

Spinoffs Associated with Parental Involvement in the Education of Their Children with Literature Drawn from South Africa

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KEYWORDS Children. Disability. Education. Inclusive. Parental Involvement. Parents

ABSTRACT This paper is a literature review, which was inspired by a study of children with disabilities, which the researchers were conducting at a special school in Bloemfontein. Financial, social, psychological factors and attitudes and beliefs of parents all contribute to the weakening of their involvement in and the commitment and attention, which they devote to the education of their children. As a result, in a significant number of cases there is either limited involvement, or else, none at all. A corollary to these findings concerns the institutional arrangements, which either directly or indirectly make it difficult for these parents to become involved to any significant extent in the education of their children, which tends to result in either the partial or full exclusion of these children from the education system. This finding reveals the failure of the ostensibly inclusive system to grant equal access to education to vulnerable groups such as disabled children. More proactive, multi-sectoral responses need to be instituted in order to ensure that the factors, which hinder parental involvement are overcome and that their children are able to have the same access to education, which is of adequate quality as those without disabilities.