

INVESTIGATION AND RESEARCH ON PARENTS' PARTICIPATION IN CHILDREN'S PHYSICAL EDUCATION OF INTELLECTUALLY HANDICAPPED CHILDREN

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ABSTRACT- With the development of special education, the education of exceptional children has also received more and more attention. Generally, the education and training of parents of special children and behavioral intervention are keys to helping special children. The ecological theory of child development believes that parents are the critical factors influencing the development of exceptional children; children's learning occurs in the natural environment and runs through daily life activities. The family is the earliest environment for children, and parents are children's first teachers. Education must start from the family; the first person to build a bridge for children can only be parents. In China, the participation of parents of children with intellectual disabilities in their children's physical education has not received enough attention, and the physical education of most children with intellectual disabilities has not been fully implemented to address this phenomenon. This article uses literature methods, field surveys, expert interviews, data statistics, questionnaires, and other methods to research and investigate the attitudes, current situation, and approaches of parents of children with intellectual disabilities in Maoming City about how to participate in their children's physical education. It was found that there are constraints such as insufficient understanding of participation in children's physical education, low overall level of participation in children's physical education, participation in children's physical education as a formality, insufficient depth of participation, and traditional participation in children's physical education. This was discussed and proposed. Practical suggestions for modifications. This study is of great value in providing reference literature for developing family education for the mentally handicapped in the future. There needs to be a higher overall level of participation in children's physical education as a formality, insufficient depth of participation, and traditional participation in physical education. This was discussed and proposed. Practical suggestions for modifications. This study is of great value in providing reference literature for developing family education for the mentally handicapped in the future.

ARTICLE HISTORY

Received: 01/10/2023

Revised: 20/11/2023

Accepted: 1/12/2023

KEYWORDS

Children with intellectual disabilities; physical education; research and investigation; Maoming City

INTRODUCTION

At present, the number of disabled people in China accounts for about 6.34 % of the total population. The number of disabled people, especially the number of disabled children, is increasing year by year. The education level of children with disabilities also indirectly reflects civilisation development in our country and is an essential symbol of social progress. Physical education for disabled children in special education

schools can enable them to learn sports knowledge, master sports skills, develop physical and mental health, and make up for their shortcomings.

Due to various reasons for the nervous system before or after birth, mentally disabled children have stagnated or delayed development, so their growth is significantly lower than that of normal children of the same age. For a long time, society has had a negative attitude towards children with intellectual disabilities. After years of publicity, when it comes to mentally disabled children, many people still talk about "fool" and "idiot", causing their parents to be ashamed to participate in the education of mentally disabled children. The Hong Kong Institute of Education found that nearly 90% of Parents of children with special needs interviewed said they had experienced varying degrees of discrimination, and more than 60% of the parents had symptoms of depression. Cheng Shuo, An Wenjun, and Wang Heping explained in their research why the role of parents of special children in special education is limited due to factors such as unprotected rights, insufficient parenting efficiency, and difficulty in obtaining resources and support, and the role dilemma is prominent (Chen Guang Ming, 2011). Yao Xiaoxue believes that the characteristics of exceptional children are the direct cause of parents' participation in education. The form and degree of involvement in education vary depending on the child's symptoms. In addition, the impact of family factors on parents of autistic children is mainly reflected in the attitude of parents to participate in education. , parenting pressure, parenting efficacy, family economic status, support and participation of family members and relatives; the overall atmosphere of the school is related to parents' involvement in education, which is mainly reflected in trust in the school, communication and encouragement of teachers; In addition, the degree of parental participation is also related to the degree of social support (Yao Xiao Xue, 2022). Research on special education in the United States believes that parent participation is one of the critical and essential principles of special education legislation in the United States, emphasising the need to thoroughly research the needs of parents of special children to fully understand the external and internal needs of parents in the parenting process (Lin Yun Qiang, 2017; Chen Guang Ming, 2011) . Yao Xiaoxue believes that the characteristics of unique children are the direct cause of parents' participation in education. The form and degree of involvement in education vary depending on the child' s symptoms. In addition, the impact of family factors on parents of autistic children is mainly reflected in the attitude of parents to participate in education. , parenting pressure, parenting efficacy, family economic status, support and participation of family members and relatives; the overall atmosphere of the school is related to parents' involvement in education, which is mainly reflected in trust in the school, communication and encouragement of teachers; In addition, the degree of parental participation is also related to the degree of social support (Yao Xiao Xue, 2022). Research on special education in the United States believes that parent participation is one of the critical features and essential principles of special education legislation in the United States, emphasising the need to thoroughly research the needs of parents of special children to fully understand the external and internal needs of parents in the parenting process (Lin Yun Qiang, 2017).

To sum up, family economic status, parents' educational level, etc., have an essential impact on the physical education of children with intellectual disabilities. China's research on physical education of exceptional children started relatively late, and there needs to be more literature. This article aims to explore Maoming to conduct in-depth questionnaire analysis and specific interviews on the actual situation, influencing factors and existing problems of parents of children with intellectual disabilities participating in their children's physical education in the city; the purpose is to accurately understand the actual situation of

parents of children with intellectual disabilities participating in their children's physical education in Maoming City. This paper analyses the current practical problems and development strategies for parents of children with intellectual disabilities in Maoming City to participate in their children's physical education. It provides a compelling time and concise reference for parents of children with intellectual disabilities to participate in their children's physical education in the future. The investigation and research on the participation of parents of children with intellectual disabilities in their children's physical education in Maoming City can point out the direction for the future family education of children with intellectual disabilities. Therefore, this study has specific practical significance. Special children started relatively late, and there was little literature. This article aims to explore Maoming To conduct in-depth questionnaire analysis and detailed interviews on the actual situation, influencing factors and existing problems of parents of children with intellectual disabilities participating in their children's physical education in the city; the purpose is to accurately understand the actual situation of parents of children with intellectual disabilities participating in their children's physical education in Maoming City. This paper analyses the current practical problems and development strategies for parents of children with intellectual disabilities in Maoming City to participate in their children's physical education. It provides a valuable and concise reference for parents of children with intellectual disabilities to participate in their children's physical education in the future. The investigation and research on the participation of parents of children with intellectual disabilities in their children's physical education in Maoming City can point out the direction for the future family education of children with intellectual disabilities. Therefore, this study has specific practical significance.

PROBLEM STATEMENT

Since September 2019, the General Office of the State Council of the People's Republic of China has promulgated the "Outline for Building a Powerful Sports Country" clearly stating: "Formulate and implement physical health interventions for disabled groups and promote the extensive development of rehabilitation sports and fitness sports for disabled people" (Guo Wu Yuan, 2019). China is in a critical period of moving from a sports power to a sports power. Special physical education is the primary way to promote the biological health of exceptional children and plays an irreplaceable role. Has promulgated the "Outline for Building a Powerful Sports Country", clearly stating: "Formulate and implement physical health interventions for disabled groups and promote the extensive development of rehabilitation sports and fitness sports for disabled people" (Guo Wu Yuan, 2019). China is in a critical period of moving from a sports power to a sports power. Special physical education is the primary way to promote the physical health of exceptional children and plays an irreplaceable role.

At present, the disabled population accounts for about 6.34% of the total population in our country, and the disabled population, especially disabled children, is increasing year by year. The education level of disabled children also indirectly reflects civilisation development in our country, an essential symbol of social progress. Carrying out physical education for disabled children in special education schools can enable them to learn sports knowledge, master sports skills, develop physical and mental health, and make up for their shortcomings (Yuan Yue & Han Jia Jia). As a country with a large population, China has an enormous, large number of special education schools. Mainly, school education has gradually developed with the continuous progress of society. However, at this stage, the physical education of disabled children

has grown slowly. It is faced with the need for more full-time physical education teachers, sports venues and equipment. There are problems, such as shortages, insufficient teaching syllabi and physical education materials, and relatively simple teaching methods and content. Therefore, developing physical education work for children with disabilities in special schools is a problem that special education sports workers must solve (Özkan et al., 2013; Zekiye & Kale Rasim, 2013).

This article researches and investigates how parents of mentally disabled children in Maoming City participate in their children's physical education: attitude, current situation, and ways. It is found that there are some restrictive factors such as insufficient understanding of participation in children's physical education, the low overall level of participation in children's physical education, participation in children's physical education is a mere formality, insufficient participation depth, and traditional participation methods in children's education. Discuss and propose amendments and practical suggestions. Physical education is a mere formality, with insufficient participation depth and traditional participation methods in children's education. Discuss and propose amendments and practical suggestions.

LITERATURE REVIEW

3.1 Definition of the concept of children with intellectual disabilities

Children whose physical and mental development are quite different from ordinary children and are outside the normal range, or in other words, children whose physical and mental indicators are closely related to education are abnormal or outside the normal children (Ajzen I, 1991). The research object of this paper is the students of the intelligence training department of the special particular in Maoming City.

Intellectual disability refers to the development of intelligence before the age of 18, which is lower than that of everyday people, and intelligence is lower than 70 and is the apparent adaptive disorder. According to the degree of intelligence, it can be divided into mild mental retardation, moderate mental retardation, severe mental retardation and very severe mental retardation. The cognitive development of children with intellectual disabilities is much lower than that of normal children. The perception, memory, attention, thinking, speech, interpersonal communication, social adaptation, etc., of children with intellectual disabilities are significantly lower than those of normal children (Hang et al., 2019). In 2010, the American Association on Intellectual and Developmental Disabilities launched the latest "Manual on the Definition, Classification and Support System of Intellectual Disability". The newest definition of intellectual disability is the development of intelligence and adaptive behaviour before age 18. Significantly lower mental and adaptive behaviour mainly manifests in conceptual, social and applied skills (Makopoulou, 2018). To sum up, the "mentally disabled children" referred to in this study have been diagnosed as mentally handicapped by the hospital; 2 are currently placed in special education schools.

After collecting and sorting out the literature, it was found that there is research on the parental guidance part of physical education for children with mental disabilities in China. Zhang Xiaocui and Gao Yan pointed out that family education is integral to special education. Family education guidance needs to be closely Home-school contact, seeking positive cooperation with parents, and providing professional guidance to parents of special children through various platforms. Wang Tingting: Discussedcriticalrtant role of family education in special education; analysed the current problems existing in family education in special education in my country; and finexploredlyzed the causes. Wei Chaomei used the questionnaire

method to comprehensively investigate and analyse the current investment in family physical education for special children in compulsory education in Shiyan City and finally gave countermeasures based on the current situation (Wei Chao Mei, 2017); the increase in the weight proportion of children with intellectual disabilities in China, there are a large number of obese children, reduced vital capacity, reduced physical fitness, poor endurance quality, low sprint speed, insufficient explosive power, etc. These are some of the major problems existing in the physical health of primary and secondary school students. Although the decline in the physical health of Chinese adolescents has been suppressed to a certain extent in recent years, the overall situation is still not optimistic, and the emerging problems are very prominent (Yang Guo Qiang, 2021). After collecting and sorting out the literature, it was found that there is research on the parental guidance part of physical education for children with mental disabilities in China. Zhang Xiaocui and Gao Yan pointed out that family education is integral to special education. Family education guidance needs to be closely Home-school contact, seeking positive cooperation with parents, and providing professional guidance to parents of special children through various platforms. Wang Tingting: Discussed the critical role of family education in special education; analysed the current problems existing in family education in special education in my country; and finally analysed the causes. Wei Chaomei used the questionnaire method to comprehensively investigate and analyse the current investment in family physical education for special children in compulsory education in Shiyan City and finally gave countermeasures based on the current situation (Wei Chao Mei, 2017); the increase in the weight proportion of children with intellectual disabilities in China, there are a large number of obese children, reduced vital capacity, reduced physical fitness, poor endurance quality, low sprint speed, insufficient explosive power, etc. These are some of the major problems existing in the physical health of primary and secondary school students. Although the decline in the physical health of Chinese adolescents has been suppressed to a certain extent in recent years, the overall situation is still not optimistic, and the emerging problems are very prominent (Yang Guo Qiang, 2021).

Research on the Current Situation of Physical Education for Children with Intellectual Disabilities in China

Family physical education guidance in China before the 1980s. However, in recent years, many scholars and experts have conducted preliminary theoretical research and analysis on family education guidance and formed a basic framework. Li Hong once analysed the fundamental nature of family physical education guidance and the final role of family physical education guidance and finally established a physical pedagogy theoretical framework for family education guidance (Li Hong Zeng, 2015).

LITERATURE REVIEW ANALYSIS

By sorting out the collected literature and summarising the views and ideas of various scholars, and by reading a large amount of literature, integrating other scholars' analysis on children with intellectual disabilities, and sorting out the data to find out the influencing factors and reasons for the education of parents of children with intellectual disabilities in Maoming City, and put forward targeted suggestions. This paper takes the specific practice of parents of mentally disabled children in Maoming City participating in their children's physical education main research content, and the parents of students in special education schools in Maoming primary as the main research object. Through data processing tools, Questionnaires, interviews, and other methods were used to conduct in-depth analysis of the occurrence

and background phenomena of the main issues. For the physical education of mentally disabled children in special education schools in Maoming City, more practical and reasonable suggestions for children's physical education for families of mentally disabled children in Maoming City, and fill in the vacant factors in special education such as parents of mentally disabled children guiding their children.in special education schools in Maoming City, put forward more practical and reasonable suggestions for children's physical education for families of mentally disabled children in Maoming City, and fill in the vacant factors in special education such as parents of mentally disabled children guiding their children.

METHOD

By conducting questionnaire surveys on children with intellectual disabilities, parents of children with intellectual disabilities, and in-service physical education teachers, we aim to collect information on the learning status of children with intellectual disabilities, information on parents' participation in physical education for their children, current situation, and ways, and on - the - job Advice from physical education teachers. This will enable us to have a more comprehensive understanding of physical education for children with intellectual disabilities and to find corresponding countermeasures and suggestions. This information will be invaluable as we advance the education of children with governance disabilities in the future. to have a more comprehensive understanding of physical education for children with intellectual disabilities and to find corresponding countermeasures and suggestions. This information will be invaluable as we advance the education of children with governance disabilities in the future.

RESEARCH DESIGN

This article uses quantitative research methods to investigate the learning situation of physical education for children with intellectual disabilities in Maoming City. The investigation mainly includes three aspects, namely the attitude, current situation, and ways of parents of children with intellectual disabilities participating in their children's physical education. One hundred ten questionnaires were distributed in this survey, and 100 valid responses were obtained, a valid response rate of about 91 %.

POPULATION AND SAMPLING

The questionnaire survey was carried out in the Maoming Special Education School, and anonymous voting was used to select the respondents randomly. The respondents of the questionnaire survey were the parents of the Maoming Special Education School. Considering the difficulty of sample collection and the questionnaire's processing capacity, we surveyed 100 parents of children with intellectual disabilities. Our goal is to maximise the sample size within a controllable range.

RESULT ANALYSIS

Special education is an indispensable part of our country's national education system and the development of federal social welfare undertakings. It is directly related to the people's livelihood development and the people's aspiration for "children to be educated, and the weak are supported and associated with the national society. Harmonious and stable development of the national economy. If society develops special education well, it means putting people first, implementing the concept of social

science development, and striving to allow every child with intellectual disabilities to enjoy equal and high-quality special education.

Attitudes of parents of children with intellectual disabilities towards participating in their children's physical education

This study mainly analyses the importance parents attach to their children's education based on whether they have enough time to care for them and their views on their children's physical education issues. By sorting and summarising the collected questionnaires and analysing the data, we made statistics on the participation of parents in their children's education in Maoming special education schools: physical education issues. By sorting and summarising the collected questionnaires and analysing the data, we made statistics on the participation of parents in their children's education in Maoming special education schools:

Table 1 Do parents think they have enough time to pay attention to their children's education?

Do you have enough time to pay attention to children's physical education	Have	Almost rarely	No
Frequency	17	45	33
Percentage	18%	47%	35%

Through the recovery of the "Questionnaire Questionnaire for Parents of Children with Intellectual Disabilities to Participate in Their Children's School Education", detailed statistics were completed, and complex statistical data were developed on the specific situation of the attitude of parents of children with mental disabilities to participate in their children's physical education in Maoming City. From the returned questionnaires, we can find that parents of children with intellectual disabilities think that they have enough time to pay attention to their children's physical education, accounting for 18% of the total; safely, they feel that they have little time to pay attention to their children's physical education, accounting for 47% of the total; Those who have no time to pay attention to their children's physical education account for 35% of the total. It can be seen from this that most parents have little time to pay attention to their children's physical education. However, they are still willing to take time to understand the current situation of their children's physical education. Some parents need more time to pay attention to their children's physical education. They may also need more time to manage the current situation of their children's physical education. Only a few parents have enough time to pay attention to and understand their children's physical education. In this regard, although a small number of parents need more time to pay attention to the physical education of their children, overall, 65% of parents are concerned about understanding their children's physical education. Education accounts for 47% of the total. Those with no time to pay attention to their children's physical education account for 35% of the total. It can be seen from this that most parents have little time to pay attention to their children's physical education. However, they are still willing to take time to understand the current situation of their children's physical education. Some parents need more time to pay attention to their children's physical education. They may also need more time to manage the current situation of their children's physical education. Only a few parents have enough time to pay attention to and understand their children's physical education. In this regard, although a small number of parents need

more time to pay attention to the physical education of their children, overall, 65% of parents are concerned about understanding their children's physical education.

Table 2 Parents' views on their children's physical education issues

Education of children	Parents do not need to worry about school matters.	Schools are in charge of education, parents are in charge of life	Parent-school public assistance
Frequency	16	33	46
Percentage	17%	35%	48%

From the questionnaire survey, we can see from the choices of parents of children with intellectual disabilities regarding their children's physical education issues that parents and schools work together, accounting for 48% of the total, followed by schools managing education, accounting for 35% of the total; Finally, there are school matters, which account for 17% of the total that parents do not need to care about; this is determined by factors such as parents' economic problems, psychological emotions, cultural education, social environment, work influence, etc. Research shows that some parents with lower education levels must pay more attention to their children's physical education. In contrast, parents with higher education levels generally attach great importance to their children's physical education. Parents' economic level and working environment significantly impact whether they have time to pay attention to their children's physical education. If parents are busy working most of the time to support the family and cook, do laundry and do housework when they come home, how can they have time to take care of their children's physical education? Condition. We all know that for the education and growth of children with intellectual disabilities, parents of children with intellectual disabilities often have to spend several times the time to accompany and educate their children, and parents are their children's first teachers. In this stressful living environment, children with intellectual disabilities and Parents' emotions are being tested. Finally, the idea of "preferring sons over daughters" is relatively strong in Guangdong, while Maoming is economically, politically, and culturally backward compared to the Pearl River Delta region. Some parents with lower education levels do not provide education for female children with intellectual disabilities. Pay attention to. Education. If parents are busy working most of the time to support the family and cook, do laundry, and do housework when they come home, how can they have time to take care of their children's physical education? Condition. We all know that for the education and growth of children with intellectual disabilities, parents of children with intellectual disabilities often have to spend several times the time to accompany and educate their children, and parents are their children's first teachers. In this stressful living environment, children with intellectual disabilities and Parents' emotions are being tested. Finally, the idea of "preferring sons over daughters" is relatively strong in Guangdong, while Maoming is economically, politically, and culturally backward compared to the Pearl River Delta region. Some parents with lower education levels do not provide education for female children with intellectual disabilities. pay attention to.

Table 3 Parents' participation attitude and the mean and standard deviation of each dimension (n=95)

	Parent Involvement	Parental Initiative	Teacher Initiative	Participation Attitude Analysis
M	4.421	4.133	4.481	4.364
SD	0.520	0.592	0.487	0.450

From Table 3, we can see that in the dimension of "parent participation", 97.9% of parents hold a positive attitude; in the dimension of "parents' initiative", 95.8% of parents hold a positive attitude; and in the dimension of "teacher's initiative" 98.9% of the parents have a positive attitude. Parents of students generally believe that teachers should be more proactive than parents. From Table 3, we can see that in the dimension of "parent participation", 97.9% of parents hold a positive attitude; in the dimension of "parents' initiative", 95.8% of parents hold a positive attitude; and in the dimension of "teacher's initiative" 98.9% of the parents have a positive attitude. Parents of students generally believe that teachers should be more proactive than parents.

Current status of parents of children with intellectual disabilities regarding participation in their children's physical education

This study mainly analyses the current status of parents' participation in their children's physical education through whether parents of children with intellectual disabilities participate in home education, school activities, and school education and frequently contact teachers. By sorting out and summarising the collected questionnaires and analysing the data, we made statistics on the current situation of parents' participation in their children's physical education in special education schools in Maoming: physical education in special education schools in Maoming:

Table 4 Means and standard deviations of each dimension on the current status of parents of children with intellectual disabilities participating in their children's physical education (n=95)

	homeschooling	participate in school activities	Participate in school administration	keep in touch with teachers	other	participation status
M	3.621	3.021	2.113	3.568	3.400	3.144
SD	0.787	0.937	1.190	0.742	0.839	0.756

According to the research and survey data, the average value of parents of children with intellectual disabilities participating in the development of their children's physical education is 3.144. It is greater than 3 points, and 3 points means sometimes. This clearly expresses that parents of children with intellectual disabilities participate in the development of their children's physical education, which is often involved. The second most commonly used methods by parents of children with intellectual disabilities are "participating in school activities", "frequently contacting teachers", and "education at home"; the least of which is "participating in school administration". It can be seen from this data that frequent contact with

teachers is one of the ways parents of children with intellectual disabilities prefer to participate in their children's physical education. Only about half of parents of children with intellectual disabilities choose to participate in school activities and participate in school administration. Among them, home accounts for the most significant proportion, and it joins the way parents like to participate in their children's physical education. Home education is based on a parent-centred perspective. Parents teach from an adult perspective, pay attention to ethical enlightenment and spiritual calling, and use the interaction of example and discipline. We expect our children to act by the values of their parents. Education. Home education is based on a parent-centred perspective. Parents teach from an adult perspective, pay attention to ethical enlightenment and spiritual calling, and use the interaction of example and discipline. We expect our children to act following the values of their parents.

8.3 Parents of mentally disabled children's ways to participate in their children's physical education education

Through research and investigation, we summarised the ways for parents of children with intellectual disabilities to participate in their children's physical education:

Means and standard deviations of the ways parents of children with intellectual disabilities participate in their children's physical education (n=95).

	M	SD
Family Daily Education	3.490	1.336
Attend Parent Meeting	3.690	1.042
Meet The Teacher	3.420	1.217
Discuss Children's Education with Teachers Discuss Children's Education With Teachers	4.440	1.059
Participate In School Organisation Activities	3.020	1.345
Participate In Children's Classroom Teaching participate In Children' s Classroom Teaching	2.640	1.336
Other	3.570	1.164

Through the statistics of the questionnaires of parents of children with intellectual disabilities, we can see from Table 6 that among the ways for parents of children with intellectual disabilities to participate in their children's physical education, the main ways for parents of children with intellectual disabilities to participate in their children's physical education are: "Participate in parent-teacher meetings", "Daily education at home", "Other ways, "Meet teachers", "Participate in school organised activities", "Discuss children's education with teachers", and the least of them is "Participate in children's classroom education". From this, It can be known that daily family education, attending parent-teacher meetings, and meeting teachers are preferred methods for parents of children with intellectual disabilities. However, this education

is not enough to accurately reflect the actual situation of physical education for children with intellectual disabilities. There is only one parent-teacher meeting in a semester. , in the daily education at home, students cannot fully understand the physical education situation of their children in school. However, parents can discuss their children's education with teachers, participate in school-organized activities, and participate in their children's classroom teaching more specifically to understand and participate in the actual situation of their children's physical education. Participate less in—the education situation of their children in school. However, parents can discuss their children's education with teachers, participate in school-organised activities, and participate in their children's classroom teaching more specifically to understand and participate in the actual situation of their children's physical education. Participate less.

DISCUSSION

We all know that parent involvement has a direct and lasting impact on their children's physical education. However, this has not changed the behaviour of many parents of children with intellectual disabilities to participate in school activities. Judging from the survey, many special schools in China maintain a positive and supportive attitude towards parents of children with intellectual disabilities, participating in their children's education as much as possible. However, they do not fully understand the ways and current situation in which parents can participate in their children's physical education. (LI WEIH HONG, 2017). On the surface, many parents of lower socioeconomic status are unaware of the impact on their children's performance when involved (Özkan et al., 2023). However, parents are their children's first and most important teachers. When they guide children's behaviour, when they teach their children, and when they prepare their children for school. Parents must realise that they need to be connected to the school environment for their children's education to flourish and for parents to succeed. Schools must also recognise that this is a two-way process and work with parents and parents to get a good education for children. When parents provide supervision and support for their children, they are more likely to succeed because teachers have high expectations of their children. Active parental involvement in school activities also ensures teachers respect parents and show interest in their children. Finally, during the interview, we learned that many parents of children with intellectual disabilities do not think they need to participate in school administration and school activities. They explain that participation in school administration only involves participation in some decisions directly related to their children's physical education development.). However, parents are their children's first and most important teachers. When they guide children's behaviour, when they teach their children, and when they prepare their children for school. Parents must realise that they need to be connected to the school environment for their children's education to flourish and for parents to succeed. Schools must also recognise that this is a two-way process and work with parents and parents to get a good education for children. When parents provide supervision and support for their children, they are more likely to succeed because teachers have high expectations of their children. Active parental involvement in school activities also ensures teachers respect parents and show interest in their children. Finally, during the interview, we learned that many parents of children with intellectual disabilities do not think they need to participate in school administration and school activities. They explain that participation in school administration only involves participation in some decisions directly related to their children's physical education development.

The results of the survey show that in China, the overall level of participation of parents of children with intellectual disabilities in their children's physical education is generally low. Only a few parents think they have enough time to pay attention to their children's education, and most have little time to pay attention to and observe their children's education. Some entirelynts ultimately believe they have no time to pay attention. Although schools, teachers, and parents all affirm the importance of parent's participation in their children's education, there are many reasons why the involvement of parents' participation in their children's education is unsatisfactory (Gülşen Filazoğlu, 2015). The influence of China's inherent historical and traditional culture has caused many parents of students to believe that education is a matter for the school and that parents can live their daily lives. This idea is deeply ingrained among some parents with low education levels, who shirk the responsibility of educating their children. Among schools and teachers, if children's education is not good, the first thing that comes to mind is that the school is not good and the teachers are not good at teaching. However, children's education should be completed with the help of both school parents; the second point is the parents' time, energy, and finances—lack of ability. In interviews with parents, we found that many parents are busy with work pressure and maintaining the family's material life, making it difficult for parents to spare time to participate in their children's education. The third point is that schools ignore the needs of parents. Through interviews with parents and teachers, we found that although the school considers the role of parent participation in student education, it ignores parents' abilities and needs in designing and organising specific activities. For example, tutoring for students' homework ignores whether parents have the time and ability to provide competent family tutoring for their children. The school organises parent-child extracurricular activities for parents to participate in, but it ignores whether there is any conflict with the parents' work schedule. The communication between parents and teachers is centred on the child, but the parents' ideas and needs are often ignored.

Looking at this issue from the perspective of parents, according to surveys, most parents of mentally disabled children in China have no time to take care of their children's education due to the pressures of life, so they shift the responsibility of education to teachers. For example, some parents usually do not contact teachers very much because they think that with the age of their children, affected by factors such as their knowledge reserves or lack of time, parents' education and guidance for their children are constantly decreasing. It is enough to pay the tuition and book fees on time. The teachers should bear all the responsibilities as long as the children enter the school. If things go on like this, it will cause a split between the family and the school on the issue of educating children. Look at this issue from the perspective of teachers. When teachers issue invitations to parents on the issue of student education but always answer in the negative, most teachers will think that parents do not care about their children's education issues, which leads to parental criticism—a negative impression. Once a negative impression is formed, it will create a gap in the communication between teachers and parents (ZHU NAN, 2014). From this, we can see that the participation of parents of children with intellectual disabilities in their children's education is merely a formality, and the involvement of their participation is insufficient.

CONCLUSIONS AND RECOMMENDATIONS

Parents of mentally disabled children expressed an affirmative attitude towards participating in their children's physical education. They agreed with teachers on children's education issues and believed that children's physical education issues should be completed jointly by parents and teachers. Through consulting many literature and the history of the development of children with intellectual disabilities abroad, it is found that parents of children with intellectual disabilities abroad participate in the development of their children's education. The degree of parental participation in education is closely related to the formulation and completeness of the corresponding laws and regulations in the country. Although the role of the family is mentioned in some rules and regulations in China, there are no specific provisions and norms on how parents participate in their children's education, which needs to be more operable. In this regard, we hope that relevant national departments will strengthen and improve laws in this area as soon as possible so that parents and teachers can follow the law.

Parents of children with intellectual disabilities participate in their children's physical education sometimes participation. Among them, more participation is in home education and regular contact with teachers' participation in school activities and study administration. The involvement and participation of parents of children with intellectual disabilities in China in their children's physical education largely depends on the correct guidance of schools. The administrators of special education schools in Maoming City needed to fundamentally realise the importance of parents' participation in school physical education. In daily management, there are very few physical education teacher training activities related to parent participation, and there needs to be more practical work on how physical education instructors can better communicate with parents. Therefore, schools should actively use their school conditions to carry out diversified activities based on understanding parents so that parents of children with intellectual disabilities can participate more deeply and extensively in their children's physical education teacher training activities related to parent participation. There needs to be practical work on how physical education instructors can better communicate with parents. Therefore, schools should actively use their conditions to carry out diversified activities based on understanding parents so that parents of children with intellectual disabilities can participate more deeply and extensively in their children's physical education.

Parents should correct their attitudes and recognise their role in their children's learning process. When parents participate in their children's educational activities, parents should first be participants. Parents should establish correct values and attitudes and should not unthinkingly shift the responsibility of educating children to teachers; secondly, parents should be coordinators and should spend as much time as possible in the education process of their children to pay attention to and understand their children. Education situation, accompanying children in learning, and promptly reporting the children's learning situation and performance at home to teachers. This can provide reference information for teachers' teaching activities at school, thus ensuring that professors can comprehensively and accurately Understand the actual situation of each student and then teach students according to their aptitude; finally, parents should be supervisors, supervising their children's education at home according to the teacher's requirements, and formulating learning education with their children under the guidance of the teacher plan. Parents should correct their attitudes and recognise their role in their children's learning process. When parents participate in their children's educational activities, parents should first be participants. Parents should establish correct values and attitudes and should not unthinkingly shift the responsibility of

educating children to teachers; secondly, parents should be coordinators and should spend as much time as possible in the education process of their children to pay attention to and understand their children. Education situation, accompanying children in learning, and promptly reporting the children's learning situation and performance at home to teachers. This can provide helpful reference information for teachers' teaching activities at school, thus ensuring that professors can comprehensively and accurately Understand the actual situation of each student and then teach students according to their aptitude; finally, parents should be supervisors, supervising their children's education at home according to the teacher's requirements, and formulating learning education with their children under the guidance of the teacher plan.

The effective formation of parents' scientific education concepts in the way of participating in children's physical education by parents of children with intellectual disabilities depends on the popularisation of scientific knowledge in parent education and training. According to reading a large number of papers, it is known that there are currently relatively few books and documents related to children's abnormal development in my country. This will lead to parents' incomplete understanding of the abnormal development of children with intellectual disabilities, resulting in a situation of ignorance and insensitivity. In this regard, schools should strengthen the organisation and training of parents, first of all, to carry out popular education on the abnormal development of children and adolescents: for example, cases of children with intellectual disabilities, shared knowledge of abnormal physiology of children, abnormal psychological conditions of children with intellectual disabilities, Behavioral expertise and more. Improve parents' understanding of the nature of children with intellectual disabilities and allow them to form scientific educational concepts. According to reading a large number of papers, it is known that there are currently relatively few books and documents related to children's abnormal development in my country. This will lead to parents' incomplete understanding of the abnormal development of children with intellectual disabilities, resulting in a situation of ignorance, understanding, and insensitivity. In this regard, schools should strengthen the organisation and training of parents, first of all, to carry out popular education on the abnormal development of children and adolescents: for example, cases of children with intellectual disabilities, shared knowledge of abnormal physiology of children, abnormal psychological conditions of children with intellectual disabilities, Behavioral knowledge and more. Improve parents' understanding of the nature of children with intellectual disabilities and allow them to form scientific educational concepts.

Development status of the participation of parents of children with intellectual disabilities in their children's physical education in Maoming City is that many parents do not have an adequate understanding of participation in their children's physical education, the overall level of participation in their children's physical education is low, participation in their children's physical education is a mere formality, and the depth of participation is insufficient—issues such as the traditional way of participating in children's physical education. In response to the above problems, the municipal government should formulate corresponding legal provisions for parents of children with intellectual disabilities to participate in their children's education. Schools and teachers should encourage parents to participate in their children's physical education. Parents of children with intellectual disabilities should correct their attitudes and recognise their role in their children's physical education. Schools should educate parents about the role and

status of children's abnormal development—physical education. Schools should educate parents about the role and status of children's abnormal development.

DATA AVAILABILITY DECLARATION

The original contributions encompassed within this study are comprehensively documented in the article and accompanying supplementary materials. Should additional inquiries or data-related requests arise, kindly direct them to the attention of the corresponding author.

FUNDING

This research endeavour did not receive financial support or grants from external sources.

CONFLICT OF INTEREST

The authors herein assert that the research undertaken was executed without the influence of any commercial or financial affiliations, which may be perceived as potential conflicts of interest

PUBLISHER'S NOTE

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