



**EVALUATING THE EFFECTIVENESS OF COMMUNICATION CHANNELS IN
PROMOTING PLAY-BASED LEARNING: A CASE OF RIGHT TO PLAY'S PARTNERS IN
PLAY (P3) PROJECT IN SELECTED BASIC SCHOOLS IN GREATER ACCRA REGION,
GHANA**

BY

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AWARD OF **MA IN DEVELOPMENT COMMUNICATION.**

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I. DECLARATION BY STUDENT - DISSERTATION

I hereby declare that this research is a result of my own original research and that no part of it has been presented for another degree in this university or any other higher education institute. I further declare that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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CERTIFICATION BY SUPERVISOR

This Dissertation has been prepared and presented under my supervision according to the guidelines for supervision and formatting of Dissertation laid down by the University of Media, Arts and Communication, UniMAC.

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I. ABSTRACT

Communication is the engine of educational reform, yet the effectiveness of communication channels in promoting pedagogical innovations like Play-Based Learning (PBL) remains understudied in the Ghanaian context. This study evaluated the effectiveness of communication channels used by Right To Play's Partners-in-Play (P3) Project in promoting PBL in selected basic schools within the Greater Accra Region. The study was anchored by an integrated conceptual framework synthesising the Context-Input-Process-Product (CIPP) model, Diffusion of Innovations Theory, and Social Learning Theory. Adopting a qualitative case study design, the research purposively selected 20 key stakeholders, comprising 15 teachers, 2 headteachers, 2 School Improvement Support Officers (SISOs), and 1 District Director from New Gbawe M/A Basic 1 School and Mallam MA Basic 2 School. Data were collected using semi-structured interviews and analysed using thematic analysis. The findings revealed that the P3 project utilised a multi-layered communication strategy. Face-to-face channels (workshops, coaching, and demonstrations) were perceived as the most effective for ensuring comprehension and practical application of PBL. Printed materials (manuals and posters) served as essential supportive tools for reinforcement. However, the use of digital channels (WhatsApp, video) was found to be emerging but constrained by limited infrastructure and digital literacy. Key factors influencing stakeholder engagement included access to technology, cultural perceptions of play, teacher workload, and the strength of institutional support. The study concludes that while interpersonal communication remains the backbone of educational reform in this context, a hybrid approach reinforced by accessible digital tools and strong leadership is vital for sustainability. Recommendations include prioritizing practical demonstrations, ensuring timely distribution of printed resources, and improving digital infrastructure to support continuous professional development.

Keywords: communication channels; communication effectiveness; development communication; play-based learning; stakeholder engagement; Right To Play.

II. DEDICATION

I dedicate this dissertation to my mentor, the late **H.E. Dr. Aisa Kirabo Kacyira**, the first High Commissioner of Rwanda in Ghana, Benin, Cote d'Ivoire, Sierra Leone, Liberia and Togo. Her untimely passing on August 12, 2025, left a void in my heart which is yet to be filled.

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VII. LIST OF ABBREVIATIONS

CIPP: Context-Input-Process-Product

DevCom: Development Communication

DOI: Diffusion of Innovations

GES: Ghana Education Service

MoE: Ministry of Education

P3: Partners-in-Play

PBL: Play-Based Learning

RTP: Right To Play

SBCC: Social and Behavior Change Communication

SISO: School Improvement Support Officer

SLT: Social Learning Theory

UniMAC: University of Media, Arts and Communication

CHAPTER ONE

1.1 Background to the Study

Communication is central to every development process, serving as the engine that drives participation, inclusion, and behavioural transformation. Within the field of Development Communication (DevCom), the ability of a programme to achieve its intended outcomes depends not only on the messages crafted but also on the channels through which those messages are delivered (McQuail & Deuze, 2020; Servaes, 2008). Importantly, development communication does not view communication merely as information transfer, but as a participatory process that enables dialogue and shared ownership of change (Tufte & Mefalopulos, 2009). Through approaches such as advocacy, social mobilization, and behaviour change communication, development actors can influence policies, social norms, and behaviours that advance the collective well-being of the people in the society. Thus, whether interpersonal, community-based, or digital, communication channels play a crucial role in shaping how people engage with and adopt innovations, especially in education and social change initiatives.

Over the last decade, educational reform in Ghana has emphasized learner-centered and participatory pedagogies, consistent with global calls for inclusive, experiential learning (MoE, 2019). The introduction of the Standards-Based Curriculum (SBC) in Ghana in 2019 marked a major shift toward competency-based education, requiring teachers to adopt more interactive and child-friendly teaching methods and act as facilitators. One such approach is Play-Based Learning (PBL), which engages learners through play to enhance cognitive, emotional, and social development (LEGO Foundation, 2017). Play has been shown to strengthen foundational literacy and numeracy skills while nurturing creativity and collaboration (D'Angelo et al., 2023).

Recognizing this potential, Right To Play Ghana (RTP), in partnership with the Ministry of Education (MoE) and with funding from the LEGO Foundation, launched the Partners-in-Play (P3) project in 2019. The initiative, implemented in selected public basic schools across Ghana sought to build a

sustainable culture of PBL among teachers, parents, and communities (Right To Play, 2024). To achieve this, the project employed multiple communication strategies: teacher training workshops, stakeholder meetings, school-based demonstrations, printed materials (posters, manuals), and digital tools such as WhatsApp and social media. Each channel was selected to increase awareness, promote practice adoption, and encourage local ownership of PBL.

However, communication effectiveness in education reform is not uniform across settings. Cultural perceptions, literacy levels, and access to media often shape how stakeholders engage with new ideas (Tufté & Mefalopulos, 2009). To ensure that such strategies achieve their goals, it is essential to evaluate their performance. Evaluation, as a systematic process, enables the identification of what works, what needs adjustment, and what lessons can be applied to future interventions. Within the communication and development context, evaluation helps determine whether communication channels are producing the desired change in knowledge, attitudes, and practices among stakeholders. This makes evaluation a key component of evidence-based communication planning.

1.2 Statement of the Problem

Despite widespread advocacy for play-based pedagogies, evidence suggests that PBL adoption remains inconsistent across Ghanaian schools (Owusu, 2020; Soma & Kissiedu, 2023). Teachers often revert to traditional, teacher-centered methods, partly due to limited understanding of play as a pedagogical tool and insufficient exposure to practical demonstrations (Owusu, 2020). While the P3 project introduced diverse communication strategies to promote PBL, the relative effectiveness of each channel has not been systematically studied, especially in terms of stakeholder engagement, comprehension, and behaviour change.

Prior studies (e.g., Hornik, 2002; Atkin & Rice, 2013) emphasize that the success of development programmes depends on evidence-based communication strategies that align with audience context. Rogers' (2003) Diffusion of Innovations Theory similarly asserts that the choice of communication channel determines how quickly, and widely new ideas spread within a social system. Yet, few

empirical studies in Ghana have explored which channels most effectively facilitate educational innovation. Most available work (e.g., Owusu, 2020; Soma & Kissiedu, 2023) focuses on teachers' attitudes toward PBL implementation rather than the communication dynamics that foster adoption.

Moreover, the sociocultural factors influencing communication effectiveness in urban Ghana such as perceptions of play, community support, and language use remain underexplored (Gbadago, 2020). This creates a practical and theoretical gap in understanding how multi-channel communication approaches contribute to behavioural change in education. This underscores the need for a systematic evaluation of the communication strategies used in the P3 Project, guided by a robust model such as the Context–Input–Process–Product (CIPP) framework, which can inform future educational interventions and budget allocations for maximum impact.

1.3 Research Objectives

The general objective of this study is to evaluate the effectiveness of communication channels used by Right To Play Ghana's Partners-in-Play (P3) Project in promoting Play-Based Learning (PBL) among stakeholders in selected basic schools within the Greater Accra Region.

The specific objectives of this study are:

1. To identify the range of communication channels utilized under the P3 project to promote Play-Based Learning in selected schools.
2. To evaluate stakeholders' perceptions of the effectiveness of these communication channels in facilitating their understanding and engagement with Play-Based Learning.
3. To examine how factors influenced stakeholders' engagement with the communication channels used under the P3 project.

1.4 Research Questions

1. What communication channels were employed by the P3 project to promote Play-Based Learning in selected schools?

2. How do key stakeholders evaluate the effectiveness of these communication channels in fostering their understanding and involvement in Play-Based Learning?
3. In what ways do factors affected stakeholders' engagement with these communication channels?

1.5 Significance of the Study

This study is important for communication scholars, policymakers, and practitioners involved in educational development. It enhances understanding of how communication channels influence the adoption of Play-Based Learning (PBL) within Ghana's basic education system.

At the practical level, the study offers evidence-based insights into how teachers, parents, and education officers interact with different communication channels to understand and apply PBL. Communication plays a central role in shaping behavior and institutional change (Hornik, 2002; Atkin & Rice, 2013). In Ghana's education sector, where reform success depends on active teacher and community involvement, identifying effective communication approaches is crucial. Findings will support Right To Play (RTP), the Ghana Education Service (GES), and other partners to improve strategies for promoting play-centered teaching and learning.

At the policy level, the research aligns with the Ghana Education Strategic Plan (2018–2030), which seeks to enhance teaching quality and learner outcomes through active pedagogies, and with Sustainable Development Goal 4 on quality education. The Ministry of Education's introduction of the Standards-Based Curriculum (SBC) in 2019 represents a major shift toward learner-centered approaches. However, as Owusu (2020) and Soma and Kissiedu (2023) observed, the adoption of play-based methods remains limited due to communication gaps. This study provides evidence that can guide policymakers in designing culturally responsive and participatory communication strategies to promote PBL implementation.

At the monitoring level, the study underscores the importance of evaluation as a critical process in development communication and education programming. Evaluation ensures that communication strategies are not only implemented but also measured for relevance, effectiveness, and adaptability within specific contexts (Stufflebeam, 2003). It provides evidence on what works, for whom, and under what conditions, thereby facilitating learning and accountability for both implementing organizations and policymakers. By evaluating the P3 Project's communication strategies, this study contributes to continuous improvement in the design and implementation of future educational interventions.

At the theoretical level, the research applies Diffusion of Innovations (Rogers, 2003), Participatory Communication (Servaes, 2008; Tufte & Mefalopulos, 2009), and the Communication for Development (C4D) framework (UNICEF, 2020) to an education-based intervention. These models have been used mostly in health and agriculture (Hornik, 2002; McQuail & Deuze, 2020); this study extends their relevance to education by examining how communication facilitates pedagogical innovation and collaboration among stakeholders.

Finally, the study contributes to academic knowledge by providing context-specific evidence from Ghana's urban education setting, where technology access, cultural perceptions, and institutional dynamics shape communication outcomes (Gbadago, 2020). By exploring the experiences of teachers and education officers, it enriches literature on communication effectiveness in development-oriented education programs and supports future research on how culture influences educational communication in Sub-Saharan Africa.

1.6 Scope of the Study

This study adopts a qualitative case study design to deeply understand stakeholders' experiences and perceptions of communication channel effectiveness within the P3 Project, focusing exclusively on how communication channels were used and how they influenced Play-Based Learning outcomes. The study does not evaluate the full Social and Behavior Change Communication (SBCC) strategy or message content deployed under the project.

A qualitative approach is most appropriate for this study because it allows for an in-depth exploration of meanings, perceptions, and contextual realities surrounding communication practices. Unlike quantitative methods that emphasize measurement and generalization, qualitative inquiry provides flexibility to capture the variations of participants' lived experiences, interactions, and interpretations, making it ideal for assessing how stakeholders understand and engage with Play-Based Learning messages.

The study population includes teachers (from Kindergarten to Primary 6), headteachers, School Improvement Support Officers (SISOs), and the District Director of Education involved in Right To Play's P3 Project in two selected basic schools within the Greater Accra Region, namely New Gbawe M/A Basic 1 School and Mallam M/A Basic 2 School. A purposive sampling technique is employed to ensure the selection of participants who were directly engaged in the project and can provide rich, experience-based insights on communication effectiveness.

The study is limited to the Greater Accra Region, given time and logistical constraints, and focuses on understanding the effectiveness of communication channels rather than measuring learning outcomes. Findings, therefore, may not be statistically generalizable to all schools or regions but will offer context-specific insights relevant to educational communication programming in similar settings.

1.7 Conceptual and Evaluation Framework

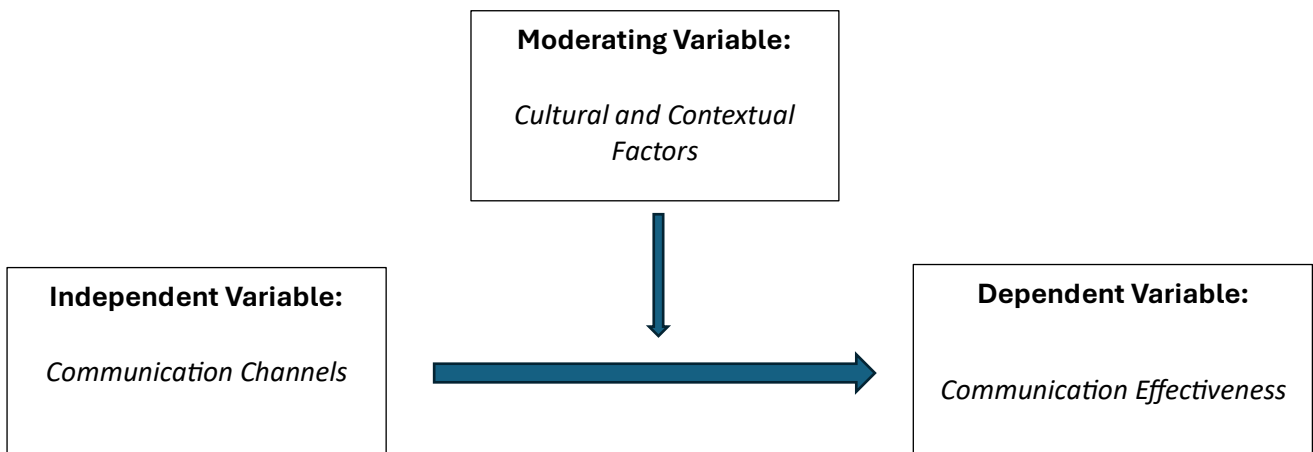
This study is guided primarily by the CIPP Evaluation Model (Context, Input, Process, and Product) developed by Daniel L. Stufflebeam (1971). The model serves as the main analytical and conceptual framework for assessing the effectiveness of communication channels used in the Partners-in-Play (P3) Project. The CIPP framework is particularly suitable because it provides a systematic and comprehensive approach to evaluating both the implementation and outcomes of development programs, focusing on relevance, efficiency, and impact.

- a) The Context Evaluation examines the communication environment, audience needs, and socio-cultural factors influencing Play-Based Learning (PBL) adoption.
- b) The Input Evaluation assesses the communication resources, tools, and strategies applied in the P3 Project, including teacher training sessions, stakeholder meetings, posters, and digital channels.
- c) The Process Evaluation explores how these strategies were implemented and how effectively they engaged target audiences.
- d) Finally, the Product Evaluation analyzes the results of these efforts in terms of awareness, engagement, and behavioural change toward adopting PBL practices.

By focusing on these four dimensions, the CIPP model allows for a holistic assessment of communication effectiveness beyond message delivery, capturing both the contextual realities and stakeholder experiences that shape outcomes. This makes it particularly relevant for educational development communication studies such as this one, where behavioural and attitudinal shifts are key indicators of success.

Supporting this evaluation framework are selected principles from Rogers' Diffusion of Innovations Theory (2003) and Servaes' Participatory Communication Model (2008). These theories provide interpretive depth by explaining how innovations like PBL spread through communication networks and how participatory approaches foster stakeholder inclusion and ownership. They further support the central CIPP framework, which remains the foundation for evaluating communication effectiveness in this study.

Conceptual Variable Model:



1.8 Organization of the Study

The dissertation is organized into five chapters.

- **Chapter One** introduces the study, outlining its background, problem statement, objectives, research questions, and scope.
- **Chapter Two** reviews relevant literature, theoretical perspectives, and empirical studies that inform the research.
- **Chapter Three** presents the theoretical and methodological framework, describing the qualitative research design, sampling, and data collection procedures.
- **Chapter Four** focuses on data presentation, analysis, and discussion of key findings.
- **Chapter Five** concludes the study with a summary, conclusions, and recommendations for policy and practice.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a review of literature relevant to the study on the effectiveness of communication channels in promoting Play-Based Learning (PBL) within Right To Play's Partners in Play (P3) Project. The review examines key concepts, theories, and empirical findings that inform how communication supports educational change. It begins with the concept and evolution of development communication, highlighting its shift from one-way information transfer to participatory, dialogue-driven approaches that emphasize inclusion and stakeholder engagement. The chapter then explores different communication channels used in development and educational contexts, analysing how interpersonal, group-based, and mass-mediated pathways influence the dissemination and adoption of innovations such as PBL. The review further discusses the role of evaluation in development communication, focusing on the Context-Input-Process-Product (CIPP) model as a comprehensive framework for assessing communication strategies within the P3 Project. It also examines the notion of communication effectiveness, considering factors such as reach, comprehension, engagement, and behavioural change. The section on Play-Based Learning highlights how communication enhances teacher understanding and community support for pedagogical reform. The chapter proceeds to present empirical studies that relate to communication in education, followed by the theoretical foundations guiding the study. The final section summarizes the key insights and their implications for the research.

2.1 Development Communication: Concept and Evolution

Development communication (DevCom) is widely recognized as the strategic and purposeful use of communication processes and media to advance social change, promote participation, and support sustainable development (Servaes, 2008). Historically, DevCom emerged during the modernization era of the 1950s and 1960s, when communication was understood primarily as a transmission tool used to transfer information from experts to passive audiences. This linear, top-down paradigm assumed that providing information alone would trigger behavioural change. However, scholars such as Tufte and Mefalopulos (2009) argue that this approach underestimated the complexity of social contexts and

the agency of local communities. As a result, communication gradually shifted toward participatory models that emphasize dialogue, collaboration, and shared decision-making. Modern participatory approaches conceptualize communication as a two-way, interactive process through which stakeholders articulate their needs, negotiate meanings, and co-create solutions. UNICEF (2020) reinforces this view by defining development communication as a holistic process that integrates advocacy, social mobilization, and behaviour change communication to achieve development outcomes. These components ensure that communication goes beyond awareness-raising to actively engage individuals, communities, and institutions in change processes. This shift aligns with Patton's (2011) argument that development initiatives require adaptive, people-centred communication systems capable of addressing complex social issues.

Within educational settings, development communication plays a critical role in facilitating reform. According to McQuail and Deuze (2020), communication strengthens engagement among teachers, policymakers, parents, and learners by building understanding and fostering shared ownership of innovations such as curriculum changes. In Ghana, the Ministry of Education's Standards-Based Curriculum (2019) highlights the importance of sustained communication to support pedagogical transformation and teacher capacity building. DevCom thus becomes both the vehicle for transmitting innovations and the substance through which social transformation unfolds (Servaes, 2008). The evolution of DevCom is also shaped by advances in communication channels and technologies. Research by Berger and Iyengar (2013) and Danaher and Rossiter (2011) demonstrates that different channels interpersonal, group-based, mass media, and digital shape how messages are interpreted and adopted. As development practice increasingly integrates multi-channel communication strategies, effectiveness depends on cultural relevance, clarity, and participatory engagement (Hornik, 2002). Contemporary studies further emphasize the importance of digital channels in education and development, as online platforms broaden access, encourage interaction, and create new spaces for learning (Mehedyniuk & Yudina, 2019; Calvet et al., 2019). This conceptual evolution is particularly

significant for education-focused development initiatives such as Right To Play's Partners in Play (P3) Project, which utilizes a blend of interpersonal communication, training workshops, community mobilization, and digital engagement to promote Play-Based Learning. As highlighted by Soma and Kissiedu (2023) and Right To Play (2024), such participatory communication enhances awareness, strengthens teacher competencies, and contributes to improved learning outcomes. Overall, development communication has transformed into a multidimensional, participatory, and adaptive field that remains central to driving educational and social change.

2.2. Communication Channels and Educational Development

Communication channels constitute the pathways through which messages are transmitted and interpreted within educational development processes (McQuail & Deuze, 2020). Their effectiveness is shaped by the degree of clarity, accessibility, and relevance they offer to target audiences a point reinforced by studies on communication efficacy in both organisational and educational contexts (Musheke & Phiri, 2021; Sharma, 2024). Interpersonal channels such as coaching, mentoring, and face-to-face dialogue remain crucial in environments requiring trust and ongoing feedback. These channels support the bidirectional flow of information and allow immediate clarification, which research identifies as essential for promoting behavioural change and practice adoption (Tung et al., 2021; Mamat et al., 2022). In the context of play-based learning (PBL), these interpersonal modes empower teachers to articulate challenges, negotiate meaning, and internalise pedagogical principles (Pyle & Danniels, 2017; Bubikova-Moan et al., 2019).

Group channels including workshops, teacher learning circles, and community forums play an equally important role in sustaining educational reform. They enable participatory engagement, collaborative problem-solving, and peer reinforcement, which are vital for diffusing new instructional approaches such as those embedded in the P3 Project. Empirical work on PBL consistently shows that teacher collaboration deepens understanding and enhances confidence in implementing child-centred pedagogies (Khalil et al., 2022; Yin et al., 2022; Danniels & Pyle, 2023). Group communication

therefore strengthens the social infrastructure needed to normalise innovative classroom practices. Mass-mediated and digital channels including radio, print materials, educational videos, and social media extend the reach of communication beyond classroom actors. Research on communication during organisational and societal change demonstrates that such channels are effective when messages must reach dispersed audiences quickly and consistently (Mamat et al., 2022; Hu, 2025). Educational studies similarly highlight the power of mass media in raising awareness, shifting attitudes, and building community support for school-based programmes (Cheung et al., 2022; Haile & Ghirmai, 2024). In PBL interventions, these channels support parents, community leaders, and school stakeholders to better understand the value of play as a developmental tool (Edwards, 2017; Taylor & Boyer, 2020; Aguilar, 2024).

Within educational development, the strategic combination of multiple channels often referred to as a multichannel or integrated communication approach has been shown to significantly enhance message retention, comprehension, and adoption (Hornik, 2002; Sharma, 2024). Rogers' Diffusion of Innovations theory provides a strong foundation for understanding why innovations like PBL spread more effectively when different communication pathways complement one another. Channels that offer credibility, accessibility, and high user engagement tend to accelerate the movement of teachers from awareness to trial and eventual adoption of new practices (Rogers, 2003; Pyle et al., 2023). In the context of Right To Play's P3 Project, communication channels serve as the backbone for disseminating play-based pedagogical principles. Teacher training workshops foster deep learning through interactive dialogue; printed and digital materials reinforce key concepts; and community engagement activities broaden societal acceptance of PBL. Studies on play-based learning emphasise that successful implementation requires consistent communication that aligns teacher beliefs, parental expectations, and institutional support (Fesseha & Pyle, 2016; Ndlovu et al., 2023; Chen et al., 2024). Thus, communication channels are not merely conduits for delivering information but central drivers of educational transformation.

2.3 Evaluation in Development Communication

Evaluation is a central component of development communication, providing a systematic approach for determining the relevance, effectiveness, efficiency, and overall impact of programs (Patton, 2011). Within communication-focused development initiatives, evaluation plays a dual role: it ensures accountability to stakeholders and serves as a learning mechanism for improving program strategies. Scholars emphasise that without structured evaluation, communication interventions risk becoming repetitive, misaligned with audience needs, or ineffective in achieving behavioural and social change (Musheke & Phiri, 2021; Sharma, 2024). Effective evaluation therefore enables practitioners to identify what works, for whom, and under what conditions, strengthening both design and implementation.

One of the most widely used frameworks for evaluating social and educational programs is the Context-Input-Process-Product (CIPP) model developed by Stufflebeam (1971) and later refined by Stufflebeam and Coryn (2014). The model is particularly valued for its decision-oriented approach, providing evaluators with structured information to support programme planning, implementation, and improvement. The context component focuses on diagnosing needs and clarifying program goals, aligning strongly with communication principles that stress audience analysis and situational understanding (McQuail & Deuze, 2020; Hu, 2025). The input evaluation examines communication strategies, resources, and action plans to determine their adequacy, drawing on the idea that communication effectiveness depends on channel appropriateness and strategic planning (Mamat et al., 2022; Tung et al., 2021).

The process evaluation monitors implementation fidelity, documenting whether communication activities are delivered as intended and identifying contextual barriers or facilitators. This aligns with findings that educational innovations, including play-based learning (PBL), succeed when communication processes remain adaptive and responsive to stakeholder needs (Edwards, 2017; Pyle & Danniels, 2017). Finally, the product evaluation assesses the short- and long-term outcomes of

communication efforts, such as changes in teacher behaviour, community awareness, or learner engagement (Taylor & Boyer, 2020; Fesseha & Pyle, 2016). The adaptability of the CIPP model makes it highly suitable for educational communication initiatives where cultural norms, pedagogical beliefs, and institutional constraints influence outcomes (Bubikova-Moan et al., 2019; Khalil et al., 2022). In this study, the CIPP model is applied to evaluate how communication channels within the P3 Project are selected, implemented, and perceived, and how these collectively shape stakeholder understanding, engagement, and adoption of play-based learning.

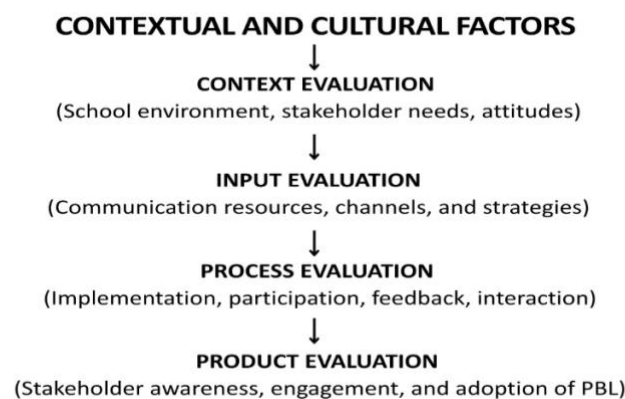


Figure 1.1 Conceptual Framework work of the study, researchers own construct, 2025.

Source: Author's own construct based on (Musheke & Phiri, 2021; McQuail & Deuze, 2020; Shoehle, et al., 2019).

The figure above is guided by the Context-Input-Process-Product (CIPP) evaluation model, illustrating how communication channels influence stakeholders' understanding and adoption of play-based learning (PBL) within the P3 Project (Stufflebeam & Coryn, 2014; Patton, 2011). The framework begins with contextual and cultural factors, recognising that schools operate within unique sociocultural and environmental settings that affect communication receptivity, teacher practices, and stakeholder engagement (McQuail & Deuze, 2020; Musheke & Phiri, 2021). Context evaluation assesses school characteristics, stakeholder needs, and environmental considerations to ensure communication strategies are relevant and responsive (Sharma, 2024; Tung et al., 2021). Input evaluation examines communication resources, channels, and strategies, including teacher workshops,

printed materials, digital media, and community engagement, to determine appropriateness and accessibility for promoting PBL (Hornik, 2002; Mamat et al., 2022). Process evaluation focuses on implementation fidelity, stakeholder participation, feedback, and interaction, ensuring that communication activities are delivered as intended and adapted when necessary (Hu, 2025; Sharma, 2024). Product evaluation measures outcomes such as stakeholder awareness, engagement, and adoption of PBL, reflecting the effectiveness of communication efforts in achieving educational change (Pyle & Danniels, 2017; Bubikova-Moan et al., 2019). This framework demonstrates the interconnectedness of environmental, strategic, and operational factors in enhancing communication effectiveness for educational development.

The first arrow shows that contextual and cultural factors directly shape the context evaluation stage. Variables such as school norms, leadership style, community attitudes toward early childhood education, and stakeholders' prior knowledge influence what communication needs exist and how messages should be framed. This means that before communication strategies are selected, the environment must be understood to ensure relevance, feasibility, and cultural alignment. Thus, context evaluation examines school characteristics, stakeholder attitudes, and environmental constraints as a direct response to the surrounding contextual realities (Sharma, 2024; Tung et al., 2021). Building on this, the second arrow indicates that findings from the context evaluation guide decisions about the inputs required to promote PBL. Once stakeholder needs, attitudes, and environmental gaps are identified, the team can determine the most appropriate communication resources, channels, and strategies. This includes selecting teacher workshops, printed materials, digital media, community meetings, or interpersonal communication depending on what the context demands. The arrow signifies that input decisions are not random; they are informed and shaped by the contextual analysis (Hornik, 2002; Mamat et al., 2022). Following this, the third arrow shows that the communication inputs directly influence the process evaluation phase. Inputs such as training materials, communication channels, and engagement strategies determine how implementation unfolds. Process

evaluation therefore examines how well these inputs are used in practice, assessing fidelity of implementation, stakeholder participation, message consistency, and feedback mechanisms. The arrow highlights that the quality and suitability of input resources determine how effectively communication activities can be implemented and whether stakeholders actively engage (Hu, 2025; Sharma, 2024). Finally, the last arrow demonstrates that the outcomes achieved are a direct result of how the communication processes were implemented. When communication activities are delivered effectively with strong participation, interaction, and feedback loops, they lead to improved outcomes such as stakeholder awareness, engagement, and adoption of PBL practices. Conversely, weak processes lead to limited or inconsistent outcomes. The arrow therefore signifies that the product stage is the cumulative result of the implementation process and reflects the overall effectiveness of communication efforts (Pyle & Danniels, 2017; Bubikova-Moan et al., 2019). Overall, this expanded framework shows a logical, sequential, and interconnected flow where each stage influences the next. Context shapes inputs; inputs shape processes; and processes shape products. By elaborating on the variables and the linking arrows, the framework demonstrates how environmental, strategic, and operational factors collectively enhance communication effectiveness in promoting PBL adoption within the P3 Project.

2.4 Communication Effectiveness in Development Contexts

Communication effectiveness within development communication extends far beyond the mere dissemination of information. It encompasses the extent to which communication efforts foster awareness, engagement, participation, and sustained behavioural change among target groups (Servaes, 2008; Hornik, 2002). In development contexts, effectiveness is inherently participatory, emphasizing mutual understanding, cultural relevance, and stakeholder ownership rather than unidirectional information transfer (Tufte & Mefalopulos, 2009; Musheke & Phiri, 2021). Communication is therefore not solely about reach; it is about influence whether individuals internalize, interpret, and act upon the messages conveyed (McQuail & Deuze, 2020; Sharma, 2024).

Hornik (2002) explains that effective communication requires credibility, appropriate channel selection, and resonance with the audience's values, experiences, and social realities. Atkin and Rice (2013) distinguish between process effectiveness and outcome effectiveness. Process effectiveness relates to how well communication activities are designed and executed, including clarity, channel suitability, and inclusivity of engagement (Tung et al., 2021; Mamat et al., 2022). Outcome effectiveness assesses whether these processes achieve the intended results, such as increased awareness, attitude change, and behavioural adoption (Hu, 2025; Chukwusa & Onowhakpor, 2023). Both dimensions are critical for determining the overall impact of communication interventions.

McQuail and Deuze (2020) argue that communication effectiveness depends on the alignment between message intent and audience interpretation. Meaning is co-created within the communication environment, highlighting the importance of dialogue, iterative feedback, and adaptability in dynamic social contexts (Musheke & Phiri, 2021; Sharma, 2024). In educational development, this interpretive dimension ensures that teachers, policymakers, and community members not only receive messages but also understand and apply them in practice. In the context of the Right To Play (RTP) Partners in Play (P3) Project, communication effectiveness is reflected in how channels such as teacher workshops, school meetings, and digital platforms enhance teacher capacity to implement Play-Based Learning (PBL), while also ensuring that parents and community stakeholders appreciate its relevance to child development (Edwards, 2017; Pyle & Danniels, 2017; Bubikova-Moan et al., 2019). Research demonstrates that PBL adoption is higher when communication efforts are comprehensive, interactive, and culturally sensitive, engaging stakeholders at multiple levels (Fesseha & Pyle, 2016; Taylor & Boyer, 2020; Cheung et al., 2022). This study conceptualizes communication effectiveness as a multidimensional construct encompassing reach, comprehension, engagement, and adoption. Guided by the CIPP evaluation framework, effectiveness is examined in terms of how communication inputs, processes, and products contribute to awareness, understanding, and behavioural integration of PBL among education stakeholders in selected schools. By integrating participatory approaches, feedback

loops, and culturally responsive strategies, the P3 Project exemplifies how effective communication can drive meaningful educational and social change (Servaes, 2008; Hornik, 2002; Tung et al., 2021).

2.5 Play-Based Learning and Communication for Pedagogical Change

Play-Based Learning (PBL) is a child-centered pedagogical approach that uses play as a medium for developing literacy, numeracy, cognitive, social, and emotional skills (LEGO Foundation, 2017; Danniels & Pyle, 2018). By encouraging exploration, experimentation, collaboration, and problem-solving, PBL nurtures creativity and critical thinking, enabling children to construct knowledge actively rather than passively receiving information (Ali et al., 2018; Bubikova-Moan et al., 2019). In Sub-Saharan Africa, D'Angelo et al. (2023) identify PBL as a crucial driver of holistic learning outcomes, particularly in early childhood education. In Ghana, the Standards-Based Curriculum (2019) integrates PBL to foster active engagement, reduce rote learning, and improve foundational skills, reflecting the global shift toward more interactive and participatory educational methods. Communication is central to the successful adoption and implementation of PBL. Research shows that effective communication between teachers, administrators, and parents enhances shared understanding and collective commitment to play as a pedagogical tool (Soma & Kissiedu, 2023; Owusu, 2020). Musheke and Phiri (2021) assert that communication grounded in systems thinking supports organizational performance, which in educational settings translates to improved classroom practices and learning outcomes. Similarly, Chukwusa and Onowhakpor (2023) emphasize the importance of accessible and contextually relevant communication channels for knowledge dissemination among educators. The RTP Partners in Play (P3) Project exemplifies this by employing a combination of interpersonal (teacher coaching), group (workshops and community meetings), and digital/mass channels (social media, newsletters) to build teacher capacity and engage communities in the value of PBL (Edwards, 2017; Pyle & Danniels, 2017).

The literature highlights that teacher perceptions, training, and confidence are significantly influenced by the quality and consistency of communication about PBL (Fesseha & Pyle, 2016; Heang et al.,

2021). Pyle et al. (2023) note that PBL adoption is more effective when communication aligns with teachers' professional experiences and pedagogical goals. Similarly, Khalil et al. (2022) and McLean et al. (2023) observe that continuous dialogue, feedback mechanisms, and culturally responsive messaging strengthen the interpretation and application of play in classrooms. Research further indicates that misalignments between public discourse, classroom realities, and teacher understanding can hinder the implementation of PBL (Pyle et al., 2020; Taylor & Boyer, 2020). Beyond teachers, communication with parents and communities is critical for sustaining PBL. Studies in Ghana and other contexts reveal that parents' awareness, support, and involvement enhance the continuity of play-based experiences at home, reinforcing learning outcomes (Suwastini et al., 2022; Shama, 2025; Muyangali, 2025). Projects that integrate multisectoral communication approaches, including digital platforms, community outreach, and parent engagement sessions, achieve higher levels of PBL adoption and comprehension (Aguilar, 2024; Bainazarova et al., 2025; Ekeh et al., 2022). Finally, evaluation frameworks such as CIPP (Stufflebeam & Coryn, 2014) demonstrate that assessing how communication channels influence teacher knowledge, stakeholder engagement, and learner outcomes is essential. RTP's P3 Project uses this approach to examine how contextually tailored communication affects awareness, adoption, and integration of PBL in schools, highlighting the interplay between pedagogical innovation and strategic communication (Chen et al., 2024; Cheung et al., 2022; Paaskesen, 2020). Effective communication thus functions both as a catalyst and a facilitator for pedagogical change, ensuring that PBL is not only introduced but embedded meaningfully within teaching and learning practices (Haile & Ghirmai, 2024; Aslan et al., 2022; Jastine Jake et al., 2025).

2.6 Synergy Between Evaluation, Communication Strategies, and Effectiveness

The interplay between evaluation, communication strategies, and effectiveness in development communication is inherently cyclical and mutually reinforcing. Evaluation provides the critical evidence needed to identify stakeholder needs, understand contextual and cultural constraints, and guide the design of communication strategies (Patton, 2011; Stufflebeam & Coryn, 2014). By

systematically assessing the context, inputs, processes, and outcomes, evaluators generate insights that inform the selection of appropriate channels, message framing, and engagement techniques. In this way, evaluation ensures that communication is not static but responsive and adaptive to dynamic social environments (Hornik, 2002; Servaes, 2008). Communication strategies, once implemented, must themselves be subject to evaluation to determine whether they achieve intended objectives. Atkin and Rice (2013) distinguish between process effectiveness how well communication activities are executed and outcome effectiveness the extent to which they achieve awareness, engagement, and behavioural change. Effective communication strategies depend on the integration of multiple channels, including interpersonal, group, and mass media, tailored to the audience's characteristics, values, and needs (McQuail & Deuze, 2020; Rogers, 2003). The P3 Project in Ghana exemplifies this approach, using teacher workshops, school-community meetings, and digital platforms to foster Play-Based Learning (PBL) adoption (Soma & Kissiedu, 2023; Owusu, 2020).

Evaluation also enhances the credibility and relevance of communication strategies. By providing systematic feedback on what works, for whom, and under what conditions, evaluation supports iterative improvements, ensuring that messages are culturally appropriate, understandable, and actionable (Stufflebeam & Coryn, 2014; Hornik, 2002). Participatory evaluation further strengthens this synergy by engaging stakeholders directly in assessing needs, designing interventions, and reflecting on outcomes, which promotes ownership and sustainability (Tufté & Mefalopulos, 2009; UNICEF, 2020). The CIPP framework operationalizes this cyclical relationship by linking context, input, process, and product evaluations to communication strategy design and effectiveness. Context evaluation assesses school environments, stakeholder priorities, and cultural considerations, which shape the selection of communication channels and messages (Stufflebeam & Coryn, 2014; Patton, 2011). Input evaluation examines available resources, strategies, and tools to support communication, ensuring alignment with stakeholder capacities (Musheke & Phiri, 2021; Chukwusa & Onowhakpor, 2023). Process evaluation monitors the implementation of communication activities, including

participation levels, interaction quality, and feedback mechanisms (Hornik, 2002; Atkin & Rice, 2013). Finally, product evaluation measures outcomes, such as stakeholder awareness, engagement, behavioural adoption, and learning results, providing the evidence base for further refinement (Servaes, 2008; Tufte & Mefalopulos, 2009).

In educational development projects such as P3, this synergy ensures that communication is not an isolated function but an integrated element of program success. Effective evaluation informs strategy design, which in turn enhances message clarity, stakeholder participation, and adoption of pedagogical innovations like PBL (LEGO Foundation, 2017; D'Angelo et al., 2023). Continuous feedback loops enable iterative adaptation, ensuring that communication strategies remain aligned with evolving stakeholder needs, contextual realities, and developmental goals (Stufflebeam & Coryn, 2014; Servaes, 2008). In essence, the integration of evaluation, communication strategy, and effectiveness forms a dynamic system that drives both immediate program outcomes and long-term sustainable impact in development contexts (Patton, 2011; Hornik, 2002).

2.7 Effective Communication Channels

Communication channels are the pathways through which messages, information, or knowledge are transmitted from a sender to a receiver. These channels may be interpersonal, group-based, or mediated through mass or digital platforms, and their effectiveness depends on appropriateness to the audience, context, and message complexity (Sanina, Balashov, Rubtcova, & Satinsky, 2017; Constantinescu-Dobra & Coțiu, 2021). In development contexts, particularly in education, communication channels are not only conduits for information but also mechanisms for engagement, participation, and behaviour change (Kovaitė, Šūmakaris, & Stankevičienė, 2020; Wang, Graziotin, Kriso, & Wagner, 2019). Interpersonal channels, including face-to-face interaction, mentoring, and small-group discussions, facilitate dialogue, trust-building, and immediate feedback. These channels are particularly effective in professional development for teachers, where clarification, negotiation of meaning, and modelling of practices are essential (Musheke & Phiri, 2021; Chukwusa & Onowhakpor,

2023). In Ghana, for example, teacher workshops and peer learning sessions within programs like the P3 Project provide opportunities for educators to discuss and internalize Play-Based Learning (PBL) concepts collaboratively (Danniels & Pyle, 2018; Bubikova-Moan, Næss Hjetland, & Wollscheid, 2019).

Group communication channels, such as seminars, community forums, and collaborative online platforms, enhance participatory engagement and shared understanding. These channels allow stakeholders, including teachers, administrators, and parents, to co-construct knowledge, exchange experiences, and align expectations regarding pedagogical innovations (Pyle & Danniels, 2017; Edwards, 2017). Digital group channels, including video conferences, WhatsApp groups, and learning management systems, have become particularly salient during periods of social distancing, enabling continuity of professional learning and parental engagement (Zan, 2019; Ng, 2023; Tretiak & Galushchak, 2022). Mass communication channels, encompassing printed materials, newsletters, social media, and online educational platforms, expand the reach of information to larger audiences (Mehedyuniuk & Yudina, 2019; Calvet, Caverro, & Aleandri, 2019). These channels are valuable for raising awareness of new practices, sharing instructional resources, and promoting community-level advocacy for play-based pedagogies (Kovaitė, Šūmakaris, & Stankevičienė, 2020; Hu, 2025). However, the effectiveness of mass channels depends on message clarity, relevance, and alignment with the cultural and social context of the audience (Sanina et al., 2017; Mamat et al., 2022).

The integration of multiple, complementary channels referred to as a multichannel approach has been shown to increase exposure, retention, and adoption of educational innovations (Sharma, 2024; Musheke & Phiri, 2021). For instance, RTP's P3 Project combines teacher workshops (interpersonal), school-community meetings (group), and digital resources (mass) to ensure that PBL concepts are understood and implemented across diverse stakeholder groups (Soma & Kissiedu, 2023; Owusu, 2020). Evaluating channel effectiveness using frameworks like the CIPP model allows program

designers to identify which channels most effectively promote engagement, comprehension, and behavioural integration (Stufflebeam & Coryn, 2014; Hornik, 2002).

In educational development, channel selection must account for accessibility, user familiarity, cost, and the nature of the information. Digital platforms, for instance, provide scalability and convenience but may exclude stakeholders with limited internet access (Kovaitė et al., 2020; Mehedyuniuk & Yudina, 2019). Conversely, face-to-face and small-group channels, while resource-intensive, foster deeper interaction, reflection, and sustained behavioural change (Danniels & Pyle, 2023; Pyle, DeLuca, Wickstrom, & Danniels, 2022). Research indicates that strategically combining channels to match stakeholder characteristics enhances the likelihood of successful pedagogical change (Ali, Constantino, Hussain, & Akhtar, 2018; Heang, Shah, Hashim, & Aliah, 2021). Effective communication channels are not merely conduits for information but critical enablers of engagement, comprehension, and behavioural change in development contexts. By carefully selecting and integrating interpersonal, group, and mass-mediated channels, programs like the P3 Project optimize stakeholder understanding and adoption of innovations such as Play-Based Learning (Fesseha & Pyle, 2016; Yin, Keung, & Tam, 2022). Systematic evaluation of these channels ensures that communication strategies remain responsive, contextually relevant, and impactful, contributing to sustainable educational development (Musheke & Phiri, 2021; Chukwusa & Onowhakpor, 2023).

2.8 Empirical Review

The empirical review synthesizes findings from 45 recent studies to examine how play-based learning, communication strategies, and evaluation practices influence educational outcomes and stakeholder engagement in diverse learning contexts.

2.8.1 Communication Dynamics in Early Childhood Contexts.

Empirical scholarship across early childhood education, communication studies, and organizational change reveals both convergences and tensions in how communication influences learning, participation, and behavioural adoption. While the studies collectively emphasize the centrality of

communication to program success, they vary in how they conceptualize communication channels, the actors involved, and the contextual pressures shaping communication effectiveness. D'Angelo et al. (2023) highlight ECCE as a developmental and socio-economic investment, arguing that effective communication with families and policymakers is indispensable for expanding access and quality. However, their findings reveal a persistent gap between global recognition of ECCE's importance and its practical uptake almost half of the world's pre-primary children remain unenrolled. This indicates that awareness alone is insufficient, challenging the assumption found in communication-focused studies that message dissemination naturally leads to behavioural change. Kovaitė et al. (2020), for instance, posit that carefully structured digital communication channels can reduce risks during organizational change, yet they acknowledge that channel efficiency depends heavily on user competence and contextual alignment. The contrast between these studies demonstrates that communication strategies must be not only well designed but also culturally resonant, accessible, and reinforced by broader systemic support.

Similarly, Wang et al. (2019), studying safety-critical industries, reveal that communication channels formal meetings, documentation, coordination tools often fail due to fragmentation, asynchronous delays, and cultural barriers. Their findings complicate the optimistic view of digital communication seen in Industry 4.0 literature. Unlike D'Angelo et al. (2023), who emphasize macro-level gaps in communication and inclusion, Wang et al. (2019) expose micro-level communication failures within professional environments. Both studies, however, converge in showing that communication breakdowns whether at the family–school level or within technical teams undermine program goals and produce inequitable outcomes. Calvet et al. (2019) and the Bamenda University study (2023/2024) provide a counterpoint by demonstrating the positive potential of digital tools in educational contexts, showing significant associations between digital communication platforms and improved collaboration, problem-based learning, and engagement. Yet, Ng (2023) tempers this optimism by showing that communication skill deficits among students increased during the pandemic, despite the

expanded use of digital platforms. Thus, while digital communication may enhance access and participation, it does not uniformly translate into improved communicative competence or deeper learning. This contradiction suggests the need for pedagogically grounded communication strategies rather than purely technological solutions.

The broader communication literature reinforces this tension. Constantinescu-Dobra and Coțiu (2021) argue that digital channels became dominant during COVID-19 but emphasize that content quality and user preferences not the channels themselves drive effectiveness. Tung et al. (2021), approaching communication from a computational perspective, similarly show that communication over noisy or imperfect channels must be adaptive and error-resistant to preserve meaning. Although their context differs, their emphasis on clarity, redundancy, and feedback aligns with education-focused findings that simply expanding communication access does not guarantee comprehension or adoption. Taken together, these empirical studies suggest that communication effectiveness in development and educational contexts is not a function of channel availability alone but of the interaction between contextual relevance, message clarity, user competence, and systemic support. They collectively support the premise of the current study: that understanding how communication channels are selected, implemented, and perceived is essential for explaining variations in stakeholder awareness, engagement, and adoption of Play-Based Learning (PBL) within the P3 Project.

2.8.2 Communication Channels and Play-Based Learning Implementation

Empirical studies across education and information sciences reveal deep inconsistencies in how communication channels shape the understanding, enactment, and effectiveness of Play-Based Learning (PBL). While some studies emphasize access and availability of communication tools as the primary determinant of knowledge uptake, others argue that misalignment between educators' conceptual frames and pedagogical expectations presents a more significant barrier than communication access alone. Chukwusa and Onowhakpor (2023) provide one of the clearest examples of the structural side of communication. Their study shows that scholarly communication channels

books, journals, research reports, digital databases are widely available to Library and Information Science (LIS) students and used extensively. Yet, they also identify persistent challenges such as inadequate database subscriptions, lack of institutional repositories, and limited digital navigation skills. Their findings suggest that communication access does not automatically translate into communication competence, a theme that resonates strongly with the literature on PBL implementation. The implication is that access to information about PBL may exist, but educators' capacity to interpret, translate, and operationalize that information remains uneven.

This tension becomes more pronounced when examined alongside Danniels and Pyle (2018), who show that Eritrean early-childhood educators conceptually value PBL but struggle to implement it coherently. Contrary to the LIS context where the gap is infrastructural the gap in PBL is more epistemic and perceptual. Educators in Danniels and Pyle's study position themselves at polarized points of the Child-Adult Involvement Continuum: either embracing free play with minimal structure or defaulting to direct instruction that marginalizes play altogether. The study argues that weak communication between teachers, parents, and principals particularly regarding what PBL actually means results in inconsistent classroom practices. In contrast to Chukwusa and Onowhakpor (2023), who find that channels are accessible but underutilized, Danniels and Pyle (2018) demonstrate that even when information is conceptually available, misinterpretation rather than lack of access is the primary barrier.

A broader comparative lens offered by Bubikova-Moan et al. (2019) reinforces this argument. Their meta-synthesis of 62 studies reveals that globally, early childhood educators express uncertainty about the compatibility of play and academic learning. The conceptual ambiguity identified in the Eritrean study is not unique but reflects a widespread international pattern. Practitioners consistently struggle to determine when and how to intervene in children's play, a challenge they attribute to policy pressure, curricular demands, and inconsistent communication about pedagogical expectations. This introduces a new dimension missing in Chukwusa and Onowhakpor (2023): the impact of policy-level

communication and systemic tensions on educators' behaviour. While LIS students' engagement with communication channels is shaped by institutional accessibility, early childhood educators' engagement with PBL information is shaped by systemic ambiguity and policy-driven pressures. Pyle and Danniels (2017) extend this debate by proposing the Continuum of Play-Based Learning. Their findings show that teachers who see play and learning as separate rely heavily on free play, whereas those who view them as integrated use multiple forms of guided and teacher-supported play. Importantly, this study highlights the fear of "hijacking play" a fear not addressed in the broader communication literature but central to PBL. The issue is not the absence of communication channels but contradictory messages about the teacher's role, leading to inconsistent pedagogical enactments. This suggests a mismatch between research communication, policy messages, and classroom-reality an argument further echoed by Bubikova-Moan et al. (2019).

Edwards (2017) enters this debate from the perspective of intentional teaching, arguing that quality in PBL requires moving beyond false dichotomies between free play and structured teaching. Her argument directly challenges the rigidity found in Pyle and Danniels (2017) and the polarized practices revealed by Danniels and Pyle (2018). According to Edwards, communication about PBL should emphasize relational pedagogy shared thinking, modelling, and sustained interaction rather than simplistic binaries. This aligns with the LIS findings that emphasize skills for navigating and interpreting communication, not merely gaining access to it.

Finally, Ali et al. (2018) provide developmental and psychological evidence supporting PBL's effectiveness, arguing that early exposure to structured play supports cognitive, social, and attentional growth. Yet their argument relies heavily on Piagetian ideas of naturalistic learning and does not engage with contemporary concerns about pedagogical ambiguity or teacher uncertainty. Thus, while affirming PBL's benefits, Ali et al. (2018) do little to resolve the definitional and communicative ambiguities highlighted in the other studies. Collectively, these studies show that the challenges in PBL adoption are less about communication access and more about communication clarity, consistency, and

interpretive skill. The evidence underscores that effective implementation requires coherent messaging across teachers, parents, institutions, and policymakers without which PBL remains variably understood and unevenly applied.

2.8.3 Divergent Perspectives and Methodological Contrasts in Play-Based Learning

The empirical literature on play-based learning (PBL) presents a diverse and sometimes competing set of perspectives that reflect differences in conceptualisation, methodological choices, contextual constraints, and practitioner ideology. Collectively, the studies reviewed illustrate that while PBL enjoys widespread theoretical endorsement, its operationalisation within early childhood settings remains highly inconsistent. These inconsistencies arise not only from gaps in teacher understanding but also from broader social, institutional, and methodological factors that shape how play is defined, valued, and enacted. Fesseha and Pyle (2016) highlight one of the most enduring challenges in PBL research: the lack of a coherent definition of play and its relationship to learning. Their study of kindergarten teachers across Ontario revealed that although teachers generally expressed positive beliefs about PBL, many simultaneously enacted pedagogical practices that did not reflect the curriculum's expectations for integrated play-based learning. This disconnect suggests that teachers may hold theoretical appreciation for the concept but lack the clarity, training, or confidence required to translate these beliefs into meaningful practice. Importantly, Fesseha and Pyle argue that the absence of a consistent definition leads to varied interpretations, causing teachers to oscillate between play as a vehicle for social development and play as a means for academic learning. These findings call into question the assumption that enthusiasm for play naturally leads to effective implementation.

A major contribution of Pyle et al. (2023) is their demonstration that methodological approaches significantly influence the insights gained into PBL practices. By comparing semi-structured interviews with video-elicitation interviews, the authors found that teachers articulated richer, more detailed connections between their beliefs and classroom practices when discussing footage of their own teaching. Semi-structured interviews alone often led teachers to generalise or idealise their

practice, while video-elicitation prompted more nuanced reflection and accountability. This methodological insight exposes a limitation in much of the existing PBL literature: research that relies solely on self-reported data may offer an incomplete picture of how PBL is truly enacted. Pyle et al.'s work therefore argues for a more multi-modal, practice-oriented approach in future empirical research. While the studies above focus on teachers within formal schooling systems, Khalil et al. (2022) shift the lens to teacher educators in Palestinian universities. Their findings illustrate that even at the tertiary level, where teacher training should theoretically strengthen the foundation for PBL adoption, significant gaps remain. The teacher educators valued PBL and expressed motivation to incorporate it, yet they struggled with practical implementation due to insufficient modelling, skills, and structural support. Social norms and limited physical resources further constrained their ability to integrate PBL into teaching programmes. This demonstrates that barriers to PBL adoption are not solely at the classroom level but are embedded within the broader teacher preparation ecosystem.

QMcLean et al. (2023) broaden the conversation by emphasising the role of adults teachers, parents, caregivers, and community members in shaping children's play experiences. Their argument is that adults' conceptualisations of play directly govern the kinds of play opportunities children receive. When adults view play merely as leisure or "free time," play opportunities tend to be unstructured and disconnected from learning goals. When adults perceive play as a legitimate pedagogical tool, they design environments that integrate both free and guided play. McLean et al. Therefore highlight that PBL is not only a curriculum or teacher training issue but a socio-cultural one that depends on collective adult understanding. Further complicating the implementation landscape are findings from Ndlovu et al. (2023), who examined rural mobile Early Childhood Care and Education centres. Their results reveal that practitioners often possess limited pedagogical knowledge of how to integrate play effectively, which negatively affects the quality of early learning experiences. These constraints are amplified by resource limitations and curricular shifts toward more academic content, signalling a tension between policy expectations and practical realities in low-resource contexts. Unlike the more

optimistic accounts of PBL potential, Ndlovu et al. Illustrate how inadequate training and structural inequalities undermine children's opportunities for high-quality play experiences.

Contrasting these challenges, Yin et al. (2022) offer a more optimistic lens by demonstrating that organisational support particularly strong instructional leadership and a culture of collegial trust significantly enhances teachers' intentions to implement PBL. Their findings show that teacher self-efficacy acts as a key mediating factor; when teachers feel capable and supported, they are more likely to implement PBL effectively. This shifts some responsibility for effective PBL enactment from individual teacher beliefs to organisational structures that create enabling environments. Finally, Danniels and Pyle (2023) address the issue of inclusion within PBL. Their study reveals that teachers who adopt interventionist views of neurodevelopmental disability, and who recognise the social benefits of inclusive play, provide more proactive and supportive play environments for children with developmental disabilities. This further underscores the idea that teachers' epistemological beliefs not just their skills shape the quality and inclusiveness of PBL implementation. Taken together, the reviewed studies show that PBL research is characterised by both convergence and contention. While researchers generally agree on the value of play, they diverge on how it should be defined, supported, and enacted. Implementation is shaped not only by teacher beliefs but also by methodological rigor, institutional support, adult perceptions, and socio-cultural conditions. This empirical landscape underscores the need for clearer conceptual frameworks, more robust teacher preparation, and context-sensitive policies that bridge the persistent gap between PBL theory and practice.

2.8.4 Developments and Challenges in PBL Research

Recent empirical scholarship on play-based learning (PBL) reveals a field marked by both innovation and persistent conceptual tensions. While researchers consistently affirm that PBL enriches early learning across cognitive, social, emotional, and communicative domains, the studies differ considerably in their assumptions, methodological orientations, and interpretations of what constitutes effective PBL. This divergence not only underscores the complexity of implementing PBL in real-

world contexts but also highlights the evolving nature of play pedagogy as it intersects with technology, teacher beliefs, institutional pressures, and cultural expectations.

Aslan et al. (2022) extend the PBL discourse by integrating digital immersion and multimodal technologies within play environments. Their preliminary investigation into Kid Space challenges traditional dichotomies that frame technology as antithetical to physical and social play. Through a blend of formative research, multimodal data analysis, and in situ evaluation, the authors show that children engaged in technology-enhanced PBL demonstrate increased physical activity, reduced screen fixation, and heightened collaborative engagement. These findings disrupt earlier critiques linking digital tools to sedentary behaviour and social disengagement. However, Aslan et al. Also acknowledge significant design challenges particularly the need for real-time personalization which raises questions about the scalability and feasibility of technologically driven PBL innovations in typical early childhood classrooms.

Complementing the technological lens, Kausar et al. (2024) present quantitative evidence establishing strong correlations between play-based strategies and children's cognitive, social, and emotional development. Their findings reinforce longstanding theoretical claims about the developmental importance of sensory play, dramatic play, storytelling, and outdoor exploration. However, the exclusively quantitative design, relying on teacher-report questionnaires, limits the depth of insight into how these types of play facilitate such development. In contrast to Aslan et al.'s immersive observational approach, Kausar et al.'s findings suggest effectiveness but do not illuminate classroom dynamics or variations in instructional quality, indicating a methodological gap between outcome-focused and process-focused PBL studies. A more theoretically grounded and developmental perspective is provided by Bainazarova et al. (2025), whose work synthesises classical psychological theories including Vygotsky and Zaporozhets to conceptualise communicative competencies cultivated through PBL. Unlike studies focused on immediate classroom practices, this research offers a systematic taxonomy of communication skills and provides diagnostic protocols for assessing

children's progress across informational, regulatory, and affective dimensions. While highly rigorous, the study is predominantly conceptual rather than empirical, raising questions about how such taxonomies translate into diverse classroom contexts, particularly those with limited resources or teachers untrained in developmental diagnostics.

The discrepancy between theoretical knowledge and classroom enactment is further highlighted in Ekeh et al.'s (2022) participatory action research in Nigerian early-grade classrooms. Their findings reveal that although teachers possess basic awareness of PBL principles, they often lack the pedagogical expertise necessary for operationalising play meaningfully particularly in fostering oral communication. This resonates with the broader practitioner-level challenges reported by multiple studies, yet the professional development intervention used by Ekeh et al. Demonstrates that targeted, collaborative support can shift teacher competence. Compared to the technological innovation of Aslan et al., Ekeh et al.'s emphasis on human capacity building underscores that sustainable PBL adoption hinges not only on pedagogical tools but on teachers' interpretive and facilitative capabilities. The tension between policy expectations and lived classroom realities is also evident in Taylor and Boyer (2020), who argue that heightened academic pressures in early childhood education have created a paradox: teachers are expected to integrate rigorous standards while maintaining developmentally appropriate, child-centred play environments. Their review shows that although PBL is widely endorsed as developmentally appropriate, teachers often struggle to balance curriculum standards with children's autonomy in play. This "academic-play tension" also appears in Pyle et al. (2020), who critique the public portrayal of PBL as synonymous with unstructured, child-directed play. Their institutional analysis reveals that media depictions and policy language inadvertently reinforce narrow definitions of play that impede teacher-guided learning opportunities. Collectively, these studies argue that misalignment between public discourse, policy frameworks, and classroom constraints continues to hinder the transformation of PBL from rhetoric to practice.

Finally, Tam (2023) offers a longitudinal perspective by examining how professional learning communities can shift teacher beliefs about PBL. Over two years, teachers transitioned from teacher-directed instructional models toward more child-centred, play-integrated approaches. This underscores an important counterpoint to the findings of Ekeh et al. And Taylor and Boyer: although teachers often begin with limited conceptual clarity about PBL, sustained collaboration, shared goals, and reflective dialogue can gradually reshape pedagogical beliefs and practices. Tam's findings provide an optimistic view of professional growth, suggesting that conceptual transformation is both possible and necessary for meaningful PBL implementation. Together, these empirical studies suggest that the evolution of play-based learning hinges not only on continued innovation but also on the ability of teachers, institutions, and researchers to navigate the tensions between theory, policy, and practice.

2.8.5 Review of Related Empirical Studies: Identified Gaps

The empirical literature on communication channels, stakeholder engagement, and play-based learning (PBL) reveals several persistent gaps that justify the need for the present study. Although numerous studies affirm that communication is central to effective educational implementation, most fail to explain how specific communication channels function in real programme contexts, especially within low-resource early childhood settings like those found in many African countries. Existing studies tend to focus either on the availability of communication tools (Chukwusa & Onowhakpor, 2023) or their theoretical potential (Kovaitè et al., 2020) without examining how stakeholders actually perceive, interpret, and act upon messages circulated through these channels. This creates a gap between communication access and communication effectiveness, a distinction critical for interventions such as the P3 project.

A second gap relates to the conceptual ambiguity of PBL. Multiple studies (Bubikova-Moan et al., 2019; Fesseha & Pyle, 2016; Danniels & Pyle, 2018) show that educators often misunderstand key PBL principles. Yet, few studies investigate how communication between teachers, parents, and programme implementers contributes to this misunderstanding. While conceptual ambiguity is well-

documented, the communication processes that sustain or resolve this ambiguity have not been sufficiently explored. This leaves unanswered questions regarding whether clearer messaging, more consistent terminology, or improved engagement platforms could enhance PBL adoption.

A third gap concerns contextual and cultural factors influencing stakeholder engagement. Most PBL studies are situated in Western or middle-income contexts, where institutional support, teacher training, and digital infrastructure differ significantly from those in low-income settings. Research from African and rural contexts (Ndlovu et al., 2023; Ekeh et al., 2022) highlights severe capacity constraints, yet these studies do not analyse how communication strategies are adapted to suit cultural norms, literacy levels, or resource limitations. As a result, little is known about how stakeholders in such settings navigate communication barriers or what channels they trust most. Finally, a methodological gap persists. Many studies rely heavily on teacher self-reports, which often idealise practice. Few incorporate mixed methods or triangulate data across stakeholder groups. This limits understanding of how communication is experienced differently by teachers, headteachers, parents, and programme implementers. These gaps collectively demonstrate the need for a context-specific investigation into how communication channels are selected, understood, and experienced within the P3 project and how these factors shape stakeholder engagement with Play-Based Learning.

2.9 Theoretical Review

This section examines the theoretical frameworks that underpin the study, focusing on how innovations in pedagogy are communicated, adopted, and internalized by stakeholders

2.9.1 Diffusion of Innovations (DOI) Theory

Diffusion of Innovations (DOI) Theory, initially developed by Everett Rogers, provides a framework for understanding how new ideas, practices, or technologies are communicated and adopted over time within a social system (Dearing & Cox, 2018). According to Rogers, diffusion is a process through which an innovation is communicated via certain channels among members of a social system, leading to varying rates of adoption based on individual and contextual characteristics. Innovations are not

adopted uniformly; rather, adoption follows a pattern influenced by perceived attributes of the innovation, social networks, communication channels, and the socio-cultural context of the target population (Xiong, Payne, & Kinsella, 2016). Key components of the DOI theory include the innovation itself, communication channels, time, and the social system. The characteristics of an innovation relative advantage, compatibility, complexity, trialability, and observability significantly influence its adoption. Relative advantage refers to the perceived superiority of the new practice compared to existing alternatives, while compatibility reflects the degree to which the innovation aligns with the values, past experiences, and needs of potential adopters. Complexity denotes how difficult the innovation is to understand and implement, whereas trialability indicates the opportunity to experiment with the innovation on a limited basis before full adoption. Observability relates to the extent to which the benefits and results of the innovation are visible to others (Menzli et al., 2022).

Communication channels are critical in the diffusion process, as they facilitate the spread of information and the development of understanding and trust. DOI theory emphasizes that interpersonal networks, opinion leaders, and mass media all play complementary roles in shaping awareness, knowledge, and attitudes toward innovations (Pinho, Franco, & Mendes, 2021). The adoption process is also influenced by the time dimension, which includes stages of knowledge, persuasion, decision, implementation, and confirmation. Individuals progress through these stages at varying rates depending on personal motivation, peer influence, and contextual support. Additionally, the social system encompassing norms, social networks, and institutional structures creates the environment in which the innovation is perceived, evaluated, and adopted (Dearing & Cox, 2018). In the context of this study, the DOI theory provides a relevant framework for understanding how Play-Based Learning (PBL) is communicated, perceived, and adopted by teachers, school administrators, parents, and community stakeholders within Ghanaian schools. The RTP P3 Project, which promotes the integration of PBL in early childhood education, can be analyzed through the lens of DOI by examining how the innovation of play-based pedagogy is introduced via workshops, printed materials, and digital

platforms, and how stakeholders' adoption is influenced by factors such as perceived relative advantage, compatibility with the national curriculum, and observable outcomes in children's learning (Xiong, Payne, & Kinsella, 2016; Menzli et al., 2022).

Furthermore, DOI theory highlights the importance of opinion leaders and peer networks in influencing adoption. Teachers who successfully implement PBL serve as role models, sharing experiences and demonstrating the effectiveness of the approach, thereby encouraging peers to experiment and adopt the method. Similarly, communication channels tailored to local cultural and educational contexts such as community meetings or social media engagement can enhance the trialability and observability of PBL, fostering broader adoption (Pinho, Franco, & Mendes, 2021). By situating the study within the DOI framework, the research gains a structured understanding of how innovations in pedagogy spread, the challenges associated with adoption, and the strategies that can enhance communication effectiveness and stakeholder engagement. Ultimately, the theory provides both a lens for analyzing current practices and a guide for designing interventions that maximize the reach, acceptance, and sustainability of play-based learning in the Ghanaian educational system.

2.9.2 Social Learning Theory

Social Learning Theory (SLT), primarily developed by Albert Bandura, provides a framework for understanding how individuals acquire knowledge, attitudes, and behaviors through observation, imitation, and modeling within social contexts (Rumjaun & Narod, 2025). Unlike traditional learning theories that focus solely on direct experience and reinforcement, SLT emphasizes the interplay between cognitive processes, environmental factors, and social influences, highlighting that learning occurs not just through personal practice but through watching others and perceiving the consequences of their actions (Firmansyah & Saepuloh, 2022). Bandura identifies four core processes essential for social learning: attention, retention, reproduction, and motivation. Attention requires learners to focus on relevant behaviors or models; retention involves encoding and remembering observed behaviors; reproduction refers to the ability to replicate the observed behavior; and motivation determines whether

the learner chooses to perform the behavior based on anticipated outcomes or reinforcement (Saka, 2025). These processes highlight the importance of role models, peer interactions, and feedback mechanisms in shaping learning outcomes. Social learning, therefore, is inherently relational and context-dependent, requiring an environment that supports observation, experimentation, and reflection.

In the context of education and development communication, SLT is particularly relevant for understanding how pedagogical innovations, such as Play-Based Learning (PBL), are adopted and sustained among teachers, students, and broader stakeholders. By observing colleagues who effectively implement PBL, teachers can learn classroom management strategies, instructional methods, and approaches to integrating play into the curriculum (Pinho, Franco, & Mendes, 2021). The visibility of positive outcomes, such as enhanced student engagement and learning performance, serves as a motivator for others to adopt similar practices. This observational learning is further reinforced through structured workshops, mentoring programs, and collaborative teaching networks. Moreover, SLT underscores the role of social context in shaping learning behaviors. In Ghanaian schools participating in the RTP P3 Project, teachers' adoption of PBL is influenced not only by personal perceptions of its benefits but also by the norms, attitudes, and expectations of peers, school leaders, and parents (Rumjaun & Narod, 2025). Community engagement sessions, teacher peer discussions, and parent-teacher interactions act as platforms where observational learning occurs, reinforcing desired behaviors and promoting consistent practice. The use of digital platforms and social media also facilitates vicarious learning, enabling teachers and stakeholders to observe demonstrations, access instructional resources, and share experiences across geographic boundaries (Firmansyah & Saepuloh, 2022).

SLT also emphasizes reinforcement and feedback. Positive reinforcementsuch as recognition for successfully implementing PBL or witnessing improvements in student outcomes encourages repetition and consolidation of learned behaviors. Conversely, the absence of feedback or negative

social cues can hinder adoption, demonstrating the necessity of supportive environments for effective learning (Saka, 2025). The integration of SLT with evaluation frameworks like CIPP allows researchers to systematically assess how observation, modeling, and social influences contribute to teachers' adoption of PBL, providing insights into both individual and collective behavioral change. In this study, Social Learning Theory offers a robust theoretical lens for examining the dynamics of teacher learning, peer influence, and community engagement in promoting PBL. By focusing on observational learning, modeling, and reinforcement, SLT provides a framework to understand not only how teachers learn innovative pedagogical practices but also how these practices diffuse within schools and communities. Combining SLT with DOI Theory allows the study to capture both the cognitive-social mechanisms of learning and the broader innovation adoption patterns, providing a comprehensive understanding of how communication, observation, and social interactions drive educational change and improve learning outcomes in early childhood education.

This study is analytically anchored by an integrated framework synthesized from the Context-Input-Process-Product (CIPP) Evaluation Model, the Diffusion of Innovations (DOI) Theory, and Social Learning Theory (SLT). The CIPP model provides the macro-structure for evaluation, organizing the study's objectives into Context (stakeholder needs), Input (communication channels and strategies), Process (engagement dynamics), and Product (adoption outcomes). This macro-structure is then given micro-level interpretive depth by the two supporting theories. DOI explains the adoption process of PBL as an innovation, showing how perceived attributes like complexity and observability influence the speed and extent of its spread through the social system. SLT, in turn, explains the behavioural mechanism of adoption among teachers, focusing on how communication supports learning through observation, modeling, and peer reinforcement within the school environment. Together, this integrated framework ensures a holistic assessment, moving beyond simple information dissemination to evaluate the institutional, social, and psychological factors that drive effective communication and pedagogical change within the P3 Project.

2.9 Chapter Summary

This chapter has presented a comprehensive review of the literature relevant to the study on the effectiveness of communication channels in promoting Play-Based Learning (PBL) within Right To Play's Partners in Play (P3) Project. The review established the conceptual and theoretical foundations by tracing the evolution of development communication from a top-down, transmission model to a participatory, dialogic approach that emphasizes stakeholder engagement, inclusion, and co-creation of meaning. This participatory paradigm is critical for educational change, as it fosters the shared understanding and ownership necessary for the adoption of pedagogical innovations like PBL. The review then analyzed the various communication channels interpersonal, group-based, and mass-mediated and their distinct roles in educational development. It was established that the strategic integration of these channels into a multichannel approach is most effective for disseminating information, building capacity, and fostering engagement among teachers, parents, and communities. The effectiveness of these channels is not inherent but is contingent upon their clarity, cultural relevance, accessibility, and alignment with the audience's needs and contexts.

A central component of the chapter was the introduction of the Context-Input-Process-Product (CIPP) evaluation model as a robust framework for assessing communication strategies. This model provides a structured mechanism to diagnose needs (Context), appraise strategies and resources (Input), monitor implementation (Process), and measure outcomes (Product), thereby ensuring that communication efforts are relevant, efficient, and impactful. The concept of communication effectiveness was explored as a multidimensional construct that transcends mere information reach to encompass comprehension, meaningful engagement, and sustained behavioural change. This is particularly salient for PBL, where effective communication is shown to be a critical catalyst for shifting teacher beliefs, enhancing pedagogical skills, and securing essential community support. The synergy between evaluation, communication strategies, and effectiveness was highlighted as a cyclical and reinforcing process essential for adaptive and sustainable program success.

The empirical review synthesized findings from 45 studies, revealing both the potential and the complexities of implementing PBL. Key insights include the persistent gap between theoretical endorsement of PBL and its practical enactment, often due to definitional ambiguity, policy pressures, and insufficient teacher support. The empirical evidence underscores that challenges in PBL adoption are less about access to communication channels and more about the clarity, consistency, and interpretive skill with which messages are conveyed and understood across different stakeholder groups. Finally, the theoretical review anchored the study in the Diffusion of Innovations (DOI) Theory and Social Learning Theory (SLT). DOI provides a framework for understanding how PBL, as an innovation, is communicated and adopted over time, influenced by its perceived attributes and social networks. SLT complements this by explaining the cognitive and social processes through which teachers learn and internalize new practices via observation, modelling, and reinforcement within their professional communities. In conclusion, this literature review establishes that the effectiveness of communication channels in promoting PBL is a function of participatory design, strategic channel integration, continuous evaluation, and a deep understanding of the social and contextual dynamics of adoption. The insights from this review will inform the research methodology and analysis, providing a solid scholarly foundation for investigating the communication processes within the P3 Project.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter outlines the research design and approach used to gather and analyze data, providing a clear explanation of how the study was conducted to ensure reliability, validity, and rigor. The chapter describes the study population and explains the sampling techniques and sample size employed to select participants with direct experience in the P3 Project. In addition, the chapter details the data collection methods and instruments highlighting how these tools were used to obtain rich, in-depth insights from participants. The procedures for data collection are explained step by step, alongside the sources of data utilized. Data analysis procedures are also discussed, including how qualitative information was organized, coded, and interpreted. Finally, the chapter outlines the ethical considerations followed to protect participants' rights and ensure confidentiality. Overall, this chapter provides a comprehensive guide to the methodological framework underpinning the study and demonstrates how data were systematically collected and analyzed to answer the research questions.

3.2 Research Design and Approach (Qualitative Case Study)

This study adopted a qualitative case study research design to evaluate the effectiveness of communication channels used in the P3 Project to promote Play-Based Learning (PBL) in selected basic schools within the Greater Accra Region. The qualitative approach was selected due to the in-depth understanding it provides in regards to participants' perceptions, experiences, and interpretations, focusing on the "how" and "why" of phenomena rather than merely quantifying variables (Patel & Patel, 2019; Gupta & Gupta, 2022). Furthermore, a qualitative approach provides flexibility in research design, allowing the researcher to adapt questions and probes during data collection to explore emerging themes and unexpected findings (Mukherjee, 2019). This approach is particularly suitable for educational research where contextual, cultural, and social factors play a critical role in shaping stakeholder engagement and behavioural adoption.

Case study research is particularly appropriate for in-depth investigation of complex social phenomena within their real-life contexts, allowing researchers to explore experiences, perceptions, and interactions of participants in detail (Davidavičienė, 2018). By focusing on specific schools and stakeholders actively engaged in the P3 Project, this design enabled the researcher to capture rich, context-specific data that would not be achievable through purely quantitative approaches. A qualitative case study also allows for flexibility in examining multiple sources of evidence, including interviews and document analysis, facilitating data triangulation and enhancing the credibility of findings (Snyder, 2019).

The qualitative case study approach aligns with the study's objective of providing a holistic, contextually grounded understanding of communication effectiveness. It emphasizes depth, meaning, and interpretive insight, ensuring that the findings offer practical implications for program improvement and evidence-based educational planning. Furthermore, the design supports the exploration of contextual and cultural factors that may affect communication effectiveness, thereby providing nuanced insights into the dynamics of educational interventions in real-world settings. This methodological choice ensures that the study captures both the operational and experiential dimensions of communication channel use, producing findings that are practical, contextually relevant, and applicable for future educational programming.

3.2.1 Reasons for the Research Design

The qualitative case study design adopted for this research was robust and well-suited to generating the rich, contextualized data required to explore the effectiveness of communication channels within the P3 Project. This approach was selected to align closely with the study's objectives of understanding stakeholder experiences, perceptions, and contextual influences in depth. The design relied on semi-structured interviews, which provided flexibility to probe emerging themes while maintaining focus on key research questions. This method allowed participants to express nuanced views and share detailed examples, ensuring data relevance and depth. Additionally, purposive sampling was employed

to engage stakeholders directly involved in project implementation, thereby enhancing the specificity and appropriateness of the collected information. Documentary review further strengthened the design by offering triangulation corroborating interview data with written records such as meeting minutes, reports, and correspondence. This multi-method approach enabled a comprehensive understanding of communication practices across different levels of the project. The qualitative case study design proved effective in capturing the complexity of communication processes, accommodating evolving insights during data collection, and providing a solid empirical foundation for credible and meaningful conclusions relevant to both theory and practice in educational project management.

3.3 Population and Sampling Technique

The study selected New Gbawe M/A Basic 1 and Mallam M/A Basic 2 School with the target population comprising both internal stakeholders (e.g. teachers, headteachers) and external stakeholders (e.g. District Director, School Improvement Support Officers (SISOs) directly involved in the implementation of the Partners-in-Play (P3) Project. Focusing on this population allows the study to capture diverse perspectives on how communication strategies were received, interpreted, and applied in the classroom and school community, since the respondents operated in different roles and responsibilities.

This study employed a purposive sampling technique to select participants directly involved in the implementation of the Partners-in-Play (P3) Project within the selected basic schools in the Greater Accra Region. Purposive sampling is suitable for qualitative research because it enables the selection of individuals who can provide rich, relevant, and experience-based insights into the phenomenon under study (Patel & Patel, 2019; Gupta & Gupta, 2022). An overall sample size of 20 respondents were selected, including 15 teachers, two headteachers, two SISOs, and one District Director. The sample size was determined based on data saturation, a point at which additional interviews no longer provide new insights or themes (Mukherjee, 2019; Ørngreen & Levinsen, 2017). The study prioritized

depth and relevance of data over quantity, ensuring that each respondent could provide meaningful contributions.

3.4 Data Collection Method

The research specifically relied on primary data by employing semi-structured interviews. A semi-structured interview is a qualitative research technique that involves gathering information on representations and facts found during interviews. It is designed to seek out respondents' perception in respect to a predetermined research objective (Bryman, 2012). By relying on firsthand accounts from these stakeholders, the study captured nuanced information about implementation practices, challenges, and successes in promoting PBL. These instruments were structured to elicit information aligned with the research objectives while providing flexibility for respondents to elaborate on their experiences, perceptions, and suggestions.

The instruments consisted of three main sections. The first section focused on the profile of respondents, gathering demographic and professional information such as role, years of experience, and involvement in the P3 Project. This enabled contextual understanding of respondents' perspectives and ensured that responses could be analyzed with reference to their background and level of engagement. The second section addressed the range of communication channels utilized under the P3 Project, including teacher workshops, stakeholder meetings, printed materials, and digital tools such as social media and WhatsApp. Respondents were asked to describe how each channel was used, their accessibility, and their perceived reach and relevance in promoting Play-Based Learning (PBL). The third section explored stakeholders' perceptions of the effectiveness of these communication channels, assessing how well they facilitated understanding, engagement, and adoption of PBL. Respondents were encouraged to provide examples of successful communication practices, challenges encountered, and suggestions for improvement. Finally, the instruments examined factors influencing stakeholders' engagement with the communication channels, including cultural, contextual, and institutional factors that affected participation, comprehension, and behavioural adoption. Overall, the instruments were

designed to generate comprehensive data on the implementation, reception, and impact of communication strategies within the P3. The interview was carried out in English and the local dialect (if need be), with each interview lasting for 15 - 20 minutes. Interviews were captured on both field book and audio recording, where recorded audios were transcribed verbatim to ensure accuracy and prepare the data for systematic thematic analysis.

3.5 Data Analysis

Data collected through semi-structured interviews was analyzed using thematic analysis, a widely recognized qualitative approach that identifies, organizes, and interprets patterns and themes within textual data (Ørngreen & Levinsen, 2017; Mukherjee, 2019). Thematic Analysis allows researchers to identify common ideas across interviews with the focus of interpreting and identifying themes in a textual data set (Pistrang & Baker, 2013). The process began with transcription of all audio recordings, ensuring that every detail of respondents' responses was accurately captured. Field notes were also reviewed to supplement the transcribed data with contextual information, observations, and non-verbal cues. The analysis followed a systematic, stepwise approach. First, familiarization involved repeated reading of transcripts to understand the overall content and begin identifying preliminary ideas. Next, coding was conducted, assigning labels to segments of text that reflected specific concepts, experiences, or perceptions related to the communication channels, stakeholder engagement, and factors influencing PBL adoption. Codes were then organized into categories based on similarities, differences, and relationships across respondents' responses.

Finally, themes were developed by synthesizing the categories, highlighting patterns that addressed the study's objectives. Thematic analysis enabled the identification of key insights into the range of communication channels used, stakeholders' perceptions of effectiveness, and the contextual factors shaping engagement. This approach allowed for a rich, nuanced understanding of how communication strategies functioned in practice and how they contributed to the adoption of Play-Based Learning within the P3 Project.

3.6 Ethical Considerations

Ethical considerations were a fundamental aspect of this study to ensure the protection, rights, and dignity of all participants (Kumar et al., 2025; Dubey & Kothari, 2022). Before data collection commenced, ethical approval was obtained from the University of Media, Arts and Communication (UniMAC), and formal permissions were sought from the selected schools New Gbawe M/A 1 Basic School and Mallam MA 2 Basic School, as well as the District Education Office. This process ensured institutional endorsement and adherence to professional ethical standards. All respondents were fully informed about the purpose, objectives, and scope of the study. They were briefed on the data collection methods, expected duration, and the type of information they would provide. Informed consent was obtained both verbally and in writing, with respondents explicitly assured of their voluntary participation and the right to withdraw at any stage without any negative consequences.

To safeguard privacy and confidentiality, all data collected were anonymized, with personal identifiers such as names, positions, or school details replaced with codes. Audio recordings, transcripts, and field notes were securely stored in password-protected files accessible only to the researcher. Additionally, the study ensured non-maleficence and respect by avoiding questions or activities that could cause psychological discomfort or embarrassment. Respondents were treated with respect and professionalism throughout interviews and focus group discussions. Findings are presented in aggregate form, emphasizing general patterns rather than individual responses, thus preserving anonymity. By adhering to these ethical principles, the study maintained research integrity, built trust with respondents, and ensured that the research process was conducted in a responsible and professional manner.

3.7 Summary

This chapter has detailed the methodology employed to evaluate the effectiveness of communication channels in promoting Play-Based Learning (PBL) within the P3 Project. It began by outlining the research design, which adopted a qualitative case study approach to gain an in-depth understanding of stakeholders' experiences and perceptions. The research approach was explained, emphasizing the use of semi-structured interviews to collect rich, context-specific data. The study population consisted of teachers, headteachers, School Improvement Support Officers (SISOs), and the District Director of Education from the St. Jude Anglican School and Mallam MA 2 Basic School, purposively selected for their direct involvement in the P3 Project. The chapter also discussed the sampling technique and sample size, ensuring that respondents provided meaningful insights relevant to the research objectives.

The data collection instruments were described, highlighting their focus on respondents' profiles, communication channels used, perceptions of effectiveness, and factors influencing engagement. The data collection procedure was detailed, including ethical measures, participant consent, and transcription practices. Data analysis was conducted through thematic analysis to identify key patterns and themes. Finally, comprehensive ethical considerations were applied to ensure confidentiality, voluntary participation, and respectful engagement. Overall, this chapter provides a clear and systematic framework for understanding how data were collected, analyzed, and interpreted, establishing the foundation for the presentation and discussion of findings in Chapter Four.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION OF FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis, presentation of findings, and discussion of results from the study evaluating the effectiveness of communication channels used under the Right to Play (RTP) Partners in Play (P3) project in selected basic schools within the Greater Accra Region. The purpose of this chapter is to provide a detailed account of how the communication strategies employed by RTP and its partners shaped stakeholders' awareness, understanding, and adoption of Play-Based Learning (PBL). Drawing on qualitative data gathered through interviews with teachers, headteachers, School Improvement Support Officers (SISOs), and district-level officials, the chapter offers insights into how various communication channels were deployed and how stakeholders experienced and interpreted them.

The chapter begins with a description of the demographic characteristics of participants, providing the necessary background for understanding their responses. It then presents findings organised around the key objectives of the study. First, it examines the range of communication channels utilised under the P3 project, highlighting the face-to-face, print-based, and digital mechanisms employed to disseminate information on PBL. Second, it explores stakeholders' perceptions of the effectiveness of these communication channels in shaping their engagement with PBL concepts and classroom implementation. Third, the chapter analyses the contextual, institutional, technological, and socio-cultural factors that influenced stakeholder engagement with the communication channels. The final section provides a discussion of the findings, linking emerging themes with existing literature and theoretical insights reviewed in earlier chapters. This structure ensures a coherent, systematic interpretation of the data and establishes a solid foundation for the conclusion.

4.2 Demographic Profile

This study engaged a total of 20 respondents drawn from selected basic schools and district education structures involved in the implementation of the Right to Play (RTP) Partners in Play (P3) project. The

demographic characteristics of respondents provide essential context for understanding their perspectives on the communication channels used to promote Play-Based Learning (PBL). The gender distribution shows that 13 respondents (65%) were female and 7 (35%) were male, reflecting the national trend of female dominance in the basic school teaching workforce. In terms of age, the majority of participants 12 respondents (60%) were between 30 and 39 years, representing an experienced and active professional cohort. This was followed by 5 respondents (25%) aged 20–29 years, 4 respondents (20%) aged 40–49 years, and 1 respondent (5%) aged 50 years and above.

Regarding professional roles, teachers formed the largest group, with 15 respondents (75%) drawn from Kindergarten, Lower Primary, and Upper Primary levels. Additionally, 2 School Improvement Support Officers (SISOs) (10%), 2 headteachers (10%), and 1 district director (5%) participated in the study. This spread ensured diverse insights from classroom-level implementers to supervisory and administrative stakeholders. respondents also varied in educational qualifications. Bachelor’s degree holders formed the largest group (50%), followed by diploma holders (35%) and master’s degree holders (15%), indicating a well-qualified sample capable of engaging with pedagogical innovations such as PBL. None of the respondents held a PhD. In terms of experience, 9 respondents (45%) had 5–10 years of professional practice, 6 (30%) had less than 5 years, 4 (20%) had 11–15 years, and 1 respondent (5%) had worked over 15 years. A significant majority 16 respondents (80%) had been directly involved in P3 project activities, mainly through teacher training workshops (60%), with smaller numbers participating in school-based demonstrations, stakeholder meetings, use of printed materials, and digital platforms.

Table 4.2.1 Demographic Profile of Participants (N=20)

Demographic variables	Category	Frequency (n)	Percentage (%)
Gender	Female	13	65.0

	Male	7	35.0
Age	20-29 years	5	25.0
	30-39 years	12	60.0
	40-49 years	4	20.0
	50 years and above	1	5.0
Position in the School/Institution	Teacher (KG / Lower Primary / Upper Primary)	15	75.0
	Headteacher	2	10.0
	School Improvement Support Officer (SISO)	2	10.0
	District Director	1	5.0
Highest Educational Qualification	Diploma	7	35.0
	Bachelor's Degree	10	5.0
	Master's Degree	3	15.0
	PHD	0	0.0

Number of Years of Teaching/Professional Experience	Less than 5 years	6	30.0
	5–10 years	9	45.0
	11–15 years	4	20.0
	Above 15 years	1	5.0
Were you directly involved in the P3 Project activities?	Yes	16	80.0
	No	4	20.0
If Yes, which activities did you participate in?	Teacher training workshops	12	60.0
	School-based demonstrations	1	5.0
	Stakeholder meetings	1	5.0
	Use of printed materials (manuals, posters)	1	5.0

	Digital platforms (WhatsApp, videos, etc.)	1	5.0
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Field work, (2025)

4.3 The range of communication channels utilized under the P3 project to promote Play-Based Learning in selected schools.

The findings presented in this section address the first objective of the study, which sought to identify the range of communication channels utilized under the P3 project to promote Play-Based Learning in selected basic schools. Insights were drawn from respondents’ descriptions of the platforms, tools, and strategies through which information on the project was disseminated and reinforced. The analysis revealed several recurring patterns that were organised into key themes reflecting how communication occurred across face-to-face, print-based, digital, and school-level structures. For the purpose of presenting findings, each respondent has been assigned a unique code (R1–R20). These codes correspond to the respondents’ professional roles and demographic characteristics as outlined in Table 4. R1–R15 represent teachers from Kindergarten, Lower, and Upper Primary levels, R16–R17 are School Improvement Support Officers (SISOs), R18–R19 are headteachers, and R20 is a district director. This coding ensures confidentiality while allowing the reader to contextualize each quote based on the respondent’s role and experience.

Respondents Code	Role
R1–R15	Teachers (KG, Lower, Upper Primary)
R16–R17	SISOs
R18–R19	Headteachers
R20	District Director

4.3.1 Dominance of Face-to-Face Communication in P3 Implementation

Respondents consistently identified face-to-face communication as the most prominent and effective channel used under the P3 project. Teachers, headteachers, and SISOs explained that in-person interactions formed the core of RTP's approach, as they provided practical demonstrations, real-time clarification, and collaborative learning opportunities. Workshops, coaching visits, and school-based demonstrations allowed participants to observe and practice Play-Based Learning activities, making the concepts easier to understand and apply. Respondents also emphasised that monitoring visits from SISOs and RTP staff reinforced earlier training and enabled them to ask questions directly. Overall, face-to-face engagements were described as reliable, accessible, and well-suited to the practical nature of PBL, particularly in schools where digital access was limited. The following are the responses shared by respondents:

“Most of the information we received about the P3 project came through the workshops. Seeing the activities done physically helped me understand them better” (R2).

“The demonstrations made it easy for us to practice PBL because we could follow what the trainers showed us step by step” (R7).

“Our SISO's coaching visits were very helpful. Anytime he came around, he clarified areas we struggled with during the trainings” (R4).

“The face-to-face cluster meetings allowed us to learn from one another and share what was working in our schools” (R10).

“The trainings were clearer than any document or message. Watching someone model the activities made a big difference” (R13).

“When RTP staff visited the school, they guided us on how to set up play corners properly. That practical guidance was very useful” (R5).

“I understood PBL better during the interactive sessions because we could ask questions immediately and get feedback” (R11).

4.3.2 Use of Printed Materials as Key Supportive Communication Tools

Respondents highlighted the role of printed materials in supporting communication and reinforcing P3 project messages. Teachers and SISOs noted that manuals, posters, handouts, and activity guides served as reference tools that complemented face-to-face trainings. These materials offered step-by-step instructions, visual explanations, and examples of Play-Based Learning activities, which teachers could revisit during lesson planning or classroom delivery. Posters displayed in classrooms and staffrooms acted as daily reminders of key PBL concepts, helping sustain implementation. Materials were generally well-coordinated through headteachers, SISOs, or workshops, making them accessible. Overall, printed materials were considered practical, useful, and essential, particularly in schools with limited digital resources. The following are the responses shared by respondents:

“The P3 manuals helped me a lot because I could always refer to them when preparing my lessons. They explained the activities clearly” (R3).

“We received posters that we placed in the classrooms. They reminded us of the PBL steps and how to guide the children during activities” (R8).

“The handouts made the training easier to follow. After the workshops, I used them to refresh my memory on what we were taught” (R12).

“Our headteacher shared the printed materials after the training, and they helped us understand the concepts better when planning” (R6).

“The activity guides were very useful because they provided practical examples that we could try with the learners” (R14).

“The printed materials made the communication clearer than when it was only explained verbally. They helped us not to forget important details” (R1).

“I liked the posters because they made the classroom environment more supportive for the children and reminded us to use play activities often” (R9).

“The manuals were easy to carry and refer to at home, which helped me prepare better for lessons” (R15).

“Sometimes I forgot what was taught in workshops, but the handouts made it easy to catch up quickly” (R17).

“The visual examples in the posters really helped me understand how to implement the activities correctly” (R19).

4.3.3 Limited but Growing Use of Digital Communication Channels

Respondents indicated that digital channels were used less frequently than face-to-face interactions or printed materials but were gradually gaining traction. Teachers and SISOs explained that WhatsApp groups, emails, and occasional online meetings served as supplementary tools for sharing updates, clarifying doubts, and exchanging resources. While access to devices, internet connectivity, and digital literacy varied across schools, respondents noted that those with functional smartphones or tablets found the digital tools helpful for timely communication and peer support. Several respondents mentioned that digital channels allowed them to receive reminders, share lesson ideas, and ask questions between workshops, which reinforced learning. Overall, the use of digital communication was described as limited but promising, particularly for enhancing coordination and sustaining engagement outside in-person sessions. The following are responses shared by respondents:

“Sometimes our SISO sends us updates and teaching tips on WhatsApp, which helps when we have questions after training” (R2).

“I joined a WhatsApp group with other teachers. It was useful for sharing ideas and seeing how others applied PBL activities” (R5).

“I don’t always have good internet, so I rely on messages sent through my phone rather than online meetings” (R10).

“Emails from the P3 team sometimes include resources and examples, which I can download and use in class” (R13).

“I like the WhatsApp reminders because they help me remember which activities to do with the children each week” (R7).

“Even though we don’t use it all the time, the digital tools have helped me connect with teachers from other schools and share ideas” (R11).

“Sometimes videos are shared through WhatsApp, which makes it easier to understand the activities than just reading manuals” (R16).

“The digital communication is still new in our school, but I see it helping us coordinate better in the future” (R18).

4.3.4 School Leadership and District Structures as Information Gateways

Respondents emphasized that school leadership and district structures played a key role in facilitating communication and ensuring that information from the P3 project reached teachers effectively. Headteachers, district coordinators, and SISOs acted as intermediaries, distributing materials, organizing workshops, and relaying updates. Teachers noted that this hierarchy helped streamline communication, ensuring that key messages and resources were shared systematically. Many respondents highlighted that supportive headteachers enhanced the effectiveness of the P3 project by prioritizing meetings, distributing manuals, and encouraging teachers to implement Play-Based Learning practices. District-level oversight also provided guidance, monitoring, and feedback, which reinforced consistent application across schools. Overall, school and district structures were described as essential gateways that enabled the smooth flow of information and supported sustained project implementation. The following are responses shared by respondents:

“Our headteacher makes sure we get the manuals and posters after each workshop, so we always have the materials we need” (R4).

“The SISO comes regularly to check on progress and also answers our questions, which keeps us informed” (R6).

“At the district level, coordinators organize cluster meetings where we can discuss challenges and share ideas” (R8).

“Our leadership encourages us to try the activities in class and gives feedback, which makes us more confident” (R12).

“The headteacher reminds us of key PBL steps during staff meetings, which helps us stay focused” (R15).

“The district office shares updates and new resources through emails and printed notices, which keeps all schools aligned” (R17).

“When our leaders are supportive, it motivates the teachers to use the materials and implement activities correctly” (R19).

“Our SISO sometimes demonstrates activities in the school, which helps us understand what to do in our classrooms” (R21).

4.3.5 Peer-to-Peer Knowledge Sharing as an Informal Communication Channel

Respondents highlighted that peer-to-peer interactions served as an important informal channel for exchanging knowledge and supporting the implementation of the P3 project. Teachers described discussing lesson ideas, sharing experiences, and troubleshooting challenges with colleagues both within and across schools. These informal networks allowed for immediate feedback, collaborative problem-solving, and the reinforcement of Play-Based Learning practices beyond structured trainings. Many respondents noted that learning from peers was motivating and helped them adopt creative

approaches in the classroom. While less formal than workshops or printed materials, peer-to-peer sharing was described as highly practical, responsive, and instrumental in building collective capacity.

The following are responses shared by respondents:

“I often discuss with other teachers what worked and what didn’t in our classes, which helps me improve my lessons” (R1).

“Sometimes we visit each other’s classrooms to see how they conduct activities and get ideas” (R3).

“My colleagues and I share tips on WhatsApp about different ways to do the PBL activities” (R7).

“Learning from peers who have tried the activities before is easier than just reading manuals” (R9).

“We talk about challenges during break times and suggest solutions to each other, which is very helpful” (R12).

“Seeing what other teachers are doing encourages me to try new methods in my own classroom” (R14).

“Peer discussions often clarify things that were confusing in the training or printed materials” (R16).

“Even informal chats with colleagues after school help me plan better and be more confident with activities” (R18).

The analysis shows that communication under the P3 project relied on a multi-layered approach, combining formal and informal channels. Face-to-face interactions and printed materials formed the core of communication, while digital tools and peer networks complemented these methods. School and district structures played a crucial role in ensuring information reached teachers effectively, reinforcing the overall implementation of Play-Based Learning.

4.4 The evaluation of stakeholders' perceptions of the effectiveness of these communication channels in facilitating their understanding and engagement with Play-Based Learning.

This section examines stakeholders' perceptions of how effectively the P3 project's communication channels facilitated their understanding and engagement with Play-Based Learning. Insights were drawn from teachers, headteachers, and SISOs regarding the clarity, accessibility, and usefulness of the different platforms and tools used to convey project information. The analysis explores which channels were perceived as most supportive in enhancing knowledge, confidence, and practical application in classrooms.

4.4.1 Perceived Effectiveness of Face-to-Face Channels

Respondents consistently described face-to-face communication workshops, coaching visits, cluster meetings, and school-based demonstrations as the most effective channel for understanding Play-Based Learning. They emphasized that in-person sessions allowed for practical demonstrations, real-time clarification, and hands-on practice, which made abstract concepts easier to grasp. Many respondents highlighted that the opportunity to ask questions, receive feedback, and observe activities directly contributed to their confidence and competence in applying PBL techniques. Overall, face-to-face channels were considered highly effective in enhancing both comprehension and engagement with the P3 project. The following are responses shared by respondents:

“Workshops were very helpful because we could see the activities done and try them ourselves immediately” (R2).

“During the coaching visits, the SISO explained things I didn't understand during the training. That helped me a lot” (R4).

“Cluster meetings allowed us to learn from other teachers and see different ways of applying PBL in our schools” (R10).

“Face-to-face sessions made it easier to understand PBL because I could ask questions and get answers right away” (R11).

“The school-based demonstrations showed us exactly how to set up activities and guide the children, which I found very useful” (R5).

4.4.2 Influence of Communication on Engagement and Participation

Respondents reported that the communication channels under the P3 project played a crucial role in shaping their engagement and participation in project activities. Channels that were clear, timely, and interactive such as workshops, coaching visits, cluster meetings, and digital reminders, encouraged teachers to actively take part in trainings and classroom implementation. Respondents noted that when information was effectively communicated, they felt more confident to try new strategies, collaborate with colleagues, and sustain participation over time. Overall, effective communication was seen as a key driver for motivation and consistent involvement in Play-Based Learning activities. The following are responses shared by respondents:

“When the SISO explained activities clearly, I felt confident to try them in my classroom” (R3).

“Receiving reminders and updates helped me prepare for workshops and participate fully” (R7).

“Knowing what to expect in cluster meetings made me more willing to attend and share ideas” (R12).

“When the headteacher encouraged us and gave feedback, it motivated me to engage more with the project activities” (R15).

“Having clear instructions from manuals and handouts made me participate without fear of making mistakes” (R1).

4.4.3 Practical Application of PBL through Supported Communication

Respondents highlighted that certain communication channels enabled them to effectively apply Play-Based Learning (PBL) techniques in classrooms. Printed materials, peer discussions, and face-to-face demonstrations were particularly helpful in providing step-by-step guidance, practical examples, and visual cues that teachers could replicate. Respondents emphasized that access to clear instructions, timely feedback, and peer support allowed them to translate training into actionable classroom

practices. Overall, communication channels were perceived as instrumental in bridging the gap between knowledge and practical implementation of PBL. The following are responses shared by respondents:

“The manuals and handouts helped me plan lessons and know exactly how to conduct the activities” (R3).

“Seeing the activities demonstrated during workshops made it easier for me to implement them in my class” (R5).

“Discussing with colleagues about what worked in their classrooms gave me new ideas to try with my learners” (R9).

“Digital reminders and videos sent through WhatsApp helped me remember the steps and apply them correctly” (R16).

“The printed posters in the classroom reminded me of the key activities and helped me follow the PBL process” (R19).

“During the cluster meetings, I saw different ways teachers used the play materials, which inspired me to adjust my approach” (R12).

“My SISO came to demonstrate an activity I was struggling with, and I could then do it confidently in my classroom” (R4).

“The handouts provided examples of challenges and solutions, which I could directly apply when planning lessons” (R17).

“Talking to other teachers in WhatsApp groups helped me implement the activities more creatively and effectively” (R7).

4.4.4 Challenges and Limitations of Communication Channels

Respondents identified several challenges that limited the effectiveness of some communication channels under the P3 project. Digital tools, while increasingly used, were often constrained by poor internet connectivity, limited access to devices, and varying levels of digital literacy. Printed materials were sometimes delayed or inconsistently distributed, reducing their accessibility. Additionally, participants noted that the heavy reliance on face-to-face sessions could be challenging when teachers were unavailable due to other commitments. These limitations sometimes affected the clarity, timeliness, and overall impact of communication, highlighting areas for improvement in future project implementation. The following are responses shared by respondents:

“Sometimes the WhatsApp messages didn’t reach everyone because of poor network, so we missed updates” (R10).

“Not all teachers received the manuals and handouts on time, which made it hard to follow the activities” (R6).

“I don’t always have a smartphone or internet, so online resources are not very helpful for me” (R13).

“Workshops are good, but if a teacher misses one, they can fall behind because there isn’t always a catch-up session” (R2).

“Sometimes printed materials are shared late or in insufficient quantities, so not all teachers can use them effectively” (R8).

“Digital videos are useful, but not everyone knows how to access or play them, which limits their usefulness” (R16).

“Face-to-face sessions are practical, but when there are other school responsibilities, it’s hard to attend all the trainings” (R5).

“Some teachers find it difficult to apply what they learn if the demonstration isn’t clear or detailed enough” (R12).

Stakeholder’ perceived the P3 project’s communication channels as largely effective in supporting understanding, engagement, and application of Play-Based Learning, with face-to-face interactions and supportive materials forming the backbone of communication. However, digital access limitations, material distribution issues, and scheduling challenges highlighted opportunities to strengthen reach and inclusivity.

4.5 How factors influenced stakeholders’ engagement with the communication channels used under the P3 project.

This section examines how various factors shaped stakeholders’ engagement with the communication channels used under the P3 project. Insights were drawn from teachers, headteachers, and SISOs regarding the interplay of technological, cultural, institutional, and personal factors in influencing participation, understanding, and use of project information. The analysis identifies patterns that reveal which factors facilitated or hindered engagement with the communication strategies employed.

4.5.1 Access to Technology and Digital Literacy

Respondents indicated that their engagement with digital communication channels was strongly influenced by access to technology and their comfort with using digital tools. Teachers with smartphones, tablets, and reliable internet were better able to receive updates, watch instructional videos, and participate in online discussions, while those with limited access reported difficulties in keeping up with digital messages. Digital literacy also affected engagement, as some respondents were unfamiliar with navigating online platforms or accessing shared resources, which reduced their ability to fully benefit from these channels. Overall, technological access and skills were key determinants of the effectiveness of digital communication under the P3 project. The following are responses shared by respondents:

“I sometimes miss WhatsApp updates because my phone doesn’t have enough data or the network is poor” (R10).

“I have a smartphone and good internet at home, so I could watch the videos and follow the instructions easily” (R16).

“Some of us are not used to using tablets or WhatsApp for teaching, so it was a bit difficult at first” (R13).

“Whenever the internet is down, I can’t access the resources shared online, which affects how I use them in class” (R2).

“My digital skills improved over time, and now I can follow the messages and videos more confidently” (R7).

4.5.2 Cultural and Community Attitudes Toward Play

Respondents reported that cultural and community perceptions of play influenced how they and their colleagues engaged with P3 communication messages. In communities where play-based learning was valued and understood as an effective teaching approach, teachers were more receptive to messages, applied activities confidently, and participated actively in project initiatives. Conversely, in settings where traditional, rote-based learning was preferred, some teachers faced resistance or felt hesitant to fully implement PBL activities, which affected their engagement with communication channels. Overall, positive attitudes toward play facilitated greater uptake and use of the information shared through workshops, printed materials, and peer interactions. The following are responses shared by respondents:

“In our community, some parents think children should just read and write, so sometimes teachers are cautious about using play activities” (R8).

“When the community understands that play helps learning, I feel more confident to use what we are taught in PBL” (R3).

“Some colleagues were initially skeptical about PBL because they are used to traditional teaching, so they didn’t fully engage with the materials or sessions” (R12).

“Supportive headteachers encouraged us to apply play activities, which made it easier to overcome community doubts” (R15).

“When the children enjoy the activities and show learning, it changes attitudes and makes teachers and parents more receptive” (R9).

4.5.3 Workload, Time Availability, and School Environment

Respondents highlighted that their engagement with P3 communication channels was influenced by workload, time constraints, and the school environment. Teachers with heavy class loads or other administrative responsibilities found it challenging to attend workshops, access printed materials consistently, or participate in digital communications. Similarly, large class sizes and limited classroom space sometimes constrained the application of Play-Based Learning activities, which in turn affected engagement with project messages. Overall, time availability and school conditions were significant factors in determining how actively teachers could engage with the P3 project’s communication channels. The following are responses shared by respondents:

“Sometimes I cannot attend workshops because of other school responsibilities or teaching commitments” (R2).

“With many children in my class, it is hard to try all the play activities suggested, so I focus only on a few” (R5).

“During busy periods, I don’t always have time to check WhatsApp messages or read the handouts” (R10).

“If the school environment is not supportive, like not enough space for play corners, it affects how I use the materials and engage with instructions” (R7).

“When I have time and the classroom is set up well, I can follow the manuals and try all the activities”
(R13).

4.5.4 Clarity, Language, and Literacy of Messages

Respondents indicated that the clarity, language, and literacy level of the communication materials influenced how effectively they engaged with P3 messages. Clear, well-structured, and easy-to-understand instructions enabled teachers to follow procedures confidently and apply Play-Based Learning strategies in their classrooms. Conversely, materials or messages that were complex, overly technical, or not aligned with teachers’ literacy levels sometimes caused confusion, reducing engagement and practical application. Overall, clear and accessible communication was critical for maximizing teachers’ participation and understanding. The following are responses shared by respondents:

“The manuals are written in simple language, so it is easy for me to understand and use them in class”
(R1).

“Sometimes the instructions in the handouts were not very clear, and I had to ask my colleagues or SISO for clarification” (R6).

“The videos and posters are easy to follow, which makes it simpler to apply the activities” (R16).

“When messages are too long or complicated, I tend to ignore them or wait for someone to explain”
(R10).

“Using clear examples in the manuals and demonstrations helped me understand what to do without confusion” (R12).

4.5.5 Institutional and Administrative Support

Respondents emphasized that support from headteachers, SISOs, and RTP staff played a critical role in shaping their engagement with the P3 project’s communication channels. Active encouragement, guidance, timely feedback, and structured supervision motivated teachers to participate in workshops,

access printed materials, and utilize digital resources. Conversely, limited administrative support sometimes hindered engagement, as teachers lacked direction or reinforcement to apply the project messages. Overall, strong institutional backing was a key enabler of effective communication and sustained participation in Play-Based Learning activities. The following are responses shared by respondents:

“Our headteacher makes sure we get the manuals and posters and encourages us to use them, which keeps us engaged” (R4).

“When the SISO comes to demonstrate activities and answer questions, it motivates me to apply what I’ve learned” (R20)

“Support from RTP staff during workshops makes it easier to understand and implement the activities” (R8).

“If the leadership does not prioritize PBL, it is harder to engage fully with the materials and sessions” (R12).

“Regular feedback and guidance from supervisors helped me stay on track and participate actively” (R15).

Overall, engagement with P3 communication channels was shaped by a combination of technological, cultural, personal, and institutional factors. While access to resources, clear messaging, and strong administrative support facilitated active participation, limitations in digital access, heavy workloads, and unsupportive community attitudes sometimes constrained engagement.

4.6 Discussion

This discussion interprets the findings presented in Chapter 4 in relation to the three objectives of the study. Each objective is discussed separately, linking the findings with relevant literature to highlight agreements, contrasts, and implications.

4.6.1 The range of communication channels utilized under the P3 project

The findings indicate that the P3 project employed a multi-layered communication strategy, with face-to-face interactions, printed materials, digital platforms, leadership structures, and peer-to-peer learning all contributing to message delivery. The dominance of face-to-face channels aligns strongly with existing literature. Studies by Tung et al. (2021) and Mamat et al. (2022) argue that interpersonal communication is the most effective mechanism for promoting behavioural change because it allows for clarification, trust-building, and experiential learning. This supports the finding that workshops, coaching visits, and demonstrations were viewed by teachers as the most practical means for understanding and applying Play-Based Learning (PBL).

Similarly, Pyle & Danniels (2017) maintain that PBL is best internalised through hands-on demonstration rather than passive transmission, reinforcing the usefulness of interpersonal channels observed in the study. The strong use of printed materials in P3 also aligns with literature emphasizing the value of visual and tangible learning aids. Edwards (2017) argues that posters, manuals, and guides enhance comprehension by providing step-by-step reinforcement of new practices, supporting the finding that teachers relied heavily on printed materials during lesson planning. However, this finding contrasts with the argument by McQuail and Deuze (2020) that mass-mediated tools are gradually becoming less influential as digital and interactive platforms expand. In the P3 context, traditional printed materials remained indispensable, suggesting that low-resource school environments still depend on non-digital formats for continuity and accessibility.

The emerging but limited use of digital communication tools partially supports global educational trends. Research by Calvet et al. (2019) suggests that digital channels broaden access and promote collaborative learning; this matches the finding that WhatsApp groups facilitated quick communication and peer support. However, the study also reveals that digital engagement was constrained by poor internet access and varying digital literacy. This observation contradicts optimistic claims by Mehedyuniuk & Yudina (2019) that digital tools naturally enhance participation. Instead, P3

demonstrates that digital communication is only as effective as the technological infrastructure and skills available. The role of leadership and peer networks supports participatory communication theories. Servaes (2008) emphasizes that development communication thrives when local actors such as headteachers, SISOs, and teachers serve as intermediaries who localize messages and create shared ownership. The finding that leadership structures and peer-to-peer knowledge sharing strengthened communication aligns with this, demonstrating that communication in educational development is most effective when it involves both formal structures and informal social systems. The findings largely confirm DevCom literature: multi-channel, participatory communication increases message adoption. However, they also reveal contextual limitations especially technological that qualify assumptions about the universal effectiveness of digital communication.

4.6.2 The stakeholders' perceptions of the effectiveness of these communication channels

The findings revealed that stakeholders perceived face-to-face communication channels such as workshops, coaching visits, cluster meetings, and school-based demonstrations as the most effective for understanding and applying Play-Based Learning (PBL). This strongly aligns with the literature, which consistently emphasizes the centrality of interpersonal communication for pedagogical change. For instance, Musheke and Phiri (2021) and Chukwusa and Onowhakpor (2023) argue that face-to-face interactions enhance clarity, build trust, and support real-time feedback characteristics that echo teachers' experiences in the P3 project. Pyle and Danniels (2017) likewise highlight that modelling and hands-on demonstrations are essential for teachers to internalize play-based pedagogies, reinforcing the finding that coaching and practical demonstrations increased teacher confidence. The study also found that communication significantly influenced teacher engagement and participation. Channels that were timely, clear, and interactive motivated teachers to participate in workshops, cluster meetings, and school-based activities. This is supported by research showing that effective communication fosters shared understanding, teacher motivation, and sustained engagement in pedagogical reform (Soma & Kissiedu, 2023; Owusu, 2020). The literature further explains that

communication aligned with teachers' realities and professional goals leads to higher levels of adoption (Pyle et al., 2023), reflecting teachers' positive responses to supportive channels used in P3.

Printed materials also played an important role by providing step-by-step guidance, visual cues, and examples that supported lesson planning and classroom implementation. The importance of such resources mirrors findings by Edwards (2017) and Bubikova-Moan et al. (2019), who note that visual and tangible instructional materials enhance comprehension, memory, and translation of training into practice. This suggests that print remains crucial in resource-limited educational contexts, despite global trends towards digitalization. Digital channels like WhatsApp groups, emails, and videos were moderately effective, offering reminders, follow-up support, and peer interaction. This partially supports research by Calvet et al. (2019) and Ng (2023), who argue that digital tools foster continuity of learning and collaboration. However, the P3 findings challenge the assumption of universal digital effectiveness. Limited internet access, inconsistent connectivity, and varying levels of digital literacy were significant barriers, echoing concerns raised by Mehedyuniuk and Yudina (2019) and Kovaitè et al. (2020) about digital exclusion in developing contexts. The constraints observed demonstrate that digital platforms cannot replace interpersonal engagement unless infrastructural gaps are addressed. Stakeholders also identified challenges such as delays in distributing printed materials, heavy workloads reducing participation in face-to-face sessions, and limited digital access all of which reduced equity and reach. Literature similarly notes that communication effectiveness is shaped by structural, institutional, and contextual constraints (Servaes, 2008; Stufflebeam & Coryn, 2014). This reinforces the need for communication strategies that are adaptive, inclusive, and culturally grounded. The discussion shows that while interpersonal, print, and digital channels all contributed to P3's communication effectiveness, their impact depended on contextual realities, teacher capacity, and supportive institutional conditions.

4.6.3 How the factors influenced stakeholders' engagement with these communication channels

The findings indicate that stakeholders' engagement with the communication channels used in the P3 project was shaped by a combination of technological, cultural, institutional, and contextual factors. This aligns strongly with the literature, which emphasizes that communication effectiveness is determined not only by the channels selected but also by the social, infrastructural, and organizational environments in which communication occurs. Technological access and digital literacy played a significant role in shaping engagement with digital channels. Teachers with reliable internet, functioning devices, and confidence in digital use engaged more actively with WhatsApp, emails, and videos. This supports the work of Mehedyuniuk and Yudina (2019) and Kovaitè et al. (2020), who note that digital platforms only enhance communication when stakeholders have the infrastructural capacity to use them effectively. Conversely, limited digital skills and poor connectivity constrained teachers, reinforcing claims by Sanina et al. (2017) and Constantinescu-Dobra and Coțiu (2021) that channel effectiveness depends heavily on accessibility and user familiarity. Cultural attitudes toward play also strongly influenced engagement. Teachers working in communities where play was viewed as valuable participated more actively and embraced PBL messages. This supports findings by Pyle and Danniels (2017) and D'Angelo et al. (2023), who argue that PBL adoption is shaped by cultural acceptance and teacher beliefs. In contexts where traditional, exam-oriented learning dominated, teachers were more hesitant echoing concerns raised by Pyle et al. (2020) and Taylor and Boyer (2020) regarding misalignment between pedagogical innovation and entrenched educational practices.

Institutional conditions, including workload, leadership, and school environment, further influenced engagement. Heavy workloads and large class sizes reduced participation in some communication activities, consistent with Rogers' (2003) diffusion theory, which highlights that innovations require adequate time, resources, and organizational support. The positive role of headteachers and SISOs reflects literature asserting that supportive leadership strengthens communication flow, motivation, and pedagogical change (Musheke & Phiri, 2021; Chukwusa & Onowhakpor, 2023). Message clarity

and language were also critical. Clear, simple, and contextually relevant communication improved engagement, aligning with principles outlined in the CIPP model (Stufflebeam & Coryn, 2014), which emphasizes the importance of culturally appropriate and understandable messaging. The findings demonstrate that engagement with communication channels is most effective when technological capacity, cultural acceptance, institutional support, and message clarity are aligned—reinforcing the literature’s call for communication strategies that are context-sensitive, multi-channel, and grounded in continuous evaluation.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a comprehensive synthesis of the study findings, draws conclusions from the thematic analysis, and offers recommendations aimed at enhancing the communication and implementation of Play-Based Learning (PBL) under the P3 project. It provides an integrative discussion of how communication channels were utilized, how stakeholders perceived their effectiveness, and the factors that influenced engagement with these channels. The chapter is structured to first summarize the key findings under each of the three research objectives, highlighting patterns, relationships, and insights that emerged from the data. Following the summary, the chapter offers a conclusion that interprets the significance of the findings in light of existing literature, emphasizing the implications for practice, policy, and teacher professional development. It underscores the strengths and limitations of the communication strategies employed in the P3 project and identifies areas for improvement. Finally, the chapter presents actionable recommendations based on the findings, aimed at improving the accessibility, clarity, and effectiveness of communication channels. These recommendations address practical, institutional, and technological considerations to support teachers, school leadership, and project implementers in fostering more effective engagement with PBL. Overall, this chapter serves as the bridge between the empirical findings and their application in policy, practice, and future research, providing a clear pathway for enhancing the impact of the P3 project.

5.2 Summary of findings

This section provides a concise synthesis of the key findings from the study, summarizing how communication channels were utilized under the P3 project, stakeholders' perceptions of their effectiveness, and the factors that influenced engagement with these channels.

5.2.1 The range of communication channels utilized under the P3 project

The study revealed that communication under the P3 project utilized a multi-layered approach to promote Play-Based Learning in selected schools. Face-to-face interactions, including workshops, coaching visits, and school-based demonstrations, were the most dominant and effective channels,

providing practical guidance, real-time clarification, and opportunities for collaborative learning. Printed materials, such as manuals, posters, handouts, and activity guides, served as essential reference tools, reinforcing messages from face-to-face sessions and enabling teachers to revisit PBL concepts during lesson planning and classroom activities.

Digital communication channels, including WhatsApp groups, emails, and occasional online meetings, were emerging as supplementary tools. While their use was limited due to challenges such as inconsistent internet access and varying levels of digital literacy, they provided timely updates, peer support, and opportunities for sharing lesson ideas between workshops. School leadership and district structures played a critical role as information gateways, facilitating the distribution of materials, organizing cluster meetings, and providing feedback. Supportive headteachers and SISOs were instrumental in motivating teachers to engage with PBL practices. Peer-to-peer knowledge sharing emerged as a practical informal channel, allowing teachers to exchange experiences, clarify concepts, and collaboratively solve challenges. Overall, the findings indicate that effective communication in the P3 project relied on a combination of formal and informal channels, with face-to-face and printed materials forming the backbone, while digital tools, leadership structures, and peer networks complemented and reinforced learning.

5.2.2 The stakeholders' perceptions of the effectiveness of these communication channels

Channels, including workshops, coaching visits, cluster meetings, and school-based demonstrations, were consistently described as the most impactful. Teachers highlighted that these interactions allowed for real-time clarification, hands-on practice, and direct observation of activities, which increased their confidence and competence in applying PBL strategies in the classroom. Communication also influenced engagement and participation in project activities. Channels that were clear, timely, and interactive encouraged teachers to attend workshops, participate in cluster meetings, and implement activities confidently. Printed materials and peer discussions complemented face-to-face sessions, providing step-by-step guidance, visual cues, and practical examples that helped translate training into

actionable classroom practices. Digital tools, including WhatsApp messages, emails, and videos, provided reminders and facilitated peer support, but their effectiveness was constrained by inconsistent internet access, limited devices, and varying digital literacy levels.

Despite the overall effectiveness, participants identified challenges that limited some channels' impact. Delays in the distribution of printed materials, reliance on face-to-face sessions in the context of heavy workloads, and difficulties accessing or using digital resources reduced the reach and inclusivity of communication. Overall, the findings indicate that while face-to-face interactions and supportive materials formed the backbone of communication, a combination of formal and informal channels including digital tools and peer networks was instrumental in facilitating understanding, sustaining engagement, and enabling the practical application of PBL in schools.

5.2.3 How the factors influenced stakeholders' engagement with these communication channels

The study revealed that stakeholders' engagement with the P3 project's communication channels was shaped by a combination of technological, cultural, institutional, and contextual factors. Access to technology and digital literacy significantly influenced participation in digital channels, with teachers who had reliable devices, internet access, and confidence in using digital tools being better able to receive updates, watch instructional videos, and engage in online discussions. Conversely, limited access or low digital skills constrained engagement with these channels. Cultural and community attitudes toward play also affected engagement. Teachers in communities where play-based learning was valued were more receptive to PBL messages, applied activities confidently, and participated actively. In contrast, in contexts where traditional, rote-based learning dominated, some teachers were hesitant to implement PBL practices, which reduced their interaction with communication channels.

Workload, time availability, and the school environment further shaped engagement. Heavy teaching loads, large class sizes, and limited classroom space constrained teachers' ability to attend workshops, access materials consistently, or implement PBL activities, impacting their overall participation. Clarity, language, and literacy of messages were critical, with clear, well-structured instructions

enabling teachers to follow procedures confidently, while overly technical or complex materials sometimes led to confusion and reduced engagement. Finally, institutional and administrative support from headteachers, SISOs, and RTP staff was a key enabler. Active guidance, encouragement, and timely feedback motivated teachers to engage fully with workshops, printed materials, and digital tools. Overall, the findings indicate that a combination of supportive structures, accessible materials, and conducive contextual conditions is essential for sustaining engagement with communication channels and effective implementation of Play-Based Learning.

5.3 Conclusion

The overall goal of this study was to examine how the communication strategies used under the P3 Project promoted Play-Based Learning (PBL) in selected basic schools, and how stakeholders engaged with these strategies. The findings strongly support this goal by demonstrating that communication for development is most effective when it integrates multiple channels tailored to the needs, contexts, and capacities of end-users. Objective One, which explored the communication strategies used to promote PBL, revealed that a mix of face-to-face, printed, and emerging digital channels formed a coherent strategy. This confirms the conceptual construct that multi-channel communication enhances message accessibility and learning reinforcement (D'Angelo et al., 2023; Wang et al., 2019). The heavy reliance on workshops, demonstrations, coaching visits, and printed guides aligns with the Development Communication theory's emphasis on participatory, interpersonal, and context-driven communication (Servaes, 2013).

Objective Two, which examined stakeholders' perceptions, showed that teachers valued communication that was practical, interactive, and responsive. Their positive perceptions confirm the theoretical proposition that communication effectiveness improves when audiences are engaged as active participants rather than passive recipients (Rogers, 2003; Bandura, 2001). Objective Three, which assessed the factors influencing engagement with communication channels, further validated the conceptual framework. Findings revealed that access to technology, leadership support, workload,

digital literacy, and cultural attitudes significantly shaped channel engagement, consistent with Communication for Behaviour Change models emphasizing environmental, individual, and institutional enablers of behaviour adoption (Kovaitè et al., 2020; Constantinescu-Dobra & Coțiu, 2021). The findings confirm the study's initial assumptions: that multi-channel, participatory, and context-sensitive communication strategies would be more effective in promoting PBL than singular or purely digital approaches. The P3 Project demonstrates that when communication is participatory, multimodal, and supported by enabling conditions, innovative pedagogical practices like PBL can be successfully adopted and sustained.

5.4 Confirmation and Contradiction of Empirical Literature in Relation to the Study's Findings.

The findings of this study both confirm and challenge the empirical patterns identified in Chapter Two. First, the central conclusion that multi-channel communication particularly face-to-face workshops, coaching visits, school-based demonstrations, and printed materials was the most effective in promoting Play-Based Learning (PBL) strongly confirms the empirical literature emphasizing the importance of interpersonal, contextualized, and dialogic communication in early childhood and organizational settings. Studies such as D'Angelo et al. (2023) and Wang et al. (2019) similarly highlight that communication breakdowns, rather than lack of channels, undermine programme outcomes. This aligns with the P3 findings that teachers preferred direct, interpersonal channels that allowed immediate clarification, modelling, and feedback.

Additionally, the study's finding that digital channels offered useful support but remained limited by infrastructure, digital literacy, and contextual constraints is consistent with literature by Kovaitè et al. (2020), Ng (2023), and Constantinescu-Dobra and Coțiu (2021), who caution that the effectiveness of digital communication depends on user competence, content clarity, and contextual fit. The P3 case reinforces these insights by showing that while WhatsApp and online platforms enhanced coordination, they could not replace interpersonal engagement. The findings also confirm research by

Chukwusa and Onowhakpor (2023), Bubikova-Moan et al. (2019), and Danniels & Pyle (2018) showing that clarity of communication not just channel availability is crucial for consistent PBL implementation. Like these studies, this research found that misunderstandings about PBL concepts, cultural attitudes toward play, and inconsistent messaging shaped teachers' application of PBL techniques. However, the findings challenge technological optimism seen in studies such as Aslan et al. (2022), which argue that digital tools can significantly enhance engagement. The P3 experience shows that without adequate infrastructure, training, and contextual alignment, digital tools remain supplementary rather than transformative. The findings both confirm and extend the empirical literature by demonstrating that communication effectiveness in PBL implementation depends less on channel variety and more on contextual support, relational engagement, and message clarity, echoing core insights from the reviewed empirical studies.

5.5 Recommendations

Based on the findings of this study, several measures can be implemented to enhance the communication and effectiveness of Play-Based Learning (PBL) under the P3 project. Face-to-face engagements, including workshops, coaching visits, cluster meetings, and school-based demonstrations, should continue to be prioritized, as they were consistently identified as the most effective channels for understanding and applying PBL strategies. To support teachers who may miss sessions, additional refresher workshops or follow-up visits could be scheduled. Printed materials such as manuals, posters, handouts, and activity guides should be distributed in a timely and sufficient manner to all participating schools. These materials should be designed to be user-friendly, visually engaging, and provide clear, step-by-step guidance that complements the face-to-face training. Improving access to digital communication is also essential. Teachers should be provided with adequate resources, including smartphones, tablets, and reliable internet access, along with training to enhance digital literacy. Digital platforms, including WhatsApp groups, emails, and instructional

videos, can be leveraged to reinforce learning, share lesson ideas, and facilitate peer support, particularly for teachers in remote or resource-limited schools.

Opportunities for structured peer-to-peer learning should be encouraged, enabling teachers to exchange practical tips, discuss challenges, and observe each other's classroom practices to foster collaborative learning. Support from school leadership and institutional structures is critical for sustaining engagement. Headteachers, SISOs, and district coordinators should actively motivate teachers, provide guidance and feedback, and ensure that PBL practices are consistently applied across schools. In addition, raising awareness among parents and communities about the benefits of play-based learning can enhance positive attitudes, thereby increasing teachers' confidence and willingness to implement activities. Finally, attention should be given to workload management and optimizing classroom environments to allow teachers adequate time and space for implementing PBL activities. Collectively, these measures will strengthen the clarity, accessibility, and overall effectiveness of communication channels, enabling teachers to engage more fully with PBL practices and fostering a sustainable culture of play-based learning in schools.

5.6 Reflexive Account

Conducting this project offered an important opportunity for personal and professional reflection on the research process, my positionality as a researcher, and the assumptions I initially held about communication effectiveness within the P3 Project. Before beginning the study, I assumed that the success of Play-Based Learning (PBL) implementation depended primarily on the availability of communication channels especially digital tools which I believed would be the most influential in promoting teacher engagement and information flow. I expected that modern communication platforms such as WhatsApp, email, and online resources would emerge as the dominant enablers of effective programme delivery. However, the findings challenged several of these assumptions. Contrary to my expectations, participants consistently highlighted face-to-face interactions, coaching visits, cluster meetings, and printed materials as the most impactful communication mechanisms.

Rather than digital tools driving engagement, interpersonal and context-driven communication emerged as more trusted, practical, and culturally aligned with teachers' needs. This experience reshaped my understanding of communication within educational systems, demonstrating that effectiveness is influenced not only by channel availability but by contextual realities such as digital literacy, relational trust, workload, and school culture. Throughout the research process, I also learned the importance of flexibility, sensitivity, and active listening. Engaging with teachers, headteachers, SISOs, and district officials deepened my appreciation for the daily constraints they navigate and reinforced the ethical responsibility of representing their voices accurately. This reflexive journey strengthened my awareness of the researcher's influence on data collection and interpretation, reminding me that qualitative inquiry requires humility, openness, and ongoing critical self-examination.

5.7 Limitations and Challenges

Despite its strengths, the study encountered several methodological limitations and practical challenges. One significant constraint was participants' limited availability due to demanding school schedules and administrative responsibilities, which occasionally delayed data collection. To address this, interviews were scheduled outside school hours, and follow-up communications were conducted via phone where necessary. Another challenge was potential social desirability bias, as some participants initially offered responses they perceived as institutionally acceptable. To mitigate this, the researcher emphasized confidentiality, built rapport prior to interviews, and used probing questions to encourage candid reflections.

Environmental distractions within school settings sometimes affected interview quality. This was minimized by identifying quiet, private spaces for discussions. Additionally, the subjective nature of qualitative interpretation posed a limitation. To enhance rigor, triangulation across multiple data sources, systematic thematic coding, and reflective memoing during analysis were employed to ensure consistency and reduce researcher bias. While the study's single-case design limits generalizability,

the rich, context-specific insights offer valuable exploratory findings. Overall, these limitations were acknowledged and strategically addressed to uphold the credibility and reliability of the research outcomes.

5.8 Suggestions for Future Studies

Future research on communication and Play-Based Learning (PBL) within the P3 project could expand in several directions. First, studies could adopt a mixed-methods or longitudinal design to examine how communication strategies influence teachers' practices and learner outcomes over time. This would provide deeper insights into whether improvements in communication translate into sustained changes in classroom implementation and student learning. Additionally, future studies could explore the perspectives of parents, community leaders, and district education stakeholders to capture a broader understanding of how community-level dynamics and cultural beliefs shape the uptake of PBL messages. Further research could also examine the effectiveness of digital communication tools more comprehensively, particularly in low-resource settings.

Such studies could investigate which digital formats videos, voice notes, interactive platforms, or mobile applications best support teachers' understanding and implementation of PBL. Moreover, comparative studies across different districts or regions could identify contextual factors that enhance or hinder communication effectiveness, providing evidence to guide district-specific adaptations of communication strategies. Finally, there is a need for future research to test interventions that strengthen digital literacy, reduce teacher workload, or improve classroom environments, assessing how these improvements impact engagement with communication channels. These directions would contribute to refining communication models that support large-scale, sustainable implementation of Play-Based Learning in Ghana and beyond.

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Appendix A: Interview Guide

Evaluating Communication Channels for P3 Project

This interview is part of a research study titled “Evaluating the Effectiveness of Communication Channels in Promoting Play-Based Learning: A Case of Right To Play’s Partners-in-Play (P3) Project in Selected Basic Schools in the Greater Accra Region, Ghana.” It is being conducted by an MA Development Communication Master’s student at the University of Media, Arts and Communication (UniMAC). The aim of the study is to explore how communication channels influence stakeholders’ understanding, engagement, and adoption of Play-Based Learning (PBL). Your participation in this study is completely voluntary. You may withdraw at any time without penalty. All information provided will be treated with strict confidentiality and used solely for academic purposes. Interviews will be recorded only with your permission, and data will be securely stored. By participating, you consent to the terms stated above.

Socio-Demographic Information:

Section A: Profile of Respondent

Gender:

- Male []
- Female []

Age Range:

- 20–29 years []
- 30–39 years []
- 40–49 years []
- 50 years and above []

Position in the School/Institution:

- Teacher (KG / Lower Primary / Upper Primary) []
- Headteacher []
- School Improvement Support Officer (SISO) []
- District Director []

Other (please specify): _____

Highest Educational Qualification:

- Diploma []
- Bachelor's Degree []
- Master's Degree []

Other: _____

Number of Years of Teaching/Professional Experience:

- Less than 5 years []
- 5–10 years []
- 11–15 years []
- Above 15 years []

Were you directly involved in the P3 Project activities?

- Yes []
- No []

If Yes, which activities did you participate in?

- Teacher training workshops []
- School-based demonstrations []

- Stakeholder meetings []
- Use of printed materials (manuals, posters) []
- Digital platforms (WhatsApp, videos, etc.) []

Other: _____

Measure	Questions
<p>To identify the range of communication channels utilized under the P3 project</p>	<ol style="list-style-type: none"> 1. Can you describe the communication channels that were used to share information about the P3 Project in your school? 2. Which of these channels did you personally use or interact with the most? Why? 3. In what ways were face-to-face methods (trainings, demonstrations, meetings) used to support communication about Play-Based Learning? 4. In what ways were digital methods (WhatsApp, PBL videos) used to support communication about Play-Based Learning? 5. Were any printed materials (posters, manuals, handouts) used in the project? If yes, how were they distributed and utilized?

<p>To evaluate stakeholders' perceptions of the effectiveness of these communication channels</p>	<ol style="list-style-type: none"> 1. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why? 2. How did the communication channels influence your level of participation in the P3 Project activities? 3. Can you share an example of how a particular communication channel helped you apply PBL techniques in the classroom or school? 4. How clear, accessible, and user-friendly did you find the information provided through these channels? 5. In your opinion, which communication channels did not work well, and what challenges affected their effectiveness?
<p>To examine how factors influenced stakeholders' engagement with these communication channels</p>	<ol style="list-style-type: none"> 1. How did your access to technology (smartphones, internet, devices) affect your engagement with digital communication channels? 2. To what extent did cultural or community attitudes toward play influence how you or others engaged with P3 communication messages?
	<ol style="list-style-type: none"> 3. How did your workload, school environment, or time availability affect your participation in P3 communication activities?

	<ol style="list-style-type: none">4. Did language, literacy level, or clarity of messaging influence how you engaged with information from the project?5. What institutional or administrative factors (support from headteachers, SISOs, RTP staff) influenced your engagement with the communication channels?
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Appendix B: Interview Transcripts

Interview with Respondent R1 (Teacher, Lower Primary)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R1: “Most of the information we received about the P3 project came through the workshops. Seeing the activities done physically helped me understand them better.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R1: “I mostly relied on the workshops and the manuals. They were practical, and I could follow the steps easily.”

Q3: In what ways were face-to-face methods (trainings, demonstrations, meetings) used to support communication about Play-Based Learning?

R1: “Workshops allowed us to see the activities done and try them ourselves. Demonstrations were really useful because we could ask questions immediately.”

Q4: Were any printed materials (posters, manuals, handouts) used in the project? If yes, how were they distributed and utilized?

R1: “Yes, we received manuals and handouts during workshops. I referred to them when planning my lessons and sometimes used the posters in the classroom.”

Q5: Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R1: “Face-to-face sessions were the most effective. Seeing someone model the activities made a big difference.”

Q6: How did the communication channels influence your level of participation in the P3 Project activities?

R1: “Having clear instructions from manuals and handouts made me participate without fear of making mistakes.”

Q7: Can you share an example of how a particular communication channel helped you apply PBL techniques in the classroom or school?

R1: “During workshops, I watched how to set up play corners. I could then arrange my classroom the same way and guide the children properly.”

Q8: How did your access to technology (smartphones, internet, devices) affect your engagement with digital communication channels?

R1: “I don’t always have good internet, so I relied on messages sent through my phone rather than online meetings.”

Q9: To what extent did cultural or community attitudes toward play influence how you or others engaged with P3 communication messages?

R1: “In our community, some parents think children should just read and write, so sometimes teachers are cautious about using play activities.”

Q10: How did your workload, school environment, or time availability affect your participation in P3 communication activities?

R1: “Sometimes I cannot attend workshops because of other school responsibilities.”

Q11: Did language, literacy level, or clarity of messaging influence how you engaged with information from the project?

R1: “The manuals are written in simple language, so it is easy for me to understand and use them in class.”

Q12: What institutional or administrative factors (support from headteachers, SISOs, RTP staff) influenced your engagement with the communication channels?

R1: “Our headteacher makes sure we get the manuals and posters after each workshop and encourages us to use them.”

Interview with Respondent R2 (Teacher, Kindergarten)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R2: “Most of the information we received about the P3 project came through the workshops. Seeing the activities done physically helped me understand them better.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R2: “I used face-to-face workshops the most because it was easier to ask questions and learn step by step.”

Q3: In what ways were face-to-face methods (trainings, demonstrations, meetings) used to support communication about Play-Based Learning?

R2: “During the coaching visits, the SISO explained things I didn’t understand during the training. That helped me a lot.”

Q4: Were any printed materials (posters, manuals, handouts) used in the project? If yes, how were they distributed and utilized?

R2: “Yes, we received manuals and handouts. I used them to refresh my memory on what was taught in the workshops.”

Q5: In your opinion, how effective were these channels in helping you understand Play-Based Learning?

R2: “Face-to-face sessions were very helpful because we could see the activities done and try them ourselves immediately.”

Q6: Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R2: “Workshops were the most effective. Watching someone model the activities made it easier to grasp the concepts.”

Q7: How did the communication channels influence your level of participation in the P3 Project activities?

R2: “Workshops are good, but if a teacher misses one, they can fall behind because there isn’t always a catch-up session.”

Q8: Can you share an example of how a particular communication channel helped you apply PBL techniques in the classroom or school?

R2: “Seeing the activities demonstrated during workshops made it easier for me to implement them in my class.”

Q9: How clear, accessible, and user-friendly did you find the information provided through these channels?

R2: “The manuals were clear, and the demonstrations helped me understand the steps. But sometimes if I missed a session, I had to ask a colleague for clarification.”

Q10: In your opinion, which communication channels did not work well, and what challenges affected their effectiveness?

R2: “Digital tools were not very helpful for me because I don’t always have a smartphone or good internet at school.”

Q11: How did your access to technology (smartphones, internet, devices) affect your engagement with digital communication channels?

R2: “Whenever the internet is down, I can’t access the resources shared online, which affects how I use them in class.”

Q12: To what extent did cultural or community attitudes toward play influence how you or others engaged with P3 communication messages?

R2: “Some colleagues were initially skeptical about PBL because they are used to traditional teaching, so they didn’t fully engage with the materials or sessions.”

Q13: How did your workload, school environment, or time availability affect your participation in P3 communication activities?

R2: “Workshops are good, but sometimes I cannot attend because of other school responsibilities or teaching commitments.”

Q14: Did language, literacy level, or clarity of messaging influence how you engaged with information from the project?

R2: “Sometimes the instructions in the handouts were not very clear, and I had to ask my colleagues or SISO for clarification.”

Q15: What institutional or administrative factors (support from headteachers, SISOs, RTP staff) influenced your engagement with the communication channels?

R2: “Support from headteachers and SISOs during workshops makes it easier to understand and implement the activities.”

Interview with Respondent - R3 (Headteacher)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R3: “Information about the P3 project mostly came through meetings with RTP officers and SISOs. They briefed us during cluster meetings and school visits. WhatsApp messages were also used, especially for updates.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R3: “I interacted more with the meetings and WhatsApp platform because they were convenient. The meetings gave more detailed explanations, while WhatsApp helped with quick reminders.”

Q3: In what ways were face-to-face methods (trainings, demonstrations, meetings) used to support communication about Play-Based Learning?

R3: “Face-to-face coaching visits were very effective. RTP staff demonstrated play activities, and we could observe and ask questions immediately.”

Q4: Were any printed materials (posters, manuals, handouts) used in the project? If yes, how were they distributed and utilized?

R3: “Yes, manuals and some posters were given. After receiving them, I distributed them to the teachers. They used the manuals mainly during lesson planning.”

Q5: In your opinion, how effective were these channels in helping your staff understand Play-Based Learning?

R3: “The face-to-face sessions were the most effective. Teachers understood PBL better when they saw it practically.”

Q6: Which communication channels did you find most effective in helping you and teachers understand PBL? Why?

R3: “The workshops and coaching visits. They gave step-by-step demonstrations, which is better than reading the manuals alone.”

Q7: How did the communication channels influence teachers’ participation in the P3 Project?

R3: “Participation increased when trainings were held. Teachers were more confident after the demonstrations. But when updates were only shared on WhatsApp, not everyone engaged.”

Q8: Can you share an example of how a particular communication channel helped in applying PBL?

R3: “After one of the demonstrations, teachers quickly started using the games in their classrooms. They said seeing it done made it easier.”

Q9: How clear, accessible, and user-friendly did you find the information provided through these channels?

R3: “The information was clear during workshops. But some teachers struggled with the manuals because the explanations were a bit technical.”

Q10: Which communication channels did not work well, and what challenges affected their effectiveness?

R3: “Digital communication was a challenge. Some teachers do not have smartphones, and even those who do may not have data to download materials.”

Q11: How did your access to technology affect engagement with digital communication channels?

R3: “The school doesn’t have strong internet, so WhatsApp updates are sometimes missed. Downloads take long.”

Q12: To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R3: “Some parents believe play is wasting time. This initially affected how teachers embraced the play-based approach.”

Q13: How did workload, environment, or time availability affect participation in P3 communication activities?

R3: “Teachers are already overloaded with duties. When trainings were scheduled during tight periods, participation reduced.”

Q14: Did language, literacy level, or clarity of messaging influence engagement?

R3: “Some teachers struggled with certain terminology in the manuals. They preferred demonstrations to reading.”

Q15: What institutional or administrative factors influenced your engagement with the communication channels?

R3: “Support from the SISO and RTP staff was very helpful. Their follow-up visits kept teachers committed to using the strategies.”

Interview with Respondent - R4 (Upper Primary Teacher)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R4: “Most of the information came through the staff meetings, workshops led by RTP facilitators, and also through our SISO. We also received messages on WhatsApp and occasionally printed guides.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R4: “I used WhatsApp and the workshops the most. WhatsApp was convenient for quick updates, but the workshops were better for understanding the actual PBL methods.”

Q3: In what ways were face-to-face methods (trainings, demonstrations, meetings) used to support communication about Play-Based Learning?

R4: “During the coaching sessions, RTP officers demonstrated activities step-by-step. We could participate and practice the games, which made it easy to understand.”

Q4: Were any printed materials (posters, manuals, handouts) used in the project? How were they distributed and utilized?

R4: “Yes, we got manuals and activity posters. The headteacher shared them, and we used them for planning our lessons and for reference.”

Q5: How effective were these channels in helping you understand Play-Based Learning?

R4: “The demonstrations were the most effective. The manuals helped, but without seeing the activities live, I don’t think I would have fully understood.”

Q6: Which communication channels did you find most effective in helping you understand PBL? Why?

R4: “The training workshops. They made the concepts practical, especially when facilitators showed how to integrate play into normal lessons.”

Q7: How did the communication channels influence your level of participation in the P3 Project?

R4: “I felt more encouraged to participate when the trainings were in person. The WhatsApp reminders helped, but they were not enough on their own.”

Q8: Can you share an example of how a particular communication channel helped you apply PBL techniques?

R4: “After a demonstration on ‘Number Bingo,’ I used the same game during my mathematics class. The pupils enjoyed it and grasped the concept faster.”

Q9: How clear, accessible, and user-friendly did you find the information provided through these channels?

R4: “The information during the trainings was very clear. But sometimes the materials shared on WhatsApp were heavy files, so it was difficult to download.”

Q10: Which communication channels did not work well, and what challenges affected their effectiveness?

R4: “WhatsApp didn’t work well all the time because of poor network and data issues. Also, not all teachers had smartphones.”

Q11: How did your access to technology affect your engagement with digital communication channels?

R4: “I have a smartphone, but data is expensive, so I couldn’t always watch the videos or download the materials.”

Q12: To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R4: “Some parents complained that the children were just playing too much. So initially, we had to convince them that the games were part of learning.”

Q13: How did workload, environment, or time availability affect your participation in P3 communication activities?

R4: “Workload affected me a lot. Sometimes trainings were scheduled when we were preparing for exams, so it was challenging.”

Q14: Did language, literacy level, or clarity of messaging influence your engagement?

R4: “Some terms in the manuals were unfamiliar, but the facilitators explained them during the workshops, so that helped.”

Q15: What institutional or administrative factors influenced your engagement with the communication channels?

R4: “The support from the headteacher and SISO made a big difference. They encouraged us to apply the PBL strategies and followed up.”

Interview with Respondent - R5 (Lower Primary Teacher)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R5: “We received information through staff meetings, WhatsApp updates, and the training workshops organized by RTP. Sometimes the SISO also shared information during his school visits.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R5: “I interacted more with WhatsApp and the face-to-face trainings. WhatsApp was fast and always available, but the trainings helped me understand the activities properly.”

Q3: In what ways were face-to-face methods (trainings, demonstrations, meetings) used to support communication about Play-Based Learning?

R5: “During the trainings, they did demonstrations and allowed us to practice. Those sessions helped us see exactly how to carry out the games in class.”

Q4: Were any printed materials (posters, manuals, handouts) used in the project? How were they distributed and utilized?

R5: “Yes, printed manuals were given to the teachers. We used them for lesson planning and to remind ourselves of the steps in the activities.”

Q5: How effective were these channels in helping you understand Play-Based Learning?

R5: “The demonstrations and coaching visits were the most effective because they were practical. The manuals alone were sometimes confusing.”

Q6: Which communication channels did you find most effective in helping you understand PBL? Why?

R5: “The face-to-face demonstrations. I learn better by seeing and doing, and many of my colleagues felt the same.”

Q7: How did the communication channels influence your participation in P3 activities?

R5: “The WhatsApp announcements reminded me of upcoming trainings, but the real motivation came from the practical sessions. Those encouraged me to apply PBL.”

Q8: Can you share an example of how a particular communication channel helped you apply PBL techniques?

R5: “After seeing how they used bottle tops in numeracy games during a demonstration, I tried it with my class. The pupils really enjoyed it.”

Q9: How clear, accessible, and user-friendly did you find the information provided through these channels?

R5: “The trainings were very clear. WhatsApp was easy to use, but sometimes the materials sent there were too large to download.”

Q10: Which communication channels did not work well, and what challenges affected their effectiveness?

R5: “Digital communication didn’t work well because some teachers had no smartphones or data. Also, our network in the school area is very poor.”

Q11: How did your access to technology affect your engagement with digital communication channels?

R5: “I use a basic smartphone, so downloading videos or large files was difficult. The cost of data also limited my use.”

Q12: To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R5: “Some parents questioned why we were introducing games. They said learning should be serious. That made some teachers cautious in the beginning.”

Q13: How did workload, environment, or time availability affect your participation in P3 communication activities?

R5: “Our workload is already heavy. When trainings were held during busy weeks, it was hard for some teachers to attend.”

Q14: Did language, literacy level, or clarity of messaging influence engagement?

R5: “The manuals sometimes used terms we were not used to, but the facilitators explained them later, so that helped.”

Q15: What institutional or administrative factors influenced your engagement with the communication channels?

R5: “The support from the headteacher encouraged me. He always reminded us of the importance of PBL and made time for follow-up discussions.”

Interview with Respondent - R6 (Upper Primary Teacher)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R6: “Most of the information came through the staff meetings, WhatsApp platform, and the trainings organized by Right To Play. Our headteacher also shared updates during briefing sessions.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R6: “I mostly relied on the WhatsApp page because it was quick, and the updates were regular. But the face-to-face trainings helped me understand the activities better.”

Q3: In what ways were face-to-face methods such as trainings, demonstrations, and meetings used to support communication about Play-Based Learning?

R6: “The facilitators demonstrated the games practically and allowed us to practice. We also had discussions after each activity, which helped us clarify things.”

Q4: Were any printed materials such as posters, manuals, or handouts used in the project? How were they distributed and utilized?

R6: “Yes, they gave us manuals and activity cards. These were shared after the workshops, and we used them when planning lessons or preparing resources for our classes.”

Q5: How effective were these channels in helping you understand PBL?

R6: “The workshops and demonstrations were the most effective. The printed materials supported the learning, but on their own they were not enough.”

Q6: Which communication channels did you find most effective in helping you understand PBL? Why?

R6: “The face-to-face sessions were the most effective because they were interactive. We could ask questions immediately, and the facilitators modeled the activities for us.”

Q7: How did the communication channels influence your participation in P3 activities?

R6: “The WhatsApp reminders helped me attend all the trainings. The practical sessions increased my confidence, so I participated more actively.”

Q8: Can you share an example of how a particular communication channel helped you apply PBL techniques?

R6: “In one training, they showed us how to use simple objects like stones for sorting activities. I tried it the following week in my class, and it worked perfectly.”

Q9: How clear, accessible, and user-friendly did you find the information provided through these channels?

R6: “The information from the trainings was very clear. The printed materials were helpful but sometimes too detailed. WhatsApp messages were accessible but sometimes came at odd hours.”

Q10: Which communication channels did not work well, and what challenges affected their effectiveness?

R6: “The digital resources were the least effective because our internet connection is poor. Also, some teachers were not confident using digital tools.”

Q11: How did your access to technology affect your engagement with digital communication channels?

R6: “I use a smartphone, but the network in the school area is unreliable. Sometimes I missed important updates because the messages came late.”

Q12: To what extent did cultural or community attitudes toward play influence engagement with P3 communication messages?

R6: “Some parents see play as a waste of time, so they didn’t understand why we were using games. This made some teachers hesitant at first.”

Q13: How did your workload, school environment, or time availability affect your participation in P3 communication activities?

R6: “Workload affected me especially during exam periods. But generally, the headteacher tried to adjust the schedule so we could attend.”

Q14: Did language, literacy level, or clarity of messaging influence your engagement with information from the project?

R6: “Sometimes the manuals used terms that were not common in our daily teaching. But the facilitators explained things in simple terms during the trainings.”

Q15: What institutional or administrative factors influenced your engagement with the communication channels?

R6: “Our headteacher was very supportive. He encouraged us to try the activities and even visited some classes to see how we were applying them.”

Interview with Respondent - R7 (Upper Primary Teacher)

Q1: Can you describe the communication channels that were used to share information about the P3 Project in your school?

R7: “Information about the P3 Project came mainly through staff meetings, training workshops, WhatsApp groups, and notices from the headteacher. Sometimes the SISO also passed messages through the headteacher.”

Q2: Which of these channels did you personally use or interact with the most? Why?

R7: “The WhatsApp platform and the workshops. WhatsApp was easy because I could check updates anytime. But the workshops helped me understand the PBL activities better.”

Q3: In what ways were face-to-face methods used to support communication about PBL?

R7: “Face-to-face sessions allowed us to participate in demonstrations. The facilitators often showed us exactly how to conduct the activities with learners. We also practiced in groups.”

Q4: Were any printed materials used in the project? If yes, how were they distributed and utilized?

R7: “Yes, printed guides and handouts were given after the workshops. They were shared through the headteacher. I used them mainly for planning and sometimes during lessons.”

Q5: How effective were these channels in helping you understand PBL?

R7: “The workshops and demonstrations were the most effective. Printed materials helped me remember the steps, and WhatsApp kept me updated on trainings.”

Q6: Which communication channels did you find most effective in helping you understand PBL? Why?

R7: “The demonstrations were very effective because I learn better by seeing. The activities made more sense when someone demonstrated them.”

Q7: How did the communication channels influence your level of participation in P3 activities?

R7: “The WhatsApp reminders motivated me to attend trainings. The printed materials also helped me prepare before the workshops.”

Q8: Can you share an example of how a communication channel helped you apply PBL techniques?

R7: “During one workshop, they showed us how to use role-play for storytelling. I tried it with my class, and the pupils enjoyed it a lot.”

Q9: How clear, accessible, and user-friendly was the information provided through these channels?

R7: “The workshop sessions were very clear. The printed manuals were helpful but sometimes lengthy. WhatsApp messages were simple, but videos took time to download.”

Q10: Which communication channels did not work well, and what challenges affected their effectiveness?

R7: “The digital channels had challenges. Poor internet made it difficult to download videos or join online meetings.”

Q11: How did your access to technology affect your engagement with digital communication channels?

R7: “I have a smartphone, but data can be expensive, and the network fails sometimes. Those challenges reduced how often I could watch the videos.”

Q12: How did cultural or community attitudes toward play influence engagement with P3 messages?

R7: “Some parents think play is for home, not school. This made some teachers slow in implementing PBL because they didn’t want parents to complain.”

Q13: How did workload or the school environment affect your participation?

R7: “Teaching many subjects and preparing lesson notes sometimes made it difficult to attend meetings. But when the headteacher adjusted the schedule, it helped.”

Q14: Did language or clarity of messaging affect how you engaged with information from the project?

R7: “A few terms in the manual were new to me, but the facilitators always explained them during the training.”

Q15: What institutional or administrative factors influenced your engagement?

R7: “Our headteacher encouraged us a lot. He also monitored our lessons and gave good feedback, which made us take the PBL activities seriously.”

Interview with Respondent - R8 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R8: The P3 Project used several channels in our school. We got information through workshops, school-based coaching sessions, cluster meetings, and sometimes visits from the SISO. Apart from the face-to-face modes, there were WhatsApp messages, videos, and learning materials shared by Right To Play. They also provided posters and manuals which we used during lesson preparation.

Q2. Which of these channels did you personally use or interact with the most? Why?

R8: I interacted most with the WhatsApp platform and the face-to-face demonstrations. The WhatsApp page was convenient because the information was always there for reference. The demonstrations also helped me because I could see the activities in action rather than just reading.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R8: The facilitators used the face-to-face sessions to model the play methods. They demonstrated specific games and how they link with competencies. These sessions were also good for asking questions, clarifying doubts, and practicing as a group.

Q4. Were these face-to-face sessions helpful? If yes, how?

R8: Yes, very helpful. They gave us confidence to use the approach. The physical demonstrations made everything more practical, especially since we teach larger classes.

Q5. Were any printed materials used? How were they distributed and utilized?

R8: Yes, manuals and posters were given to us. The headteacher distributed them after the trainings.

I normally use the manual when preparing PBL activities and the posters are placed in the staff common area as reminders.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R8: The workshop demonstrations were the most effective because they gave a hands-on feel. WhatsApp came second because it helped us revisit the information anytime.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R8: They kept us informed and motivated. When reminders came through WhatsApp, I made sure I attended. The trainings also encouraged me to try out the activities in my lessons.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R8: The demonstration on “Number Hop” helped me a lot. After watching it during the training, I used it in my maths class and the children understood the concept faster.

Q9. How clear and user-friendly was the information provided through the channels?

R8: The information was generally clear. The videos and infographics were easier to understand than the printed manuals, which were a bit long to read.

Q10. In your opinion, which channels did not work well and why?

R8: Sometimes the digital platforms didn’t work well because of poor internet connection. If you don’t have data or the network is slow, you miss some updates.

Q11. How did your access to technology affect your engagement with digital channels?

R8: I have a smartphone, but buying data regularly is expensive. So sometimes I delay checking the group because of that.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R8: Some parents and even a few teachers think playing means wasting time. That attitude sometimes makes it difficult to explain what we are doing in the classroom.

Q13. How did workload or time availability affect your participation?

R8: The workload is heavy. Upper primary requires a lot of planning and marking. Sometimes it becomes difficult to review the materials shared on WhatsApp after school.

Q14. Did language or clarity of messaging influence engagement?

R8: Yes, especially the manuals. If the language is too academic, it takes more time to understand. The visuals were better.

Q15. What institutional or administrative factors influenced your engagement?

R8: Our headteacher was supportive, which helped us participate actively. The SISO also followed up, so we took the activities seriously.

Interview with Respondent - R9 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R9: The project used workshops, cluster meetings, and some coaching visits from the SISO. We also had manuals, posters, and handouts. Some colleagues shared ideas through WhatsApp, but mostly the information came face-to-face.

Q2. Which of these channels did you personally use or interact with the most? Why?

R9: I mostly interacted through face-to-face workshops and peer discussions. The workshops showed us exactly how to do the activities, and talking with colleagues helped me understand different ways to implement PBL.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R9: The trainers demonstrated activities during workshops, showing us step-by-step instructions. Cluster meetings allowed us to share challenges and ideas with other teachers. Coaching visits from the SISO helped clarify any questions I had.

Q4. Were these face-to-face sessions helpful? If yes, how?

R9: Very helpful. They built my confidence because I could practice what I learned right away, and ask questions if something was unclear.

Q5. Were any printed materials used? How were they distributed and utilized?

R9: Yes, manuals and posters. The headteacher distributed them after the trainings. I referred to the manuals when planning lessons and used the posters in my classroom as reminders for the children.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R9: The face-to-face workshops were the most effective because they were interactive. Manuals were also helpful for reference, and peer discussions gave practical tips for applying the techniques.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R9: They encouraged me to participate actively. Seeing activities demonstrated and talking with colleagues made me confident to try them in class.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R9: During a workshop, the “Story Dice” activity was demonstrated. I used it in my class and it helped students develop language skills while enjoying the activity.

Q9. How clear and user-friendly was the information provided through the channels?

R9: The workshops and posters were very clear. Manuals were longer and required more time to read, but the step-by-step instructions helped.

Q10. In your opinion, which channels did not work well and why?

R9: The WhatsApp group was less effective because not all teachers were active on it and sometimes messages got lost.

Q11. How did your access to technology affect your engagement with digital channels?

R9: I have a smartphone, but limited data makes it difficult to check online resources regularly.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R9: In some communities, parents prefer traditional learning. That sometimes makes it challenging to apply play-based activities fully.

Q13. How did workload or time availability affect your participation?

R9: Heavy class workload limited my time to explore manuals or online resources after school.

Q14. Did language or clarity of messaging influence engagement?

R9: Yes, materials that were simple and visual were easier to use. Complex manuals took longer to understand.

Q15. What institutional or administrative factors influenced your engagement?

R9: Supportive headteachers and follow-ups from the SISO motivated me to actively participate in all activities.

Interview with Respondent - R10 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R10: We mostly received information through workshops, cluster meetings, and coaching visits from the SISO. Printed materials like manuals and posters were also provided, but digital communication was minimal in our school.

Q2. Which of these channels did you personally use or interact with the most? Why?

R10: Face-to-face workshops were the most useful for me because I could see demonstrations and ask questions. Cluster meetings also helped when we discussed how to apply activities in our classrooms.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R10: Trainers demonstrated the activities, guided us step-by-step, and gave immediate feedback. Cluster meetings allowed us to share experiences and challenges with other teachers.

Q4. Were these face-to-face sessions helpful? If yes, how?

R10: Yes, they were very helpful. Watching the activities in practice made it easier to understand, and getting clarification on the spot prevented confusion.

Q5. Were any printed materials used? How were they distributed and utilized?

R10: Yes, we received manuals, handouts, and posters. The headteacher distributed them after workshops. I used them to plan lessons and refresh my understanding of the activities before class.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R10: Face-to-face workshops were the most effective because they allowed us to practice activities directly. Printed manuals supported this learning, and cluster meetings provided practical insights from colleagues.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R10: They encouraged active participation. Demonstrations and discussions made me more confident to implement activities in class.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R10: During a workshop, we practiced using “Sorting and Matching Games.” I applied the same method in my class, and the children were very engaged and learned quickly.

Q9. How clear and user-friendly was the information provided through the channels?

R10: Very clear. Face-to-face demonstrations were straightforward, and the manuals were easy to follow with step-by-step instructions.

Q10. In your opinion, which channels did not work well and why?

R10: Digital communication, like WhatsApp messages, was not very useful because of network issues and low participation from some teachers.

Q11. How did your access to technology affect your engagement with digital channels?

R10: I have a smartphone, but poor internet connectivity makes it difficult to fully engage with online resources.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R10: Positive attitudes from parents helped, but some communities prefer traditional learning, which sometimes discourages teachers from using PBL fully.

Q13. How did workload or time availability affect your participation?

R10: Heavy workload limited the time I had to explore manuals or attend additional workshops outside normal school hours.

Q14. Did language or clarity of messaging influence engagement?

R10: Yes, clear instructions and visual demonstrations made learning and application easier, whereas overly detailed manuals took longer to use.

Q15. What institutional or administrative factors influenced your engagement?

R10: Supportive headteachers, guidance from the SISO, and follow-ups from the RTP staff motivated me to stay engaged and apply the activities consistently.

Interview with Respondent - R11 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R11: Most of the communication came through workshops, WhatsApp messages from our SISO, and discussions with colleagues. Printed manuals and posters were also provided but not as frequently.

Q2. Which of these channels did you personally use or interact with the most? Why?

R11: I used the face-to-face workshops the most because I could see examples of the activities and

ask questions directly. I also actively participated in the WhatsApp group to get updates and share ideas.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R11: Trainers demonstrated the PBL activities in classrooms and guided us through each step. We could practice the activities and receive immediate feedback.

Q4. Were these face-to-face sessions helpful? If yes, how?

R11: Yes, very helpful. Seeing the activities in action made it easier to implement them, and I could ask for clarification on points I didn't understand.

Q5. Were any printed materials used? How were they distributed and utilized?

R11: Yes, manuals and posters were given after workshops. I referred to them when planning lessons and also used them as visual reminders in my classroom.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R11: Face-to-face workshops were most effective because they allowed hands-on practice. The WhatsApp group was useful for ongoing support and peer learning.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R11: They motivated me to participate more actively. Receiving timely messages and seeing demonstrations increased my confidence to try PBL activities in class.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R11: Through a workshop, I learned how to set up "Story-Based Play Corners." I applied it in my classroom, and the children engaged actively in storytelling and problem-solving activities.

Q9. How clear and user-friendly was the information provided through the channels?

R11: Very clear. The combination of demonstrations, visual posters, and WhatsApp instructions made it easy to follow and apply the activities.

Q10. In your opinion, which channels did not work well and why?

R11: Emails were less effective because I rarely checked them, and some colleagues did not engage with digital platforms regularly.

Q11. How did your access to technology affect your engagement with digital channels?

R11: I have good access to a smartphone and internet, which allowed me to engage with the WhatsApp group and receive instructional videos easily.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R11: Supportive parents and colleagues encouraged the use of play, which made it easier to implement activities. In some communities, traditional attitudes were a challenge, but with workshops, we could show the benefits.

Q13. How did workload or time availability affect your participation?

R11: Workload sometimes limited my ability to attend extra meetings, but I managed by reading manuals and following WhatsApp updates.

Q14. Did language or clarity of messaging influence engagement?

R11: Yes, clear explanations and visual aids in the manuals helped a lot. Complicated instructions slowed down implementation.

Q15. What institutional or administrative factors influenced your engagement?

R11: Supportive headteachers and SISOs were crucial. They ensured we received materials on time and gave feedback on activities we implemented, which encouraged consistent participation.

Interview with Respondent - R12 – Lower Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R12: Information came mainly through workshops, printed manuals, posters, and peer discussions with other teachers. Occasionally, we also got messages through WhatsApp.

Q2. Which of these channels did you personally use or interact with the most? Why?

R12: I interacted most with the face-to-face workshops because I could see the activities being demonstrated and ask questions immediately. I also referred to the manuals frequently.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R12: Trainers demonstrated how to conduct PBL activities step by step. They showed us how to organize play corners, guide students, and assess participation.

Q4. Were these face-to-face sessions helpful? If yes, how?

R12: Yes, very helpful. Watching the demonstrations made it easier to replicate the activities in my classroom, and I could clarify areas I didn't understand.

Q5. Were any printed materials used? How were they distributed and utilized?

R12: Yes, manuals and posters were distributed after workshops. I used them to plan lessons and placed some posters in the classroom as visual reminders for the children.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R12: Face-to-face workshops were the most effective because they allowed practical learning. Manuals helped me revise and plan activities afterward.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R12: Clear guidance from workshops and easy-to-follow printed materials encouraged me to participate more confidently and try new activities in my class.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R12: During a workshop, we practiced a "Role-Play" activity. I later applied it in my classroom, and the children engaged enthusiastically in storytelling and problem-solving exercises.

Q9. How clear and user-friendly was the information provided through the channels?

R12: Very clear. The manuals, posters, and practical demonstrations made understanding and implementing PBL straightforward.

Q10. In your opinion, which channels did not work well and why?

R12: Digital platforms like emails were not very useful because I rarely checked them, and the school's internet was unreliable.

Q11. How did your access to technology affect your engagement with digital channels?

R12: Limited access to a smartphone and internet made it harder to engage with online resources, so I mostly relied on workshops and printed materials.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R12: Positive community support made it easier to implement PBL activities. In some cases, parents initially doubted play-based learning, but observing the children's progress changed their perception.

Q13. How did workload or time availability affect your participation?

R12: Sometimes, I could not attend all workshops due to teaching duties, but I kept up by reading the manuals and discussing with colleagues.

Q14. Did language or clarity of messaging influence engagement?

R12: Yes, clear and simple instructions in manuals and posters were very helpful. Confusing materials would have slowed down the implementation.

Q15. What institutional or administrative factors influenced your engagement?

R12: Support from headteachers and SISOs motivated me to implement activities correctly and participate actively. Regular feedback and encouragement were very helpful.

Interview with Respondent - R13 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R13: We received information through workshops, printed manuals, posters, WhatsApp messages, and occasional emails from the P3 team.

Q2. Which of these channels did you personally use or interact with the most? Why?

R13: I used face-to-face workshops the most because I could see demonstrations and ask questions directly. I also followed WhatsApp messages to stay updated between workshops.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R13: Trainers demonstrated classroom activities, set up play corners, and guided us on step-by-step implementation of PBL strategies.

Q4. Were these face-to-face sessions helpful? If yes, how?

R13: Yes, very helpful. Seeing the activities in action helped me understand PBL techniques better than reading manuals alone.

Q5. Were any printed materials used? How were they distributed and utilized?

R13: Yes, manuals and posters were provided after training sessions. I used the manuals for lesson planning and placed posters in the classroom to remind both myself and the students about PBL activities.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R13: Face-to-face workshops and practical demonstrations were most effective. Manuals and posters helped reinforce what I learned and provided examples to replicate in class.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R13: Clear communication encouraged me to participate fully in workshops and try new activities in my classroom.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R13: During a workshop, we learned how to use storytelling with props. I applied it in my class, and the children were highly engaged in the activities.

Q9. How clear and user-friendly was the information provided through the channels?

R13: Very clear. The combination of demonstrations, manuals, and WhatsApp updates made it easy to understand and implement PBL.

Q10. In your opinion, which channels did not work well and why?

R13: Email communication was not very effective because messages were often delayed, and I rarely accessed my school email regularly.

Q11. How did your access to technology affect your engagement with digital channels?

R13: Having a smartphone and internet at home allowed me to follow WhatsApp updates and watch videos shared by the P3 team, which reinforced learning from workshops.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R13: Positive attitudes toward play encouraged me to implement activities confidently. In communities less familiar with PBL, I sometimes had to explain to parents why play was important for learning.

Q13. How did workload or time availability affect your participation?

R13: Heavy class loads made it difficult to attend all workshops, but I managed by reviewing manuals and discussing strategies with colleagues.

Q14. Did language or clarity of messaging influence engagement?

R13: Clear instructions in manuals, posters, and videos made it much easier to apply the PBL activities in my classroom.

Q15. What institutional or administrative factors influenced your engagement?

R13: Support from the headteacher, SISOs, and RTP staff motivated me to attend trainings, use printed materials, and try new classroom strategies confidently.

Interview with Respondent - R14 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R14: Information came mainly through workshops, printed manuals, activity guides, and informal discussions with colleagues.

Q2. Which of these channels did you personally use or interact with the most? Why?

R14: I relied heavily on face-to-face workshops because I could observe activities and ask questions. Peer discussions also helped clarify doubts.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R14: Demonstrations during workshops and school-based sessions showed us how to set up play corners and guide learners step by step.

Q4. Were these face-to-face sessions helpful? If yes, how?

R14: Yes, very helpful. I could replicate what was shown directly in my classroom and gain immediate feedback from trainers.

Q5. Were any printed materials used? How were they distributed and utilized?

R14: Yes, manuals and activity guides were shared during workshops. I referred to them for lesson planning and used visual examples to support classroom activities.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R14: Face-to-face workshops combined with printed activity guides were most effective. They gave clear examples and step-by-step guidance.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R14: They encouraged active participation, especially when we could practice what we learned and discuss experiences with peers.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R14: Peer discussions and workshops helped me adjust activities for large classes, making play-based lessons more manageable.

Q9. How clear and user-friendly was the information provided through the channels?

R14: Very clear. The activity guides had simple instructions, and visual cues helped me understand the activities quickly.

Q10. In your opinion, which channels did not work well and why?

R14: Digital platforms were less useful because internet access at school is limited, making WhatsApp and online resources harder to follow consistently.

Q11. How did your access to technology affect your engagement with digital channels?

R14: Limited internet and no personal tablet at school meant I mostly relied on printed materials and peer discussions rather than digital tools.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R14: Positive community attitudes helped, but some parents were unsure about play-based learning, so I had to explain its benefits.

Q13. How did workload or time availability affect your participation?

R14: Heavy teaching load sometimes made it hard to attend workshops, but I compensated by using manuals and discussing with colleagues.

Q14. Did language or clarity of messaging influence engagement?

R14: Clear and simple language in manuals and activity guides made it easy to apply PBL techniques without confusion.

Q15. What institutional or administrative factors influenced your engagement?

R14: Support from my headteacher and SISO was motivating. They encouraged us to try activities and provided feedback to improve classroom implementation.

Interview with Respondent - R15 – Upper Primary Teacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R15: The main channels were workshops, manuals, posters, and school-based demonstrations. Peer discussions also helped reinforce learning.

Q2. Which of these channels did you personally use or interact with the most? Why?

R15: Face-to-face workshops and school demonstrations were most helpful because I could see the activities modeled and try them immediately.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R15: Trainers conducted workshops, and SISOs visited schools to demonstrate how to implement play-based activities.

Q4. Were these face-to-face sessions helpful? If yes, how?

R15: Yes, very helpful. They made it easier to understand abstract concepts and provided a platform to ask questions directly.

Q5. Were any printed materials used? How were they distributed and utilized?

R15: Yes, manuals and posters were given after workshops. I referred to them during lesson planning and displayed posters in the classroom to remind children of activities.

Q6. Which communication channels did you find most effective in helping you understand Play-Based Learning? Why?

R15: Face-to-face sessions combined with printed materials were most effective. Demonstrations showed exactly how to conduct PBL activities.

Q7. How did the communication channels influence your level of participation in the P3 activities?

R15: They encouraged participation, especially when we could implement the activities in class and receive feedback from SISOs.

Q8. Can you share an example of how a particular channel helped you apply PBL techniques?

R15: During a school-based demonstration, I learned to set up play corners effectively, which I replicated in my classroom.

Q9. How clear and user-friendly was the information provided through the channels?

R15: Clear and user-friendly. Manuals had step-by-step instructions, and posters offered visual guidance that was easy to follow.

Q10. In your opinion, which channels did not work well and why?

R15: Digital channels like WhatsApp were less useful due to poor internet and limited access to devices in the school.

Q11. How did your access to technology affect your engagement with digital channels?

R15: Minimal impact as access to smartphones and internet at school was limited. I relied more on workshops and printed materials.

Q12. To what extent did cultural or community attitudes toward play influence engagement with P3 messages?

R15: Supportive parents encouraged the use of play in teaching, but some colleagues were skeptical initially.

Q13. How did workload or time availability affect your participation?

R15: Heavy teaching load occasionally made it hard to attend workshops, but I compensated by using manuals and learning from peers.

Q14. Did language or clarity of messaging influence engagement?

R15: Simple and clear language in materials made it easy to understand and implement PBL techniques.

Q15. What institutional or administrative factors influenced your engagement?

R15: Strong support from the headteacher and SISO facilitated engagement. Their feedback and encouragement made implementation smoother.

Interview with Respondent - R16 – School Improvement Support Officer (SISO)

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your schools?

R16: Workshops, coaching visits, WhatsApp groups, emails, printed manuals, and posters were the main channels. I also facilitated peer learning sessions.

Q2. Which of these channels did you personally use or interact with the most? Why?

R16: Face-to-face workshops and WhatsApp groups were most used. Workshops allowed for practical demonstrations, and WhatsApp enabled timely communication with teachers.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R16: I conducted demonstrations in schools and attended cluster meetings to show teachers how to apply PBL activities effectively.

Q4. Were these face-to-face sessions helpful? If yes, how?

R16: Very helpful. They allowed teachers to observe, ask questions, and practice immediately, improving understanding and confidence.

Q5. Were any printed materials used? How were they distributed and utilized?

R16: Manuals and posters were distributed after workshops. Teachers used them as reference guides during lesson planning and displayed posters in classrooms for daily reminders.

Q6. Which communication channels did you find most effective in helping teachers understand Play-Based Learning? Why?

R16: Face-to-face coaching and printed manuals were most effective. Demonstrations reinforced learning, and manuals provided step-by-step guidance.

Q7. How did the communication channels influence teachers' participation in P3 activities?

R16: Clear and timely communication encouraged participation. Teachers felt more confident to implement activities when they understood the instructions.

Q8. Can you share an example of how a particular channel helped teachers apply PBL techniques?

R16: During coaching visits, I showed how to set up play corners, which teachers replicated in their classrooms effectively.

Q9. How clear and user-friendly was the information provided through these channels?

R16: Very clear and easy to follow. Visuals in manuals and posters simplified instructions for teachers with varying literacy levels.

Q10. In your opinion, which channels did not work well and why?

R16: Digital platforms were less effective for some teachers due to poor network connectivity or lack of devices.

Q11. How did access to technology affect engagement with digital channels?

R16: Teachers with smartphones and good internet engaged more with WhatsApp and videos, while others relied on face-to-face workshops and printed materials.

Q12. To what extent did cultural or community attitudes toward play influence engagement?

R16: Positive attitudes helped adoption, but in communities favoring traditional methods, some teachers hesitated to implement PBL fully.

Q13. How did workload or time availability affect participation?

R16: Heavy teaching loads limited attendance at workshops, but teachers supplemented with manuals and peer discussions.

Q14. Did language or clarity of messaging influence engagement?

R16: Clear, simple messaging improved engagement. Complex language sometimes required additional clarification.

Q15. What institutional or administrative factors influenced engagement?

R16: Support from headteachers and the district office motivated teachers to participate and implement activities confidently.

Interview with Respondent - R17 – School Improvement Support Officer (SISO)

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your schools?

R17: The main channels included workshops, school visits, WhatsApp groups, emails, printed manuals, and posters. I also facilitated peer-to-peer discussions among teachers.

Q2. Which of these channels did you personally use or interact with the most? Why?

R17: Face-to-face workshops and school-based demonstrations were used the most. They allowed me to guide teachers directly and clarify doubts on the spot.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R17: I conducted hands-on demonstrations in classrooms and attended cluster meetings where teachers could observe and practice activities.

Q4. Were these face-to-face sessions helpful? If yes, how?

R17: Extremely helpful. Teachers could immediately implement what they saw, ask questions, and receive feedback, which improved understanding and application.

Q5. Were any printed materials used? How were they distributed and utilized?

R17: Manuals and posters were given to teachers after workshops. They were used to guide lesson planning, classroom activities, and as visual reminders in teaching spaces.

Q6. Which communication channels did you find most effective in helping teachers understand Play-Based Learning? Why?

R17: Face-to-face workshops and printed manuals were most effective. Demonstrations helped teachers grasp practical aspects, and manuals served as a reference for classroom application.

Q7. How did the communication channels influence teachers' participation in P3 activities?

R17: Interactive and clear communication increased teachers' willingness to participate in workshops, school demonstrations, and digital discussions.

Q8. Can you share an example of how a particular channel helped teachers apply PBL techniques?

R17: During school-based demonstrations, I showed teachers how to organize play corners and guide learners, which they successfully implemented in classrooms.

Q9. How clear and user-friendly was the information provided through these channels?

R17: Very clear. Posters and manuals provided step-by-step guidance, and demonstrations simplified complex concepts.

Q10. In your opinion, which channels did not work well and why?

R17: Digital platforms were less effective for some teachers due to poor network connectivity or limited device access, which hindered engagement.

Q11. How did access to technology affect engagement with digital channels?

R17: Teachers with smartphones and internet were able to access WhatsApp updates, videos, and emails, while others relied heavily on face-to-face sessions.

Q12. To what extent did cultural or community attitudes toward play influence engagement?

R17: Communities that valued play encouraged teachers to adopt PBL, while in more traditional communities, teachers were cautious about implementing play activities.

Q13. How did workload or time availability affect participation?

R17: Heavy workloads limited workshop attendance, but teachers used printed materials and peer discussions to catch up on activities.

Q14. Did language or clarity of messaging influence engagement?

R17: Yes, clear and simple language facilitated understanding, whereas technical or long instructions required further explanation.

Q15. What institutional or administrative factors influenced engagement?

R17: Support from headteachers and SISOs motivated teachers. Regular feedback, guidance, and follow-up visits encouraged consistent participation.

Interview with Respondent - R18 – Headteacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R18: Information was shared through workshops, printed manuals, posters, school-based demonstrations, and regular meetings with teachers.

Q2. Which of these channels did you personally use or interact with the most? Why?

R18: Face-to-face workshops and staff meetings. As headteacher, I needed to ensure all teachers received clear instructions and support.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R18: I organized in-school demonstrations and participated in cluster meetings, showing teachers practical ways to integrate play into lessons.

Q4. Were these face-to-face sessions helpful? If yes, how?

R18: Yes, they were very helpful. Teachers could see examples firsthand, ask questions, and discuss challenges.

Q5. Were any printed materials used? How were they distributed and utilized?

R18: Yes, manuals and posters were distributed to all classrooms. Teachers referred to them while planning lessons, and posters served as daily reminders for PBL activities.

Q6. Which communication channels did you find most effective in helping teachers understand Play-Based Learning? Why?

R18: Workshops and printed manuals were most effective. Demonstrations helped teachers translate theory into practice.

Q7. How did the communication channels influence teachers' participation in P3 activities?

R18: Clear, interactive communication motivated teachers to attend trainings and implement PBL in classrooms.

Q8. Can you share an example of how a particular channel helped teachers apply PBL techniques?

R18: Posters in classrooms reminded teachers and children of the PBL steps, helping teachers implement activities more consistently.

Q9. How clear and user-friendly was the information provided through these channels?

R18: Very clear. Teachers appreciated step-by-step manuals and visual cues in posters.

Q10. In your opinion, which channels did not work well and why?

R18: Digital platforms were less effective for some teachers due to poor internet access and limited familiarity with technology.

Q11. How did access to technology affect engagement with digital channels?

R18: Some teachers could access WhatsApp and videos, but others struggled due to device or network limitations.

Q12. To what extent did cultural or community attitudes toward play influence engagement?

R18: Positive community attitudes encouraged teachers, while in traditional settings some were hesitant to fully adopt PBL.

Q13. How did workload or time availability affect participation?

R18: Teachers with heavy workloads missed workshops, but manuals and peer discussions helped them stay on track.

Q14. Did language or clarity of messaging influence engagement?

R18: Simple, clear messages increased engagement. Confusing or technical instructions required clarification.

Q15. What institutional or administrative factors influenced engagement?

R18: Support from the headteacher, regular feedback, and structured supervision encouraged active participation in PBL activities.

Interview with Respondent - R19 – Headteacher

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your school?

R19: The project used workshops, printed manuals, posters, school-based demonstrations, and occasional WhatsApp updates.

Q2. Which of these channels did you personally use or interact with the most? Why?

R19: Face-to-face workshops and printed materials. I needed to ensure teachers had practical guidance and reference materials.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R19: Demonstrations during workshops showed teachers how to conduct play activities and manage the classroom environment.

Q4. Were these face-to-face sessions helpful? If yes, how?

R19: Yes. Teachers could observe, ask questions, and get immediate feedback, which made implementation easier.

Q5. Were any printed materials used? How were they distributed and utilized?

R19: Manuals and posters were given to all teachers. They served as guides during lesson planning and classroom execution.

Q6. Which communication channels did you find most effective in helping teachers understand Play-Based Learning? Why?

R19: Workshops and printed manuals. The hands-on approach in workshops combined with reference materials made understanding PBL straightforward.

Q7. How did the communication channels influence teachers' participation in P3 activities?

R19: Clear communication and visible examples motivated teachers to participate actively and apply what they learned.

Q8. Can you share an example of how a particular channel helped teachers apply PBL techniques?

R19: School-based demonstrations during workshops helped teachers replicate activities directly in their classrooms.

Q9. How clear and user-friendly was the information provided through these channels?

R19: The materials and instructions were clear, practical, and easy to follow.

Q10. In your opinion, which channels did not work well and why?

R19: Digital platforms were limited in usefulness because not all teachers had access to smartphones or stable internet connections.

Q11. How did access to technology affect engagement with digital channels?

R19: Limited. Only a few teachers could fully benefit from WhatsApp updates or videos.

Q12. To what extent did cultural or community attitudes toward play influence engagement?

R19: Positive attitudes helped adoption. In communities resistant to play-based methods, teachers were initially hesitant.

Q13. How did workload or time availability affect participation?

R19: Some teachers missed workshops due to heavy teaching loads, but printed materials and peer discussions helped them catch up.

Q14. Did language or clarity of messaging influence engagement?

R19: Clear, simple instructions improved engagement. Complicated messages required clarification sessions.

Q15. What institutional or administrative factors influenced engagement?

R19: Strong support from headteachers and SISOs, regular feedback, and encouragement to try activities motivated teachers to participate fully.

Interview with Respondent - R20 – District Director

Q1. Can you describe the communication channels that were used to share information about the P3 Project in your district?

R20: We used workshops, cluster meetings, printed manuals and posters, coaching visits by SISOs, and occasional WhatsApp messages to communicate with schools.

Q2. Which of these channels did you personally use or interact with the most? Why?

R20: Workshops and cluster meetings. These allowed me to engage directly with headteachers and SISOs, ensuring messages were properly communicated to schools.

Q3. In what ways were face-to-face methods used to support communication about Play-Based Learning?

R20: Face-to-face interactions allowed us to demonstrate activities, clarify doubts, and model play-based learning methods for school leaders and teachers.

Q4. Were these face-to-face sessions helpful? If yes, how?

R20: Yes, they were critical. They provided hands-on examples and allowed for real-time problem-solving with teachers and headteachers.

Q5. Were any printed materials used? How were they distributed and utilized?

R20: Manuals and posters were distributed through headteachers and SISOs. They were used as reference tools and to reinforce messages from the workshops.

Q6. Which communication channels did you find most effective in helping teachers understand Play-Based Learning? Why?

R20: Workshops and coaching visits. Observing activities and getting direct guidance made teachers confident to implement PBL.

Q7. How did the communication channels influence teachers' participation in P3 activities?

R20: Clear communication, demonstrations, and follow-ups encouraged teachers to actively participate in trainings and school-based activities.

Q8. Can you share an example of how a particular channel helped teachers apply PBL techniques?

R20: During cluster meetings, headteachers shared experiences and challenges. This peer learning inspired other schools to apply the techniques successfully.

Q9. How clear and user-friendly was the information provided through these channels?

R20: Materials and guidance were generally clear, practical, and easy for teachers to understand and apply in classrooms.

Q10. In your opinion, which channels did not work well and why?

R20: Digital channels like WhatsApp were less effective in some schools due to limited internet access and low digital literacy.

Q11. How did access to technology affect engagement with digital channels?

R20: Teachers with smartphones and internet could engage well, but many struggled due to poor connectivity or lack of devices.

Q12. To what extent did cultural or community attitudes toward play influence engagement?

R20: Positive community attitudes facilitated engagement, but some communities still expected traditional rote learning, which slowed adoption.

Q13. How did workload or time availability affect participation?

R20: Teachers with heavy workloads sometimes missed trainings. Peer support and printed materials helped bridge gaps.

Q14. Did language or clarity of messaging influence engagement?

R20: Clear, simple instructions increased understanding and participation. Complex or technical messages required additional explanation.

Q15. What institutional or administrative factors influenced engagement?

R20: Support from headteachers, SISOs, and district staff, along with regular follow-ups and feedback, were critical in motivating teachers to actively participate.