Decentralization of teacher recruitment in Kenya was as a result of World Bank/IMF policies, which support projects that guarantee direct net economic returns by productivity and indirect returns or externalities. The projects are also expected to meet the private demand for education and inter-regional distribution (Psacharopoulos and Woodhall, 1985; and Psacharopoulos, 1994.) These strategies that have been successful elsewhere are not necessarily appropriate for Kenya. Any meaningful interventions in Kenya ought to be based on research data from within the country's education system. Thus, these research set out to assess the implications of decentralizing teacher recruitment for secondary schools to the Boards of Governors in Kisumu District. The research study utilized information gathered from headteachers who are secretaries to the recruitment panels, senior education officials and trade union officials at the district. Data was collected through questionnaires, interviews and document study; it was analyzed using descriptive statistics. The findings indicate that decentralization reduces the workload at the Teachers Service Commission headquarters while also satisfying the staffing needs of the schools. However, the respondents were dissatisfied with current staffing trends and were in agreement that the recruitment panel members' capacity be enhanced to enable them carry out the tasks bestowed upon them effectively and efficiently. Thus, decentralization of teacher recruitment should not take place when institutional capacity is weak, democratic institutions are fragile and resources are scarce.