 4 | 4 | 29 | 10 | 13 | 20 |
| Support level | 10 | 28 | 4 | - | 38 | 8 |
| $f$ | 14 | 32 | 28 | 10 | 56 | 28 |
| percentage | **17** | **38** | **33** | **10** | **67** | **33** |

The study reveals that 17% (14) of the respondents were aged between 18 and 20; this is the youthful and the youngest respondents in the company. Though they are only 14 they need to be trained so as to capitalize on their productivity. There were 32, (38%) employees in this category, this has the largest number of males (56) and (28) females aged between 21 and 30 years, moreover, 33% (28) were aged between 31and 40 years while 10% (10 ) were aged above 50 years. The age of the respondents was distributed very well to carry out the study. The opinions of each member from each age group were highly regarded as important to the study. Majority of the respondents were male with 67% (56 )  while female were 33% (28 ),in this regard the company has complied with 1/3 rule on gender distribution at work places by offering employment to female workers .

Gender was well distributed in the study In terms of education profile, 5 %( 4) of respondents had attained primary level education, this indicates that only a small margin of employees could be unskilled. It was also found that 16% (13) attained Secondary education, 21.4% (18) had a certificate, 35% (29) had a diploma course, 19% (16) had a degree while 5%(4) had a masters degree. This indicates that majority of the staff had average level of education; at least they are at a level of understanding of the impact of training on service delivery and could interpret the questionnaire accordingly. The findings are represented on table 4.

**Table 4.2 Education background of employees**

|  | Primary | o-Level | certificate | diploma | degree | masters |
|---|---|---|---|---|---|---|
| Top management | - | - | - | - | - | 4 |
| Middle Level | - | - | - | 20 | 16 | - |
| Support | 4 | 13 | 18 | 9 | - | - |
| $f$ | 4 | 13 | 18 | 29 | 16 | 4 |
| percentage | 4.8 | 15.5 | 21.4 | 34.5 | 19 |  |

## 4.2 Organizational Training Policy on Job Description

The first objective is aimed at establishing the influence of organizational training policy on job description. The findings revealed that (68) (mean=4.3) of top management agreed that organizational training policy is an important document, this can be attributed to the level of education level the group acquired in that they are aware of job requirements in each category of a jobs, while (5) (mean=4 .83) of support level disagreed that training policies do not stipulates the kind of job description of a staff, the group might be lacking information on job description. Whoever (11) and (mean=1.97) were undecided; this implies that the group did not understand the purpose of training policies in the company.

**Table 4.2 Training Policy on Job Description**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.3 | 1.075 | -0.682 | -0.963 |
| Middle level | 1.97 | 0.694 | 1.369 | 3.257 |
| Support | 4.83 | 0.585 | 1.063 | 4.512 |

Training policies in most cases concentrates on increasing expertise of employees. Once an employee has undergone a given training he/she is capable of performing even better on job designated to. In reference to Arthur et al (2001), job description provides basic building blocks which recruitment process is build acting as a tool in recruitment, selection, basis of employment contracts, defense tool in case of discrimination, and finally as a means by which employer's expectations and priorities are communicated. Furthermore, the knowledge required for training increases the quality of other services pro-

vided by the organization, policy lobbying, advisory and representation services. It contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management policies. Finally, it improves the overall image of the organization and invests it with a degree of professionalism, which can lead to increased membership and influence.

### 4.3.1 Training policy and job expertise

The study sought to established the effects of training policy on enhancing job expertise, this attracted majority of the respondents who strongly agreed with the statement (49 ) at a (mean=4.4) ,this is due to their better understanding to the organizations policy in place, while a small portion of respondents (2) (mean=1.41) disagreed and ( mean=4.65) agreed .This was supported by a staff who commented on the way on the job training had assisted her perform her job better than she used to before undertaking any course before her employment. The results were recorded in the table 4.3.

**Table 4.3 Training policy and job expertise**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.4 | 0.492 | 0.402 | -1.859 |
| Middle level | 1.41 | 0.534 | 0.504 | 0.483 |
| Support | 4.65 | 0.511 | -0.009 | 0.66 |

Therefore, it was most apparent that training policy enhances job expertise. Employees who had undergone some training attributed this policy to their success in delivering quality work. To that extend, their efficiency was increased at work. The study revealed that the respondents agreed that staff understands better their job after training. This company has refresher courses that ensure skills and product knowledge of employees was at par. This was supported by top management response, since they had been the biggest beneficiaries of the document.

This objective sought to find out how a staff could perform after training, the respondents reacted to this statement and It was apparent that most of staff who were interviewed applauded training policies responding by 96.4 (81) (mean=4.69) so much that they felt enough confidence to handle and revere courage from their customers. The study too had those who were undecided as supported by 4 staff (mean =1.95) and another small percentage of only one respondent at the (mean=1.01) that disagreed.

**Table 4.4 job after training**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.69 | 0.721 | 1.37 | 2.867 |
| Middle level | 1.95 | 0.428 | -5.091 | 31.431 |
| Support level | 1.01 | 0.513 | 0.072 | -1.692 |

### 4.3.3 Training, motivation and work performance

The study sought to establish the impact of training on employee motivation and work performance. It was apparent that training motivates and enhances work performance of employees as supported by (mean=4.46) is attracted an overwhelming response by middle level employees who were for this idea. Employees who participated appreciated the presence of training policies in their organization that most of them were able to perform their duties and get motivated equally. They viewed training as motivating factor important as any other work incentive like money and wages. Trained employees increased their work performance since they had acquired more skills and technical skills that otherwise they could not have attained without training. In this study employees cited the benefits that most of them had accrued both intrinsic and extrinsic. The findings areas presented on table 4.5.

**Table 4.5  Training, motivation and work performance**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.46 | 0.533 | 0.71 | 0.739 |
| Middle level | 4.61 | 0.523 | 0.149 | 0.458 |
| Support level | 1.21 | 0.523 | 0.149 | 0.458 |

Nevertheless, a small number of respondents disagreed as seen (mean=1.21) of the support level. In reference to Bennett, et al (1998), training enables the organization to contribute to the development of a country's human capital, through its influence on education policies and systems and training by public training institutions, to better serve business needs. It also enables it to influence employers in regard to the need for them to invest more in training and employee development which employers should recognize as

one key to their competitiveness in the future, also it provides an important service to members, especially in industrial relations in respect of which sources of training for employers in developing countries are few.

### 4.3.4 Written tasks for employees

Employees who were interviewed agreed that they felt much responsible when their jobs and tasks are elaborated in written. This idea was supported by middle level (mean=4.54) of the respondents that agreed and top management (mean=4.74) that strongly agreed. One supervisor gave the reason for this being, the ability to review for reminder purposes. Well written and elaborated tasks made employees realize their responsibilities without even being told. It was noticed by the study that each employee was engaged and busy doing something.

**Table 4.6 Written tasks for employees**

|                | Mean | Std. Deviation | Skewness | Kurtosis |
|----------------|------|----------------|----------|----------|
| Top management | 4.71 | 0.535          | 0.771    | 6.548    |
| Middle level   | 4.54 | 0.544          | 0.497    | 0.489    |
| Support level  | 1.37 | 0.559          | 0.467    | 1.696    |

Written task led to very minimal supervision in this organization. The objectives and aims of each section were well displayed. On the contrary, a minimal number disagreed to this idea. The number was represented by (mean=1.37) of the support level who were for this idea. However, they attributed this to subject discrimination by their seniors. Same employees claimed that written tasks led to working under pressure with high expectations from the management.

### 4.3.5 Training policy and organizational service delivery

From the study, it was realized that training policies guides organizational service delivery through its employees. It is through (mean=4.67) of top management that agreed and (mean=4.74) of support level that strongly agreed and the Middle level employees were also in agreement (mean=4.68)

**Table 4.7 Training policy and organizational service delivery**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.67 | 0.559 | 0.467 | 1.696 |
| Middle level | 4.68 | 0.502 | -0.107 | 0.87 |
| Support level | 4.74 | 0.512 | 0.211 | 2.707 |

## 4.4 Organizational Training Policy and Customer Relations

From the study, top management (mean=4.18) agreed that this portrays that most employees have been able to realize the importance of taking care of the customers for the benefit of the institution. Only, the middle level (mean=1.13) disagreed with the idea that training policies enhances customer relations through participatory service delivery. It was apparent that many employees understood the mandate of its employer, customer relations is one of the key items that the organizational service charter stipulates and forms part of mandate that the organization is trying to achieve. This is validated in the table below.

**Table 4.8 Training policies and customer relations**

|  | **Mean** | **Std. Deviation** | **Skewness** | **Kurtosis** |
|---|---|---|---|---|
| Top management | 4.18 | 0.779 | -1.201 | 1.848 |
| Middle level | 1.13 | 0.67 | -1.285 | 3.582 |
| Support level | 4.07 | 0.674 | -1.198 | 3.098 |

Good customer relations contributes to better human relations at the enterprise level and therefore to better enterprise performance, by matching corporate goals and people management ,policies training improve the overall image of the organization and invest it with a degree of professionalism, which can lead to increased membership and influence.

## 4.4.2 Training of staff and customers brings good relation.

The study discovered that training of both staff and enhancing will bring good relation as supported by (mean=4.1) of the top management who overwhelmingly supported this idea. The respondents attributed this to both parties corresponding to a common aspects. A staff applauded presence of a particular staff who was serving customers excep-

tionally at the customer care desk. .Good relationship comes in when an organization in-

forms customers on time of the activities that is going on at the institution. This fosters

understanding of the customers towards the service provider. Training of all staff without

discrimination or favor results to good relations amongst themselves. Also, the middle

level employees (mean=4.24) were also in agreement and the support level (mean=4.06)

agreed to this notion.

**Table 4.9 Training of both staff and customers brings   good relation.**

|  | **Mean** | **Std. Deviation** | **Skewness** | **Kurtosis** |
|---|---|---|---|---|
| Top management | 4.1 | 0.831 | -1.251 | 1.612 |
| Middle level | 4.24 | 0.619 | -0.365 | 0.213 |
| Support level | 4.06 | 0.456 | -274 | 0.114 |

**4.4.3 Good communication brings good interrelations.**

This study reveals that (mean=4.41) of top management agreed that good communi-

cation among staff and to the customers promotes good interrelations. At some point a

staff commented on the use of language by staff which sometimes portrays them as arro-

gant and rude as most of the customers needed to be heard and respected without any ma-

lice they attributed good listening to easy way of solving problems and understanding

customer needs easily .Also, the middle level (mean=4.2) and support level (mean=4.36)

were also in agreement that good communication promotes good interrelations.

**Table 4.1.0 Good communication promotes good interrelations**

|  | **Mean** | **Std. Deviation** | **Skewness** | **Kurtosis** |
|---|---|---|---|---|
| Top management | 4.41 | 0.494 | 0.354 | -1.898 |
| Middle level | 2.2 | 0.855 | -1.057 | 0.698 |
| Support level | 1.36 | 0.532 | -0.19 | 0.7 |

It was established that, good relations enhances openness thus resulting to better

service as illustrated by those in top management (mean=4.41). Employees get to under-

stand better their customers' needs thus a having a clear picture of what exactly a client

needs.  On the contrary (mean= 2.2) were neutral on whether good communication among

staff and to the customers promotes good interrelations while (mean=1.36) among support level disagreed.    This research study shows that communication between superior and subordinate are also an important aspect of job satisfaction and this relationship is moderated by the level of job. An important factor in determining job satisfaction

is clear goals, minimum ambiguity relating to roles etc. Communication plays a significant role in clearing any doubts subordinate may have or for proper flow of instructions. Lack of communication between superior and subordinate may thus have an impact on job satisfaction level of subordinates. Different levels of job require different communication patterns and hence it acts as a moderating factor in the relationship. However, their opinion did not affect that of the majority respondents.

## 4.5 Staff Job Satisfaction on Service Delivery

This part presents job satisfaction versus service delivery in work place; this objective presents how staff at workplace understands their point of satisfaction. Below are the sub objectives that helped realize the impact of job satisfaction on service delivery.

### 4.5.1 Satisfaction, quality service and work delivery.

The measurement of staff satisfaction on work delivery and services was crucial in the study. The study above reveals that when staffs are satisfied they deliver quality work and services. This statement was supported by top management of the employees (mean=4.03) of the employees that were interviewed attributed this idea to being contented with their work. However, some of the factors highlighted for job satisfaction by the employees included incentives and training amongst other issues. Unsatisfied employees tend to engage in go slows or even strikes that largely affects customer service. However, (mean=1.91) were neutral over this matter. This can be attributed to poor understanding of employee's needs and organizational needs that can be merged to bring in satisfaction in the part of the customer. This is validated in the table 4.1.1.

**Table 4.1.1 Satisfied staff and customer needs**

|                 | Mean | Std. Deviation | Skewness | Kurtosis |
| --------------- | ---- | -------------- | -------- | -------- |
| Top management  | 4.03 | 0.881          | -1.166   | 1.017    |
| Middle level    | 1.91 | 0.948          | -1.109   | 0.989    |
| Support level   | 4.63 | 0.453          | -0.19    | 0.896    |

**4.5.2 Satisfied staff and customer needs.**

The study established the impact of a satisfied staff on understanding the needs of a customer. The results were recorded in the table 4.1.2.

**Table 4.1.2 Satisfied staff and customer needs**

|                 | Mean | Std. Deviation | Skewness | Kurtosis |
| --------------- | ---- | -------------- | -------- | -------- |
| Top management  | 4.42 | 0.495          | 0.328    | -1.916   |
| Middle level    | 2.3  | 1.035          | -1.453   | 1.756    |
| Support level   | 4.26 | 0.585          | -0.869   | 3.532    |

The study above reveals that satisfied staff understands what a customer needs most. This idea is supported by (mean=4.42) of the top management who supported this idea. The respondents that were interviewed concerning this idea attributed it to being ready to serve as a result of recognition and equal participation in the day to day business of the organization. Job satisfaction is often determined by how well outcome meet or exceed expectations. For instance, if organization participants feel that they are working much harder than others in the department but are receiving fewer rewards then they will probably have a negative attitudes towards the work, the boss and or coworkers, this will affects understanding customer needs by impeding service delivery.

Satisfied staff feels much as part of the organization thus they were keen to listen to their customers and deliver commendable work. On the other hand, (mean=2.3) of the middle level were neutral with the idea.

## 4.3.2 Job satisfaction and work motivation

The study established the impact of Job satisfaction is a motivator for staff to work more extra for the benefit of an organization. The results were recorded in the table 4.1.6 below for interpretation purposes.

**Table 4.1.3 Job satisfaction and work motivation**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.44 | 0.498 | 0.226 | -1.974 |
| Middle level | 2.14 | 0.595 | -0.049 | -0.254 |
| Support level | 1.16 | 0.423 | -0.321 | -0.176 |

The study above reveals that top management (mean=4.44) of the respondents agreed with the idea of Job satisfaction as a motivator this can be categorized into two intrinsic and extrinsic motivation can be felt by an employee. Employees who felt satisfied about their work were eager to give back t o the Organization by working extra hard. This idea was manifested in excellent service to customers that was a result of minimal complains. A minimal number of middle level (mean=2.14) were neutral while the support level (mean=1.16) disagreed.

## 4.3.3 Job satisfaction and work efficiency

This objective was to gauge how job satisfaction could have impact on the efficiency of employees in place of work. The respondents were able to bring in different views on the issue, the following feedback recorded in the table 4.1.4.

**Table 4.1.4 Job satisfaction and work efficiency**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.95 | 0.825 | -1.906 | 5.095 |
| Middle level | 4.09 | 0.52 | -1.215 | 6.858 |
| Support level | 4.25 | 0.58 | -0.856 | 3.664 |

From the above reveals that Job satisfaction enhances work efficiency and delivery as supported by (mean=4.95) of top management that strongly agreed and middle level (mean=4.09) that agreed. However, their opinions did not affect the verdict that was made by the majority. In reference to job Ebru, (1995), Job satisfaction of a sewer attendant depends on the conditions in a given. An attended that cannot get a sufficient wage will be faced with the problem of maintaining his or her family's life. Job satisfaction cannot be talk of where there is absence of motivation. Job satisfaction of the person who has an important place in the information society will affect the quality of the service he renders. In this respect, the question of how the material and moral element affect the job satisfaction of the sewer attendant gains importance.

## 4.4 Identifying Needs Assessment for an Organization

This objective of the study concerned identifying needs assessment for an organization and individual staff it involves the use of various methods being ,study groups ,interviews ,observation ,and purposive research . Below are the sub-objectives regarding needs assessment in an organization.

### 4.4.1 Knowledge of employee needs, in determining training

Needs assessment in an organization is a very important unit in ensuring enhancement of skills through subsequent training. It was important to establish from the employees if they know the kind of training they deserved.

**Table 4.1.5 Knowledge of employee needs in determining training**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
| --- | --- | --- | --- | --- |
| Top management | 4.8 | 0.879 | 0.873 | -0.017 |
| Middle level | 4.97 | 0.5 | -0.276 | -1.991 |
| Support level | 2.43 | 0.593 | 1.024 | 0.099 |

From the study above, it was established that the top management (mean=4.8) agreed that by knowing the needs of an employee determine the kind of training he/she deserves. Having a specific need of an employee noted down will help to give him/her that special training that will increase expertise. This shows that most staff who were interviewed is

conversant with what the company is offering in terms opportunities to exercise their rights.

It was noted that the middle level (mean=4.97) of employees strongly agreed that there was need to establish ones need before training. On the other hand, at the support level (mean=2.43) of the respondents were neutral. However, their opinions were necessary for the validity of the research. In reference to Briggs, & Wagner, (1992), a product of the needs assessment is the specification of the training objectives that, in turn, identifies or specifies the skills and tasks to be trained. A number of typologies have been offered for categorizing skills and tasks.

### 4.4.2  Identifying of own needs without any influence

The study had to establish if staff should be allowed to identify their own needs without any influence. The response attracted different views from the staff as in the table 4.1.6.

**Table 4.1.6 Staff identifying their own needs without any influence**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.37 | 1.041 | 0.042 | -1.188 |
| Middle level | 2.35 | 1.261 | 0.758 | -0.353 |
| Support level | 1.22 | 0.696 | 1.049 | 2.48 |

The study revealed that at the top management (mean=4.37) of the respondents agreed to the idea that staff should be allowed to identify their own needs without any influence. On the other hand, (mean=2.35) at the middle level were neutral while (mean=1.22) disagreed. Needs assessment is done better when an individual staff is able to establish it by self expression through task and job analysis at the place of work.

### 4.4.3 Training policy and a way of handling training needs

The study established if an organization training policy should provide a stipulated way of handling training needs. The results were recorded in the table 4.1.7.

**Table 4.1.7 Training policy and a way of handling training needs**

| | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.07 | 1.193 | 1.299 | 1.032 |
| Middle level | 1.98 | 1.188 | 1.162 | 0.452 |
| Support level | 1.27 | 0.833 | 0.987 | 0.855 |

From the study above top management (mean=4.07) of the respondents agreed that an organization training policy should provide a stipulated way of handling training needs. Respondents that were interviewed attributed confusion that occurred sometimes back in their organization to lack of stipulated way of handling training needs. Training policy stipulates procedures of training, way of handling group of trainees and how to address their needs.

The success of a good training policy depends on the effectiveness of criteria used. On the contrary, middle level employees (mean=1.98) were neutral while (mean=1.27) disagreed. However, their opinion did not change the verdict of the majority.

### 4.4.4 Needs assessment and provision for delegation of duties

The study had to establish if need assessment could provide for delegation of duties based on training policy and knowledge level.

**Table 4.1.8 Needs assessment and provision for delegation of duties**

| | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 1.63 | 1.008 | 0.597 | -0.145 |
| Middle level | 4.57 | 1.243 | 0.312 | -0.161 |
| Support level | 1.33 | 1.583 | 0.423 | -1.488 |

The study indicates that (mean=4.57) of the middle level employees agreed to the idea that needs assessment provides for delegation of duties based on training policy and knowledge level. On the other hand, (mean=1.63) were neutral while only(mean=1.33) disagreed among the support level. It's therefore apparent that needs assessment provides for delegation of duties based on training policy and knowledge level of an employee.

**4.4.5 Needs assessment and provision of improvement in training.**

It was important for the study to establish if needs assessment was a way of promoting continuous improvement in training. The results were recorded in the table 4.1.9.

**Table 4.1.9 Needs assessment and provision of improvement in training**

|  | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|
| Top management | 4.73 | 1.008 | 0.597 | -0.145 |
| Middle level | 1.57 | 1.243 | 0.312 | -0.161 |
| Support level | 1.43 | 1.583 | 0.423 | -1.488 |

The study revealed that majority of the top management represented by(mean=4.73) agreed that needs assessment is a way of promoting continuous improvement in training this is due to dynamic needs among different professionals. At point a staff lamented that there was need to embrace changes that comes with a lot of challenges in order for an institution be revising and updating of its training policy. On the other hand, (mean=1.57) were neutral among middle level while (mean=1.43) disagreed among the support level. According to the study that needs assessment is a way of promoting continuous improvement in training. Once an employee is assessed, he/she is capable of revealing performance flops thus provide a way of knowing the type of training one deserves.

**4.8  Correlation Statistics**

The findings indicate that training needs assessment was   highly and positively correlated to management of sewer line services (r=0.650). Job satisfaction among   employees was positively associated with management of sewer line services (r = .618). More findings indicated that job description had significance and positive relationship with management of sewer line services (r=564).Similarly, customer relations showed a positive and significant relationship with management of sewer line services (r = 507). From the findings it showed that all the four variables (training needs assessment, job sa-

tisfaction, job description and customer relations) were positively related to management

of sewer line services.

**Table 4.8 Correlation Results**

| | Management of sewer line services | Training needs as-sessment | Job satis-faction | Job descrip-tion | Cuatomer relations |
|---|---|---|---|---|---|
| Management of sewer line services | 1 | | | | |
| Training needs as-sessment | .564** | 1 | | | |
| Job satisfaction | .507** | .570** | 1 | | |
| Job description | .650** | .541** | .492** | 1 | |
| Customer relations | .618** | .453** | .458** | .660** | 1 |

** Correlation is significant at the 0.01 level (2-tailed).
    **Survey data (2013)**

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS**

## 5.1 Introduction

This chapter presents a summary of the key findings, a comparative discussion and conclusions based on research objectives. The chapter concludes with recommendations on impact of organizational training policy on management of sewer line services to domestic consumers in Eldoret town.

## 5.2 Summary of findings

This project purposed to investigate and understand the influence of organizational training policy on management of sewer line services to domestic consumers in Eldoret town. The study objectives were; to examine the influence of organizational training policy on job description among employees in Uasin Gishu county, to asses staff job satisfaction on service delivery among employees and customers in Uasin Gishu County to find out the effect of organizational training policy on customer relations among employees and customers in Uasin Gishu county, and finally to determine ways of identifying needs analysis for organization. This study employed a descriptive research design, this describe the phenomenon associated or characteristic of a subject population. This approach sought to collect data without manipulating the research variables or the respondents in an attempt to assess the Impacts of Organizational Training Policy on Service Delivery, case study of Eldoret town Uasin Gishu County. In this study the target population was the employees of Eldoret water and Sanitation Company it involved 420 employees. Data analysis was conducted by use of frequencies tables. Among other findings, results indicate that employee satisfaction led to good customer relations and enhanced services. The sections below present a discussion of the findings according to the objectives.

### 5.2.1 Training policy on job description

The findings revealed that majority of the respondents agreed that training policies stipulates the kind of job description of a staff. Training policies in most cases concentrates on increasing expertise of employees. Once an employee has undergone a given training he/she is capable of performing even better on job description. It is most apparent from the study that training policy enhances job expertise. Employees who had undergone some training attributed this policy to their success in delivering quality work. To that extend, their efficiency was increased at work.

Through the study, majority agreed that staff understands better their job after training. This company has refresher courses that ensure skills and product knowledge of employees was at par. It was apparent that a few staff who was interviewed applauded training policies so much that they felt enough confidence to handle and revere courage from their customers. The study too had those who were undecided as supported by 2.4% and another small percentage of 1.2% that disagreed. On the impact of training on employee motivation and work performance, it was apparent that training motivates and enhances work performance of employees as supported by 88.1% of respondents who were for this idea. Employees who were interviewed appreciated the presence of training policies in their organization that most of them felt appreciated. They viewed training as equally important as any other work incentive like money and wages. Trained employees increased their work performance since they had acquired more skills and technicalities that otherwise they could not have attained without training. Nevertheless, a small number of respondents disagreed as seen 7% of the same. Employees who were interviewed agreed that they felt much responsible when their jobs and tasks are elaborated in written.

This idea was supported by 88% that agreed. Well written and elaborated tasks made employees realize their responsibilities without even being told. It was noticed by the study that each employee was engaged and busy doing something. Written task led to very minimal supervision in this organization. The objectives and aims of each section were well displayed. On the contrary, a minimal number disagreed to this idea. The number was represented by 7.2% of employees who were for this idea. They attributed this to subject to discrimination by their seniors. Same employees claimed that written tasks led to working under pressure with high expectations from the management.

### 5.2.1 Training policy on customer relations

The study revealed that training of both staff and enhancing will bring good relation as supported by 92% of the respondents who were for this idea. The respondents attributed this to both parties corresponding to common aspects. Training of all staff without discrimination or favor results to good relations amongst themselves. This as a result of special feeling of equal treatment as equal staff members discourages jealous and envy which might otherwise ruin employee relation. On the other hand, poor working relationship results to mediocre service to customer. In spite of this, only 8.3% of the respondents were undecided. However, there views did not alter the dominant decision made by the majority. Furthermore, majority of the respondents agreed that good communication among staff and to the customers promotes good interrelations. The respondents that were interviewed attributed the warm and cordial relationship that exists between employees and customers to good interrelations. It was established that, good relations enhances openness thus resulting to better service. Employees are get to understand better their customers' needs thus a having a clear picture of what exactly a client needs. On the contrary, 7.1% were undecided on whether good communication among staff and to the customers promotes good interrelations while 1.2% disagreed. However, their opinion did not affect that of the majority respondents. The employees that were interviewed attributed this idea to being contented with their work. However, some of the factors those were highlighted for job satisfaction by the employees included incentives and training amongst other issues. Unsatisfied employees tend to engage in go slows or even strikes that largely affects customer service.

Consequently, the study reveals that satisfied staff understands what a customer needs most. This idea is supported by 91% of the respondents who supported this idea. The respondents that were interviewed concerning this idea attributed it to being ready to serve as a result of recognition and equal participation in the day to day business of the organization. It was apparent that satisfied staff felt much as part of the organization thus they were keen to listen to their customers and deliver commendable work. The study above reveals that 87% of the respondents agreed with the idea that Job satisfaction is a motivator for staff to work more extra for the benefit of an organization. Employees that felt satisfied about their work were eager to give back to their organization by working extra hard. This idea was manifested in excellent service to customers that was a result of minimal complains. The study established that employees that felt satisfied about their

work were eager to give back to their organization by working extra hard. This idea was manifested in excellent service to customers that was a result of minimal complains.

### 5.2.2. Identifying Needs Assessment for an Organization

The third objective of the study concerned identifying needs assessment for an organization. Needs assessment in an organization is a very important unit in ensuring enhancement of skills through subsequent training. It was important to establish from the respondents if knowing the needs of an employee determines the kind of training deserves. From the study above, 93% agreed that by knowing the needs of an employee determine the kind of training he/she deserves. Having a specific need of an employee noted down will help to give him/her that special training that will increase expertise. It was noted that, training an employee without a clear picture of his needs will end up giving knowledge that he already has and doesn't need. This results to wastage of resources that could otherwise be used to increase organizational productivity. On the other hand, 2.4% of the respondents were undecided while 5% disagreed.

However, their opinions were necessary for the validity of the research. From the study above 97% of the respondents agreed that an organization training policy should provide a stipulated way of handling training needs. Respondents that were interviewed attributed confusion that occurred some times back in their organization to lack of stipulated way of handling training needs.  The success of a good training policy depends on the effectiveness of criteria used. On the contrary, 1.2% was undecided while 2.4% disagreed. However, there opinion did not change the verdict of the majority. On needs assessment, the study had to establish if it provides for delegation of duties based on training policy and knowledge level. The study revealed that majority of the respondents agreed to the idea that needs assessment provides for delegation of duties based on training policy and knowledge level. It's therefore apparent that needs assessment provides for delegation of duties based on training policy and knowledge level.   According to the study that needs assessment is a way of promoting continuous improvement in training. Once an employee is assessed, he/she is capable of revealing performance flops thus providing a way of knowing the type of training she deserves.

## 5.3 Conclusions

### 5.3.1 Organizational training policy and job description

From the study above it is clear that Training policies concentrates on increasing expertise of employees. Once an employee has undergone a given training he/she is capable of performing even better on job description. It is most apparent from the study that training policy enhances job expertise. Employees who had undergone some training attributed this policy to their success in delivering quality work. To that extend, their efficiency was increased at work.

Through the study, majority agreed that staff understands better their job after training. Training policies are viewed as equally important as any other work incentive like money and wages. It is apparent that trained employees increased their work performance since they had acquired more skills and technicalities that otherwise they could not have attained without training.

### 5.3.2 Training policy and customer relations

From The study above, training of both staff and enhancing brings good relation. This was attributed to both parties corresponding to common aspects. Training of all staff without discrimination or favor results to good relations amongst themselves. This as a result of special feeling of equal treatment as equal staff members discourages jealous and envy which might otherwise ruin employee relation. On the other hand, poor working relationship results to mediocre service to customer. In addition, good communication among staff and to the customers promotes good interrelations. This is because warm and cordial relationship that exists between employees and customers to good interrelations.

Through the study, good relations enhance openness thus resulting to better service. Employees are get to understand better their customers' needs thus a having a clear picture of what exactly a client needs However, some of the factors those were highlighted for job satisfaction by the employees included incentives and training amongst other issues. Unsatisfied employees tend to engage in go slows or even strikes that largely affects customer service. Consequently, the study reveals that satisfied staff understands what a customer needs most.

### 5.3.3. Identifying Needs Assessment for an Organization

According to the study, needs assessment in an organization is a very important unit in ensuring enhancement of skills through subsequent training. It was important to establish from the respondents if knowing the needs of an employee determines the kind of training deserves. Having a specific need of an employee noted down will help to give him/her that special training that will increase expertise. It was noted that, training an employee without a clear picture of his needs will end up giving knowledge that he already has and doesn't need. Respondents that were interviewed attributed confusion that occurred sometimes back in their organization to lack of stipulated way of handling training needs. The success of a good training policy depends on the effectiveness of criteria used. On needs assessment, the study had to establish if it provides for delegation of duties based on training policy and knowledge level. Through the study, needs assessment provides for delegation of duties based on training policy and knowledge level. It's therefore apparent that needs assessment provides for delegation of duties based on training policy and knowledge level.

### 5.4 Recommendations

1. The researcher recommends that job descriptions should be made clear in organizations to allow for proper needs assessment of employees.
2. Training policies should be enacted to cover for the entire staff to avoid discrimination and favors. There should be a competitive way of training staff to increase their expertise.
3. Customers should be encouraged to give feedback on services rendered to them by staff. This will assist in employee needs assessment.

### 5.5 Suggestions for Further research

Further study should be conducted on the following areas;
1. The effects of employee motivation on work performance
2. The impact of performance scorecards on organizational productivity

**Table 5.1 Contribution of the Study to the Body of Knowledge**

| | |
|---|---|
| 1    Influence of organizational training policy on job description among employees | This research would help many managers and leaders in our society to identify ways that they need to do in order to successfully train their employees to perform at their best |
| 2    Effect of organizational training policy on customer relations | That the training policy that an institution chooses to have will have a lot of influence in entire organization activities. |
| 3    staff job satisfaction on service delivery | As a manager this knowledge will therefore help researchers to understand what new strategies could be Implemented in order to motivate employees to achieve optimal training results |
| 4    ways of identifying needs analysis for organization | That it's vital to identify organizational training needs and employees, differently so as to get the rights needs. |

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# APPENDICES

## APPENDIX I: LETTER FROM INSTITUTION

# APPENDIX II: QUESTIONAIRE

**Questionnaire**

Dear respondent,

My name is PERIS CHERUTO a student at University of Nairobi pursuing Master of Arts in project planning and management. I am undertaking a research project on **Impacts of organizational training policy on management of sewer line services to domestic consumers in Eldoret Town, Uasin Gishu County.**

You are kindly requested to fill the questionnaire below with utmost honesty. Information provided herein will only be used for academic purposes not be used against you under whatsoever circumstances. Please do not provide any form of identity on this questionnaire. Thank you.

<table>
<tr><td colspan="5" align="center"><strong>4.0 BACKGROUND INFORMATION</strong></td></tr>
<tr>
<td>1</td>
<td>Gender</td>
<td>Male<br><br>Female</td>
<td>[ ]<br><br>[ ]</td>
<td>Select the most appropriate</td>
</tr>
<tr>
<td>2</td>
<td>Age bracket</td>
<td>18 – 20<br>21 – 30<br>31 – 40<br>&gt;50</td>
<td>[ ]<br>[ ]<br>[ ]<br>[ ]</td>
<td>Select the most appropriate</td>
</tr>
<tr>
<td>3</td>
<td>How long have you been working in this organization?</td>
<td>_____ (months or years)</td>
<td></td>
<td>State the length of time taken so far</td>
</tr>
<tr>
<td>4</td>
<td>Highest academic level attained</td>
<td>Primary<br>O-Level<br>Certificate<br>Diploma<br>Degree<br>Masters<br>PhD<br>Any other</td>
<td>[ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ]</td>
<td>Select one</td>
</tr>
</table>

Kindly rate the following statements to the extent to which you agree in regard to the influence of organizational training policy on job description among employees
**KEY: SA- Strongly Agree, A: Agree, UD-Undecided, D: Disagree, SD: Strongly Disagree**

| | **4.1 TRAINING POLICY ON JOB DESCRIPTION** | | | |
|---|---|---|---|---|
| 1 | Training policies stipulates the kind of job description of a staff. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 2 | Training policy is very important tool in enhancing job expertise. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 3 | Staff understands better their Job Description after training. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 4 | After training there's motivation and performance on work. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 5 | Employees feel much responsible when their jobs and tasks are elaborated in written. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 6 | Training policy guides organizational service delivery through its employees. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| | **4.2 EFFECT OF ORGANIZATIONAL TRAINING POLICY ON CUSTOMER RELATIONS** | | | |
| 1 | Training policy enhances customer relations through participatory service delivery. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 2 | Customers are satisfied when served by a trained staff. | SA<br>A<br>UD<br>D<br>SD | [ ]<br>[ ]<br>[ ]<br>[ ]<br>[ ] | Select the most appropriate |
| 3 | Training of both staff and customers | SA<br>A | [ ]<br>[ ] | Select the most appro- |

| | | | | |
|---|---|---|---|---|
| | will bring good relation. | UD | [ ] | priate |
| | | D | [ ] | |
| | | SD | [ ] | |
| 4 | Good communication among staff and to the customers promotes good interrelations. | SA | [ ] | |
| | | A | [ ] | |
| | | UD | [ ] | Select the most appropriate |
| | | D | [ ] | |
| | | SD | [ ] | |

### 4.3  STAFF  JOB  SATISFACTION  ON  SERVICE DELIVERY

| | | | | |
|---|---|---|---|---|
| 1 | When staff   is satisfied they deliver quality work and services. | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |
| | | D | [ ] | |
| | | SD | [ ] | |
| 2 | Satisfied staff understands what a customer needs most. | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |
| | | D | [ ] | |
| | | SD | [ ] | |
| 3 | Job satisfaction is a motivator for staff to work more extra for the benefit of an organization. | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |
| | | D | [ ] | |
| | | SD | [ ] | |
| 4 | When satisfied staff tend to increase productivity in place of work. | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |
| | | D | [ ] | |
| | | SD | [ ] | |
| 5 | Job satisfaction enhances work efficiency and delivery. | SA | [ ] | |
| | | A | [ ] | |
| | | UD | [ ] | Select the most appropriate |
| | | D | [ ] | |
| | | SD | [ ] | |

### 4.4 IDENTIFYING  NEEDS  ASSESMENT FOR AN ORGANIZATION

| | | | | |
|---|---|---|---|---|
| 1 | Knowing the needs of an employee determines the kind of training he/she deserves. | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |
| | | D | [ ] | |
| | | SD | [ ] | |
| 2 | That staff should be allowed to identify their own needs without any influence. | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |
| | | D | [ ] | |
| | | SD | [ ] | |
| 3 | That an organization training policy should provide a stipulated way of handling train- | SA | [ ] | Select the most appropriate |
| | | A | [ ] | |
| | | UD | [ ] | |

| | ing needs. | D | [  ] | |
| | | SD | [  ] | |
| 4 | Needs assessment provides for delegation of duties based on training policy and knowledge level. | SA | [  ] | Select the most appropriate |
| | | A | [  ] | |
| | | UD | [  ] | |
| | | D | [  ] | |
| | | SD | [  ] | |
| 4 | That needs assessment is a way of promoting continuous improvement in training. | SA | [  ] | |
| | | A | [  ] | Select the most appropriate |
| | | UD | [  ] | |
| | | D | [  ] | |
| | | SD | [  ] | |

## APPENDIX III: WORK PLAN

The researcher used the following time schedule.

| No. | Activity | Duration | Period |
|---|---|---|---|
| 2. | Proposal writing in consultation with the supervisor | 6months | Nov- April 2013 |
| 3. | Proposal presentation | 1 day | May 2013 |
| 4. | Data collection. | 1 week | May 2013 |
| 6. | Report writing | 1 month | June |
| 8. | Project submissions | I week | July |

## APPENDIX IV:BUDGET

| No. | Activity | Cost | Total |
|-----|----------|------|-------|
| 1. | **Proposed Writing**<br>  i. Literature review (travel & photocopy)<br>  ii. Typing, photocopying & binding | 6000 | 6000 |
| 2. | **Data collection and analysis**<br>  a) Research instruments (Typing, piloting & copies)<br>  b) Administration (Transport & subsistence) | 5000 | 5000 |
| 4. | **Research reports**<br>  1. Draft, typing & copying<br>  2. Final copy for examination<br>  3. Final copy for submission | 8000 | 8000 |
| | **TOTAL** | 19000 | 1900 |