

## **Parental Involvement in the Teaching and Learning of Their Children in Disadvantaged Schools**

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**ABSTRACT** Parental involvement in the teaching and learning of their children seem to be a neglected research area especially in South Africa's previously disadvantaged schools. Parental involvement as envisaged by Donald, Lazarus and Lolwana (2006) for purposes of transformation cannot be overemphasized from both black and white teachers in schools. Based on the above, parents have a great influence on the teaching and learning of their children in schools. As teachers, we therefore need to work actively in our classrooms to dispel stereotyped perceptions of members of different groups and resulting behaviours that tend to demean any human being. The purpose of this article is thus to explore the involvement of parents in the teaching and learning of their children in disadvantaged schools. The research method used in this study is qualitative and this method is described in the proceeding section. The method would facilitate detailed understanding of parental involvement in the teaching and learning of their children in disadvantaged schools. From this study, it is evident that there is a lack of parental involvement in the teaching and learning of their children in schools. This will thus contribute to a lack of successful academic achievement of children in schools.