

The purpose of this study was threefold: (1) To assess the extent of parents' involvement in secondary school management. (2) To identify effects of increased parents' involvement on the managerial functioning of head teachers. (3) To establish the perception of parents' involvement in the management of secondary schools.

A hybrid theoretical framework of the behavioral science theory and parents-school relations' concept buttressed the study. A stratified random sample of 18 head teachers, 72 parents, 45 teachers, 72 students and 6 administrators was used. This study was designed on a survey model. Both questionnaire and interview approaches were used to collect data.

Quantitative data were analysed using descriptive and inferential statistics at confidence level, P 0.05. STAT2 statistical package was used to compute the chi-square tests. Qualitative data were analysed using ground theory tenets.

The findings revealed that majority of the parents were involved in the management of schools. This involvement supported head teachers in their various roles hence, more parents involvement was requested for. No significant difference was found at p 0.05 between parents and head teachers; parents and teachers; and parents and students on perception of parents' involvement in school management.

Consequently, it was concluded that (1) most parents were involved in the provision of facilities to schools. (2) Most head teachers were motivated by parents' involvement. (3) There was no significant difference between (i) Parents and head teachers, (ii) Parents and teachers and (iii) Parents and students on perception of parents' involvement in school management.

It was therefore recommended that: (a) The ministry of Education should encourage parents to be involved in the management of public secondary schools in Kenya. (b) The ministry ought to review the role of parents' involvement in secondary school management with a view to giving legal status to the parents' Teachers'-Associations. (c) Perception of parents' involvement in the management of other sectors of education in Kenya should be studied in order to give an all round picture of how parents' involvement is perceived.

It was suggested that further studies should be done to throw more light on parents' involvement in secondary school management and its financial, political, tribal and religious implications for head teachers