



PARENTS' ROLE IN ENHANCING THE ACADEMIC PERFORMANCE OF STUDENTS IN THE STUDY OF MATHEMATICS IN TABUK CITY, PHILIPPINES

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Abstract: Parenting is a very indispensable part of parents and children. The direction of the lives of the children depends on how the parents discharge their responsibilities to install their children with the right education. This study described the practices of parents in enhancing the academic performance and character formation, the academic performance of Students in Mathematics and the factor affecting the parents at Tabuk, Kalinga for school year 2012 to 2013. Two sets of questionnaires were used to collect the information from the 180 parents randomly sampled. The respondents composed 180 of parents and their children who are college, high school and elementary level with Mathematics subjects. The documents on the performance of the students in Mathematics were also used in this context of study.

The student-respondents were grouped as to college, high school students, and elementary level. While the parents were grouped as to occupation such as farming and business, employed(both parents), and farming and housekeeper.

The results of this study are summarized as follows: The extent of parents' practices in enhancing the students' academic performance in Mathematics and character formation is found out to be sometimes practiced; the extent of practices of parents in enhancing the student-respondents' academic performance and character building in Learning Mathematics when they were group as to occupations, the following are reflected:

- a. Parents who are engaged in farming and business activities claimed that they "rarely practiced"
- b. Parents who are both employed claimed that they "often practiced;"and
- c. Those parents who are engaged in farming and with mothers who are housekeepers claimed that they "always practiced."

The Academic Performance of the students in Mathematics according to school level is "average;"The summary of Correlation between the students' academic performance and character building and the parents' extent of practices in enhancing the students' academic performance and character building is high positive correlation; and the factors affecting the parents' extent of practices in enhancing the academic performance and character building of the student-respondents are shown as follows: a)the financial problem this was brought out by 119 or 66 % whose problem is financial aspect, b) 88 or 49% said they are stressed by their undefined priorities, and c) 41 or 74 % of the parents said the "weak Parents' leadership in guiding the direction of the child is third factor that affects their capability in guiding their children.

Keywords: Parents' Role, Parental Guidance, Values Integration

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INTRODUCTION

The first institution of a child where he learns is his home. A child passes most of his time with his parents and learns from his parents and the environment provided to him by his parents in home. Parents play a vital role in the education of their child, whatever child's age is, (either he read in college or in school). If parents pay attention to their children, they make more scholastic achievements than those who are ignored. If parents take care of following things, they can improve the education of their children.

Parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behavior and attendance. The role of parents during a child's earliest years is the single biggest influence on their development. Good quality home learning contributes more to children's intellectual and social development than parental occupation, education or income. A parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, and talk regularly with their child about their learning.

Today, the environment is getting complex, social environment is surrounded with "vices" that can destroy the futures of the young generations. This connotes that the youth should be pampered with strong moral values so that they will accordingly to the standard of morality. Educating the young without proper guidance is liability of the parents and teachers. So, parents and teachers should work mutually to develop the young morality upright and learned.

Education is not education itself. The acquisition of it is an integrated system of knowledge, skills and human development (biologically, socially, spiritually, psychologically, and economically sustained). To become educated is not simply becoming knowledge stocked individual; one must demonstrate the different attributes that makes him a whole developed individual.

The best way to achieve wholesome qualities of education is the partnership of parents and teachers in injecting valuable skills, conduct, and knowledge to the students. With this, this study attempted to assess what are the contributions of parents through their proper guidance and involvement in educating to their children from childhood to adulthood.



RATIONALE

What is parental involvement? Most children have two main educators in their lives – their parents and their teachers. Parents are the prime educators until the child attends an early years setting or starts school and they remain a major influence on their children’s learning throughout school and beyond. The school and parents both have crucial roles to play. There is no universal agreement on what parental involvement is, it can take many forms, from involvement at the school (as a governor, helping in the classroom or during lunch breaks) through to reading to the child at home, teaching songs or nursery rhymes and assisting with homework. This can be categorized into two broad strands: Parents’ involvement in the life of the school. Their involvement in support of the individual child at home. This document is focused on the second of these, as there is consistent evidence of the educational benefits of involving parents in their child’s learning. Because of the complex interaction between a number of factors (and only some of which have been taken into account in the analysis) it is difficult to prove that one causes the other, the research instead demonstrates that a relationship exists between parental involvement and achievement.

This study was an output of the observations and experiences of the teachers, parents, and the community that should be given attention. That is, to determine how far parents and teachers have contributed to the education and success of the youths of today.

CONCEPTUAL FRAMEWORK

This study adopted the idea of tri-dimensional system of education which involves the parents support, the community, and the school. According to Bronfenbrenner’s (1979) ecological model of human development offers a theoretical rationale for teachers and parents/whānau working in close collaboration. Children’s most direct day-to-day reality is within their immediate settings of home, early childhood education service, and neighbourhood. Children’s interactions with significant others and their experiences within these settings influence their wellbeing, learning, and development. The quality of children’s experiences is also influenced by surrounding ecological systems, such as workplace and community, and the macro system of cultural and ideological beliefs and values. The interrelationships between these systems influence the child’s learning environment. He further suggested that the “developmental potential” of a child’s participation in two or



more settings is enhanced when there is consensus about goals, and supportive linkages between the settings.

Bronfenbrenner's (1979), In his opening address to the Hui Taumata Matauranga, Mason Durie (2001) highlighted the importance for Māori students of integrated action:

The principle of integrated action recognises the multiple players in education. Success or failure is the result of many forces acting together—school and community; teachers and parents; students and their parents. Lives in New Zealand are too closely intertwined to pretend that action in one sphere does not have actions in another. Unless there is some platform for integrated action, then development will be piecemeal and progress will be uneven.

Providing culturally compatible cross-links, including speaking te reo Māori and upholding tikanga Māori, between the child's micro systems of home and educational setting is regarded as a way to optimise the language and social development of children in kōhanga reo (Royal Tangaere, 1997).

Another study revealed that: The vast majority (92%) of parents surveyed in 2007 reported that they felt at least 'fairly involved' in their child's school life. Around half felt very involved, which has increased from 2001, when 29% felt very involved.⁵ Women, parents with young children, parents who left full-time education later (i.e. those who left at age 21 or over) those from Black 4 The Impact of Parental Involvement on Children's Education or Black British backgrounds and parents of a child with a statement of Special Educational Needs are all more likely to feel very involved (compared to men; parents who left education at a younger age; and parents from White or Asian backgrounds respectively). Lone parents and non-resident parents are both less likely than average to feel very involved. Parents are more likely to see a child's education as mainly or wholly their responsibility (28%) in 2007 compared to previous years, and nearly half (45%) of parents believed that they had equal responsibility with the school. Parents also now participate in a wider range of activities with their children. These include: doing school projects together (83%) making things (81%), playing sport (80%) and reading (79%).

It further showed that the Levels of fathers' involvement in their children's education Studies suggest that fathers' involvement has increased since the 1970s, particularly with children under the age of 5.7 .There is evidence, however, of great variation in levels of



fathers' involvement, so that even though levels have increased on average, a substantial proportion of fathers recorded no daily direct interaction time with their children. This is likely to reflect, in part, changing family structures. When surveyed in 2007, mothers are more likely than fathers to say that they felt 'very involved' in their child's education (53% compared to 45%).⁵ Nearly 70% of fathers want to be more involved in their child's education and even higher proportions of non resident parents (81%), who are predominantly male, are also keen for greater involvement. Research suggests fathers are involved (more often than mothers) in specific types of activities in their children's out of school learning: such as building and repairing, hobbies, IT, maths and physical play. A survey of parents in 2007 found that fathers help less often with homework than mothers, however amongst parents working full time there was no gender difference. Evidence suggests that the quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children.

WHY IS PARENTAL INVOLVEMENT IMPORTANT?

According to the article on parental involvement in children's Ed. Improvements in cognitive and social development – early years education Parental involvement with children from an early age has been found to equate with better outcomes (particularly in terms of cognitive development). What parents do is more important than who they are for children's early development – i.e. home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income.

Similar research showed that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behavior and attendance. The role of parents during a child's earliest years is the single biggest influence on their development. Good quality home learning contributes more to children's intellectual and social development than parental occupation, education or income. A parent's attitudes, aspirations and behavior are all important, as is their ability to: understand their child's day-to-day progress, undertake family learning together, talk regularly with their child about their learning. For some parents, developing this confidence can be difficult - especially if they also need help with their own literacy, language and numeracy skills.



An article(2000) on “ If you do not give them time you cannot expect that they well do well in their academics.” It suggests the following tips:

1. Provide them a supportive environment in home.

Home environment affects a student life a lot. Create a loving environment having good relationships among all family members which has a good impact on the mind of your children so that they can study well. If the environment of home stresses children, they will not be able to concentrate on their studies.

Create a supportive and educational environment in home. Don't do such activities which can absorb the attention of your children while they study like turn off television when they study. Provide them a quiet place for study where they can study with more concentration and interest. Paste some charts or tables (having study material) on the walls of home.

2. Encourage your children.

Appreciate if they do well in exam and if they get less grades encourage them for hard work. By appreciating them for their achievements in exam, they start to struggle more to get more appreciation. Encouraging them if they fail or get less marks enables them to stand again and start with new determination.

3. Make link with the school or college teachers of your children.

Visit their school college once a week and ask the relevant teacher about the studies of your children. It will give you the idea about the study of your children. You come to know about the weakness of your children and then try to improve accordingly. If you ask the their teacher, your children will study whole heartedly

4. Discuss with your children about their problems.

Your children may have some problems which hinder their study. Ask your children if they have some problems and try to solve their problem. Be friendly while discussing with them about their problems so that they can discuss openly.

5. Keep watch on the activities of your children.

Have watch on the daily activities of your children and see they may not be utilizing their energy and time in un-necessary activities. They may not be wasting time in playing game or watching movies for a lot of time. Never suspect on your children but have watch on their activities in a way so that they may not feel that you are suspecting on them.



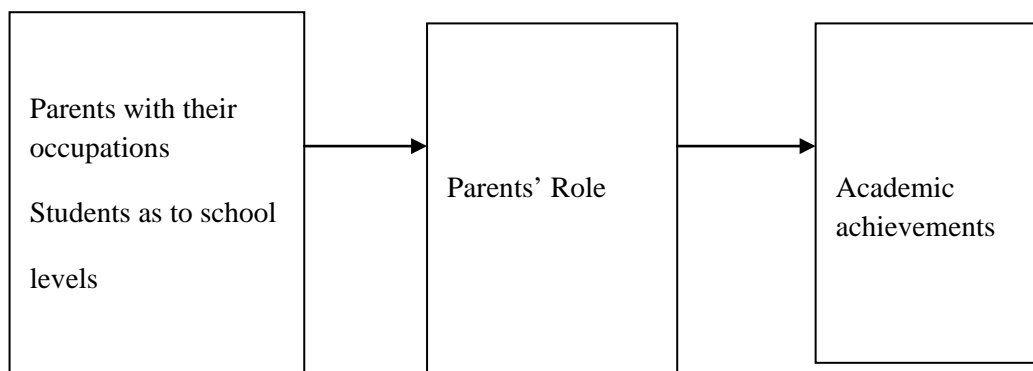
6. Improve the study habits of your children.

Advise your children about how to develop study habits. Make your children sleep in time and get up early in the morning. Make them sit for study if they do not, so that they develop the study habit. Show them the tips for good study and preparation for exam. Stop them from useless activities.

7. Your behavior while advising them

You should have balance in your love and strictness to your children. Have love while advising your children for studies. Have authoritative behavior while prohibiting them from some things. Never beat them but strictly prohibit them from wasting time or unnecessary activities or wrong manners etc so that they can take it seriously and follow it.

The study adopted the paradigm shown below



STATEMENT OF THE PROBLEMS

This study focused on the practices of the parents of the student-respondents in enhancing their academic performance in Mathematics and character building.

Specifically, it presents answers of the following questions:

1. What are the practices of parents in enhancing the student-respondents' academic performance in Learning Mathematics and in the character formation of their children and to what extent?
2. What is the significant difference on the practices of parents in enhancing the student-respondents' academic performance and character building in Learning Mathematics when they were grouped as to occupation?



2.1 Is there a significant difference on the practices of parents in enhancing the student-respondents' academic performance and character building in Learning Mathematics when they were group as to occupation?

Hypothesis: There is no significant difference on the practices of parents in enhancing the student-respondents' academic performance and character building in Learning Mathematics when they were group as to occupation.

3. What is the general level of the academic performance of the student-respondents in Mathematics according to school level?

4. What is the significant relationship of the practices of parents in enhancing the student-respondents' academic performance and character formation and Students' academic performance in learning mathematics?

4.1. Is there a significant relationship of the practices of parents in enhancing the student-respondents' academic performance and character formation in Mathematics and Students' academic performance in learning mathematics?

Hypothesis: There is no significant there is a significant relationship of the practices of parents in enhancing the student-respondents' academic performance and character formation in Mathematics and Students' academic performance

5. What are factors affecting the parents in enhancing the academic performance and character formation of the student-respondents?

METHODOLOGY

This study made a survey to described the practices of parents in enhancing the academic performance and character formation, the academic performance of Students in Mathematics and the factor affecting the parents at Tabuk, Kalinga, Philippines for school year 2012 to 2013. Two sets of questionnaires were used to collect the information from the 180 parents randomly sampled. The respondents composed 180 of parents and their children who are college, high school and elementary level with Mathematics subjects. The documents on the performance of the students in Mathematics were also used in this context of study.

The student-respondents were grouped as to college, high school students, and elementary level. While the parents were grouped as to occupation such as farming and business , employed(both parents), and farming and housekeeper.



The data were presented through tabulations of the respondent's profile and were computed statistically using frequency counts, percentage, mean, and correlation. To interpret the data the responses of the parent-respondents were categorized as : always, often. Sometimes, and rarely practiced. The documentary analysis of the grades of students in Mathematics are categorized as: Outstanding, very satisfactory, satisfactory, fair and poor.

Population:

Table 1- presents the population of the study as to educational attainment

Attainment	Frequency	Percentage
College level/Graduate	22	23.
High school level/Graduate	32	34
Elementary level/Graduate	29	31
No educational background	11	12
Total	94	100

In table 1, the parent-respondents with high school level background composed 34%, followed by 31 % who are the parents with elementary level background , the third are those with College education / background which is 23 % , and only 12% have no educational at all.

Table 2. Population of the study as to occupation

Occupation	Frequency	Percentage
Faming	80	44.44
Government Employees	60	33.33
Housekeeping	40	22.22
Total	180	100

The table shows that 68 or 72 % of the parent-respondents are engaged in farming,14 % are working in the government , and 13 % are housekeepers.

Table 3 presents the frequency and percentage distribution of the students' population categories.

Student's Category	Frequency	Percentage
College Students	60	33.33
High School Students	60	33.33
Elementary Students	60	33.33
Total	180	100%



The table shows that 60 or 33.33% are college students and 60 or 33.33 are High School Students and 60 or 33.33% are elementary level.

RESULTS AND DISCUSSIONS

Table 4 shows the extent of parents in enhancing the students' academic performance in Mathematics and character formation .

A. Extent of Practices of Parents in Enhancing their children's Academic Performance	Mean	Description
1. Remind the child to do home work/school assignment	2.87	often
2. Check child's notebook to familiarize with the daily lessons	1.50	rarely
3. Encourage the child to read any educational reading materials	2.41	sometimes
4. Motivate the child to attend classes regularly	3.48	always
5. Motivate the child to work independently and have constant practice in solving math problems to develop their study habits.	2.00	sometimes
6. Encourage the child to have his/her self-confidence in solving Mathematics problems.	1.70.	rarely
7. Appreciate the child when he/she has good works/grades	2.98	often
SUBMEAN	2.42	sometimes
B. Extent of Practices of Parents in Enhancing the students' Character Formation		
1. Encourage the child to be honest , industrious and responsible citizen	2.46	sometimes
2. Encourage the child to maintain good rapport with the community friends and classmates	2.28	sometimes
3. Encourage the child to practice values like obedience, courteousness, politeness, honesty, punctuality, humility, patience and diligence	2.75	often
4. Remind the child to always honor and respect their parents and elders.	2.50	often
SUBMEAN	2.50	often
Grand Mean	2.46	sometimes

Table 4 shows that the parents' practices in enhancing the academic performance of the student-respondents and character formation obtained a mean of 2.46 which described as



“Sometimes Practiced”. The finding implies that there is a need for the parents to improve their extent of practices in enhancing the academic performance of the students. While in character formation, the parent-respondents got a mean of 2.50 which means “sometimes practiced.” Specifically, they got a mean of 3.48 in the indicator which says “motivate the child to attend regular classes.” This is ranked 1 and it is described as “always practiced.” Followed by the indicator which state that Appreciate the child when he/she has good works/grades which reflects a mean of 2.98 which means that parents often “practiced.” Third rank is the indicator which is remind the child to do home work/school assignment had computed mean of 2.59 which is described as “ often practiced.” The fourth rank is the indicator which states that “encourage the child to read any educational reading materials “had a mean of 2.41 which means “ sometimes practiced.”

On the other hand, the table also reflected the items where in parents practices are weak in motivating the children to enhance academic performance like : Check child’s notebook to familiarize with daily lesson which got a mean of 1.50 , which means that the parents “rarely practiced.” Followed by the item which states that “encourage the child to have his/her self-confidence in solving Mathematics problems” had a mean of 1.70 which means “rarely practiced“. Apito (2011) he stated that there is a need for the parents to improve their participation in the activities related to their children’s education.

The parents claimed that the sometimes practiced their basic roles in guiding the child’s character formation which shown by the computed sub mean of 2.50 which means they “often practiced.”

The present findings confirmed what was searched in the internet (<https://www.education.gov.uk/publications>) as cited by Apito (2011) that in a study nearly all parents (96%) agreed that it was extremely important to make sure that their child attended school regularly and on time.

Graff (2008) mentioned that love and affection is one of the 10 most effective parenting practices. You support and accept the child and spend quality one-on-one time together.

Digg (2011) stated that for children, it is the goal of the parent to make study interesting. Start reading them stories especially during bed time and this will get them interested in books. The more they love reading, the more they are into studies. Good study habits will



not only give good grades to the children but to help them enjoy learning and learn efficiently.

Table 5a shows the extent of practices of parents in enhancing the student-respondents' academic performance and character building in Learning Mathematics when they were group as to occupation?

Occupation	Mean	Description
Faming and business	1.79	Rarely practiced
Employees(both employed)	2.60	often
Farming and Housekeeping(mother)	3.00	always
Total weighted mean	2.46	often

The total area weighted mean of 2.46 indicated that the parents "often practiced" in enhancing the student's academic performance and character building. Specifically, the parents who are farmers and with mothers who are housekeepers claimed that they "always practiced " enhancing the academic performance of the their children in learning mathematics and in enhancing the students' character development. While the parents who are both employed claimed that they "often practice " and those parents whose work is both farming and business , they said that they "rarely practiced "enhancing their children's academic learning and in character formation. This is due reasons that they are both parents are busy in the farming and business activities.

The finding implies that the parent should constantly practiced and sustain guidance towards their children's education and moral development..

Table 5b presents summary of ANOVA on the responses as to there is a significant difference of the practices of parents in enhancing the student-respondents' academic performance and character building of students in Mathematics when they were grouped as to occupations?

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	0.023025	3	0.007675	0.02223	0.99514	4.066181
Within Groups	2.762	8	0.34525			
Total	2.785025	11				

$F_{.05} = 4.06$, > F computed = 0.222, Decision: Reject H_0 , Interpretation: Significant

In the table, it reveals that the tabular value of $F_{.05}$ is 4.06 is greater than the value of F computed which is 0.222. This result gave the decision that the null hypothesis, which states



that there is no significant difference of the practices of parents in enhancing the student-respondents' academic performance and character building of students in Mathematics when they were grouped as to occupation, is rejected. This implies that the parents manifest a great influence the student life of their children on the aspects like academic and in character building. It can also be said that the difference lies between the parents who are engaged in farming and the parents who are housekeepers.

This result can be observed that parents with occupations have little chances to guide their children than the parents, specifically the mothers, who only manage their homes.

The study of Banasan (2012), she revealed that parents' occupation affect their participation in the academic performance of the pupils. Parents who are farmers have limited participation because of their valuable time being spent in the farm.

Table 6 presents the Academic Performance of the students in Mathematics according to school level

School Level	Mean	Description
College	2.70	Average
High School	2.93	Average
Elementary	2.88	Average
Area Mean	2.84	

The table reflects the general weighted mean of the students respondents of 2.84 which means average performance. The College students have a mean of 2.70, the high students is 2.93 and the elementary students which are both described as average performance in mathematics.

Table 7. Shows the summary of Correlation between the students' academic performance and character building and the parents' extent of practices in enhancing the students' academic performance and character building.

Population Variables	Pearson Correlation
A)Parents' Practices in enhancing the students' academic and character building achievement	r = .0.89
B)students' General Average Performance	

Very High Correlation

The table shows that there is a "high positive correlation" between the Academic Performance and Character Building and the extent of Parent's practices in enhancing



academic Performance and Character Building of students as reflected by the computed value of Pearson, r of 0.89. This is an indication that the academic achievements of the students are highly influenced by how the parents deal with their children in school and in outside school. The extent of parents practices in guiding morally and academically the child has a direct impact to the life of the child's development. Apito (2011), recommended that parents' participation is very much needed not only in the physical development of the child but even in their academic performance.

Table 8. Shows the frequency distribution of the factors affecting the extent of parents practices in enhancing the academic performance and character building of the student-respondents.

Problems encountered by parents in enhancing the students' academic performance and Character formation	Frequency	Percent	Rank
1. Financial aspect problem	119	66	1
2. Undefined Priorities of parents	72	40	4
3. Environment's atmosphere	88	49	2
4. Location of school	59	33	5
5. Lack of knowledge on the part parents in the child's lesson in Mathematics.	40	22	7
6. Weak Parents' leadership in guiding the direction of the child	74	41	3
7. Relationship with the child	43	24	6
8. Child's personality	9	5	9

In this part, asked the parents revealed the factors affecting their extent of practices in enhancing the academic performance and character building of the student-respondents. The problems are ranked as follows:

The ranked 1- the financial problem this was brought out by 119 or 66 % whose problem is financial aspect, 88 or 49% said they are stressed by their undefined priorities, 41 or 74 % of the parents said the "weak Parents' leadership in guiding the direction of the child is third factor that affects their capability in guiding their children.

Apito (2011) stated that although all families want their children to succeed in school, not all families have the same resources or opportunities to participate in their children's education. Families in which all parents work full time face significant barriers to participate in their children's education.



Apito (2011) cited that working class families and families in which mothers work fulltime tend to render less time in their children's education.

CONCLUSION

The findings of this study are summarized as follows:

1. The extent of parents' practices in enhancing the students' academic performance in Mathematics and character formation is found out to be sometimes practiced;
2. the extent of practices of parents in enhancing the student-respondents' academic performance and character building in Learning Mathematics when they were group as to occupation , the following are reflected:
 - a. Parents who are engaged in farming and business activities claimed that they "rarely practiced"
 - b. Parents who are both employed claimed that they "often practiced;"and
 - c. Those parents who are engaged in farming and with mothers who are house keepers claimed that they "always practiced."
3. The Academic Performance of the students in Mathematics according to school level is "average;"
4. The summary of Correlation between the students' academic performance and character building and the parents' extent of practices in enhancing the students' academic performance and character building is high positive correlation;
5. The factors affecting the parents' extent of practices in enhancing the academic performance and character building of the student-respondents are shown as follows:
 - a) the financial problem this was brought out by 119 or 66 % whose problem is financial aspect,
 - b) 88 or 49% said they are stressed by their undefined priorities, and
 - c) 41 or 74 % of the parents said the "weak Parents' leadership in guiding the direction of the child is third factor that affects their capability in guiding their children.

RECOMMENDATIONS:

1. Elevate the parents' partnership in educating their children through student-parent association programs;



2. Parents' should budget their for children welfare by extending at least 10 to 20% of time to the attend to the academic and others physical and spiritual needs of their children;
3. Find strategic actions to drive students(children to learn seriously while schooling) through constant follow ups of parents;
4. Parents are the drivers of their children's success, conduct parenthood seminars to parents and report the condition of their children ;
5. Pay attention more to the needs of the children than the financial instability of the parents. The ambition of the children , will help set the priorities of parents.

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