Investigation by following the intervention & families understanding of early childhood care

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Abstract - The importance of information timing which is provided to parents while making decisions on childcare, and that additional help for the searches regarding childcare could increase the stability and quality of decisions on childcare. Details on the options for childcare, comprising programme quality, is essential because parents might not know that such information exists or where to obtain it when they have to meet the demands of their employment quickly. Societal norms have a role in determining family priorities & decisions, and that these priorities are effective and emerge through interactions in the context. Making choices on early care as a family is a challenging task that requires harmonizing needs with what is accessible. In this paper families' understanding of ECE by following intervention has been investigated.

Keywords - Intervention, Family conversations, Categorization, Reflection, Development

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INTRODUCTION

The data acquired for this research endeavor is described, analyzed, and discussed in the next chapter. First, an assessment of the components of the intervention's implementation fidelity will be discussed. Following that, we'll go over the quantitative and qualitative information acquired in order to respond to the study questions provided the data's analysis. This chapter concludes with research implications and few final thoughts on ECE decision-making in the family

FIDELITY IN IMPLEMENTATION IS THE FIRST RESEARCH QUESTION.

This intervention has been made to include both a family outreach programme and a Multimedia video. This intervention's family outreach activities consisted of four stages meantfamily should be involved throughout the intervention. Staff preparation, families are invited, families need to be reminded, and connecting with the families were all part of these processes. The release of the Multimedia video was second component.

Component 1: Outreach to Families

A staff coaching session, reminder through emails and information for families, as well as Invitations through newsletters and banner advertisements on programme website, and meetings within person are all possibilities and online with families were among the family outreach efforts developed for this intervention. We followed the established plan and as planned, the coaching session with the staff was held, based on the January 2019 minutes of a staff meeting. Prior to the intervention's introduction in early January 2019, each programme location had one coaching session with members of the staff. The meeting of the coaching staff included showing staff members a sneak peek of the Multimedia video, describing the intervention timing and procedure.

From January to March of 2019, we were also in charge of the banner advertising, according to programme data, email invites and reminders for families were sent out as intended. In 2016's January and February, we sent out newsletter alerts to each programme location's monthly newsletters. In January, we also sent three email reminders to families, February, and March 2016, encouraging and urging them to join. In January 2019, in conjunction with the newsletter pieces and the unveiling of the Multimedia connection, we placed banner advertising on each program's website.

All additional forms of family outreach initiatives were carried out as planned, family conversations we went off the rails with the concept and the written plan. During follow-up sessions, programme staff received a few remarksor queries from already enrolled

families, and only a few discussions concerning the intervention with families. On the Multimedia site, there were no comments from viewers.Prospective families that visited, called, or sent an email concerning their child's potential enrollment in the programmes, on the other hand, had more conversations regarding ECE quality and the Multimedia video, according to programme managers. Both early childhood programme locations observed an increase in potential family conversations. In addition, staff members expressed satisfaction and ownership in their program's high-quality rating, it was uploaded on Multimedia as a video. Employees said they shared videos and great service they received.

Component No 2: Multimedia video

We followed the established strategy and presented the Multimedia video, we sent each family three times with a link to the secret Multimedia site: In the months of January, February, and March, once a month.

February and March of this year. We sent this link to my family in addition to an invitation or reminder to watch the film and take the family awareness survey. The family outreach efforts in this case were successful, with 286 video views and 41 survey replies.

Fidelity in Implementation Analysis

The purpose of these family outreach programmes was to encourage people to take part in the intervention. These findings demonstrated that the intervention's design and written plan were followed to the letter during execution.Families were also persuaded to watch the Multimedia video and participate in focus groups after being contacted via newsletters and email. The Multimedia video sparked more discussions with potential parents regarding ECE quality and early childhood care and development (ECCD), as well as employee pride and responsibility for quality initiatives. In-person communication is likely to have grown as a result of improved family and staff outreach programmes, furthermore, the researcher may have aided online communication by participating more actively in conversational leadership. The staff members' delight and sense of ownership in response to the Multimedia video was an unexpected and unexpected side effect.

PROGRAM EVALUATION OUTCOME:

What Are the Benefits of a Multimedia Video Intervention?

Focus groups were held before and after the intervention were used to track changes in family understanding of ECE quality over time as part of this project's evaluation plan, after seeinga brief survey the Multimedia film, and data collecting via Multimedia analytics. The information gathered from these sourcewas utilised to address the five results study questions, which are explained in the parts below, which are ordered by question.

Perceptions of ECE Quality (Research Question 2)

- **Pre-Intervention**

Data was obtained through open-ended questions before the purpose of the Multimedia video was to assess participants' knowledge about ECE quality. The focus group transcripts were then manually transcribed and coded.

To evaluate this data, three iterations of coding were carried out according to the findings of the data analysis methodologies provided. The coding, categorization, and analytic reflection process were employed as a first step to generate a set of analytic questions to pursue following the coding, categorization, and analytic reflection processes, themes were produced. These data were subjected to three stages of qualitative data analysis are shown in Tables 1.1 through 1.3. Each number and letter is responsible for organising a specific collection of codes, patterns, and motifs. The number of participants that specified a specific start code in parenthesis is included in this tiny quantity of qualitative data.

A finding of the study was that various families had varying viewpoints on the quality of ECE. This viewpoint was supported by a review of the literature, which revealed that when it came to defining ideal programme attributes, families prioritised quality early care and education. Furthermore, while parent's conceptions of quality differed, they all structurally contained and process-oriented aspects.

Prior to the intervention, families' opinions of ECE quality, according to focus group data, were centred on curriculum and daily routine and one area of process quality (infrastructure). One focus group participant emphasised the importance of the curriculum and daily routine by saying, "You knowThe day was divided into sections, subjects, and learning activities that would better prepare her for kindergarten.

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Another participant in the focus group mentioned the teacher c One of the findings of the study was that various families had diverse perceptions about ECE quality. A review of relevant literature backed up this point of view, revealing that when it came to describing ideal programme qualities, families prioritised quality early care and education. Furthermore, While the views of parents on quality differed, they all incorporated structural and process-oriented features. (Forry, Simkin, and colleagues, 2013). Child interactions she was on the lookout for: Yes, the final selection is made once you arrive at the location and Meet the people as well as the teachers. And it appears that you will look after our child.

They are curious about your child. And instead of just talking to you, someone talk to our child while you are standing there.

A high-quality ECE programme includes opportunity for children to learn through an academically-based curriculum and a well-structured programme with a predictable rhythm., and pleasant and supportive relationships between instructors and children, according to pre-intervention focus group data.

- **Post-Intervention**

At one of the program's locations, a two-person post-intervention focus group was organised, while a four-person focus group met at the second programme location. Participants were asked open-ended questions after watching the Multimedia video to gauge their awareness of ECE quality. These focus group transcripts were analysed using the same code mapping approach (as stated above).

The number of coding rounds applied to these data are represented in Tables 6.4 through 6.6. 6.4 Table of Contentswere taken into account when deciding on a quality grade On a scale of one to ten, we asked the participants to rate how much they agreed with statement: My opinion on ECE quality has shifted. After watching the Multimedia video, Only 46% of respondents said their attitudes toward ECE quality had changed; nevertheless, one focus group participant remarked, "We gave people criteria for picking," and "We told a friend to look at ratings." This suggested that he made additional steps after the session to inform others about ECE quality. Another member of the Focus Group finished by saying,"we would it [the film] 2 years ago."

According to this investigation, Following the intervention, families' understanding of ECE quality shifted to various aspects they were previously ignorant of, such as teacher qualifications.

Changes That Have Occurred As A Result Of The Intervention: Family Awareness

Families expressed a sense of quality that included both structural and functional features.

(1) and (2) process quality The results of the focus groups after the intervention suggested that after watching the Multimedia video, people's perceptions had changed. There were five areas of standards in the ECCD quality grading system (Administrative Policies and Practices), Families that saw the Multimedia video appeared to be more aware of the In ECE, the quantity and types of quality indicators are numerous. Such as, one participant in a focus group commented, "I had no idea there were certifications for instructors." Another agreed. "I didn't understand there were so many parts to the quality rating," remarked one participant, who displayed her greater awareness by saying, "we did notrealisethere were so many aspects to the quality ranking.".

The comment "we didn't know" was a commonly repeated topic that arose when the participants had finished watching the Multimedia video. "we remember their being little bits in there [video] that we thought, oh yeah, we didn't know that," one of the focus group participants remarked. "We had no idea there were standards to meet," one mother remarked. "We had no notion I should be inquiring about the quality rating - although we have an education degree," one participant stated. As a result, The Multimedia film may have increased family understanding of the many quality indicators measured by ECCD as well as the number of high-quality ECE features.

Families said they felt informed, confident about the ECE decisions they made. ECCD quality ratings after seeing the Multimedia video. Mapp and Kuttner's (2013) According to these authors, family engagement activities are linked to student accomplishment and academic advancement, and must take into account families' abilities to succeed (Mapp&Kuttner, 2013).

People's perceptions of enrollment decisions (Research Question 3):

Families have been shown to find it exceedingly challenging to make early education and care enrollment decisions programmes, with competing

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factors such as job, sibling, transportations, income, and family priorities. The information accessible to families has an impact on their enrollment decisions (Meyers& Jordan, 2006). As a result, we postulated that sharing knowledge about ECE quality and the ECCD ranking system via Multimedia could assist families in making educated decisions about their children's education alternatives. Figure 1 depicts the perspectives of 41 survey participations in regards to RQ3.

According to the survey results, 90 percent of the families' indicatedthey were more than inclined to share information with one another. On ECCD with their friends and family, and 88 percent said they were likely to inquire about a program's effectiveness with programme staff. ECCD rating; and 80 percent said they visit the ECCD website and Furthermore, Given the makeup of the participant pool, a smaller majority of participants (76%) indicated that they were inclined to speak with their child's present programme personnel regarding ECE quality (families that are currently enrolled in an ECCD Level 5 ECEprogramme). Focus Group No Two data could be used to help understand how families felt after the intervention. "I absolutely would use ECCD to make another selection," one focus group participant remarked (another participant agreed to this statement).

Three focus group participants provided additional insight into how families might use ECCD, saying, "Quality ratings are something to consider." "Before doing any legwork, we would use ECCD." "To find out what's around, we would use ECCD." These findings matched the findings of the study of the literature review and the needs assessment, which revealed that the families are interested in learning more about ECE quality. According to the findings, 97 percent of participating families want to use a quality rating to help them make enrollment selections. Figure 2 following the Multimedia intervention, gives more information concerning family perceptions of the ECCD quality rating system.
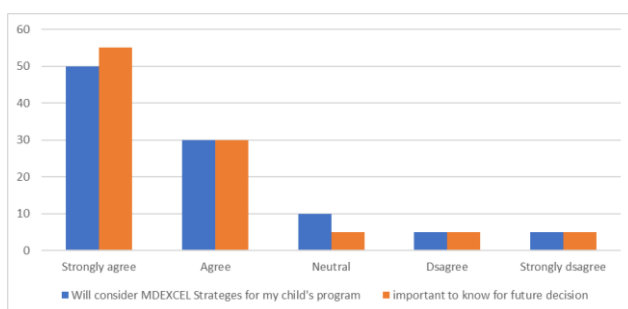

Fig.1: Family use of ECCD.

95 percent of the 42 survey respondents stated knowing the ECCD The importance of an ECCD ECE rating for their child programme is important, and 90 percent of parents said they use ECCD ratings in the future when making enrollment decisions.

Family Information Needs (Research Question 4)

Families demand and require information on the quality of ECE, according to the available literature (discussed in Chapter 2) and the evaluation of requirements conducted for this research project. 97 percent of the 57 people who answered to the needassessment agreed that a system like this could have an impact on their decisions to send their children in an ECE programme.

Despite responses from families indicating they should prefer to use QIS, the need assessment revealed that the majority of families (63 percent) had never heard of ECCD or had inaccurate information about their existing Participation in the ECE programme(75 percent). Wehypothesised that by delivering focused information regarding a specific quality measure ECCD which was aimed to enhance awareness of ECE.

After seeing the Multimedia clip, asked families to fill out 2question survey to learn more about how they felt about it, the value of utilisingMultimedia as instructional medium, and the attraction of the film's content. Comprises determining if information delivered via an information channel (e.g., Multimedia) resulted in a shift in the client's mood.On a scale of 1 to 5, the likelihood that families will take specified measures was the first question in the family awareness survey, with 1 being highly improbable and 5 being highly likely. The second survey question focused on the impact of the film on family views of the usefulness of the Multimedia video as an information channel. The second survey question was graded on a scale of one to five, with one indicating severe disagreement and five indicating strong agreement. Some of the survey data from the 41 participants who responded to RQ4 is depicted in Figure 2.
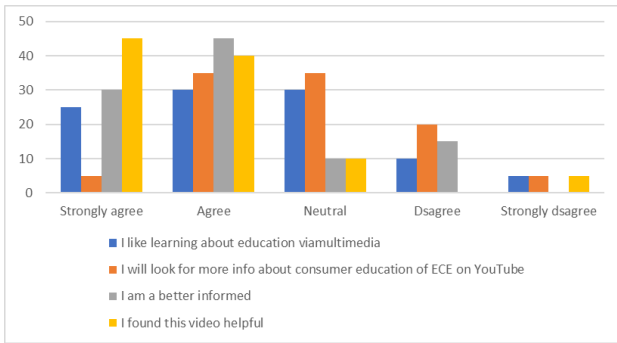
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Fig. 2*:* Multimedia's status as a news source.

The data support families found the Multimedia video to be beneficial (90%) and that after watching it, they are better informed ECE customers (80.5 percent). "A tool like early childhood care and development (ECCD) helps you know what exists programmes," and "Today that we know about it ECCD, we would utilise it now," three focus group respondents said. Two Participants in the focus group also had something to say. on the Multimedia video's style and content, saying, "we loved witnessing the children's eagerness about learning," and "we like that it showcased several elements of Pre-K."

ResearchQuestion (RQ) 5:

ImpactonFamilyAwareness

A theme of accountability emerged after patterns were discovered in the focus group transcripts. One focus group participant's response on responsibility exemplifies the theme: Knowing program's procedure gives us peace of mind."

ECCD quality grading system appears to give families with a sense of accountability. The following two focus group participants' statements demonstrate this:

"It's nice to know someone is watching," says one parent, "and we like that my child's instructor is being watched." Furthermore, based on their increased awareness of ECCD, families appeared to believe that their earlier enrolment decisions had been confirmed. "We feel more secure that we picked a decent programme," one focus group participant stated.

As previously said, the Multimedia video have been used as a family training tool, increasing parent self-efficacy in terms of selecting educational options for their children. "Participants in the focus groups also said that the movie confirmed their instincts regarding their enrolment choices. In addition, when one focus group participant commented, "I felt reassured," several others concurred.

Research Question (RQ) 6:

Impacton Communication

Since a result, traffic monitoring is an important evaluation measure for this initiative, as it shows viewing they have been interacting with the video utilizing Multimedia analytics.

Analytics are measurements and statistics that are used to track the performance of videos in order to spot patterns. From January to May 2016, a set of figures were created data from multimediato evaluate the video intervention's performance (Figures 3, and 4).

Mobile phones were the most popular of the 3 types of devices used to watch the video. Viewers on tablets spent the most time watching the 2:38 minute Multimedia video (2:16 minutes). Mobile phones, on the other hand, were the most commonly utilised gadget, with an average watch time of 3:02 minutes.

Table 1: Device Type and Watch Time (Minutes)

Devices	Watch time (min.)	Views	Avg. view duration	Avg. views in percentage
Mobiles	290(52.9%)	139(48.9%)	3:02	79%
Computers	205(37.1%)	124(43.1%)	2:25	64%
Tablets	60(11%)	26(8.8%)	2:16	91%

Trafficsources: Additional data from Multimedia analytics is shown in Figure 6.4, which shows the external sites where Multimedia video for this project was made as a unlisted video, meaning that it could only be viewed by persons who used to have a direct link to the site.e
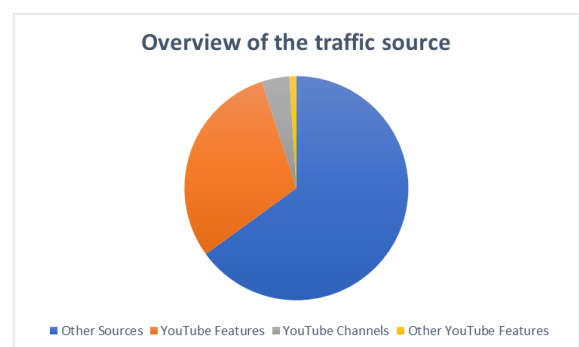

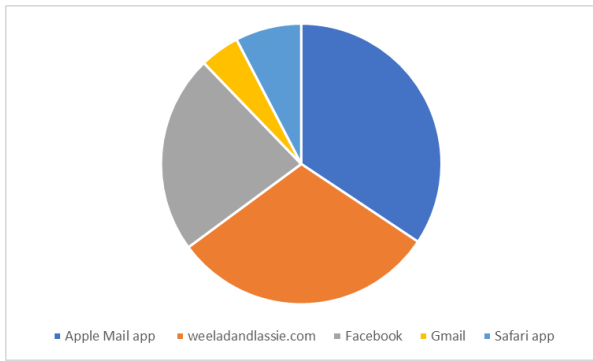**Fig.3: Ready for kindergarten? Multimedia data from January to May 2016.**

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Fig. 4: External Detail on Traffic Sources

Table 2: Data on Traffic Sources

TrafficSources	Watchtime(min.)	Views	Avg.view duration	Av.%view
AppleMailingapplication	63	27	2:20	88%
Facebook.	50	20	2:31	95%
Gmail.	33	19	1:44	65%
Unknown	3	2	1:20	50%
YahooMail	3	1	2:38	100%
Com.microsoft.office.outlook	3	1	2:38	100%
GoogleInbox	2	1	1:54	72%

Audience retention: This metric is used to determine how well a video retains its viewers and can also be used to assess the film's style and length, because that is when viewers are most likely to abandon the video. In this scenario, audience retention was above average and high in comparison to other videos around the world until 1:10 minutes, when it began to decline. The part of the video titled "about early childhood care and development (ECCD)" had the lowest audience retention at 1:47 minutes. It's probable that some viewers were uninterested in the video's material on ECCD.

At 1:54 minutes, audience retention continued to rise, reaching a halfway between above average and high from 2:21 minutes through the finish (2:37).As the graph is higher, it suggests that, when compared to other Multimedia videos, more viewers viewed the video for longer lengths of time.
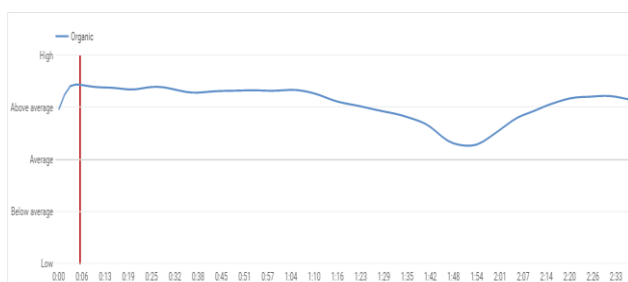

Fig. 5: Are you prepared for kindergarten? Audience retention on Multimedia from January to May 2016.

A total of 100 families are enrolled in the two participating ECE programme sites. The Multimedia video intervention had 286 views but was only shared 10 times, liked six times, and hated none. There were in hopes that the video would ignite a conversation on the internet, this did not materialise. Encourage interaction by taking the lead in debates or by implementing tacticsto establish a closer relationship with viewers is likely to increase audience engagement. However, statistics from focus groups about family use of participants are encouraged to utiliseMultimedia frequently for pleasure of children, educational objectives, or to find answers to "how to" inquiries, according to Multimedia. None of the participants in the survey said they used Multimedia for social contact.

ImplicationsofEvaluation:

The following conclusions were drawn from data analyses:

- After seeing a Multimedia video, families were more aware of the quantity and types of ECE quality indicators.

- There was an increase in family understanding of the breadth of ECE quality as described by early childhood care and development (ECCD).

- After seeing the Multimedia video, family self-efficacy in selecting ECE options may have grown.

- Families thought the Multimedia video to be informative, and they believe they are more knowledgeable customers, as a result of watching it.

- Family understanding of early childhood care and development (ECCD) and family belief in the possibility of considering quality ratings for creating an ECE enrolment decision were both favorably impacted by the 'Multimedia' video.

- The location, data, and size of a Multimedia videos are all important factors in a family's interest and retention.

According to these data, the 'Multimedia' video intervention may have benefited in the development of families' capacity to participate as educators of

their young children as measured by knowledge Early Childhood Education quality.

Findings that aren't related to the Assessment Research Questions:

Until now, the data obtained has been used to answer the RQ,s identified in Chapter 5, for this project. Unexpected yet connected themes arose as the 'focus group' data was coded. The next sections go over these topics in more detail.

Family feelings of efficacy.

When using ECCD quality ratings as a reference, families who watched the Multimedia video indicated they felt more educated, confident, and comforted about ECE options.

Perceived self-efficacy refers to people's belief in their capacity to attain desired outcomes through their activities. They felt strong, knowledgeable, and comforted. Self-efficacy beliefs influence how people think, conduct, and feel (Bandura, 1993), which could have ramifications for family decision-making.

aking decisions: Gut feelings.

"Our first-hand experience of the programme"; focus group participants told (mentioned by 5 participants). "Our criteria was the experience," one focus group member explained. Another focus group participant said.

Lerner and colleagues (2015) identified eight key study themes concerning the influence on judgement and decisionmaking. They all came to the same conclusion: emotions are important predictors of behaviour and influences. Emotions, according to Lerner et al., are the driving force behind the bulk of life's essential decisions.

A review of the existing literature on the influence of emotion neuroscience on decision-making was prepared by Phelps, Lempert, and Sokol-Hessner (2014).

Decision maker qualities, choice option features, expected emotions, considering the decision, and accidental emotions are the five causes of present emotion (not included in the rational choice model).

We advocate the following actions for Early Childhood Education programmes that are presently implementing quality-related family and community outreach:

- Distribute the Multimedia video to other ECE programmes, ECCD, and the Center for Technology in Education.

- Expand family outreach initiatives by using feedback from focus groups on social media preferences.

- Build on employees' feelings of pride and ownership to motivate them to keep up the good job.

In the future, ECE programmes that are planning to reach out to families and the community should think about:

- Using future social media outreach initiatives to incorporate family preferences (mobile devices, Facebook, and interesting content).

- Educating staff and management about the augmented family decision-making model in order to raise their awareness of the complicated and multidimensional nature of enrolment decisions.

- Choosing and developing family outreach and engagement strategies using a model for enhanced decision-making

LIMITATIONS

Participants in the focus groups were participate families in programmes where I work. While the outcomes of the study cannot be applied to other situations, they were instructive and could help ECE programmes plan family outreach and engagement.

CONCLUSION

Integrated Child Development Services (ICDS), which is specially developed for a child's all-round development, provides ECCE through the public channel in Madhya Pradesh. This programme also includes expecting and nursing mothers, as well as adolescent girls. The Aanganwadi, which is operated by a lady named Aanganwadi Worker, disseminates the services of ICDS. All services related to a child's development are provided free of charge by the aanganwadicentre. ECCE is still in its infancy and is overseen by the WCD department. Aside from the public channel, private channels such as Balwadi, Kindergarten, and Play-way School are also available. There is a small percentage of NGOsrunningECCE centreis also runningin thestatebutthedatarelated privateand NGOs arenot available.

We look for a suitable place and hope for the best. We try to make the best decision we can, but it's almost as if you send them out and say, "Here, good

luck." There's a lot of it is predicated on hope. (Participant in the focus group and mother of two children of age three and five).

The goal of the study was to see how effective an intervention could be in addressing this need by raising interaction with schools as decision-makers. According to Mapp and Kuttner (2013), increased knowledge, skills and efficiency can assist family in becoming educational decision-makers.

Based on focus groups, in strengthening family capacity to participate as educators, as evidenced by Multimedia analytics and survey data. In addition, following watching the Multimedia movie, focus group participants reported enhanced sentiments of self-efficacy, enrolment choice validation, measures. ECE programmes may choose to build on this intervention and undertake additional outreach and engagement activities based on indicated family preferences about social media. In addition, the Multimedia movie could be a valuable contribution to other organizationsECE quality and ECCD outreach initiatives.

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