The purpose of the project was to investigate the role of teachers in decision-making process in the secondary schools in Kisumu district. These decisions are made over all the task areas that form the duties of teachers and school administrators. The study was prompted by the many crises experienced in secondary schools, which are often blamed on administrators' failure to involve teachers and students in decision-making. The key questions for this study sought information on who the decision makers are and the styles they apply to reach various decisions. The sample for the study consisted of 10 secondary schools from which 10 principals, 22 HODs and 38 Teachers were randomly drawn.

The results revealed that even though teachers were fully involved in decisions related to curriculum and instruction, headteachers still dominated other sensitive tasks like finance, student personnel and staff personnel. It was also evident that the headteachers in Kisumu district largely employ democratic approaches in decision-making.

The study recommended that there is need to involve teachers more in decision-making as regards financial management more specifically on budgeting and allocation of funds to various departments. It also recommended that the Deputy Heads and the heads of departments should be involved more in making decisions on other task areas other than student personnel and curriculum and instruction as well as the provision of enough space to involve all teachers in making decisions related to teachers and staff personnel. Finally, the study suggested that there is need for more research on the extent of student involvement in decision-making in schools and on the relationship between age, gender, experience and qualification and the extent of teachers' involvement in decision-making.