

**INFLUENCE OF DEVOLUTION ON PUBLIC POLICY IMPLEMENTATION:
A CASE OF MERU COUNTY GOVERNMENT**

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DECLARATION AND APPROVAL

Declaration by the Student

I declare that this research project is my original work and has not been presented in any other institution of higher learning for any other award.

Sign: 


Date: 02/08/2025

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Approval by the Supervisor

This project has been presented for defence with my approval as the university supervisor.

Sign: 

Date: 02/07/2025

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DEDICATION

This work is especially dedicated to my wife and children for the support they have continued to show me throughout the University education and last but not least to God for giving me the strength to work on this project.



ACKNOWLEDGEMENT

First, I would like to acknowledge my university, special thanks to my supervisor Dr. Kennedy Okemwa for his willingness to guide, correct and help me in developing this research proposal. Also, my special thanks go to all the lecturers who have been very good to me throughout my studies.



ABSTRACT

This study assessed the effectiveness of devolution on public policy implementation, with a focus on Meru County Government. Devolution was institutionalized in Kenya through the 2010 Constitution to enhance resource distribution, promote local service delivery, and increase public participation in governance. Despite these intentions, counties face persistent challenges that hinder effective policy implementation, including inadequate resource allocation, weak legislative frameworks, limited public participation, and insufficient staff capacity. The objectives of the study included evaluating the impact of citizen participation, assessing the role of resource allocation, analyzing the influence of the legislative framework, and examining the contribution of staff training to policy implementation in Meru County. The study was guided by two key theories: Participatory Governance Theory and Resource Dependency Theory. A descriptive research design was employed to collect both quantitative and qualitative data. The target population comprised of 1,576 county employees, including 10 heads of departments and other staff across 10 departments. Stratified random sampling was used to select 310 employees, while the heads of departments was included through a census. A pilot study was conducted with 10% of the sample size, represented by 32 respondents drawn from Tigania Sub County, which neighbors Meru County. Data was collected using structured questionnaires and interview guides, focusing on demographic information and research objectives. The collected data was analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations. Inferential analysis, such as correlation and multiple regression, was conducted to establish relationships between variables. The results were presented using tables, charts, and narratives to provide a clear understanding of patterns, trends, and relationships within the data. The study aims to contribute to improved governance and service delivery in Meru County by providing recommendations to enhance devolution and strengthen public policy implementation. This study assessed the influence of institutional management capacity on the teaching of geography in public secondary schools in Nyahururu Sub-County, Laikipia County. The research focused on five key areas: infrastructure, instructional materials, pedagogical approaches, financial resources, and teacher attitudes. A descriptive research design was used, with data collected through questionnaires and interviews from teachers and school administrators. Findings indicated that inadequate infrastructure, including poorly equipped classrooms and insufficient teaching aids, negatively affected geography instruction. The study also found that the availability and use of instructional materials, such as maps and Geographic Information Systems (GIS), significantly influenced student engagement. Pedagogical approaches played a crucial role, with interactive methods proving more effective than traditional lecture-based teaching. Additionally, financial constraints were a major challenge, limiting access to teaching resources and professional development opportunities. Teacher attitudes and preparedness were also found to be critical in motivating students and enhancing performance in geography. The study concludes that strengthening institutional management in these areas can improve geography education. It recommends investment in infrastructure, provision of adequate instructional materials, adoption of interactive teaching strategies, increased financial support, and continuous teacher training to enhance student performance in the subject.

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LIST OF ABBREVIATIONS AND ACRONYMS

CDF – Constituency Development Fund

CRA – Commission on Revenue Allocation

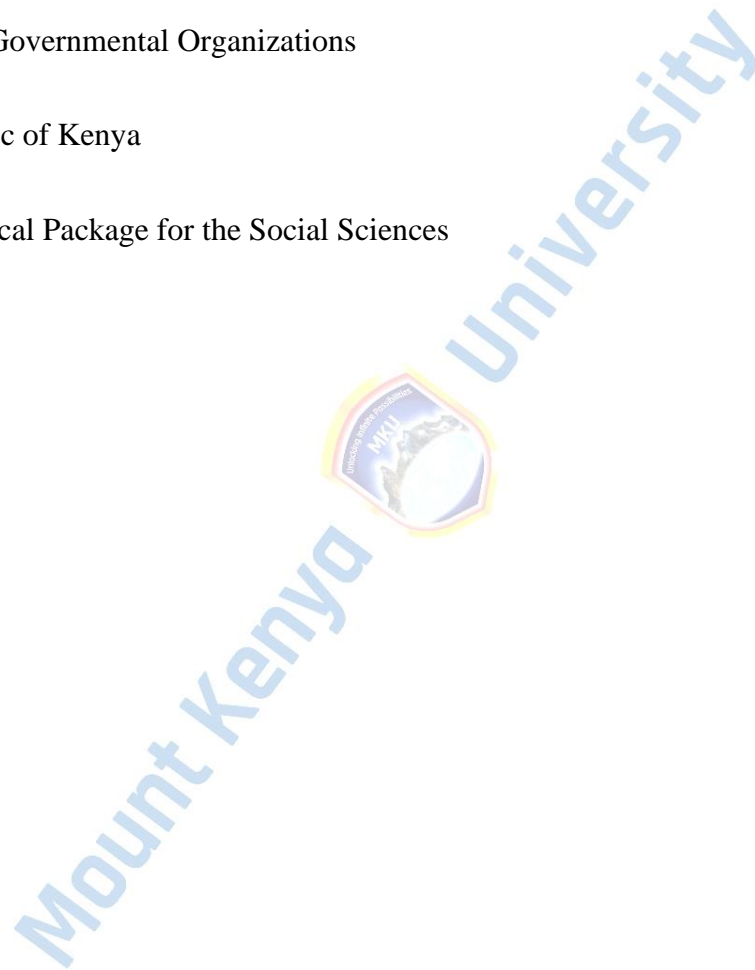
ICT – Information and Communication Technology

NACOSTI – National Commission for Science, Technology, and Innovation

NGOs – Non-Governmental Organizations

RoK – Republic of Kenya

SPSS – Statistical Package for the Social Sciences



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Devolution, the process of transferring power and responsibilities from a central government to lower levels of government, is a governance model that has gained prominence globally. This governance reform is driven by the need to enhance localized decision-making, promote accountability, and improve service delivery. Devolution provides sub-national governments with greater autonomy over resources and services, making them better positioned to meet the unique needs of their populations. However, the effectiveness of devolution varies widely across countries, depending on institutional structures, political will, and the capacity of local governments to implement policies effectively.

Globally, many countries have implemented devolution to reduce the inefficiencies of centralized governance. In the United Kingdom, devolution was introduced through referendums in Scotland, Wales, and Northern Ireland in the late 1990s. The devolved governments were granted legislative authority over critical sectors such as education, healthcare, and infrastructure (Weller & Wolff, 2005). These reforms aimed to address regional disparities and enhance public participation in governance. Despite early success in improving service delivery, challenges such as funding disputes and political tensions between the devolved administrations and the UK government have persisted (Sandford, 2021).

Similarly, in France, a significant process of decentralization began in the early 1980s under President François Mitterrand. The French government established regional councils with responsibilities for infrastructure development, education, and economic planning (Garnier, 2020). These councils were intended to reduce administrative

bottlenecks and bring services closer to citizens. However, critics argue that the central government retained significant control over funding and oversight, limiting the effectiveness of regional authorities in implementing public policies (Paquin, 2018).

In Africa, devolution has been promoted as a means to address the excessive concentration of power in capital cities and to improve service delivery in marginalized regions. South Africa's post-apartheid constitution of 1996 introduced a system of cooperative governance, which created national, provincial, and municipal governments with clearly defined powers (Nzimakwe, 2020). The aim was to ensure equitable service delivery and address socio-economic disparities caused by decades of apartheid policies.

While the provincial governments have made progress in areas such as healthcare and education, they have faced challenges related to corruption, weak financial management, and political interference (Kanyane, 2019).

In Nigeria, devolution has taken the form of a federal system with 36 states and a federal capital territory. The states have authority over various public services, including education, healthcare, and infrastructure (Osoba & Fashagba, 2018). However, despite the constitutional guarantees of autonomy, states often face budgetary constraints due to over-reliance on oil revenues controlled by the federal government. Additionally, political conflicts and poor coordination between different levels of government have hindered the effective implementation of public policies (Ezeibe, Okeke, & Nzeadibe, 2020).

Kenya presents a unique case of devolution in Africa, as it underwent significant constitutional reforms in 2010 to establish a devolved system of governance. The Lancaster House Constitution of 1963 initially provided for regional governments at independence. However, subsequent constitutional amendments centralized power in Nairobi, resulting in the marginalization of remote regions and deepening regional

inequalities (Mwenda, 2010). By the 1990s, frustrations over this centralization led to the "Second Liberation," a political movement championed by leaders like Oginga Odinga, Kenneth Matiba, and Kiraitu Murungi. This movement called for reforms to enhance public participation and equitable resource distribution (Ng'ang'a, 2011).

The 2010 Constitution established a two-tier system of government, consisting of the national government and 47 county governments. The county governments were tasked with managing local service delivery, infrastructure development, and resource allocation, while the national government retained oversight and policy coordination (Burugu, 2010). Since the 2013 elections, which marked the full implementation of devolution, the system has made notable strides in bringing governance closer to the people. Counties have achieved progress in areas such as healthcare, education, and infrastructure development.

1.1.1 Devolution

Devolution, defined as the transfer of political, administrative, and fiscal responsibilities from a central government to lower levels of government, has become a cornerstone of governance reforms globally (Commonwealth Secretariat & Commonwealth Local Government Forum, 2001). It differs from other forms of decentralization by granting sub-national governments autonomy in decision-making, resource management, and service delivery. Globally, devolution is recognized as a strategy to address governance inefficiencies, optimize resource allocation, and enhance democratic accountability. It improves responsiveness to local needs and fosters public participation by bringing decision-making closer to the people. However, for devolution to achieve its full potential, strong institutional frameworks, coordination mechanisms, and active public engagement are essential (Commonwealth Secretariat & Commonwealth Local Government Forum, 2001).

In Kenya, the concept of devolution was first embraced at independence under the Lancaster House Constitution, which provided for regional governments. However, subsequent constitutional amendments centralized power in Nairobi. This concentration marginalized remote regions, leading to disparities in development (Mwenda, 2010). The 1990s saw the rise of the "Second Liberation," led by political figures like Oginga Odinga, Kenneth Matiba, and Kiraitu Murungi, who demanded reforms for greater public participation in governance (Ng'ang'a, 2011).

Under President Mwai Kibaki's administration, the push for decentralization accelerated. In 2003, the Constituency Development Fund (CDF) was introduced to promote local development projects (Burugu, 2010). While the CDF improved resource allocation in marginalized areas, challenges such as limited administrative capacity, low public engagement, and political interference persisted (Ng'ang'a, 2011).

The promulgation of the 2010 Constitution marked a significant milestone in Kenya's governance, officially establishing a devolved system. It created two levels of government—the national government and 47 county governments—with distinct powers and functions. County governments, led by governors, were tasked with managing local services and resources, while the national government maintained overall sovereignty (Burugu, 2010).

Since the first general elections under this system in 2013, Kenya's devolution journey has faced several challenges. These include disputes over resource allocation between county and national governments, internal conflicts between county executives and assemblies, and public dissatisfaction with service delivery (Burugu, 2010). Despite these issues, devolution has advanced governance by redistributing power and improving local-level services in many parts of the country. With ongoing reforms and stronger

oversight, devolution has the potential to further enhance equitable development across Kenya.

This study explored these issues in depth, focusing on the efficiency of county governments in service delivery and resource utilization. It also examined the role of public participation in the devolution process and the extent to which devolution has succeeded in addressing the needs of marginalized communities in Kenya. Through this analysis, the study aims to contribute to the ongoing debate about the future of devolution in Kenya and to provide recommendations for ensuring its success.

1.2 Statement of the Problem

Devolution in Kenya was reintroduced through the 2010 Constitution with the objective of promoting equitable resource distribution, enhancing public service delivery, and ensuring greater public participation in governance. Counties were allocated significant responsibilities for policy implementation, including managing education, healthcare, agriculture, and infrastructure development (RoK, 2010). Meru County, like other counties in Kenya, was expected to use its devolved powers to address long-standing socio-economic disparities and improve public service delivery. However, despite these efforts, many counties, including Meru, continue to face systemic challenges that hinder the effective implementation of public policies, limiting their ability to achieve the intended developmental objectives (World Bank, 2020).

One key issue affecting public policy implementation in Meru County is resource inadequacy. While the Constitution guarantees counties at least 15% of the national revenue, this allocation is often insufficient to meet local development needs (Commission on Revenue Allocation [CRA], 2021). Additionally, Meru County struggles to generate its own revenue, leading to budgetary constraints that affect the

planning and execution of key development projects. Poor financial management and delays in the disbursement of national funds have further compounded these challenges, undermining the county's ability to deliver services effectively (Odhiambo & Anyango, 2019). As a result, essential services such as healthcare, education, and agricultural support remain underfunded, thereby frustrating the county's development agenda.

Another major challenge is the weak institutional capacity and governance structures within the county. Political interference, frequent conflicts between the county executive and the county assembly, and inadequate staff training have affected the policy implementation process (Kiptoo, 2019). These tensions often lead to delays in decision-making and the allocation of resources, limiting progress on developmental projects. Furthermore, there is limited public participation and accountability in governance, with many residents of Meru County lacking access to platforms where they can voice their concerns or influence policy decisions (Kinyua, 2021). This situation has eroded public trust and reduced the effectiveness of devolution in addressing the needs of local communities. Without significant reforms to strengthen institutional frameworks and improve resource management, Meru County may continue to face difficulties in realizing the full potential of devolution.

1.3 Purpose of the Study

The purpose of this study was to assess the influence of devolution in Kenya, with a particular focus on the implementation of public policy by county governments.

1.4 Objectives of the Study

The objectives of this study were as follows:

- i. To evaluate the impact of citizen participation on public policy implementation in Meru County.
- ii. To assess the role of resource allocation on public policy implementation in Meru County.
- iii. To analyze how the legislative framework affects public policy implementation under the devolution model in Meru County.
- iv. To examine the contribution of staff training to the implementation of public policies in Meru County.

1.5 Research Questions

The study was guided by the following research questions:

- i. To what extent does citizen participation influence the implementation of public policies in Meru County?
- ii. How does resource allocation affect the implementation of public policies in Meru County?
- iii. In what ways does the legislative framework shape the implementation of public policies under the devolution model in Meru County?
- iv. How does staff training enhance the effectiveness of public policy implementation in Meru County?

1.6 Significance of the Study

This study is significant as it may provide critical insights to policymakers at both the county and national levels. By understanding the role of key factors such as citizen participation, resource allocation, legislative frameworks, and staff training in policy implementation, policymakers can design and implement more effective governance

strategies. The findings might assist county governments in improving service delivery and resource management while helping the national government address coordination challenges, delays in funding, and jurisdictional conflicts that hinder devolution.

County government officials and administrators in Meru County was greatly benefit from this research. The study will provide actionable recommendations to strengthen governance structures, reduce corruption, and enhance accountability. By identifying weaknesses in policy implementation, the findings also helped the county government optimize service delivery processes and allocate resources more efficiently. Additionally, staff training programs can be tailored to address capacity gaps, equipping personnel with the necessary skills to improve performance.

The study is also crucial for Meru County residents, who are the primary beneficiaries of public services. By emphasizing the importance of citizen participation in governance, the research encouraged greater community engagement in decision-making processes. This increased involvement can lead to better alignment of policies and services with local needs, enhancing the quality of public service delivery and fostering a sense of accountability among county leaders.

Development partners and non-governmental organizations (NGOs) operating in Meru County also benefited from the study. The findings provided insights into the challenges faced by the county government in implementing policies, enabling these organizations to design programs that support and complement government initiatives. This collaboration can result in more targeted interventions and sustainable development outcomes.

Finally, the study contributed to the growing body of empirical knowledge on devolution and public policy implementation. By focusing on Meru County, the research offered valuable evidence on how devolved governance systems function in practice. Scholars

and future researchers can use these insights to inform further studies, potentially shaping governance reforms and policy development efforts not only in Kenya but also in other countries with similar devolved structures.

1.7 Scope of the Study

This study focused on assessing the effectiveness of devolution on public policy implementation in Meru County, Kenya. Specifically, it evaluated how citizen participation, resource allocation, legislative frameworks, and staff training influenced the implementation of public policies. It targeted various stakeholders, including county officials, policy implementers, and residents, to gather comprehensive data on governance and service delivery. The research was conducted from January to July, utilizing a descriptive research design to provide detailed insights into the state of policy implementation under devolution. The study collected both primary and secondary data through surveys, interviews, and document analysis to ensure a thorough examination of the research objectives.

1.8 Limitations of the Study

One limitation of the study was the potential reluctance of respondents to provide accurate or complete information, particularly on sensitive topics such as governance and corruption. To mitigate this, the study ensured confidentiality by using anonymous questionnaires and conducting interviews in a non-intimidating manner.

Another limitation was the possible unavailability of key respondents due to their busy schedules. To address this, the study scheduled interviews in advance and offered flexible time slots to accommodate respondents' availability.

Additionally, there was a risk of delays in data collection due to logistical challenges. To avert this, the researcher developed a detailed timeline and allocated sufficient time for each phase of data collection to prevent disruptions to the study schedule.

1.9 Delimitation of the Study

This study focused exclusively on Meru County, Kenya, assessing the effectiveness of devolution on public policy implementation. It targeted county government officials, policy implementers, and residents to gather data on key factors such as citizen participation, resource allocation, legislative frameworks, and staff training. The study did not cover other counties or aspects of devolution outside the scope of public policy implementation.

1.9 Assumptions of the Study

The study assumed that respondents provided honest and accurate information regarding their experiences and opinions on public policy implementation in Meru County. It also assumed that the research instruments, such as questionnaires and interview guides, were effective in capturing relevant data. Finally, the study assumed that the sample size and data collected were sufficient to draw valid and reliable conclusions about the influence of devolution on policy implementation.

1.10 Operational Definition of Significant Terms

Devolution – The transfer of authority, responsibilities, and resources from a central government to sub-national units, such as county governments, aimed at improving governance, service delivery, and public participation (Cheema & Rondinelli, 2014).

Public Policy Implementation – The process of executing and enforcing laws, regulations, and initiatives established by government authorities to achieve specified development objectives (Howlett & Ramesh, 2014).

Citizen Participation – The active engagement of citizens in governance processes, including policy-making, implementation, and oversight, to ensure that government decisions reflect the needs and priorities of the local population (Kinyua, 2021).

Resource Allocation – The distribution and management of financial, human, and infrastructural resources to facilitate effective service delivery and the achievement of policy goals at the local level (Odhiambo & Anyango, 2019).

Legislative Framework – A set of legal provisions, regulations, and statutes that guide the roles and responsibilities of government institutions, ensuring proper governance and accountability under a devolved system (RoK, 2010).

Staff Training – The process of equipping government personnel with the knowledge, skills, and competencies necessary to improve their capacity to implement and manage public policies effectively (Kiptoo, 2019).

Effectiveness of Devolution – The extent to which devolution achieves its intended goals of improving governance, service delivery, and socio-economic development by empowering local governments (Nzimakwe, 2020).

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature relevant to the study on the effectiveness of devolution in public policy implementation in Meru County. It includes theoretical literature, the theoretical framework, empirical literature, the conceptual framework, and research gaps. Each section provides insights into the factors influencing the implementation of policies under devolved governance.

2.1 Theoretical Literature

This section presents the theories relevant to the study, which provide a framework for understanding the factors influencing public policy implementation in a devolved governance system. The study was guided by two key theories: Participatory Governance Theory and Resource Dependency Theory.

2.1.1 Participatory Governance Theory

Participatory Governance Theory emphasizes the importance of involving citizens directly in governance processes to enhance transparency, accountability, and policy effectiveness. This theory, grounded in democratic principles, gained prominence through the works of scholars like Fung (2015), who argue that participatory mechanisms improve public service delivery by aligning policy decisions with the needs and priorities of local communities. The theory posits that citizens are not just passive recipients of government services but active stakeholders whose input is essential for effective governance (Cornwall, 2016). Participatory governance can take various forms, including public consultations, citizen advisory boards, participatory budgeting, and grassroots activism. These mechanisms empower citizens to engage in decisions that

affect their lives and ensure that public policies reflect local concerns. Arnstein's (1969) "Ladder of Citizen Participation," though an earlier contribution, remains relevant as it categorizes participation into different levels, ranging from tokenism to actual empowerment. Modern scholars have built on these foundations, recognizing that effective participation requires institutional structures that facilitate meaningful citizen involvement (Smith, 2021).

Participatory governance is particularly critical in decentralized and devolved systems of government. Decentralization often promises to bring governance closer to the people, but this objective cannot be achieved without adequate public involvement in decision-making (Gaventa, 2020). The theory stresses that local governments should establish channels for active participation to enable citizens to influence planning, implementation, and evaluation of public policies. Effective participation enhances trust in government, as citizens feel a sense of ownership and control over local development initiatives. Moreover, participatory governance can reduce conflicts between citizens and authorities by creating a platform for dialogue and consensus-building (Kinyua, 2021). It also strengthens democratic accountability by allowing citizens to hold local leaders accountable for service delivery, resource management, and policy outcomes.

However, the theory acknowledges several challenges that may hinder meaningful participation. Socioeconomic inequalities, political manipulation, and lack of information can prevent marginalized groups from participating effectively in governance processes (Cornwall & Coelho, 2019). Additionally, poorly designed participatory structures may limit citizen influence to symbolic consultations without genuine decision-making power. Fung (2015) emphasizes that for participation to be effective, local governments must be willing to share power and provide adequate resources to support participatory mechanisms. The presence of strong civil society

organizations, accessible information channels, and legal frameworks that protect citizen rights are also crucial for fostering genuine participation (Gaventa, 2020).

The relevance of Participatory Governance Theory to devolution in Kenya is significant. The 2010 Constitution institutionalized public participation as a core principle of governance, recognizing that active citizen engagement is vital for the success of devolved governance (RoK, 2010). Counties are mandated to facilitate participation in planning and budgeting processes, ensuring that local development priorities reflect community needs. However, studies have shown that despite these constitutional provisions, many counties struggle to implement participatory mechanisms effectively. Factors such as political interference, limited civic education, and inadequate resources for public forums have undermined citizen involvement in governance (Odhiambo & Anyango, 2019). This gap highlights the importance of strengthening participatory structures to improve public policy implementation under devolution.

In the context of this study, Participatory Governance Theory provides a framework for understanding the role of citizen participation in the implementation of public policies in Meru County. The theory suggests that when citizens are actively involved in governance, policy decisions are more likely to be effective and responsive to local needs. One of the key objectives of this study is to evaluate the extent of citizen participation in Meru County's governance and its impact on policy implementation. By applying this theory, the study seeks to assess whether existing participatory mechanisms in the county are adequate and whether they contribute to improved service delivery and resource allocation. The findings helped identify areas where participatory structures can be strengthened to enhance the effectiveness of devolution.

2.1.2 Resource Dependency Theory

Resource Dependency Theory (RDT), introduced by Pfeffer and Salancik in 1978, emphasizes the significance of external resources in influencing the behavior, decisions, and effectiveness of organizations. According to this theory, organizations are dependent on external environments for critical resources such as funding, labor, and infrastructure, which are essential for their operations and goal achievement (Pfeffer & Salancik, 2003). The theory posits that organizations are not entirely autonomous and must strategically manage their relationships with resource providers to minimize uncertainty and maintain operational stability. This dependence on external resources shapes organizational behavior, compelling leaders to make compromises or adapt to external demands in order to secure the resources they need. In governance contexts, local and regional governments are often heavily reliant on resource allocations from central governments, donor agencies, and other external sources, which can significantly affect their capacity to implement public policies effectively (Gibbons, 2020). The more critical and scarce a resource is, the greater the level of control exerted by the resource provider over the dependent entity.

Resource Dependency Theory highlights the challenges organizations face when access to resources is limited or uncertain. Organizations often seek strategies to reduce dependency by diversifying resource streams, forming strategic alliances, and negotiating favorable conditions with resource providers (Hillman et al., 2009). Additionally, organizations may develop internal capabilities to manage resources more efficiently, thereby reducing their vulnerability to external pressures. In governance, county governments in devolved systems are particularly affected by the availability and allocation of financial resources. Counties require sufficient funds to implement policies and deliver services, and delays or reductions in national revenue allocations can disrupt

their operations and development plans. According to this theory, resource scarcity can lead to organizational inefficiencies, delays in project execution, and reduced service quality (Gale, 2018).

The theory further explains how resource dependency creates power imbalances between resource providers and recipients. When governments or organizations are highly dependent on external entities for crucial resources, those providing the resources gain leverage to influence policies and decisions (Kim & Cannella, 2008). For example, in a devolved governance system, national governments may use their control over budget allocations to impose conditions or restrictions on county governments. This control can hinder the autonomy of counties, limiting their ability to address local priorities independently. The reliance on central funding can also create competition among counties, with those perceived as politically aligned or strategically important receiving preferential treatment in resource distribution (Odhiambo, 2020).

RDT also recognizes the role of resource management strategies in mitigating dependency risks. Counties and other sub-national governments can enhance their effectiveness by improving their capacity to generate local revenue through taxes, fees, and other income sources. Strengthening internal systems for financial planning, budgeting, and accountability is crucial for optimizing the use of available resources (Kinyua, 2021). Additionally, counties can engage stakeholders, including private sector actors and non-governmental organizations (NGOs), to form partnerships that provide alternative resource channels. Effective coordination between national and county governments can further ensure timely disbursement of funds and minimize conflicts over resource allocation.

The theory also emphasizes the significance of human resources and capacity-building efforts. According to RDT, the availability of skilled personnel is critical for effective

policy implementation and organizational performance. Counties may face challenges in hiring and retaining qualified staff due to budgetary constraints or inadequate training opportunities. Addressing these capacity gaps requires investments in staff development programs to equip personnel with the knowledge and skills needed to manage resources efficiently (Kiptoo, 2019). Training programs focused on financial management, policy implementation, and service delivery can reduce the negative effects of resource dependency by enhancing organizational resilience and adaptability.

Empirical studies support the applicability of Resource Dependency Theory in explaining resource-related challenges faced by devolved governments. Research conducted by Kimeu and Anyango (2018) found that counties in Kenya frequently experience budget shortfalls due to delays in the disbursement of national revenue, which significantly affects project completion rates. The study highlighted the need for stronger financial management systems and diversification of funding sources to enhance resource stability. Another study by Gibbons (2020) emphasized that counties with well-developed revenue-generating mechanisms are better positioned to manage resource dependency and improve service delivery outcomes.

In relation to this study, Resource Dependency Theory provides a crucial framework for understanding the challenges that Meru County faces in implementing public policies under devolution. One of the research objectives is to assess how resource allocation impacts public policy implementation in the county. The theory suggests that effective policy implementation is closely linked to the availability and management of financial, human, and infrastructural resources. If Meru County remains heavily dependent on national government allocations without sufficient local revenue generation, it is faced with delays, inefficiencies, and compromised service delivery. The study explored whether the county has implemented strategies to diversify its resource base, improve budget

management, and enhance staff capacity to address these issues. Additionally, the theory supports the objective of examining the role of staff training, as skilled personnel are essential for optimizing resource use and ensuring effective governance. By applying Resource Dependency Theory, the study aims to provide insights into how Meru County can reduce resource dependency, enhance policy implementation, and achieve its development objectives.

2.2 Theoretical Framework

The theoretical framework guides the study by providing a foundation for analyzing the relationships between key variables and the factors influencing public policy implementation under devolution in Meru County. This study is anchored on Participatory Governance Theory and Resource Dependency Theory, which address different but interconnected aspects of the research.

Participatory Governance Theory emphasizes the role of citizen involvement in decision-making processes to improve governance and public service delivery. The theory suggests that active participation enhances accountability, transparency, and responsiveness, ensuring that policies reflect the needs and priorities of the local population (Fung, 2015). This theory is relevant to the study's objective of evaluating the extent to which citizen participation affects policy implementation. It also aligns with the analysis of how legislative frameworks support participatory mechanisms within the county governance system.

Resource Dependency Theory, on the other hand, focuses on the importance of resources, both financial and human, in determining an organization's capacity to achieve its objectives. It posits that organizations, including county governments, are constrained by their reliance on external resources and must adopt strategies to secure and manage these

resources effectively (Pfeffer & Salancik, 2003). This theory supports the study's examination of the impact of resource allocation on public policy implementation and the role of staff training in enhancing administrative capacity. The theory also explains how delays in resource disbursement, poor local revenue generation, and inadequate human resources can hinder the effectiveness of devolution.

Together, these theories provide a comprehensive framework for understanding the factors that influence public policy implementation under devolution. By applying these theories, the study analyzed how citizen participation, resource availability, and institutional capacity interact to shape policy outcomes in Meru County. This framework helped identify areas where improvements in governance structures, resource management, and community engagement can enhance the success of devolution initiatives.

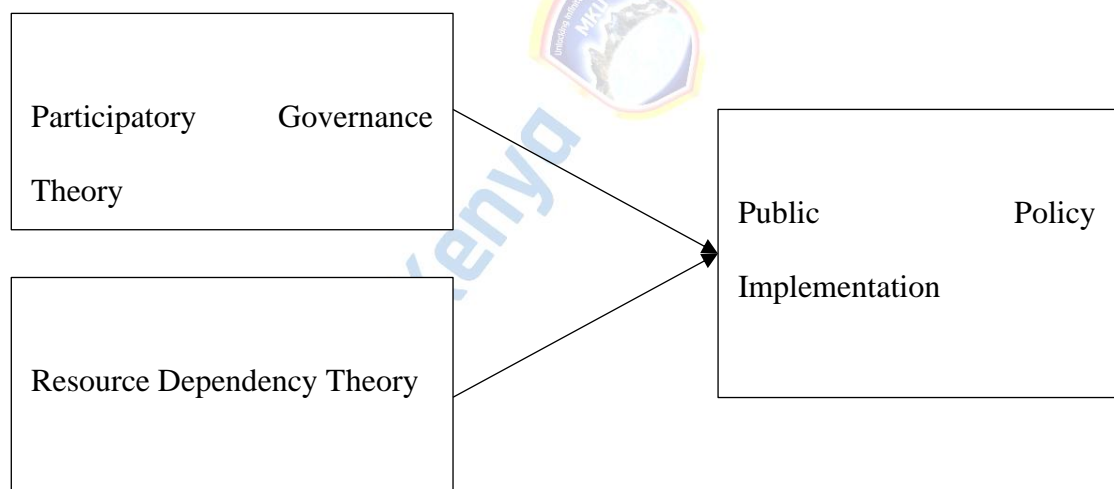


Figure 1: Theoretical Framework

Source: Researcher (2024)

2.3 Empirical Literature

This section reviews existing studies related to devolution and public policy implementation, focusing on how key factors such as citizen participation, resource allocation, legislative frameworks, and staff training influence governance outcomes. Empirical studies provide insights into the challenges and opportunities experienced in different contexts, including both global and local perspectives. By examining these studies, the research aims to identify patterns, best practices, and areas where further investigation is needed. This review also highlighted the extent to which findings from other regions are applicable to Meru County, thereby helping to establish a foundation for the current study.

2.3.1 Citizen Participation and Public Policy Implementation

Citizen participation has been recognized globally as a crucial factor in enhancing the effectiveness of public policy implementation. In the United States, a study by Nabatchi (2018) explored how participatory governance influences public service outcomes across various state and local governments. Using a mixed-method approach that included surveys and case studies, the research found that participatory mechanisms such as public hearings, community forums, and participatory budgeting improved transparency and accountability in policy implementation. Citizens who were actively engaged in these processes reported higher satisfaction with services and a greater sense of ownership over government initiatives. However, the study also noted that participation was often limited by socio-economic factors such as education levels and access to information, which hindered equitable representation. The findings emphasize the importance of creating inclusive participation structures that address such barriers to ensure broader citizen involvement in governance.

In Brazil, participatory budgeting programs have been widely studied as a model for improving policy implementation through citizen engagement. A study conducted by Touchton and Wampler (2019) used quantitative analysis of municipal-level data to examine the impact of participatory budgeting on service delivery outcomes. The study found that municipalities with higher levels of citizen participation experienced significant improvements in areas such as healthcare and infrastructure development. Participatory budgeting allowed citizens to influence budgetary priorities, leading to better alignment between resource allocation and community needs. However, the research highlighted challenges such as political interference and the uneven capacity of local governments to facilitate participation. The study concluded that the effectiveness of participatory governance depends on both political and administrative competence.

In India, a study by Bhattacharya et al. (2020) investigated the role of citizen participation in rural development projects. Using qualitative interviews with government officials and community members, the research found that participatory approaches enhanced the efficiency of public works programs, particularly in the areas of irrigation and road construction. However, the study revealed that local elites often dominated decision-making processes, limiting the involvement of marginalized groups. Bhattacharya et al. emphasized the need for stronger institutional frameworks and legal protections to ensure that participation mechanisms are equitable and inclusive. These findings illustrate the complex dynamics of citizen participation, where power imbalances can undermine the effectiveness of participatory governance initiatives.

In the African context, participatory governance has become an increasingly important focus for improving policy implementation in decentralized systems. In South Africa, a study by Nzimakwe (2020) explored citizen participation in municipal governance. Using surveys and interviews, the study found that public participation initiatives, such

as ward committees and community forums, improved service delivery in areas such as housing and sanitation. However, the research highlighted that participation was often superficial, with limited decision-making power granted to citizens. Many respondents expressed frustration with the lack of follow-through on their recommendations. The study recommended reforms to strengthen the legal mandate for participatory governance and to enhance the capacity of local governments to engage with citizens meaningfully.

In Uganda, a study by Asiimwe and Musiime (2018) examined how citizen participation affected the implementation of public health policies in rural districts. The research employed a case study approach, collecting data through focus group discussions and document reviews. The findings indicated that communities that actively participated in health planning processes experienced better health outcomes, such as increased vaccination rates and improved maternal health services. However, the study noted that participation was often hindered by logistical challenges, including inadequate transportation and communication infrastructure. Asiimwe and Musiime emphasized the importance of investing in capacity-building initiatives to support local participation and improve policy implementation.

Nigeria has also experienced efforts to enhance citizen participation in governance. A study by Ezeibe et al. (2020) focused on participatory governance in the implementation of local government projects in the southeastern region of the country. The study utilized a survey of 300 local government officials and community members, finding that citizen participation improved project monitoring and reduced incidences of corruption. However, the research noted that political patronage and elite capture remained significant challenges. Ezeibe et al. recommended increased civic education and stronger anti-corruption measures to promote effective and equitable citizen participation in governance.

In Kenya, participatory governance was institutionalized through the 2010 Constitution, which mandates public participation in policy-making and implementation processes. A study by Odhiambo and Anyango (2019) evaluated the effectiveness of citizen participation in county budgeting processes in Kisumu County. Using a combination of surveys and public expenditure reviews, the study found that citizen participation improved budget transparency and accountability, resulting in better resource allocation for priority projects. However, the research noted that participation was often constrained by inadequate civic education and poor communication between government officials and citizens. The study recommended investing in public awareness campaigns to improve citizen engagement in governance.

In Meru County, a study conducted by Kinyua (2021) examined how citizen participation influenced the implementation of agricultural policies. The study employed a descriptive research design, using surveys and interviews with farmers, government officials, and community leaders. The findings indicated that increased participation in policy planning led to more effective agricultural programs, including improved access to extension services and farm inputs. However, the study highlighted that political interference and delays in resource disbursement hindered the full realization of these benefits. Kinyua emphasized the need for greater autonomy for county governments to manage participatory governance initiatives without external pressures.

A study by Kiptoo (2019) in Uasin Gishu County explored the relationship between citizen participation and public service delivery in education. The research adopted a case study methodology, gathering data through focus group discussions and document analysis. The findings revealed that citizen involvement in school management committees improved accountability and resource utilization, leading to better educational outcomes. However, the study noted that participation was often limited by

logistical challenges, including the lack of transportation for community members to attend meetings. Kiptoo recommended the provision of logistical support and capacity-building programs to enhance citizen participation in governance.

2.3.2 Resource Allocation and Public Policy Implementation

Globally, resource allocation has been identified as a critical factor in determining the success or failure of public policy implementation. In Canada, a study by Skogstad (2019) explored the relationship between resource allocation and policy implementation across provincial governments. The research employed a mixed-method approach, combining quantitative data analysis of budget allocations with qualitative interviews of policymakers. The study found that provinces that allocated adequate resources to priority sectors such as healthcare and education experienced better policy outcomes. However, those with inadequate or delayed funding faced implementation setbacks, with programs either stalling or being delivered inefficiently. Skogstad emphasized that clear budgetary frameworks and timely disbursement of funds were crucial for effective public service delivery. The study also highlighted the importance of aligning resource allocation with policy goals to avoid resource wastage.

In Australia, a study by Shand and Potter (2020) examined how resource allocation impacted the implementation of environmental policies at the state level. Using case studies from New South Wales and Victoria, the research found that inconsistent and insufficient funding hindered long-term policy initiatives aimed at environmental conservation. The study adopted a longitudinal research design, tracking the performance of environmental projects over a ten-year period. It concluded that policy implementation suffered when funding was reactive and politically driven rather than planned based on long-term resource needs. The researchers recommended institutionalizing resource planning to improve policy sustainability and effectiveness. This research underscored

the need for stable and predictable resource flows to facilitate uninterrupted policy execution.

In Sweden, a study by Johansson and Näslund (2021) focused on resource allocation in public healthcare systems. The study used a comparative analysis of regional health authorities, employing both survey and administrative data to assess how resources were distributed and utilized. The findings revealed that regions with better resource management practices achieved higher efficiency in service delivery and policy implementation. Johansson and Näslund observed that resource allocation systems that prioritized transparency and stakeholder involvement led to improved policy outcomes. However, the study also noted that resource mismanagement, including corruption and bureaucratic inefficiencies, remained challenges in some regions, affecting healthcare access and quality.

In Africa, resource allocation remains a pressing issue in the implementation of public policies, particularly in countries with devolved governance systems. In Ghana, a study by Mensah and Adjei (2019) assessed how resource allocation influenced the effectiveness of education policies in rural districts. Using a case study methodology, the research collected data from district education offices, school administrators, and community members. The study found that schools in districts with adequate funding achieved better student performance and higher retention rates. However, unequal resource distribution between urban and rural districts exacerbated disparities in education access. Mensah and Adjei recommended that governments implement more equitable resource allocation models to promote balanced development.

In Tanzania, a study by Kessy (2018) examined the impact of financial resource allocation on local government infrastructure projects. The research adopted a descriptive survey design, collecting data from multiple districts through questionnaires

and focus group discussions. The findings indicated that districts that received timely funding were able to complete infrastructure projects on schedule, leading to improved service delivery. However, delayed disbursement of funds and poor financial management practices hindered the success of projects in several districts. Kessy emphasized the importance of strengthening financial oversight mechanisms to prevent resource leakage and ensure that allocated funds reach intended projects.

In Ethiopia, a study by Debela and Mohammed (2020) explored the role of resource allocation in agricultural policy implementation. The researchers used a mixed-methods approach, combining farmer surveys with interviews of agricultural extension officers. The findings showed that regions with sufficient resource allocation for extension services and farm inputs experienced higher agricultural productivity and better policy outcomes. However, regions that faced resource shortages reported poor service delivery, resulting in reduced productivity and food insecurity. The study highlighted the need for targeted investments in key sectors to address resource disparities and promote sustainable development.

In Kenya, resource allocation plays a crucial role in determining the success of policy implementation under the devolved governance framework. In Turkana County, a study by Mwangi and Kinyua (2018) examined how resource allocation influenced the implementation of health policies. The study used a case study design, collecting data through surveys and interviews with health workers and county officials. The findings revealed that inadequate funding and delays in the disbursement of national revenue allocations hindered the provision of essential health services. Health facilities faced shortages of medical supplies, staff, and equipment, affecting service delivery. Mwangi and Kinyua recommended that counties improve local revenue generation and budget planning to reduce dependency on national government allocations.

In Nyeri County, a study by Githinji (2019) focused on the impact of resource allocation on education policy implementation. The research employed a descriptive survey design, gathering data from school administrators, teachers, and education officials. The study found that schools with consistent funding achieved better academic performance and higher enrollment rates. However, funding disparities between public and private schools contributed to unequal education outcomes. Githinji emphasized the importance of implementing policies that ensure equitable allocation of resources to promote access to quality education for all learners.

In Meru County, a study by Odhiambo (2021) assessed how resource allocation affected the implementation of agricultural development policies. The study used a mixed-methods approach, combining farmer surveys and key informant interviews with county officials. The findings indicated that inadequate funding for agricultural extension services and infrastructure projects limited the effectiveness of policy initiatives aimed at improving productivity. Farmers reported challenges such as delayed access to farm inputs and lack of technical support. Odhiambo recommended that the county government prioritize resource allocation to key sectors and enhance financial accountability to improve service delivery and policy outcomes.

2.3.3 Legislative Framework and Public Policy Implementation

The role of legislative frameworks in public policy implementation is widely recognized globally. In the United Kingdom, a study by Sandford (2021) examined the impact of devolved legislative structures in Scotland, Wales, and Northern Ireland on policy implementation. The study utilized document analysis and interviews with regional legislators to assess the effectiveness of regional laws in enhancing service delivery. The findings showed that well-defined legislative mandates significantly improved policy

coordination between national and regional governments. However, issues such as overlapping functions and political tensions occasionally hindered the full realization of legislative goals. Sandford emphasized the need for clearer intergovernmental relations and legal harmonization to improve policy outcomes. This study demonstrated how robust legal frameworks can empower sub-national units to implement policies effectively.

In New Zealand, a study by Memon and Kirk (2018) explored how legislative frameworks influenced environmental policy implementation in local councils. Using a qualitative case study approach, the research found that local governments with strong legal backing were better equipped to enforce environmental regulations and engage stakeholders. However, the study highlighted challenges such as resource constraints and legal ambiguities, which sometimes led to inconsistent enforcement across different regions. The researchers recommended revising legislation to provide clearer guidelines and increased funding for implementation. This study illustrates how comprehensive legislative frameworks can strengthen institutional capacity and accountability in policy execution.

In Germany, Töller (2020) conducted a comparative study of policy implementation across federal and state governments, focusing on legislative alignment and policy enforcement. The study applied a mixed-method design, using surveys and administrative data to evaluate how legislative consistency influenced education and healthcare policy outcomes. The findings indicated that states with well-coordinated legal frameworks achieved better service delivery and policy success. However, discrepancies in state-level laws sometimes caused delays and confusion in policy implementation. Töller concluded that fostering legislative coherence through regular

legal reviews and stakeholder engagement was essential for effective governance under federal systems.

In the African context, the legislative framework's role in public policy implementation is crucial, particularly in countries undergoing governance reforms. In Rwanda, a study by Habumuremyi (2018) investigated how legislative reforms influenced the success of agricultural policies. The research employed a case study design, collecting data through focus group discussions and interviews with policymakers and farmers. The study found that newly enacted laws on land use and cooperative farming significantly improved productivity and policy implementation. However, the study also identified gaps in enforcement mechanisms and technical support, which limited the full benefits of these reforms. Habumuremyi recommended enhancing legal capacity at local government levels to strengthen policy execution.

In Zambia, a study by Mulenga (2019) examined the role of legal frameworks in decentralization and public service delivery. Using surveys and policy analysis, the study found that laws supporting local government autonomy improved resource allocation and project implementation. However, the study noted that weak enforcement of accountability measures led to cases of corruption and inefficiency. Mulenga emphasized that effective legal frameworks require not only strong laws but also institutions capable of enforcing them. The findings suggested that ongoing legislative reviews and capacity-building initiatives are critical for maintaining the effectiveness of decentralization reforms.

In Botswana, a study by Mooketsi and Tshukudu (2020) focused on the influence of legislative frameworks on education policy implementation. The study used interviews with education officials and school administrators to assess how national and regional laws affected service delivery. The findings revealed that comprehensive legal provisions

improved access to education, particularly in rural areas. However, the study highlighted challenges related to inadequate funding and bureaucratic delays in policy enforcement. Mooketsi and Tshukudu recommended revising outdated laws and improving coordination between government agencies to enhance policy outcomes.

In Kenya, the 2010 Constitution introduced significant legal reforms to support devolution and public policy implementation. In Mombasa County, a study by Mutua (2018) analyzed the impact of the legislative framework on infrastructure development policies. Using a combination of document analysis and interviews with county officials, the study found that legal provisions defining roles and responsibilities improved policy planning and execution. However, conflicts between county and national laws occasionally caused delays in project implementation. Mutua recommended greater legal harmonization and regular consultations between government levels to address these conflicts and enhance policy success.

In Kiambu County, a study by Njenga (2019) examined how legislative frameworks influenced healthcare policy implementation. The research used a case study design, gathering data through surveys of healthcare providers and patients. The findings showed that strong legal frameworks governing resource allocation and service standards improved healthcare access and quality. However, the study noted that inconsistent enforcement of healthcare laws, particularly in rural areas, limited policy effectiveness. Njenga emphasized the need for more robust monitoring and evaluation systems to ensure legal compliance and accountability.

In Meru County, a study by Kinyua (2021) investigated how legislative frameworks affected agricultural policy implementation under devolution. The study used a descriptive survey design, collecting data from farmers, county officials, and community leaders. The findings indicated that legal provisions supporting agricultural extension

services and resource allocation improved policy implementation. However, the study highlighted that political interference and legal ambiguities occasionally disrupted service delivery. Kinyua recommended that county governments strengthen legal frameworks to clarify roles, reduce political conflicts, and enhance policy enforcement mechanisms.

2.3.4 Staff Training and Public Policy Implementation

Globally, staff training has been recognized as a critical factor for improving public policy implementation by enhancing the capacity of government personnel. In Japan, a study by Sakamoto (2019) examined the role of continuous staff development programs in local governments. Using surveys and interviews with municipal employees, the research found that regular training improved staff competency in areas such as policy planning, financial management, and service delivery. The study emphasized that training programs tailored to local government functions resulted in faster project implementation and better accountability. However, the study also highlighted challenges related to budget constraints and the limited availability of specialized trainers. Sakamoto recommended that governments invest more in training infrastructure and partnerships with academic institutions to address these challenges.

In Malaysia, a study by Abdul Rahman and Jaafar (2018) explored the impact of training programs on the implementation of public health policies in state hospitals. The study adopted a quasi-experimental design, comparing policy outcomes in hospitals where staff received targeted training with those where no training was conducted. The findings showed that hospitals with trained staff reported improved adherence to policy guidelines, higher efficiency in patient care, and reduced medical errors. The study concluded that effective training programs were key to ensuring the successful implementation of complex policies. Abdul Rahman and Jaafar suggested that training

should focus not only on technical skills but also on leadership and problem-solving capabilities to enhance long-term policy outcomes.

In Chile, a study by Ramirez et al. (2020) examined how capacity-building programs influenced the implementation of education reforms in rural areas. The researchers used a case study approach, collecting data from school administrators, teachers, and government officials. The study found that training programs focused on curriculum development and school management improved the implementation of education policies. However, disparities in access to training between urban and rural schools created challenges in achieving equitable policy outcomes. Ramirez et al. emphasized the need for targeted interventions to ensure that all regions benefit from staff training programs, thereby enhancing the overall effectiveness of education policies.

In Africa, the role of staff training in public policy implementation has gained increased attention as many countries grapple with governance and capacity challenges. In Morocco, a study by El Mahdi (2019) analyzed how training programs influenced the success of agricultural policies. Using surveys and focus group discussions with extension officers and farmers, the study found that training on modern farming techniques and resource management improved agricultural productivity and policy compliance. However, the study noted that the sustainability of training programs was undermined by irregular funding and high staff turnover. El Mahdi recommended institutionalizing training programs within government departments to ensure continuity and capacity building.

In Namibia, a study by Ndeapo and Iileka (2021) investigated the impact of staff training on the implementation of environmental policies at the municipal level. The study employed a qualitative research design, using interviews and document reviews to assess training initiatives across different municipalities. The findings indicated that

municipalities with regular training programs achieved better compliance with environmental regulations, particularly in waste management and conservation projects. However, the study found that inadequate training in remote regions hindered policy enforcement. Ndeapo and Iileka suggested decentralizing training initiatives and increasing collaboration with non-governmental organizations (NGOs) to enhance capacity at the grassroots level.

In Zimbabwe, a study by Mupindu and Muzenda (2020) focused on the contribution of staff training to healthcare policy implementation in district hospitals. The research used a mixed-methods approach, collecting data through surveys, interviews, and observation. The findings showed that hospitals where staff received training on healthcare protocols experienced improved service delivery, including shorter waiting times and increased patient satisfaction. However, the study highlighted challenges such as limited access to continuous professional development opportunities. Mupindu and Muzenda recommended that the government prioritize funding for regular training and mentorship programs to improve healthcare policy outcomes.

In Kenya, staff training is increasingly recognized as essential for the effective implementation of policies under the devolved governance system. In Kisii County, a study by Mwita (2018) examined the role of training programs in improving the performance of county officials responsible for infrastructure development. The study employed a descriptive research design, gathering data through surveys and interviews. The findings indicated that officials who participated in training programs on project management and budgeting achieved better project outcomes. However, the study noted that training opportunities were not evenly distributed, with lower-level staff often excluded from capacity-building initiatives. Mwita recommended that counties develop inclusive training policies to ensure that all employees benefit from skills enhancement.

In Nakuru County, a study by Njuguna and Karanja (2019) assessed how staff training influenced the implementation of education policies. The study used a case study approach, collecting data through interviews with school administrators and education officers. The findings revealed that training programs focused on policy compliance and resource management improved school performance indicators such as enrollment and completion rates. However, the study noted that inadequate funding for training programs limited their impact, particularly in rural schools. Njuguna and Karanja suggested that county governments allocate more resources to professional development initiatives to enhance policy implementation.

In Meru County, a study by Kinyua (2021) investigated the contribution of staff training to agricultural policy implementation. The research used a descriptive survey design, collecting data from agricultural officers and farmers. The findings indicated that training programs improved the capacity of extension officers to provide technical support to farmers, leading to increased productivity. However, the study highlighted that irregular training schedules and insufficient funding hampered the full realization of policy objectives. Kinyua recommended that the county government institutionalize regular training programs and strengthen partnerships with agricultural research institutions to enhance policy success.

2.3.5 Implementation of Public Policies

Globally, public policy implementation is often influenced by a range of factors, including institutional capacity, governance structures, and stakeholder engagement. In South Korea, a study by Kim and Park (2021) analyzed the factors affecting policy implementation in local governments. Using a mixed-method approach, the study combined surveys with in-depth interviews of policymakers and local government officials. The findings showed that local governments with strong institutional capacity

and clearly defined responsibilities achieved better outcomes in implementing social welfare policies. However, the study noted that political interference and frequent changes in leadership negatively impacted policy continuity. The researchers recommended that governments strengthen institutional frameworks and enhance training for policymakers to reduce implementation challenges.

In Italy, a study by Marra and D'Amico (2018) focused on the implementation of regional development policies. The research used a case study design, analyzing policy documents and conducting interviews with regional administrators. The study found that well-coordinated legal frameworks and collaborative governance models improved the effectiveness of policy implementation, particularly in infrastructure projects. However, the research highlighted that bureaucratic inefficiencies, such as delays in project approvals and resource disbursement, remained significant obstacles. Marra and D'Amico recommended the adoption of performance-based accountability systems to streamline administrative processes and improve policy execution.

In Saudi Arabia, Alotaibi (2020) examined the role of digital transformation in enhancing public policy implementation in the health sector. The study employed a quantitative design, collecting data from health administrators through surveys. The findings revealed that the integration of digital health platforms improved policy implementation by reducing administrative delays and enhancing service delivery efficiency. However, the study noted that staff training and technological infrastructure were critical factors influencing the success of these initiatives. Alotaibi emphasized the need for continuous investment in technology and capacity building to ensure sustainable improvements in policy implementation.

In the African context, public policy implementation is often constrained by governance, resource, and capacity challenges. In Algeria, a study by Belmokhtar and Hadji (2019)

investigated the effectiveness of decentralization reforms in implementing education policies. The research used a descriptive survey design, gathering data from teachers, education officers, and local government officials. The findings indicated that decentralization improved service delivery in schools by enabling local governments to make decisions based on community needs. However, inadequate funding and weak intergovernmental coordination limited the full realization of policy objectives. Belmokhtar and Hadji recommended improving resource allocation mechanisms and strengthening institutional coordination to enhance policy outcomes.

In Senegal, Diop and Ba (2018) examined the implementation of agricultural policies in rural communities. The study adopted a qualitative approach, collecting data through interviews with farmers and agricultural officers. The findings revealed that participatory governance and community involvement were crucial in enhancing policy implementation. However, the research also highlighted that delays in resource allocation and political interference undermined the effectiveness of agricultural programs. Diop and Ba emphasized the need for stronger accountability measures and the inclusion of marginalized groups in decision-making processes to improve policy success.

In Angola, a study by Domingos and Pinto (2020) explored the role of public-private partnerships in implementing infrastructure policies. The research utilized case studies from several provinces, focusing on road and energy projects. The findings showed that partnerships between government and private sector entities enhanced project implementation by providing additional resources and technical expertise. However, challenges such as corruption and weak regulatory frameworks limited the efficiency of these partnerships. Domingos and Pinto recommended that governments adopt stricter regulatory oversight and transparency measures to improve the effectiveness of infrastructure policies.

In Kenya, the implementation of public policies under the devolved system has been a critical area of focus since the adoption of the 2010 Constitution. In Nairobi County, a study by Mutua (2018) examined the challenges affecting the implementation of waste management policies. Using a mixed-methods approach, the study collected data through surveys and interviews with county officials and waste management service providers. The findings revealed that weak enforcement of policies, limited resources, and corruption were major impediments to effective implementation. Mutua recommended that the county government enhance institutional capacity and accountability to address these challenges.

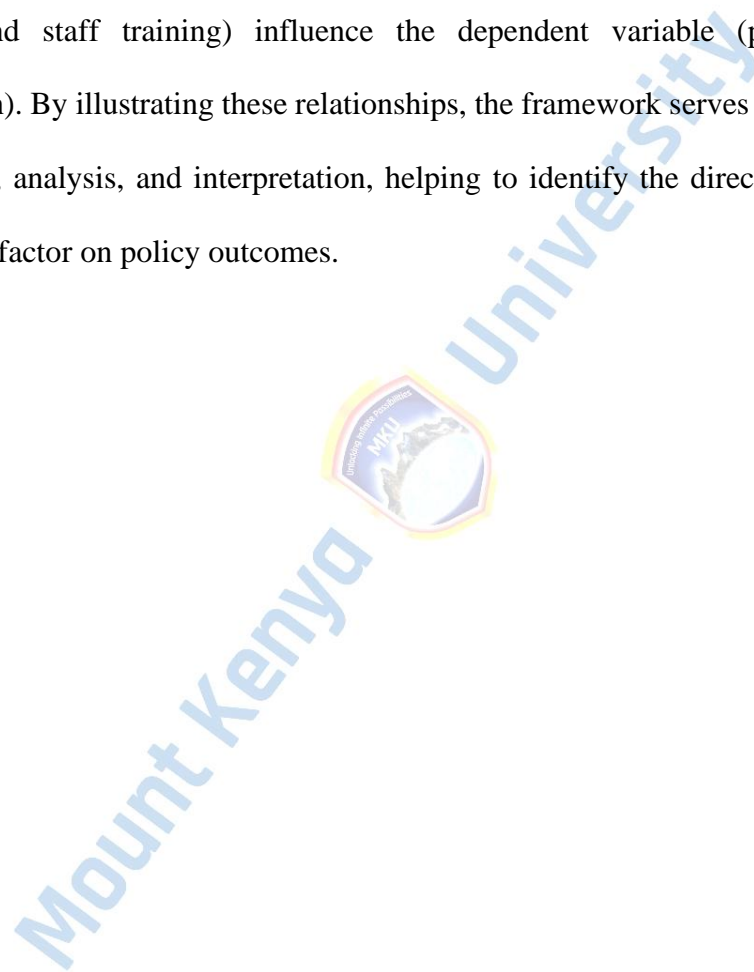
In Machakos County, a study by Kimani and Mwangi (2019) assessed the implementation of housing policies aimed at improving urban development. The research employed a case study design, gathering data from local government officials, contractors, and residents. The findings indicated that the successful implementation of housing projects was closely linked to timely resource allocation and stakeholder engagement. However, the study noted that inadequate funding and bureaucratic delays hindered policy execution. Kimani and Mwangi emphasized the need for improved interdepartmental coordination and stronger financial oversight to enhance policy implementation.

In Meru County, a study by Odhiambo (2021) investigated how institutional capacity influenced the implementation of public policies in the healthcare sector. The research used a descriptive survey design, collecting data from healthcare workers, county officials, and patients. The findings showed that limited staff capacity, delayed resource disbursement, and weak monitoring mechanisms affected policy implementation. Healthcare facilities faced challenges such as shortages of medical supplies and personnel, resulting in poor service delivery. Odhiambo recommended that the county

government invest in capacity-building programs and enhance resource management systems to improve policy outcomes.

2.4 Conceptual Framework

The conceptual framework provides a visual and theoretical representation of the relationships between the key variables in a study. It outlines how the independent variables (factors such as citizen participation, resource allocation, legislative framework, and staff training) influence the dependent variable (public policy implementation). By illustrating these relationships, the framework serves as a guide for data collection, analysis, and interpretation, helping to identify the direct and indirect effects of each factor on policy outcomes.



Independent Variables

Dependent Variable

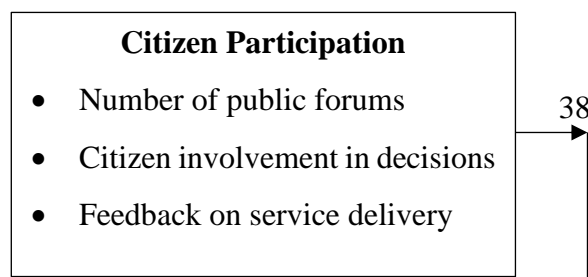


Figure 2: Conceptual Framework

Source: Researcher (2024)

2.5 Research Gaps

The literature reveals that while citizen participation is essential for improving public policy implementation, various challenges such as socio-economic disparities, political

interference, and inadequate civic education limit its effectiveness (Nabatchi, 2018; Odhiambo & Anyango, 2019). Studies like those of Bhattacharya et al. (2020) and Kinyua (2021) emphasize the need for institutional frameworks to enhance participation, yet there is limited research on strategies to sustain and protect participatory governance, particularly in rural areas like Meru County. Furthermore, the impact of participatory mechanisms across various governance sectors remains underexplored.

Research on resource allocation highlights its critical role in public policy implementation, with findings indicating that delayed or insufficient funding disrupts policy outcomes (Skogstad, 2019; Shand & Potter, 2020). In Kenya, studies by Mwangi and Kinyua (2018) and Githinji (2019) reveal that resource constraints hinder service delivery, particularly in health and education sectors. However, there is a lack of studies on the effectiveness of local revenue generation strategies and capacity-building initiatives to improve resource management in counties like Meru.

The importance of legislative frameworks in policy implementation is well-documented, with studies showing that strong legal structures improve coordination and compliance (Sandford, 2021; Töller, 2020). However, in contexts like Kenya, conflicts between national and county-level legislation hinder policy execution (Njenga, 2019; Mutua, 2018). Research on how counties can harmonize conflicting laws and strengthen legislative oversight mechanisms to enhance policy outcomes is currently limited, highlighting a gap in the literature.

Staff training is consistently linked to improved policy implementation, as demonstrated by studies in both global and African contexts (Sakamoto, 2019; El Mahdi, 2019). In Kenya, Mwita (2018) and Kinyua (2021) found that irregular and exclusionary training programs reduce the capacity of county staff to execute policies effectively. However, there is insufficient research on the role of continuous and inclusive training initiatives,

as well as partnerships between counties and academic institutions, in enhancing staff capacity in Meru County.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology that was employed in this study. It encompasses the research design, target population, sampling procedures, data collection methods, and the processes for ensuring the validity and reliability of the research instruments. Additionally, the chapter outlines the methods for data analysis and ethical considerations adhered to during the research process.

3.2 Research Design

A research design serves as a blueprint for the systematic collection, analysis, and interpretation of data, ensuring alignment with the study's objectives while maintaining efficiency in resource use (Creswell & Creswell, 2018). This study employed a descriptive research design, which is well-suited for investigating and understanding the "who," "what," "where," and "how" of phenomena without altering the natural environment of the subjects being studied (Saunders et al., 2019). Descriptive research enables the identification and exploration of relationships between key variables by providing a comprehensive overview of current conditions and patterns.

The choice of a descriptive research design is justified by its capacity to provide detailed insights into the effectiveness of devolution on public policy implementation in Meru County. This design allows for the collection of both qualitative and quantitative data, facilitating a multi-faceted analysis of the factors influencing governance and service delivery. Primary data was gathered through structured questionnaires and interviews targeting employees within county government ministries in Meru County. This approach ensures that firsthand perspectives and experiences related to policy implementation are captured.

3.3 Area of Study

The study was conducted in Meru County, located in the eastern part of Kenya. The county is bordered by Isiolo County to the north, Tharaka Nithi County to the south, Nyeri County to the west, and Laikipia County to the northwest. Covering an area of approximately 7,006 square kilometers, Meru County features a diverse topography ranging from the slopes of Mount Kenya to the expansive savannah. The study focused on the sub-counties of Imenti North, Imenti South, Imenti Central, Buuri, Tigania West, Tigania East, Igembe Central, Igembe South, and Igembe North. Each sub-county contributes uniquely to the socio-economic landscape, providing a comprehensive view of the varied challenges and opportunities in public policy implementation. This selection ensures a holistic analysis of the socio-economic determinants, capturing the nuances of urban and rural dynamics, agricultural productivity, infrastructural development, and cultural influences across the region.

3.4 Target Population

The target population for this study consists of all employees within the 10 departments at the Meru County headquarters. This includes 10 heads of departments responsible for strategic leadership and 1,566 other employees performing various roles. These departments handle the county's public policy implementation processes. The total target population for the study is 1,576 employees. According to Kothari (2014), defining the target population is essential for ensuring that the study captures comprehensive data relevant to the research objectives.

The table below provides the distribution of employees across the departments:

Table 1: Target Population

No.	Departments	Target Population
1.	Department of Youth Affairs, Social Development, and Sports	140
2.	Department of Water, Irrigation, Environment, and Climate Change	150
3.	Department of Legal Affairs, Public Service Management, and Administration	135
4.	Department of Land, Physical Planning, Urban Development, & Public Works	160
5.	Department of Education, Technology, Gender, & Social Development	165
6.	Department of Finance, Economic Planning, & ICT	150
7.	Department of Agriculture, Livestock, and Fisheries	170
8.	Department of Trade, Tourism, and Cooperatives	145
9.	Department of Roads, Transport, and Energy	140
10.	Department of Health Services	171
	Total	1,576

Source: Researcher (2024)

3.4 Sample Size and Sampling Procedure

The sample size for this study is determined using the Krejcie and Morgan table and the census method. For a population of 1,566 employees, the Krejcie and Morgan table recommends a sample size of approximately 310 to ensure statistically reliable results (Krejcie & Morgan, 1970). Additionally, all 10 heads of departments was included through a census approach due to their critical role in providing strategic leadership and oversight of public policy implementation. This brings the total sample size to 320 respondents.

The study applied stratified random sampling to select the 310 employees from across the 10 departments at the county headquarters. Each department was treated as a stratum to ensure that all departments are proportionally represented (Saunders et al., 2019). Employees were randomly selected from each department, enabling the study to capture diverse perspectives on policy implementation. Stratification minimizes sampling bias and improves the reliability of the findings by reflecting the different roles and responsibilities of employees across departments.

The census method was used to collect data from the 10 heads of departments. Including all department heads is necessary to gain comprehensive insights from the leadership level (Kothari, 2014). This combination of stratified random sampling and census ensures that the study gathers data that is both representative and detailed, allowing for an in-depth analysis of public policy implementation in Meru County.

3.5 Construction of Research Instruments

The study utilized two key research instruments: self-administered questionnaires and interview guides. The questionnaires will target employees across all 10 departments at the Meru County headquarters, while interview guides were used specifically for the 10 heads of departments. These instruments were designed to align with the study's objectives and variables to ensure the collection of relevant and comprehensive data on public policy implementation.

The questionnaires had two sections. The first section gathered demographic and profile data from respondents, while the second section focused on questions related to the study objectives. Questionnaires are chosen due to their effectiveness in collecting large amounts of data efficiently, ease of analysis, and cost-effectiveness (Saunders et al., 2019). Both structured and unstructured questions were included to balance standardized

responses with opportunities for more detailed insights. Interviews with the heads of departments provided in-depth information to complement the questionnaire responses, enabling clarification of ambiguous answers and enhancing the reliability of the findings (Creswell, 2018). This combination of methods ensured a comprehensive understanding of factors influencing policy implementation in Meru County.

3.6 Pilot Testing, Validity and Reliability

3.6.1 Pilot Testing

As Mugenda & Mugenda (2009) assert, pilot testing is essential in the research process because it serves as a trial run for the procedures and instruments that the researcher plans to use. Piloting helps the researcher avoid costly mistakes by clarifying ambiguities, identifying poorly phrased items, and addressing issues such as insufficient space for responses and clustered questions. A pilot study was conducted with 10% of the target population, represented by 32 respondents drawn from Tigania Sub County, which neighbors Meru County. Tigania Sub County was selected due to its similar demographic and socio-economic characteristics to Meru County, ensuring the pilot study's relevance and effectiveness.

3.6.2 Validity of Instrument

Data collecting instruments must yield the type of data that can appropriately answer the questions of the researcher. Mugenda and Mugenda (2009) emphasize that data obtained must be pertinent to the research questions by maximizing reliability and validity. A valid instrument accurately measures the concept in question. By adhering to the characteristics of self-evident measures, the validity of questionnaire was observed. These measures show the extent to which the instruments measure what they are meant to measure, which is classified as validity of face and content. The validity of instruments

was ascertained by discussing the questionnaire with the researcher supervisor and other education experts who are highly knowledgeable about the study.

3.6.3 Reliability of Instrument

Reliability measures the degree of a research instrument producing constant outcomes after repetitive tests (Mugenda & Mugenda, 2009). A tool is reliable if it is able to quantify a variable precisely and attain comparable outcomes over duration of period. Reliability refers to inside reliability of research tools; it is the capability of research tools to give comparable outcomes all the time under similar conditions.

Cronbach's Alpha, a measure of reliability, was used to assess the reliability of the questionnaire. A test-retest procedure was used in establishing the reliability of the questionnaire. Re-administering a questionnaire to the same group of people after some time was necessary for this experiment. Cronbach's alpha was used to assess the reliability of the research instrument in this study. Cronbach's alpha is a measure of the correlation between the averages of measured elements. According to Zinbarg et, al. (2006), a dependability co-efficient (Alpha value) of higher than 0.7 was considered satisfactory in this investigation.

3.7 Data Collection Methods and Procedures

The study used a questionnaire to collect primary data that allows for uniformity of responses to questions. The research instrument was self-administered to the respondents by the researcher. The manner of questionnaire administration was by drop and pick method whereby the respondents was given the questionnaire. The researcher also used emails as a form of questionnaire administration for those respondents who are in faraway centers to help fasten the process of data collection and also reduce the cost involved. The respondents was given one week to respond to the questions after which

they was picked. The time allowed for the respondents to fill out the questionnaire enhanced the response rate. Prior to administration of the questionnaire, letter of authorization was acquired from the University and National Commission for Science Technology and Innovation (NACOSTI). One on one interview approach was conducted mostly to key informants. All the respondents were assured of their confidentiality and anonymity of information. Thereafter, consent was sought from the participants.

3.8 Proposed Data Analysis Techniques and Procedures

Descriptive analysis to examine the collected data and define the proportions and frequency of variables was used by the researcher. The data collected was coded and organized into manageable and understandable numerical values and errors checked. After cleaning and coding data, it was entered into the SPSS software version 25.0 for analysis in which means and standard deviation was generated. The researcher established patterns, trends and relationships in the information gathered, and draw up useful conclusion and recommendations. The researcher used descriptive statistical measurements for the breakdown of the demographic information. Descriptive analysis was used for analysis of opinions and other data captured during interviews. The interview data was transcribed and analyzed by conducting semi-structured qualitative interviews; Presentation was done through tables as per the objective, efficiency analysis (Leavy, 2017). Correlation, multiple regression analysis, using Analysis of Variance (ANOVA) and model summary (r^2) was generated as inferential statistics to establish relationship among the study variables. The following model was used to establish the influence of independent variables to the dependent variable:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where:

Y= Public Policy Implementation

X₁= Citizen Participation

X₂= Resource Allocation

X₃= Legislative Framework

X₄= Staff Training

ε = Error term

3.9 Ethical Considerations

The principles of research were adhered to before during and after the data collection exercise. The subjects were assigned personal codes to hide their identities (Mitchell & Wellings, 2013). The researcher kept the participant records secure by the use of passwords (Marshall & Rossman, 2016).

To start with, the situations that would risk the health of the study participants, physically or psychologically harm the study participants through embarrassing questions was avoided. While distributing the questionnaires, all the respondents were explained the nature, timelines and purpose of the study. Further to this, the entire respondent's consent was sought and were not be asked to write their names. All respondents were notified that their participation was voluntary. The respondents also were informed that the data collected was purposely for the academic study and were not be shared and if need be, consent shall be sought. Finally, all the cited literature has been acknowledged and university requirement on plagiarisms policy has been adhered to. The researcher sought introduction letter from the university for the purposes of introduction. The letter will also be used to apply for a research permit from NACOSTI. All these documents were used to seek permission from various heads of institution where the respondents were sampled.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0 Introduction

This chapter presents the analysis of the collected data, its interpretation, and presentation. The chapter is structured into sections that cover the response rate, demographic information of the respondents, and findings based on the study objectives. The data is analyzed using both descriptive and inferential statistics, with results presented in tables, graphs, and charts where applicable.

4.1 Response rate

A total of 310 questionnaires were distributed to employees across the 10 departments at the county headquarters. Out of these, 284 were completed and returned, resulting in a response rate of 91.6%.

According to Mugenda and Mugenda (2003), a response rate of 50% is considered adequate for analysis, while 60% is good, and above 70% is considered very good. Therefore, the obtained response rate of 91.6% is excellent and ensures the reliability and validity of the study findings.

4.2 Demographic Information

The demographic characteristics of the respondents provide important background information that helps contextualize the study findings. This section includes data on key demographic factors such as gender, age and work experience. The demographic distribution of the respondents is analyzed using descriptive statistics and presented in tables.

4.2.1 Gender

Table 2 presents the gender distribution of the respondents in the study. Out of the 284 participants who completed and returned the questionnaires, 121 (42.6%) were male, while 163 (57.4%) were female. The results indicate that the majority of the respondents were female, accounting for more than half of the sample. This suggests a relatively higher representation of women among the employees in the surveyed departments at the

county headquarters. The gender distribution is important in understanding the workforce composition and how it may influence various aspects of public policy implementation.

Table 2: Gender

		Frequency	Percent
Valid	Male	121	42.6
	Female	163	57.4
	Total	284	100.0

4.2.2 Age

Table 3 presents the age distribution of the respondents in the study. The findings indicate that the majority of the respondents fall within the 31–40 years age bracket, accounting for 115 (40.5%) of the total sample. This is followed by respondents aged 21–30 years, who make up 82 (28.9%) of the sample. Employees in the 41–50 years category represent 68 (23.9%), while those aged 51 years and above constitute the smallest group at 19 (6.7%).

The results suggest that the workforce at the county headquarters is predominantly composed of young and middle-aged employees, with a significant portion (69.4%) being below 40 years. This age distribution is critical in understanding workplace dynamics, productivity levels, and policy implementation efficiency, as younger employees may be more adaptable to new technologies and innovative strategies, while older employees bring experience and institutional knowledge.

Table 3: Age

		Frequency	Percent
Valid	21 - 30 years	82	28.9
	31 - 40 years	115	40.5
	41 -50 years	68	23.9
	51 and above	19	6.7
	Total	284	100.0

4.2.3 Time Period

Table 4 presents the distribution of respondents based on their work experience at the county headquarters. The majority of the respondents, 139 (48.9%), have worked for less than 5 years, indicating that nearly half of the workforce consists of relatively new employees. Additionally, 100 (35.2%) of the respondents have been in service for 5 to 10 years, showing a significant portion of employees with moderate experience. The remaining 45 (15.8%) have served for over 11 years, representing the most experienced group.

These findings suggest that the county workforce is composed mainly of early and mid-career employees, with a smaller percentage of long-serving staff. This distribution may have implications on institutional knowledge retention, employee adaptability to policy changes, and the overall efficiency of service delivery.

Table 4: Time period

		Frequency	Percent
Valid	Less than 5 years	139	48.9
	5 - 10 Years	100	35.2
	Over 11 years	45	15.8
	Total	284	100.0

4.3 Citizen Participation

Table 5 presents respondents' perceptions of citizen participation in public policy implementation within the county government. The findings indicate varying levels of agreement regarding different aspects of civic engagement, measured on a five-point Likert scale.

The results show that citizen participation in regular policy meetings received a mean score of 3.25 (SD = 1.76), suggesting a moderate level of engagement. While some citizens attend these meetings, participation is not widespread, indicating a potential need for increased awareness and accessibility. Similarly, the county's organization of public

forums for policy input scored 3.54 (SD = 1.75), showing that such forums are held fairly frequently, though actual engagement levels may vary.

Citizen feedback consideration in key decisions was rated at 3.47 (SD = 1.72), indicating a general agreement that public input is valued, although there may be inconsistencies in how it is incorporated into policy actions. Meanwhile, the adequacy of channels for citizens to raise concerns had a mean score of 3.64 (SD = 1.72), suggesting that while platforms for communication exist, their effectiveness may differ among citizens.

A notable finding is that public participation was perceived to enhance transparency in policy implementation, with the highest mean score of 3.74 (SD = 1.72). This implies that respondents believe civic engagement plays a significant role in promoting accountability within governance processes. Similarly, the perception that citizen participation has improved service delivery scored 3.64 (SD = 1.74), reinforcing the idea that active involvement leads to better policy outcomes.

The county's efforts in actively encouraging civic engagement received a mean score of 3.51 (SD = 1.71), indicating that while participation is promoted, there is still room for improvement in ensuring broader and more meaningful involvement. The relatively high standard deviations across most responses suggest varied perceptions among respondents, possibly due to differences in departmental exposure to public participation initiatives.

The findings highlight a moderate to high level of citizen participation, with transparency and service delivery being positively impacted. However, to maximize effectiveness, the county government may need to strengthen civic engagement strategies, increase public awareness of participation opportunities, and ensure that citizen feedback directly influences decision-making processes.

Table 5: Citizen Participation

	N	Minimum	Maximum	Mean	Std. Deviation
Citizens participate in regular policy meetings.	284	1.00	5.00	3.2500	1.76464
The county organizes public forums for policy input.	284	1.00	5.00	3.5423	1.74778
Citizen feedback is considered in key decisions.	284	1.00	5.00	3.4683	1.72358
Adequate channels exist for citizens to raise concerns.	284	1.00	5.00	3.6408	1.71809
Public participation improves transparency in policy implementation.	284	1.00	5.00	3.7430	1.71898
Citizen participation has enhanced service delivery.	284	1.00	5.00	3.6373	1.74085
The county actively encourages civic engagement.	281	1.00	5.00	3.5089	1.71363
Valid N (listwise)	281				

The first objective of the study sought to investigate the influence of the mission statement on students' academic performance in public day secondary schools in Thagicu Sub-County. A mission statement serves as a guiding framework for educational institutions, outlining their purpose, values, and strategic goals. The study findings indicated that a well-structured mission statement contributes to academic achievement by fostering a sense of direction, motivation, and institutional commitment among students and staff. Below is a thematic analysis of the responses obtained, accompanied by relevant literature to support the findings.

"A clearly defined mission statement provides a sense of direction for both teachers and students, ensuring that all efforts are aligned towards academic excellence."

This comment emphasizes the importance of a well-structured mission statement in shaping institutional culture and academic performance. According to Bryson (2018), a mission statement serves as an organizational compass, guiding decision-making and behavior within an institution. Schools that clearly articulate their educational mission tend to have a more focused approach to teaching and learning, leading to improved student outcomes.

"When students and teachers understand the school's mission, they become more engaged and committed to academic success."

The role of mission statements in enhancing stakeholder engagement aligns with the findings of Leithwood et al. (2019), who argue that effective school leadership is anchored on a shared vision and mission. A mission statement that resonates with both educators and learners fosters a collective sense of responsibility, motivating students to achieve higher academic standards.

"Some schools have mission statements, but they are not effectively communicated or implemented, making them less impactful on students' performance."

This observation highlights a gap between the existence of a mission statement and its practical implementation. Research by Mulford (2020) suggests that while many educational institutions have mission statements, their effectiveness largely depends on how well they are communicated and embedded into daily school activities. Schools that integrate their mission into classroom instruction, extracurricular activities, and school policies tend to experience better academic performance.

"A strong mission statement promotes discipline and accountability, which are crucial for academic success."

The link between a mission statement and student discipline is supported by the work of Fullan (2021), who notes that schools with clear missions establish a culture of responsibility, which directly impacts student behavior and performance. A mission statement that emphasizes academic excellence, ethical behavior, and commitment to learning creates an environment conducive to success.

4.4 Resource Allocation

The study 2nd objective presents the respondents' perceptions of resource allocation in the county government. The results highlight key issues related to budget distribution, financial oversight, and transparency in resource management.

The findings indicate that resource allocation based on county development priorities received a mean score of 2.97 (SD = 1.85), suggesting a moderate level of agreement. This implies that while development priorities influence resource distribution, there may be inconsistencies in how effectively they are followed. Timely disbursement of funds for project implementation was rated slightly higher, with a mean score of 3.11 (SD = 1.87), indicating that while funds are generally released on time, there are still delays that affect implementation.

Regarding resource sufficiency across departments, the study found a mean score of 3.36 (SD = 1.82), suggesting that while some departments receive adequate funding, others may experience shortages. A critical concern is the effectiveness of mechanisms for monitoring resource use, which had the lowest mean score of 2.51 (SD = 1.82). This suggests a perceived lack of proper oversight and accountability in resource management.

The impact of resource shortages on project implementation was a notable issue, with a mean score of 3.46 (SD = 1.81). This indicates that inadequate resources frequently cause delays in executing key county projects. Furthermore, financial planning alignment with

county policy goals received a low mean score of 2.41 (SD = 1.85), highlighting concerns about whether financial strategies are effectively aligned with the county's policy objectives. The transparency and accountability of resource allocation were rated 2.97 (SD = 1.78), suggesting mixed perceptions. While some respondents believe that resource allocation is done fairly, others feel that there is a lack of clarity in the process.

Table 6: Resource Allocation

	N	Minimum	Maximum	Mean	Std. Deviation
Resources are allocated based on the county's development priorities.	284	1.00	5.00	2.9683	1.85014
Timely disbursement of funds supports project implementation.	284	1.00	5.00	3.1092	1.86999
Sufficient resources are provided to all departments.	284	1.00	5.00	3.3556	1.82356
The county has effective mechanisms to monitor resource use.	284	1.00	5.00	2.5070	1.81570
Resource shortages delay the implementation of key projects.	284	1.00	5.00	3.4613	1.80945
Financial planning aligns with county policy goals.	284	1.00	5.00	2.4120	1.85022
Resource allocation processes are transparent and accountable.	284	1.00	5.00	2.9718	1.78309
Valid N (listwise)	284				

The second objective of the study aimed to investigate the influence of stakeholders' involvement on students' academic performance in public day secondary schools in Thagicu Sub-County. Stakeholders, including parents, teachers, school administrators, community members, and government agencies, play a crucial role in shaping the educational environment and supporting students' academic success. The study findings indicated that when stakeholders are actively involved in school activities, students tend to perform better due to improved learning conditions, better resource allocation, and enhanced motivation. Below is a thematic analysis of the responses obtained, followed by relevant literature to support the findings.

"Parental involvement in school activities, such as attending meetings and monitoring academic progress, greatly improves students' motivation and discipline."

This comment highlights the importance of parental engagement in fostering students' academic achievement. According to Epstein (2018), parental involvement in education enhances student motivation, discipline, and overall performance. Schools that encourage regular parent-teacher communication, provide academic updates, and involve parents in decision-making processes tend to witness better student outcomes.

"When teachers, parents, and the community collaborate, schools are able to provide better learning resources and a supportive environment for students."

The significance of community and teacher collaboration aligns with research by Vescio, Ross, and Adams (2019), which emphasizes that schools function more effectively when they build strong partnerships with the community. Engaged stakeholders contribute to school development by providing financial support, mentoring students, and facilitating co-curricular activities that enhance learning experiences.

"Some parents are not actively involved in their children's education, which negatively impacts student performance, especially in public day schools."

This observation points to the challenges faced in stakeholder involvement, particularly parental engagement. According to Hornby and Lafaele (2020), socioeconomic factors, lack of awareness, and busy work schedules often hinder parents from actively participating in their children's education. Schools need to adopt strategies such as flexible meeting schedules, digital communication platforms, and community outreach programs to enhance parental engagement.

"When government agencies provide adequate support, such as funding and infrastructure, schools can improve their academic performance significantly."

The role of government agencies in supporting education is well documented in literature. According to UNESCO (2021), increased government investment in education leads to better-equipped schools, improved teacher training, and higher student performance. Policies that ensure equitable distribution of resources across public schools help bridge the gap between underfunded and well-resourced institutions.

4.5 Legislative Framework

Table 7 presents an analysis of respondents' perceptions regarding the county's legislative framework, focusing on the consistency of local laws with national regulations, oversight mechanisms, and the role of legal provisions in policy implementation.

The findings indicate that respondents somewhat agree that county laws are aligned with national legislation, with a mean score of 3.14 (SD = 1.98). This suggests that while legal consistency exists, some discrepancies may still arise, affecting governance and service delivery.

The effectiveness of the legal framework in supporting collaboration between departments received a significantly low rating, with a mean of 1.94 (SD = 1.67). This highlights concerns that existing laws may not effectively promote interdepartmental cooperation, potentially leading to inefficiencies in service delivery. Similarly, the ability of legislative provisions to ensure accountability in policy implementation had a moderate mean score of 2.94 (SD = 1.86), indicating that while some mechanisms for accountability exist, there may be loopholes that hinder full enforcement.

Regarding county assembly oversight on policy execution, the responses yielded a mean score of 2.76 (SD = 1.79), suggesting that while oversight structures are in place, they may not be fully effective. Additionally, legal ambiguities affecting timely policy implementation were noted, with a mean score of 2.75 (SD = 1.82). This finding suggests that unclear or inconsistent regulations could delay decision-making processes.

The role of the legislative framework in intergovernmental cooperation also received a mean rating of 2.76 (SD = 1.76), indicating that while some coordination exists, legal challenges still limit seamless collaboration. Moreover, the ability of legal provisions to enhance policy compliance was rated relatively low, with a mean score of 2.54 (SD = 1.79), signifying gaps in enforcement and adherence to policies at the county level.

Table 7: Legislative Framework

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
County laws are consistent with national legislation.	284	1.00	5.00	3.1444	1.97786
The legal framework supports effective collaboration between departments.	284	1.00	5.00	1.9401	1.67499

Legislative provisions ensure accountability in policy implementation.	284	1.00	5.00	2.9366	1.85980
County assemblies provide effective oversight on policy execution.	284	1.00	5.00	2.7641	1.79043
Legal ambiguities hinder timely policy implementation.	284	1.00	5.00	2.7500	1.81790
The legislative framework facilitates intergovernmental cooperation.	284	1.00	5.00	2.7641	1.76458
Policy compliance is strengthened through legal provisions.	284	1.00	5.00	2.5423	1.78578
Valid N (listwise)	284				

The third objective of this study sought to examine the influence of continuous assessment strategies on students' academic performance in public day secondary schools in Thagicu Sub-County. Continuous assessment strategies, including formative assessments, periodic tests, assignments, and teacher feedback, are crucial in tracking students' academic progress and identifying areas that require improvement. The findings of this study indicate that well-implemented continuous assessments enhance student learning outcomes, motivation, and preparedness for national examinations. Below is a thematic analysis of the responses obtained, followed by relevant literature to support the findings.

"Frequent assessments help students understand their strengths and weaknesses, allowing them to improve before final exams."

This comment highlights the role of continuous assessments in identifying learning gaps and guiding students toward academic improvement. According to Black and Wiliam

(2018), formative assessments provide immediate feedback that helps students recognize their areas of weakness and take corrective measures. Schools that incorporate frequent testing and structured feedback mechanisms tend to experience better student performance due to enhanced self-regulation and preparedness.

"Teachers who provide timely feedback on assessments help students make necessary adjustments in their study approaches, leading to better academic performance."

This statement underscores the importance of constructive feedback in continuous assessment. Research by Hattie and Timperley (2019) emphasizes that feedback is one of the most powerful tools in improving student achievement. When teachers offer specific and actionable feedback, students are more likely to adjust their learning strategies, enhance comprehension, and achieve higher academic success.

"Some schools do not conduct regular assessments, which negatively affects students' preparedness for final examinations."

This observation points to an existing gap in the implementation of continuous assessments in some schools. According to Sadler (2020), the absence of structured and regular assessments results in inadequate preparation for final examinations. Students in schools that lack consistent testing strategies often struggle with time management, content retention, and exam anxiety, leading to poor performance in national examinations.

"Continuous assessments should be well-structured and aligned with the curriculum to ensure that students receive relevant academic guidance."

The need for structured and curriculum-based assessments aligns with research by Guskey (2021), which suggests that assessments should not only be frequent but also aligned with learning objectives. When teachers design assessments that reflect

curriculum expectations, students develop a deeper understanding of subjects and are better equipped for national examinations.

4.6 Staff Training

Table 8 presents respondents' perceptions regarding staff training in the county government. The analysis covers aspects such as the availability of regular training programs, opportunities for professional development, and the impact of training on policy execution.

The findings indicate that the availability of regular training programs received a mean score of 2.70 (SD = 1.77), suggesting that while training opportunities exist, they may not be sufficiently structured or frequent. Additionally, respondents rated the effectiveness of staff training in enhancing skills necessary for policy execution at 2.56 (SD = 1.76), indicating that while training has some benefits, it may not be adequately aligned with job requirements.

The results also show that opportunities for continuous professional development are perceived as limited, with a mean of 2.44 (SD = 1.78). This suggests that employees may not have sufficient access to skill enhancement programs that could improve their performance. Similarly, the belief that trained staff deliver services more effectively had a mean score of 2.40 (SD = 1.74), highlighting a gap between training initiatives and actual service delivery improvements.

Respondents rated the extent to which training programs address departmental needs at 2.24 (SD = 1.68), implying that existing programs may not be tailored to meet the specific challenges faced by different departments. However, funding and evaluation of training programs received a slightly higher rating of 2.74 (SD = 1.70), indicating that while financial resources are allocated for training, they may not be sufficient or effectively managed.

Regarding the contribution of training programs to policy outcomes, the mean score was 2.84 (SD = 1.75). This suggests that while training efforts may have some impact, they are not significantly influencing policy implementation and service delivery as expected.

Table 8: Staff Training

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Regular training programs are provided to county staff.	284	1.00	5.00	2.7007	1.77493
Staff training enhances skills necessary for policy execution.	284	1.00	5.00	2.5634	1.76325
There are adequate opportunities for continuous professional development.	284	1.00	5.00	2.4366	1.77523
Trained staff deliver services more effectively.	284	1.00	5.00	2.4049	1.73962
Training programs address specific departmental needs.	284	1.00	5.00	2.2394	1.68103
Staff training is regularly funded and evaluated.	284	1.00	5.00	2.7394	1.70088
Training programs contribute to improved policy outcomes.	284	1.00	5.00	2.8415	1.74715
Valid N (listwise)	284				

The third objective of this study sought to examine the role of different pedagogies in delivering effective geography education in Nyahururu Sub-County, Laikipia County. Teaching methodologies significantly influence student engagement, comprehension,

and academic performance. Various pedagogical approaches, such as student-centered learning, inquiry-based instruction, and the use of technology, have been emphasized in modern education. The findings from the study highlight the effectiveness of different teaching strategies in improving students' grasp of geographical concepts and their overall performance. Below is a thematic analysis of the responses obtained, followed by relevant literature to support the findings.

"Interactive teaching methods, such as group discussions and fieldwork, make geography more interesting and practical for students."

This comment emphasizes the effectiveness of active learning strategies in geography education. According to Vavrus, Thomas, and Bartlett (2019), student-centered approaches such as group discussions, project-based learning, and field studies enhance students' engagement and help them relate theoretical concepts to real-world applications. These methods not only improve retention but also foster critical thinking and problem-solving skills in learners.

"Teachers who use only lecture methods make geography appear boring and difficult for students."

This observation suggests that traditional lecture-based teaching, which relies heavily on rote memorization, may not be the most effective approach for teaching geography. Studies by Freire (2020) highlight that teacher-centered methodologies often limit student participation and hinder conceptual understanding. Modern geography education requires dynamic approaches, such as multimedia presentations, case studies, and hands-on activities, to enhance learner interest and performance.

"The use of maps, videos, and other visual aids helps students understand geographical features better."

This statement underscores the importance of instructional materials in geography teaching. Research by Mayer (2021) supports the use of visual learning aids, indicating that students understand and remember information more effectively when it is presented in both verbal and visual formats. Geographic Information Systems (GIS), videos, and topographical maps provide students with a clearer perspective of geographical concepts, making learning more interactive and engaging.

"Students perform better when they are actively involved in learning through experiments and real-life applications of geography."

This response aligns with the constructivist learning theory, which advocates for experiential learning and student involvement in knowledge construction. According to Piaget and Vygotsky (2019), when students actively participate in learning activities such as experiments, case studies, and role-playing, they develop a deeper understanding of the subject matter. Inquiry-based learning, where students explore real-world geographical problems, has been shown to improve student motivation and academic performance.

4.6 Public Policy Implementation

The findings reveal varying perspectives on the effectiveness of public policy implementation in the county. Respondents rated the timeliness of policy implementation with a mean score of 3.21 (SD = 1.72), suggesting that while policies are generally executed within planned timelines, there may be occasional delays. Similarly, the extent to which policy goals are achieved had a mean of 3.12 (SD = 1.75), indicating that while objectives are met to some degree, there may be challenges in fully realizing intended outcomes.

The coordination of policy implementation processes received a mean rating of 3.19 (SD = 1.75), implying moderate efficiency in execution, though improvements in

organization and communication may be necessary. However, respondents expressed concerns regarding monitoring and evaluation of policy outcomes, which had a lower mean score of 2.61 (SD = 1.77). This suggests a need for more robust oversight and assessment mechanisms to ensure policies yield the desired impact.

Regarding inter-departmental collaboration, the mean rating was 2.79 (SD = 1.79), reflecting moderate cooperation among county departments in policy execution. However, the effectiveness of policies in improving service delivery was rated lower, with a mean of 2.25 (SD = 1.71), highlighting a potential gap between policy formulation and tangible benefits to the public. Additionally, citizen satisfaction with implemented policies received a mean score of 2.87 (SD = 1.69), suggesting that public perception of policy effectiveness is mixed, with room for improvement.

Table 9: Public Policy Implementation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Policies are implemented within planned timelines.	284	1.00	5.00	3.2148	1.72069
Policy goals are achieved as expected.	284	1.00	5.00	3.1232	1.75202
Policy implementation processes are well-coordinated.	284	1.00	5.00	3.1866	1.74638
The county monitors and evaluates policy outcomes effectively.	284	1.00	5.00	2.6056	1.76522
Inter-departmental collaboration supports policy implementation.	284	1.00	5.00	2.7923	1.79196

Policy implementation has led to improvements in service delivery.	284	1.00	5.00	2.2500	1.71179
Citizens are satisfied with the implemented policies.	284	1.00	5.00	2.8662	1.69067
Valid N (listwise)	284				

4.7 Inferential analysis

4.7.1 Reliability Statistics

The reliability analysis of the study variables was conducted using Cronbach's Alpha, a measure of internal consistency. The results indicate a Cronbach's Alpha coefficient of 0.719, while the standardized Cronbach's Alpha is 0.777, based on five items.

A Cronbach's Alpha value above 0.7 is generally considered acceptable for research purposes, indicating that the measurement items used in the study are reliable and have a good level of internal consistency. The slight increase in the standardized alpha suggests that the items may be more consistent when standardized.

Table 10: Reliability Statistics

Cronbach's Alpha ^a	Cronbach's Alpha Based on Standardized Items	N of Items
.719	.777	5

4.7.2 ANOVA with Friedman's Test

The ANOVA with Friedman's Test was conducted to examine differences in responses across multiple related variables. The results indicate that the sum of squares between people was 17,300.188, while the within-people variation was further divided into between-items variation and residual variation. The sum of squares for between-items variation was 7,865.442 with 4 degrees of freedom (df), resulting in a mean square of

1,966.360. The residual sum of squares was 77,432.958, spread across 1,120 df, yielding a mean square of 69.137.

The Friedman’s Chi-Square statistic was 103.645, with a p-value of .000, indicating that the differences across the tested items were statistically significant. Additionally, Kendall’s coefficient of concordance (W) was 0.077, which suggests weak agreement among responses across the measured variables. The grand mean was reported as 20.4783, representing the overall average across the dataset.

These findings imply that while the differences between the analyzed items are statistically significant, the low concordance coefficient suggests inconsistencies in responses. This could indicate varied perceptions among respondents or differences in how the variables were interpreted. Further examination of individual items may provide deeper insights into the specific factors driving these variations.

Table 11: ANOVA with Friedman's Test

		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People		17300.188	280	61.786		
Within People	Between Items	7865.442 ^a	4	1966.360	103.645	.000
	Residual	77432.958	1120	69.137		
	Total	85298.400	1124	75.888		
Total		102598.588	1404	73.076		
Grand Mean = 20.4783						
a. Kendall's coefficient of concordance W = .077.						

4.7.3 Regression

The model summary presents key statistics that evaluate the strength and explanatory power of the regression model. The correlation coefficient (R) is 0.866, indicating a strong positive relationship between the predictors (Staff Training, Resource Allocation, Legislative Framework, and Citizen Participation) and the dependent variable. The R

Square (0.750) shows that 75.0% of the variance in the dependent variable is explained by these predictors, suggesting a well-fitted model.

The Adjusted R Square (0.746) slightly decreases from the R Square value, accounting for the number of predictors in the model. This suggests that even after adjusting for the number of independent variables, the model still explains a significant portion of the variance. The Standard Error of the Estimate (2.82680) represents the average deviation of observed values from the predicted values, indicating the model's accuracy.

The R Square Change (0.750) confirms that the addition of the independent variables significantly improves the model's explanatory power. The F Change (206.732) with 4 degrees of freedom (df1) further supports the statistical significance of the model, highlighting that the predictors collectively contribute to explaining the variation in the dependent variable. These results suggest that factors such as staff training, resource allocation, legislative framework, and citizen participation play a crucial role in influencing the outcome of interest.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics		
					R Square Change	F Change	df1
1	.866 ^a	.750	.746	2.82680	.750	206.732	4
a. Predictors: (Constant), Staff Training, Resource Allocation, Legislative Framework, Citizen Participation							

4.7.4 ANOVA

The ANOVA results provide an assessment of the overall significance of the regression model. The Regression Sum of Squares (6607.838) represents the variation explained by the independent variables—Staff Training, Resource Allocation, Legislative Framework,

and Citizen Participation. The Residual Sum of Squares (2205.465) accounts for the variation not explained by the model, indicating the degree of error in prediction. The Total Sum of Squares (8813.302) represents the overall variance in the dependent variable.

The Mean Square for Regression (1651.959) is calculated by dividing the Regression Sum of Squares by its degrees of freedom ($df = 4$), while the Mean Square for Residuals (7.991) results from dividing the Residual Sum of Squares by its degrees of freedom ($df = 276$). The F-statistic (206.732), derived by dividing the regression mean square by the residual mean square, is highly significant ($p = 0.000$), indicating that the independent variables collectively have a strong and statistically significant impact on the dependent variable.

These results confirm that the model effectively explains a substantial portion of the variance, reinforcing the importance of the predictors in influencing policy implementation or related outcomes.

Table 13: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6607.838	4	1651.959	206.732	.000 ^b
	Residual	2205.465	276	7.991		
	Total	8813.302	280			

4.7.5 Coefficients

The regression coefficients indicate the influence of each independent variable—Citizen Participation, Resource Allocation, Legislative Framework, and Staff Training—on the dependent variable.

The constant ($B = 5.724$, $p = 0.000$) represents the predicted value of the dependent variable when all independent variables are at zero. This suggests that even without the influence of these factors, there is a baseline level of impact. Citizen Participation ($B = 0.034$, $p = 0.048$) has a small but statistically significant positive effect. This implies that as citizen participation improves, there is a slight increase in the dependent variable.

Resource Allocation ($B = 0.688$, $p = 0.000$) has the highest standardized coefficient ($\beta = 0.838$), meaning it is the most influential predictor in the model. This suggests that efficient and sufficient allocation of resources strongly contributes to the outcome being measured. Legislative Framework ($B = 0.083$, $p = 0.000$) also has a significant positive impact ($\beta = 0.118$), indicating that a well-structured legal framework enhances the effectiveness of policy implementation.

Staff Training ($B = -0.135$, $p = 0.000$), however, has a negative coefficient ($\beta = -0.215$), suggesting that in the current context, increased staff training may not be yielding the expected positive results. This could indicate inefficiencies in training programs, a mismatch between training content and job needs, or other underlying issues.

Table 14: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.724	.975		5.871	.000
	Citizen Participation	.034	.017	.066	1.982	.048
	Resource Allocation	.688	.025	.838	27.552	.000
	Legislative Framework	.083	.022	.118	3.774	.000
	Staff Training	-.135	.020	-.215	-6.703	.000

4.7.6 Correlations

The correlation analysis examines the relationships between Citizen Participation, Resource Allocation, Legislative Framework, Staff Training, and Public Policy Implementation. Citizen Participation shows a weak and non-significant correlation with Public Policy Implementation ($r = 0.023$, $p = 0.699$), suggesting that its direct impact on policy implementation is minimal. Interestingly, it has a significant negative correlation with both Legislative Framework ($r = -0.266$, $p = 0.000$) and Staff Training ($r = -0.348$, $p = 0.000$), implying that as citizen participation increases, these factors tend to decline. Resource Allocation has the strongest positive correlation with Public Policy Implementation ($r = 0.827$, $p = 0.000$), reinforcing the idea that efficient resource distribution is a key driver of successful policy execution. It has a weak and non-significant correlation with Legislative Framework ($r = 0.106$, $p = 0.074$) and Staff Training ($r = 0.074$, $p = 0.215$), suggesting limited direct interaction between these elements.

Legislative Framework has a small but significant positive correlation with Public Policy Implementation ($r = 0.169$, $p = 0.004$), indicating that a strong legal framework can enhance policy effectiveness. However, its correlation with Staff Training is weak and non-significant ($r = 0.092$, $p = 0.122$), suggesting that training initiatives are not necessarily linked to legislative structures.

Staff Training has a **negative correlation with Public Policy Implementation ($r = -0.165$, $p = 0.005$), indicating that in the current context, training programs may not be effectively contributing to policy success. This aligns with the regression findings, suggesting possible inefficiencies in training approaches or misalignment with policy goals.

Table 15: Correlations

		Citizen Participation	Resource Allocation	Legislative Framework	Staff Training	Public Policy Implementation
Citizen Participation	Pearson Correlation	1	-0.103	-.266**	-.348**	0.023
	Sig. (2-tailed)		0.085	0.000	0.000	0.699
	N	281	281	281	281	281
Resource Allocation	Pearson Correlation	-0.103	1	0.106	0.074	.827**
	Sig. (2-tailed)	0.085		0.074	0.215	0.000
	N	281	284	284	284	284
Legislative Framework	Pearson Correlation	-.266**	0.106	1	0.092	.169**
	Sig. (2-tailed)	0.000	0.074		0.122	0.004
	N	281	284	284	284	284
Staff Training	Pearson Correlation	-.348**	0.074	0.092	1	-.165**
	Sig. (2-tailed)	0.000	0.215	0.122		0.005
	N	281	284	284	284	284
Public Policy Implementation	Pearson Correlation	0.023	.827**	.169**	-.165**	1
	Sig. (2-tailed)	0.699	0.000	0.004	0.005	
	N	281	284	284	284	284

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

4.7 Discussions of findings

The study sought to analyze the influence of key factors—Resource Allocation, Legislative Framework, Staff Training, and Citizen Participation—on Public Policy Implementation within the Meru County Government. The findings revealed significant variations in how these factors contribute to policy execution, with some playing a more dominant role than others.

4.7.1 Resource Allocation and Public Policy Implementation

The study established that resource allocation has the most significant positive impact on policy implementation ($\beta = 0.838$, $p = 0.000$), with a strong correlation ($r = 0.827$, $p = 0.000$). This finding is consistent with the work of Peters and Pierre (2016), who argue that the success of public policies largely depends on the availability and proper management of financial and material resources. Proper resource allocation ensures that policies are executed as planned, leading to improved service delivery. However, challenges such as delayed funding, misallocation, and budgetary constraints have been cited as key impediments to effective policy execution (Meyer & Cloete, 2017). In this study, respondents reported instances of insufficient financial resources, which may have contributed to inefficiencies in policy implementation.

4.7.2 Legislative Framework and Policy Implementation

The study found a moderate positive correlation between the legislative framework and policy implementation ($r = 0.169$, $p = 0.004$), with a significant regression coefficient ($\beta = 0.118$, $p = 0.000$). These results align with findings by Hill and Hupe (2014), who highlight the importance of a clear legal framework in ensuring accountability, regulatory compliance, and coordination among stakeholders. A well-defined legislative structure provides guidelines for policy execution, reducing inconsistencies and conflicts in governance. However, previous studies have also identified challenges such as bureaucratic red tape, inconsistencies between national and county laws, and political interference as barriers to effective policy implementation (Sabatier & Weible, 2018). Similarly, this study revealed concerns regarding unclear legal provisions and weak institutional enforcement mechanisms, which may have hindered the full realization of policy objectives.

4.7.3 Staff Training and Policy Implementation

Contrary to expectations, the study found that staff training had a negative impact on policy implementation ($\beta = -0.215$, $p = 0.000$), with a weak negative correlation ($r = -0.165$, $p = 0.005$). This contradicts findings by Armstrong and Taylor (2014), who argue that continuous professional development enhances employees' skills and performance, leading to improved service delivery. However, this study's results suggest that existing training programs may not be aligned with the practical needs of policy execution. Similar concerns were raised by Denhardt et al. (2018), who emphasized that ineffective training programs—especially those lacking regular evaluation—can lead to skill redundancy and inefficiencies in policy implementation. Respondents in this study indicated that training programs were often generic and lacked a clear link to departmental needs, leading to a disconnect between capacity-building efforts and policy execution.

4.7.4 Citizen Participation and Policy Implementation

The findings revealed a weak and non-significant relationship between citizen participation and policy implementation ($r = 0.023$, $p = 0.699$), with a low regression coefficient ($\beta = 0.066$, $p = 0.048$). These results contrast with the work of Arnstein (1969), who emphasized the role of citizen engagement in strengthening governance and policy effectiveness. While public participation is widely recognized as a democratic principle (Gaventa & Barrett, 2012), its actual impact on policy execution remains debatable. This study suggests that citizen involvement in Meru County may be more symbolic than substantive, aligning with findings by Cornwall (2008), who argued that many public participation forums lack meaningful engagement and fail to influence decision-making. The weak correlation in this study may indicate that current

participatory mechanisms do not significantly contribute to improving policy outcomes, possibly due to limited public awareness, lack of transparency, or tokenistic involvement.



CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the study's key findings, conclusions drawn from the results, and recommendations for policy implementation in Meru County. The study examined the influence of resource allocation, legislative framework, staff training, and citizen participation on public policy implementation. Based on the analysis, this chapter provides a structured discussion on the research outcomes and their implications for policy development and governance.

5.1 Summary of Findings

The study investigated the factors influencing public policy implementation in Meru County, focusing on four key determinants: resource allocation, legislative framework, staff training, and citizen participation. The findings are summarized as follows:

The study established that resource allocation is the most significant predictor of policy implementation, with a strong positive relationship ($\beta = 0.838$, $p = 0.000$). A high correlation ($r = 0.827$, $p = 0.000$) was observed, indicating that efficient allocation of financial, human, and infrastructural resources enhances the execution of public policies. However, challenges such as budgetary constraints, delays in funding, and misallocation of resources were identified as barriers to effective implementation. These findings align with previous studies, which emphasize that adequate and timely resource allocation is crucial for achieving policy objectives.

The study found a moderate positive relationship between the legislative framework and policy implementation ($\beta = 0.118$, $p = 0.000$; $r = 0.169$, $p = 0.004$). A well-structured legal framework provides guidelines for policy execution, enhances accountability, and minimizes inconsistencies in governance. However, respondents cited bureaucratic

inefficiencies, conflicts between national and county laws, and weak enforcement mechanisms as key challenges. These findings support the argument that a clear legislative structure strengthens public policy implementation by providing an enabling legal environment.

The study found that staff training negatively impacted policy implementation ($\beta = -0.215$, $p = 0.000$; $r = -0.165$, $p = 0.005$). This suggests that the existing training programs may not align with the actual needs of public administrators and policy implementers. Respondents indicated that some training sessions were generic, lacked practical relevance, and were not regularly updated to reflect emerging governance challenges. These findings suggest the need for more targeted training programs that focus on enhancing technical competencies related to policy execution.

The study found a weak and non-significant relationship between citizen participation and policy implementation ($\beta = 0.066$, $p = 0.048$; $r = 0.023$, $p = 0.699$). While public participation is a key governance principle, the findings suggest that its impact on policy execution in Meru County is limited. Respondents highlighted challenges such as low levels of public awareness, inadequate civic education, and tokenistic participation, where citizen input is often disregarded in decision-making processes. This finding underscores the need for more meaningful engagement strategies to enhance public involvement in governance.

5.2 Study Conclusions

The study concludes that public policy implementation in Meru County is significantly influenced by resource allocation, legislative frameworks, staff training, and citizen participation. Among these factors, resource allocation was found to have the greatest impact, emphasizing the necessity of adequate financial and infrastructural support for

successful policy execution. The legislative framework was also important, but bureaucratic inefficiencies and legal ambiguities hinder effective policy implementation. Staff training had a negative impact on policy implementation, suggesting a misalignment between training programs and practical needs. This indicates the need for more specialized and outcome-oriented training for county staff. Citizen participation, though an essential democratic principle, showed a weak and statistically insignificant influence on policy implementation, pointing to limited public engagement and the need for more inclusive governance structures.

The study concludes that public policy implementation in Meru County requires a multi-faceted approach, incorporating adequate resource allocation, well-structured legislation, targeted staff capacity building, and meaningful citizen participation. Strengthening these areas will enhance policy outcomes and improve service delivery at the county level.

5.3 Recommendations to the Study

The study established that a well-defined mission statement plays a crucial role in shaping students' academic performance in public day secondary schools. It is recommended that schools clearly define and communicate their mission statements to all stakeholders, including teachers, students, and parents. Schools should ensure that their mission aligns with academic excellence, student development, and inclusivity to foster a culture of achievement. Additionally, school administrators should regularly review and update their mission statements to reflect the evolving needs of education and student performance expectations.

Findings indicated that the involvement of stakeholders, including parents, teachers, and the community, significantly influences students' academic performance. Schools should

establish structured and consistent engagement forums such as regular parent-teacher meetings, mentorship programs, and school boards that actively involve key stakeholders in decision-making. Moreover, parents should be encouraged to take a more active role in their children's education by providing learning support at home and monitoring academic progress. The Ministry of Education should also provide clear guidelines on stakeholder participation to enhance collaboration between schools and communities.

The study revealed that the continuous assessment strategy is a critical factor in monitoring and improving student performance. Schools should strengthen the implementation of continuous assessment tests (CATs) and formative evaluations to track students' academic progress effectively. Additionally, teachers should be trained on modern assessment techniques that emphasize individualized learning and performance improvement. Schools should also adopt digital assessment tools to enhance efficiency, accuracy, and timely feedback for students, enabling them to improve their performance proactively.

Collaboration and benchmarking were found to have a positive impact on student achievement. Schools should actively engage in inter-school partnerships, academic exchange programs, and peer learning initiatives to share best practices and improve performance. Additionally, benchmarking with high-performing institutions should be encouraged to help struggling schools adopt effective teaching methodologies and learning strategies. The government, through the Ministry of Education, should also facilitate regional and national benchmarking programs to foster educational improvement across schools.

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APPENDICES

Appendix I: Introduction Letter

Peter Mugambi

Dear Respondent,

REF: REQUEST FOR DATA COLLECTION

I am currently pursuing a Master of Arts degree in Public Administration and Management at Mount Kenya University. As part of my academic research, I am conducting a study titled "**Assess the Effectiveness of Devolution on Public Policy Implementation: A Case of Meru County Government.**" I kindly request your participation by completing the attached questionnaire, which will help gather the necessary data for this research.

I assure you that any information provided was treated with strict confidentiality and will only be used for academic purposes. Your participation is voluntary, and your cooperation was greatly appreciated in contributing to the success of this study.

Thank you for your time and valuable input.

Yours faithfully,

Peter Mugambi

Mount Kenya University

Appendix II: Consent Form

Dear Participant,

I kindly invite you to take part in a research study titled "**Assess the Effectiveness of Devolution on Public Policy Implementation: A Case of Meru County Government.**" I am conducting this research as part of my Master of Arts degree in Public Administration and Management at Mount Kenya University. The purpose of this study is to examine the effectiveness of devolution on public policy implementation within Meru County.

Participation in this study is entirely voluntary. You may choose not to answer any questions or withdraw from the study at any time without any consequences. There are no known risks beyond those encountered in daily life associated with your participation. All responses will remain confidential and anonymous. The results was presented as aggregated data, and no personally identifiable information was shared. While there may be no direct benefits for participating, your insights will contribute to a better understanding of governance challenges and may inform future improvements in public policy implementation.

If you agree to participate, please provide honest responses to the questionnaire. It will take approximately ten minutes to complete. Kindly return the completed questionnaire at your earliest convenience to assist in the timely completion of this research.

For any questions about this study, you may contact the principal investigator, **Peter Mugambi**, and my supervisor, **Dr. Kennedy Okemwa**, through Mount Kenya University. If you have concerns regarding your rights as a study participant, you may contact the Ethics Review Committee, Mount Kenya University, P.O. Box 342-01000, Thika. Email: cgsr@mku.ac.ke. Tel: +254 709 153 000.

Thank you for your participation and valuable contribution to this study.

CONSENT

I've read, understand, and have had a chance to ask questions about the material presented. I am aware that my participation is entirely optional and that I may stop at any moment, for any reason, and without incurring any fees. I am aware that a copy of this permission form was sent to me. I freely consent to participate in this research.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____



Appendix III: Questionnaire for Employees

This questionnaire is designed to collect data for the study titled 'Assess the Effectiveness of Devolution on Public Policy Implementation: A Case of Meru County Government.'

Please answer all questions honestly. Your responses will remain confidential and will only be used for academic purposes.

Section A: Demographic Information

1. What is your gender?

Female

Male

2. Indicate your age bracket?

21-30

31-40

41-50

Above 51

3. How long have you been working at the County?

Less than 5 years

5-10 years

Over 11 years

Section B: Citizen Participation

The following statements relate to how citizen participation influences public policy implementation in Meru County. Use the key below to indicate your level of agreement with each statement:

Key: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

statements	1	2	3	4	5
Citizens participate in regular policy meetings.					
The county organizes public forums for policy input.					
Citizen feedback is considered in key decisions.					
Adequate channels exist for citizens to raise concerns.					
Public participation improves transparency in policy implementation.					

Citizen participation has enhanced service delivery.					
The county actively encourages civic engagement.					

SECTION C: Resource Allocation

The following statements relate to how resource allocation affects public policy implementation in Meru County. Use the key below to indicate your level of agreement with each statement:

Key: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

statements	1	2	3	4	5
Resources are allocated based on the county's development priorities.					
Timely disbursement of funds supports project implementation.					
Sufficient resources are provided to all departments.					
The county has effective mechanisms to monitor resource use.					
Resource shortages delay the implementation of key projects.					
Financial planning aligns with county policy goals.					
Resource allocation processes are transparent and accountable.					

SECTION D: Legislative Framework

The following statements relate to how the legislative framework impacts public policy implementation in Meru County. Use the key below to indicate your level of agreement with each statement:

Key: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

statements	1	2	3	4	5
County laws are consistent with national legislation.					
The legal framework supports effective collaboration between departments.					
Legislative provisions ensure accountability in policy implementation.					
County assemblies provide effective oversight on policy execution.					
Legal ambiguities hinder timely policy implementation.					
The legislative framework facilitates intergovernmental cooperation.					

Policy compliance is strengthened through legal provisions.					
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SECTION E: Staff Training

The following statements relate to the role of staff training in public policy implementation in Meru County. Use the key below to indicate your level of agreement with each statement:

Key: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).

statements	1	2	3	4	5
Regular training programs are provided to county staff.					
Staff training enhances skills necessary for policy execution.					
There are adequate opportunities for continuous professional development.					
Trained staff deliver services more effectively.					
Training programs address specific departmental needs.					
Staff training is regularly funded and evaluated.					
Training programs contribute to improved policy outcomes.					

SECTION F: Public Policy Implementation

The following statements relate to the overall implementation of public policies in Meru County. Use the key below to indicate your level of agreement with each statement:

Key: Strongly agree (5), Agree (4), Not sure (3), Disagree (2), Strongly disagree (1).


statements	1	2	3	4	5
Policies are implemented within planned timelines.					
Policy goals are achieved as expected.					
Policy implementation processes are well-coordinated.					
The county monitors and evaluates policy outcomes effectively.					
Inter-departmental collaboration supports policy implementation.					
Policy implementation has led to improvements in service delivery.					
Citizens are satisfied with the implemented policies.					

THANK YOU

Appendix IV: Interview Guide

1. In your opinion, how does citizen participation influence the success of policy implementation in Meru County?
2. What strategies does the county government use to enhance public participation in policy-making?
3. How does the allocation of resources affect the implementation of public policies in the county?
4. What challenges have you observed regarding the disbursement and management of resources for county projects?
5. How does the current legislative framework impact the effectiveness of public policy implementation in Meru County?
6. What legal or regulatory barriers hinder the smooth implementation of policies in the county?
7. How important is staff training in ensuring the effective implementation of policies in Meru County?
8. What improvements would you suggest to enhance training programs for county employees?
9. How would you assess the overall effectiveness of policy implementation in Meru County?
10. What factors do you believe contribute most to the success or failure of public policy implementation in the county?

Appendix V: ERC Letter



Mount Kenya University

REF: MKU/ISERC/4832
TO: PETER MUGAMBI

Date: 05 March 2025

REG: MPAM/2022/30426

Dear Sir/Madam,

RE: INFLUENCE OF DEVOLUTION ON PUBLIC POLICY IMPLEMENTATION: A CASE OF MERU COUNTY GOVERNMENT

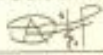
This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3554**. The approval period is **05/03/2025 - 04/03/2026**.

This approval is subject to compliance with the following requirements;


- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,




Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



MOUNT KENYA UNIVERSITY
ETHICS REVIEW COMMITTEE
P. O. Box 342 - 01000,
THIKA

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: +254 20 287 8000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke

Appendix VI: Introduction Letter



Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MPAM/2022/30426

6th March, 2025

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki Way, Upper Kabete,
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: PETER MUGAMBI - REGISTRATION NO. MPAM/2022/30426

The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the department of **Management** in the school of **Business and Economics**.

The title of the research is **"Influence of Devolution on Public Policy Implementation: A Case of Meru County Government."** It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **March, 2025 and May, 2025**.

Any assistance accorded to the student will be highly appreciated.

Thank you.



For **Dr. Samuel M. Karenga, Ph.D.**
Director, Graduate Studies

Mount Kenya University
P. O. Box 342 - 01000, THIKA
Office of the Director
Graduate Studies


Enc.

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2878 000, Cell: +254 709 153 000
Email: info@mku.ac.ke, Web: www.mku.ac.ke
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Appendix VII: NACOSTI Authorization



REPUBLIC OF KENYA




**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Date of Issue: 18/March/2025

Ref No: 34772

RESEARCH LICENSE




This is to Certify that Mr. Peter Mugambi of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev. 2014) in Meru, on the topic: INFLUENCE OF DEVOLUTION ON PUBLIC POLICY IMPLEMENTATION : A CASE OF MERU COUNTY GOVERNMENT for the period ending : 18/March/2026.


License No: NACOSTI/P/23/04204

34772

Applicant Identification Number



**Director General
NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**



Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix VII: Field Authorization



COUNTY GOVERNMENT OF MERU
Legal Affairs, Public Service Management and
Administration



Email: merucounty@meru.go.ke
Website: meru.go.ke
When replying please quote:

Legal Affairs, Public Service Management
and Administration
P. O. Box 120-60200
Meru

REF: MERU/CTY/EDU/RESEARCH/GEN/64/VOL.IV/56

24th March, 2025

Peter Mugambi
Mount Kenya University

RE: RESEARCH AUTHORIZATION

The county director of education is in receipt of your letter dated **19th March 2025** and a copy of your research license from NACOSTI Ref: **34772** of License Number **NACOSTI/P/23/34204** dated **18/March/2025** requesting for authority to carry out research on **“Influence of Devolution on Public Policy Implementation: A Case of Meru County Government”**.

Permission is hereby granted to carry out the research for the period ending **24th April 2025** as requested.

You are kindly advised to deposit a copy of the final research report to this office.




COUNTY GOVERNMENT OF MERU
Legal Affairs & PSMA
24th March 2025
P.O. BOX 120-60200
MERU

KARIMI ALEX W.
County Director
Meru

Appendix VII: Similarity Index

PETER MUGAMBI

INFLUENCE OF DEVOLUTION ON PUBLIC POLICY IMPLEMENTATION: A CASE OF MERU COUNTY GOVERNMENT

 MBA 2025
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 Mount Kenya University

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