UNIVERSITI PUTRA MALAYSIA

CHILDREN'S NEEDS AND PREFERENCES FOR A CHILD FRIENDLY ENVIRONMENT IN SELANGOR

MARIATUL LIZA BINTI MEOR GHEDA

FRSB 2018 9

CHILDREN'S NEEDS AND PREFERENCES FOR A CHILD FRIENDLY ENVIRONMENT IN SELANGOR

By

MARIATUL LIZA BINTI MEOR GHEDA

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in Fulfilment of the Requirements for the Degree of Doctor of Philosophy

December 2017

Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

CHILDREN'S NEEDS AND PREFERENCES FOR A CHILD FRIENDLY ENVIRONMENT IN SELANGOR

By

MARIATUL LIZA BINTI MEOR GHEDA

December 2017

Chairman : Faziawati Bt Abdul Aziz, PhD
Faculty : Design and Architecture

Children's lives are facing huge changes and enormous challenges. They have undergone some massive transformations during the last generation, and will undergo more as they grow up. Global challenges are affecting and will continue to affect their lives. Regardless of this, most of the children still find themselves at odds in their own communities. The neighbourhood environments are the closest for children to explore their well-being. Unfortunately, most of the neighbourhoods' design does not fulfill their needs and preferences. The aim of this research is to understand children's perceptions for the outdoor play environment in urban neighbourhood. The research objectives are to analyse the children's view on their existing urban neighbourhood's environment, to identify the major barriers of outdoor play activities faced by urban children in Selangor and to identify the children's needs and preferences that promote outdoor play and create child friendly neighbourhood environments in Selangor. The Zone 3 Shah Alam has been selected for the case study. The data were collected through the participation of children in Child Friendly Neighbourhood Environment (CFNE) Workshop with children age 10 and 11 from Sekolah Kebangsaan Seksyen 7 and Pusat Jagaan Nur Kasih by using focus group interview and children's drawings, and observation studies. The children's view on their existing neighbourhood was based on three aspects, which are safety and free movement, space and design, and the participation of children into outdoor play. This study has identified six most important barriers that have become the hindrance for these urban children to have outdoor play activities. The barriers include parents' constraints, the continuously busy traffic, fear of crime and strangers, the setback of the play space itself, no or less friends, and setting of the housing. Based on children's need and preferences, this study found three main elements with own characteristics to promote outdoor play and

i

create urban child friendly neighbourhood environment. The elements are safety and nurturing environment, suitability and enjoyability. The results of this study provide the important information for children's societies, planners, designers and policy makers about children's view of their current local condition. It is worth pinpointing of children's preferences on the neighbourhood environment.

Keywords: Children, Child Friendly Neighbourhood Environment, Outdoor play

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

KEPERLUAN DAN KEHENDAK KANAK-KANAK TERHADAP PERSEKITARAN MESRA KANAK-KANAK DI SELANGOR

Oleh

MARIATUL LIZA BINTI MEOR GHEDA

Disember 2017

Pengerusi : **Faziawati Bt Abdul Aziz, PhD**
Fakulti : **Rekabentuk dan Senibina**

Dalam kehidupan seorang kanak-kanak, pelbagai perubahan dan cabaran akan dilalui mereka. Cabaran global akan terus memberi kesan kepada mereka. Ramai kanak-kanak merasakan mereka terasing di dalam komuniti mereka sendiri. Persekitaran kejiranan adalah yang paling dekat untuk kanak-kanak meneroka kemampuan dan kehendak sendiri. Malangnya, kebanyakan rekaan kejiranan tidak memenuhi keperluan dan kehendak mereka. Tujuan penyelidikan ini adalah untuk memahami pandangan kanak-kanak tentang aktiviti bermain di luar rumah di dalam kejiranan bandar. Objektif penyelidikan adalah untuk menjalankan analisis komprehensif mengenai pandangan kanak-kanak bandar terhadap persekitaran mereka yang sedia ada, untuk mengkaji faktor halangan bermain aktiviti luar yang dihadapi oleh kanak-kanak bandar di Selangor dan untuk mengenal pasti kehendak dan keperluan kanak-kanak untuk menggalakkan permainan di luar rumah dan memmbentuk persekitaran kejiranan yang mesra kanak-kanak di Selangor. Zon 3 Shah Alam telah dipilih untuk lokasi kajian kes. Data ini telah dikumpul melalui Bengkel Persekitaran Kejiranan Mesra Kanak-kanak (CFNE) dimana pesertanya terdiri daripada kanak-kanak yang berumur 10 dan 11 tahun dari Sekolah Kebangsaan Seksyen 7 dan Pusat Jagaan Nur Kasih. Data diambil melalui temubual berkumpulan, lukisan kanak-kanak dan pemerhatian. Pandangan kanak-kanak pada kejiranan yang ada sekarang adalah berdasarkan tiga aspek, iaitu keselamatan dan pergerakan bebas, ruang dan reka bentuk, dan penyertaan anak-anak di dalam permainan luar rumah. Kajian ini telah mengenal pasti enam halangan bagi kanak-kanak bandar ini untuk mempunyai aktiviti bermain di luar rumah iaitu kekangan ibu bapa, kesibukan lalu lintas, ketakutan terhadap kes jenayah dan orang yang tidak dikenali, permasalahan ruang bermain itu sendiri, tidak ada kawan dan perancangan perumahan yang kurang sesuai.

Selain itu, terdapat tiga elemen dengan ciri-ciri sendiri untuk mewujudkan persekitaran kejiranan mesra kanak-kanak di bandar iaitu keselamatan dan sokongan persekitaran kejiranan, kesesuaian dan kepuasan kanak-kanak. Hasil kajian boleh digunakan sebagai panduan kepada badan kanak-kanak, pihak perancang bandar, pereka bentuk dan pembuat dasar mengenai pandangan kanak-kanak tentang keadaan tempatan semasa bagi menentukan keutamaan kanak-kanak di dalam persekitaran kejiranan bandar.

Kata Kunci: Kanak-kanak, Persekitaran Kejiranan Mesra Kanak-kanak, Pemainan di Luar.

ACKNOWLEDGEMENTS

I would like to express my gratitude to many individuals who have made an immense contribution towards making this thesis possible. In the first place, I would like to record my deep appreciation to my supervisor, Dr. Faziawati Abdul Aziz, not only for her open mind and warm smiles, but also for her emotional support and the faith she has in me. Her comments and critical recommendations have shaped the direction of this study. She has always been there for me at every step of discussing my direction and updating my understandin. Secondly, thank you for my co-supervisors, Dr. Nor Atiah Ismail and Dr. Norsidah Bujang for their inspiration and encouragement throughout my study period at University Putra Malaysia. All of your patience and tolerance, flexibility, genuine caring and concern enabled me to go through the obstacles of a PhD life.

I am thankful to all the academic staff and friends in the Department of Landscape Architecture, Faculty of Design and Architecture for their support. I would like to acknowledge the co-operation of respondents that was participated in CFNE Workshop who helped me to accomplish this task successfully. To many others who have not been specifically mentioned, but who have singularly or collectively given their encouragement, ideas and support towards the completion of this thesis, I wish to express here my grateful thanks.

My deepest gratitude to my dear husband, Azril and our daughters Nur Damia Auni, Nur Dayana Amani and Nur Dhia Adlina – my everlasting love. These people have been my most important support, my guiding stars in the dark nights particularly in those many days spent in my workplace. Your love, patience and encouragement have upheld me and filled all these years with joy and happiness. My special appreciation also goes to my parents Meor Gheda and Rapidah, as well as other other family members in Malaysia. Thanks for being there when I need you most.

I certify that a Thesis Examination Committee has met on 19 December 2017 to conduct the final examination of Mariatul Liza binti Meor Gheda on her thesis entitled "Children's Needs and Preferences for a Child Friendly Environment in Selangor" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of Philosophy.

Members of the Thesis Examination Committee were as follows:

Mohamad Fakri Zaky bin Ja'afar, PhD
Senior Lecturer
Faculty of Design and Architecture
Universiti Putra Malaysia
(Chairman)

Suhardi bin Maulan, PhD
Associate Professor LAr.
Faculty of Design and Architecture
Universiti Putra Malaysia
(Internal Examiner)
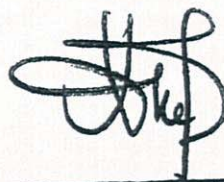
Mohd Yazid bin Mohd Yunos, PhD
Senior Lecturer
Faculty of Design and Architecture
Universiti Putra Malaysia
(Internal Examiner)

Rose Gilroy, PhD
Professor
Newcastle University
United Kingdom
(External Examiner)

NOR AINI AB. SHUKOR, PhD
Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 28 March 2018

vi

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Faziawati Binti Abdul Aziz, PhD
Senior Lecturer
Faculty of Design and Architecture
Universiti Putra Malaysia
(Chairman)

Nor'Atiah Binti Ismail, PhD
Associate Professor, LAr
Faculty of Design and Architecture
Universiti Putra Malaysia
(Member)

Norsidah Binti Ujang, PhD
Associate Professor
Faculty of Design and Architecture
Universiti Putra Malaysia
(Member)

_____
ROBIAH BINTI YUNUS, PhD
Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

Declaration by graduate student

I hereby confirm that:
- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: _____   Date: _____

Name and Matric No.: Mariatul Liza Binti Meor Gheda, GS39357

Declaration by Members of Supervisory Committee

This is to confirm that:
- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature:
Name of
Chairman of
Supervisory
Committee:

Signature:
Name of
Member of
Supervisory
Committee:

Signature:
Name of
Member of
Supervisory
Committee:

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

xvii

LIST OF ABBREVIATIONS

CFC	Child Friendly City
CFI	Child Friendly Initiative
CFNE	Child Friendly Neighbourhood Environment
GIS	Geographic Information System
UNICEF	United Nations Children's Fund
UNCROC	United Nations Rights of the Child
Sek	Sekolah
Keb	Kebangsaan

CHAPTER 1

INTRODUCTION

1.1   Background

For several decades, Malaysia has encountered a tremendous pace of development and rapid urbanization in many of its cities. Children, who are only at the beginning of their lives will undergo different transformations in the process of growing up, and will be faced with a lot of environmental challenges, as well as major social and political barriers. Previously, children have never been under such a spotlight. Despite the increase of interest in the lives and well-being of children, most children still find themselves at odds with their communities, denigrated to being a little more than citizens in waiting. This has proven to be more challenging when spaces and physical built environment are wrongly set in their living area.

With regard to this issue, Li (2009) highlighted that there are significant relationships between children's growth and the urban setting, which is shaped by the local planner. On the other hand, as underlined by Galea, Freudenberg and Vlahov (2005), there is a significant influence between the urban environment and health, in which it will either cause serious threats or result in the enhancement of public health. In support of this, Sallis and Glanz (2006), as well as Browson et al. (2001) have stated that the factors that led to this impact include the increased motorization in urban areas causing less people to walk or riding a bicycle. This sedentary lifestyle can reduce the physical activities amongst the urban communities including the young children. (Suminski et al. 2005). Following that, Freeman and Tranter (2011) mentioned that over the past decades, our children have lost their freedom to engage in free play. The opportunities to explore their neighborhoods and cities are very limited.

Having said that, children's fresh viewpoints may exactly be thing needed to see clearly into the realm of new possibilities. Children rarely take part in the designing of their environment. This has raised the question on whether they are unqualified, impractical and unskilled to take part in making decisions that not only affect their 'here and now', but will also affect their future. Thus, with the development of the United Nations Convention on the Right of the Child (UNCROC) in 1989, and its systematic monitoring, the rhetoric of children's rights has become universally created.

1

Chawla (2002) in her research have shown that children need more attention in their living environment. She believes that children should be given the opportunities to participate in the process of shaping the cities and their neighbourhood. This is to ensure:

> "The needs of children to their living environment should get more attention to the participatory process in shaping the cities and neighbourhoods; this is to secure the lives of children and to make use their insight, creativity and thoughts on the environment"   Chawla (2002)

Having had the traditional way of planning without the inclusion of children's input in the process for so many years, it is the time now to realize the need of children to participate in designing their living environment. Freeman & Tranter (2011) compiled the evidence on how, if opportunities are opened up, the interests of the children need will neither collide nor be subservient to those of their fellow adult citizens; and how children and adults, by working together, can bring about stronger, more sustainable and healthier communities.

As pointed out by Dr. Azlindarita @ Aisyah Mohd Abdullah in Utusan (2016), we may not realize that all these while our children have not been given enough exposure to nature, such as to the flora and fauna, rocks and minerals, the clouds and the sky. By right, children should have the ability to throw a ball, to jump, to run, to explore the world around them and enjoy what the outside world has to offer them. All these contribute to the development of their neuro-motor. There is no need for the parents to bring them to places such as the woods or the mountains, but their own compound or the neighbourhood playground is enough for the children to begin their exploration. Small it may seem to an adult, it is a whole big world in the children's eyes.

The essential life journey for our children should be taken more seriously because they are usually denied the access to voice out their needs in the living environment. Every single planning particularly the urban planning substantially affects their childhood development. Generally, children need the enjoyment of open space which is often excluded from the wider classification of a "public" space. As addressed by Malone (2001), an ideal urban environment for children is a place that they can understand, and know how to contribute to the cultural fabric of a community. Therefore, children should be able to socialize, observe and learn in their living environment. Similarly, as cited by Li (2009), he believe that it is not favourable for children to grow up in urban areas that are busy, polluted, chaotic, and with poor living condition.

In the 2nd United Nations Conference on Human Settlements 1996 (Habitat II), the first Child Friendly Cities Initiative (CFI) has been proposed to form comfortable cities for children. In this conference, it was also highlighted that the ultimate indicator for a healthy habitat is the wellbeing of children, a good governance and a democratic society.

As promoted by the UNICEF National Committees and Country Offices, child friendly city is the embodiment of the Convention on the Rights of the Child at the local level. The voice and opinions of children are vigorous, and should be taken into consideration and as guidance in decision-making process (UNICEF National Committees and Country Offices-Fact sheet, 2009).

1.2 Problem Statement

The new generation, within which the children belong to, can be called a 'multimedia generation' as most of them are obsessed with gadgets. This obsession would affect children's social and personal skills. These children may be experts in texting but relatively poor in face-to-face communication. The importance for children to have a close contact with the natural world for their physical, mental, emotional and social skills development has been promoted by many scholars (Augustin, 2014; New Straits Time, 2014), a notion agreed by Dr Vincent Wong, a neuropsychologist from Kuala Lumpur.

1.2.1 Nature – Deficit Disorder

According to Richard Louv (2005), children today seem to be in a "nature-deficit disorder", in which they lost connection with the natural world, with less free play outdoors, and growing up in a world very different compared to that of their parents. Most of the generation born in the 70s to the 80s keep attached to their memories of bathing and playing in the river, climbing trees, play slingshot, and catch fish in the pond without adult's supervision. Do children nowadays have the privilege of experiencing the same thing? What was the natural connection that they have during their childhood that they will always remember?

By examining children's worlds through their own eyes, insights on how children see and experience the world around them can be obtained. These visions indicate that children are also creators, not merely consumers of places, and that in the absence of strategies that empower children, communities will lack those essential moral and democratic ingredients that enable children to truly flourish.

Too much tokenism still exists, such that in the case where participation has been advocated and applied, the outcomes are not measured based on the results that change those circumstances that bind children, but rather, in the process of the children taking part itself. More often than not, children's active engagement is more of a tick-box exercise, which, once recorded enables decisions to be made regardless of what have been expressed. Sadly, listening becomes the end, not the start, of a journey of enlightenment. Another scenario is where well-meaning adults define themselves as the authentic witness to children's voices, but in doing so take charge of those situations in which children could readily and willingly get involved (Freeman & Tranter, 2011). The values that at one time suggested that children should only be seen but not heard is no longer relevant in the world that we are living in today.

1.2.2 Malaysia's Urban Children Survival

Nowadays, children have lesser time to enjoy outdoor play, as compared to those in the past. This is not only attributed to packed school and co-curricular activities schedule, but is largely due to the increasing concerns on safety issues. Abductions, robberies and sexual assaults are becoming common occurrences, resulting in parents feeling insecure and are more reluctant to let their children go about unaccompanied (Utusan, 2017).

Many of us do not realize that limiting our children's movement, though necessary and due to various reasons as well as concerns, will result in the hampering of children's mental and physical development. This is a notion supported by Angela (2017), who asserted that young children who are not exposed to outdoor activities will be relatively weaker emotionally and physically.

Seeing children engrossed with smartphones or gadgets is quite a common scenario today. This is viewed as a way out for parents who feel more comfortable leaving their children with smartphones or gadgets in their hands, than having to hear the children whine for attention (Utusan 2017)

This is a trend that is becoming more and more popular amongst parents, resulting in the children spending more time at home as compared to being outdoors. There is no denying that the use of gadgets has its own advantages in children's education and in some ways, may be of assistance as well as convenience for the parents. However, some experts felt that its negative impacts may affect a child in the long run, when gadgets and smartphones are used continuously without parents' supervision. Children today, who are also known as the Z generation are more aggressive, to the point that the environment that is deemed safe for adults, has proven to be

no longer suitable for them. As stated by Dr. Norulhuda Samon in Harian Metro (2014), a faculty member of the Centre for Psychology Studies and Human Development of the National University of Malaysia (UKM), the methods of learning of the Z generation is very much dependent to technology, resulting in a limited contact with the natural world.

In a study that was carried out in Australia, as highlighted by Dr. Azlindarita @ Aisyah Mohd Abdullah, from 4000 children who were observed for a period of three years, it was found that those who spent more time outside the house have lesser risks of being short sighted. Based on research, there are possibilities that the decreased risks are associated with the fact that the children have done a lot of physical activities while being outdoors. Research has also shown that the risks of becoming short sighted have not decreased in those who spent time playing indoors (Utusan, 2017). These have been supported by a study on a substance known as dopamine, which is located in the retina or the layer of nerves of an eye. The dopamine undergoes diurnal changes, where its level is at the highest during the day (in a bright environment), and at the lowest during the night. A high level of dopamine is needed to prevent the eyeball from becoming elongated; as an elongated eyeball is identified as a factor for one to become short sighted. Therefore, there is a tendency for people especially children who spend more time indoors, to have an uncontrolled eye development due to disruptions to the dopamine. Other benefits of being outdoors for the eye include the chromaticity or brightness as well as the absorption of vitamin D (The Malaysian Medical Gazette, 2016)

As the inheritor of the nation's future, children should be given the assurance to live and grow in the best environment possible, as it is our hope for them to become a persevering, progressive, as well as a well-behaved generation both physically and mentally. This is due to the fact that a generation with the qualities mentioned above is the one that can contribute meaningfully to the country. In order to achieve that, it is important for the children to be provided with a safe and secure environment to grow up in.

It is important for us to remember that though development and advancement come with some challenges, which more often than not are in a negative way, it is our responsibility as the adults to protect them from those, by providing the most conducive environment for them. Having said that, development and advancement should be balanced with a good quality of life, especially for the children.

Therefore, it is only natural for the 46th World Children's Day celebration to select 'Approaching the New Millennium: Towards a Child Friendly Environment'. This theme should be a uniting factor for every one of us to create an excellent environment to ensure a good quality of life for the

children. The theme should also be a reminder for us that in our quest for development and advancement, we should not compromise the need for providing a healthy environment especially for the children.

To ensure a continuous quality life, it is important for the responsible parties to put a quality environment as an emphasis in the implementation of every plans and actions. This is especially important as we are moving towards the Vision 2020, as we need a healthy and quality generation to carry on the visions set by our leaders. Therefore, every effort in preparing an excellent environment for our children should begin now.

In an interview with Utusan, Mrs Lai Poh Guat, the Director of Affair Protection Department of Social Welfare (Jabatan Kebajikan Masyarakat, JKM) in 1999, has mentioned that every year, a theme will be selected to be understood and implemented collectively by the society. The themes are usually selected in response to important issues related to children for that particular year. It is hoped that the theme selected for each year ahead will be a catalyst for every walks of life to work towards child friendly environment, particularly in the urban areas (Utusan, 1999).

Therefore, now, the World's Children Day usually will be celebrated with two main objectives; as a form of respect and recognition by the society for children and their rights, and to instil the awareness in the people of their responsibilities to protect the rights and the future of these children.

With regards to collaborations between different parties in the efforts of instilling the awareness of the importance of the environment in children's development, Lai highlighted that from the beginning, a number of seminars have been organized in disseminating the knowledge of the importance of providing a child friendly environment. These activities were organized with the intention to remind the society that a race for development and advancement should be coupled with a good quality of life. Lai emphasised that the rapid development that is taking place today have indirectly exposed children to pollutions and congestions, resulting in poor health conditions. This, would definitely affect the quality of life of these nation inheritors. If no immediate actions are taken, this, will in the long run affect the future of the nation.

In the efforts to instil the awareness in appreciating and preserving the environment for children's well-being amongst the people, the Children's Welfare Council of Malaysia (MKKM) in collaboration with the United Nation Children's Fund (UNICEF), has published a book containing simple ideas that can be implemented by the society in providing a child friendly environment. These include safety aspects such as road safety, home

safety, physical health, childcare for parents in urban areas, as well as children's involvement in activities related to their needs.

Referring to the issue of the extent to which depression may occur is children, the Psychology Expert of the University of Malaya (UM), Associate Professor Dr Mariani Md Nor have stated that, depression will usually occur in the events where there are conflicts between what a child wants, with his or her environment (Harian Metro, 2018).

The reason behind why children have become the focus of this study is due to the fact that they are the group who will be deeply affected by any planning or design decisions made by the adults, who more often than not, think that these little souls have less significance in the society. They are creative beings, who have their own personality, way of thinking, as well as perspectives. They also have their own preference and choice, such as favourite colours, toys, friends, food, drinks, as well as clothing.

Compare to other areas in built environment research, child friendly environment is not new. Even so, there is still limited research and comprehensive data on the children needs and preferences in Malaysia and how to ensure effective way of suggestion to improve child friendly neighbourhood environment (Yatiman & Ismail Said, 2011; Shamsuddin, Zaini, & Sulaiman, 2014; Shuhana Shamsuddin , Khazainun Zaini , & Ahmad Bashri Sulaiman , 2014; Hanif, Abdul-Aziz, & Tedong, 2012).

However, even with the best intentions to promote child friendly urban environments, having large allocations or programs, this will not be feasible without having a good understanding of the environmental child friendliness. In what way can every urban child have a better start in life? What are the strategies that need to be developed by the government or the NGOs for a better children's environment? Wide research on the "best interests" of children are very important when making policy decisions for cities. Therefore, the lens should be on children to understand their standpoints. This research seeks to address this issue with a particular focus on child friendly neighbourhood environment for an advanced understanding of children's outlook and actions on the issues involved.

1.3 Aim

From the discussion in the previous section, it shows that there is a limited focus on child friendly neighbourhood environment for an advanced understanding of children's outlook and actions on the issues involved. The aim of this thesis is **to understand children's perceptions for the outdoor play environment in urban neighbourhood.** The thesis will explore

7

existing initiatives from global studies as the strategy in creating the living environment to fulfil children's needs. It will also provide insights on children's idea of a neighbourhood within which they could enjoy the living and the outdoor play.

1.4   Research Questions

In order to achieve the above aim, the following research questions were developed:

Main research question:

What kind of neighbourhood environment that makes urban children enjoy their living and outdoor play?

Sub-research questions:

RQ1: How do the children feel about their existing neighbourhood, and What do they like and dislike about their living environment?

RQ2: What are the obstacles faced by children to engage in outdoor play?

RQ3: How does a neighbourhood setting impact children's outdoor play?

RQ4: What are the factors that make children enjoy their outdoor play environment?

RQ5: What do the children need and prefer in order to promote a child friendly neighbourhood?

1.5   Objectives

The following research objectives were formulated to answer the research questions and address the aims of the research.

I   To analyse the children's view on their existing urban neighbourhood's environment.

II   To identify the major barriers of outdoor play activities faced by urban children in Selangor.

III To identify the children's needs and preferences that promote outdoor play and create child friendly neighbourhood environments in Selangor.

Addressing the research aim and research questions, this study will explain the urban children's expressions and the dilemma that exist in their current neighbourhood environment. More importantly, this research will explore children's needs for future reference in designing an urban neighbourhood.

1.6   Significance of Research

This study will be a significant endeavour in the literacy of children's outdoor play environment in the context of urban neighbourhood. The main reasons for this research to be conducted are: to reach a successful outcome and to provide means to create a child friendly neighbourhood environment in supporting of outdoor play. This research is expected to encourage policy makers and project developers to maximise the potential of child friendly environment and eventually utilise and further improve its utilisation in the urban planning and development by way of understanding the children needs and preferences. Thus, it will add to the existing body of knowledge.

Apart from that, the analysis of this study will contribute towards providing valuable information for planners, children's societies and academicians about the children's need and preferences regarding their neighbourhood environment. Additionally the study aims to consider the contribution that a narrative, multi-method and cross-national approach to studying children's environmental experiences to respond to 'pro-environmental' messages might make for future research on childhood studies and environmental education.

1.7   Conceptual Framework of Child Friendly Neighbourhood Environment

In terms of research framework, the author has resorted to using the guiding method concept, by taking into consideration the theories, indicators, concepts, models and any research findings from previous research to guide in the undertaking of the whole research process, from the literature review, to the selection of methods, right up to developing a suitable research design (see Figure 1.1). Apart from that, the research findings were obtained through a qualitative method, in exploring children's needs and preferences in order to promote outdoor play and create a child friendly neighbourhood

suitable for children in the urban area. Table 1.1 is the matrix of research framework.
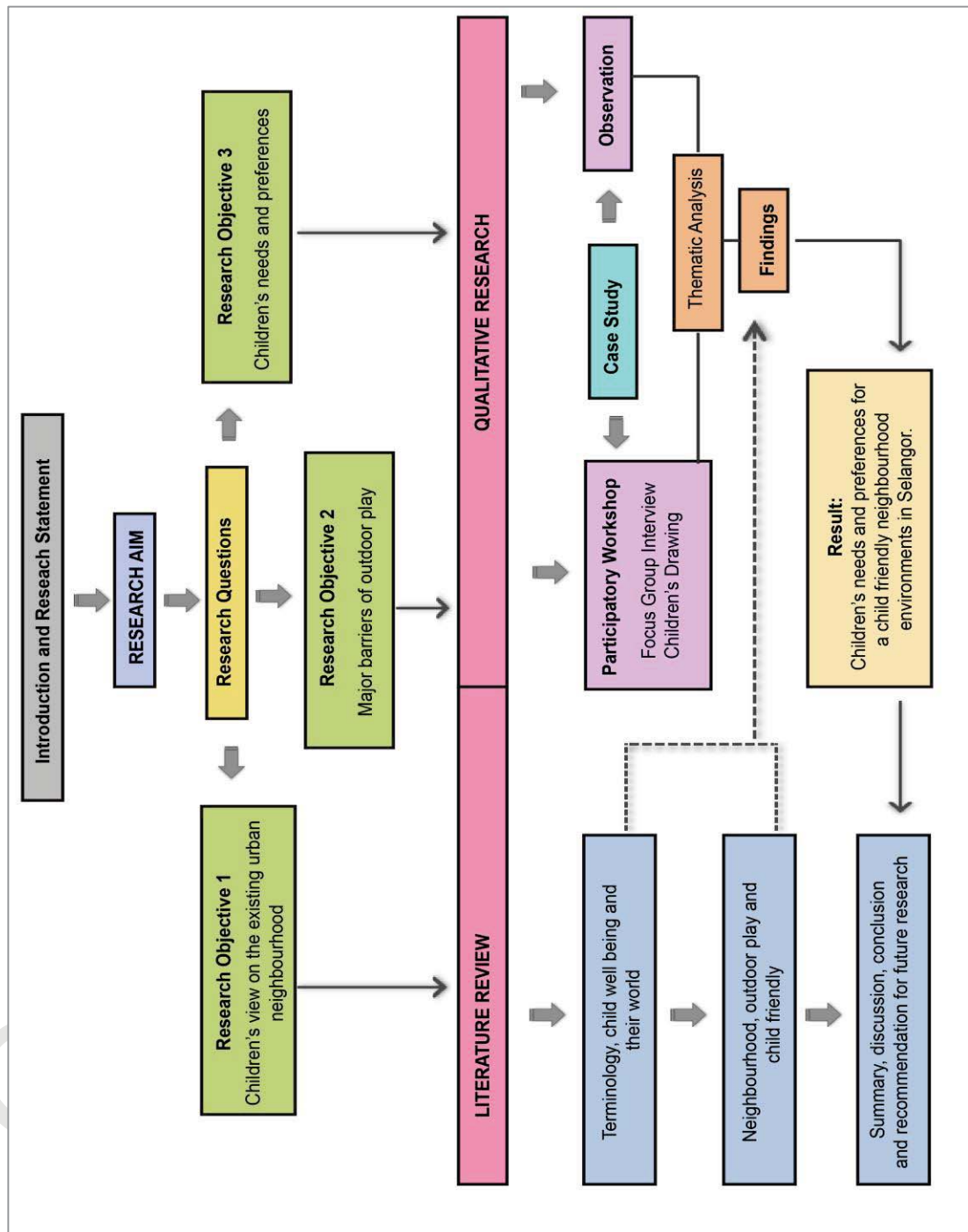
Figure 1.1 : Conceptual research framework

Table 1.1 : Matrix of research framework

Aim	Research Questions	Objectives	Research Methods
To understand children's perceptions for the outdoor play environment in urban neighbourhood.	RQ1: How do the children feel regarding their existing neighbourhood and what do they like and dislike about their living environment?	RO1: To analyse the children's view on their existing urban neighbourhood's environment.	Focus group interview Children's drawing
	RQ2: What are the obstacles faced by children to engage the outdoor play? RQ3: How does the neighbourhood setting impact children's outdoor play?	RO2: To identify the major barriers of outdoor play activities faced by urban children in Selangor.	Focus group interview Observation
	RQ4: What are the factors that children enjoy their outdoor play environment? RQ5: What does children need and prefer to promotes child friendly neighbourhood?	RO3: To identify the children needs and preferences that promotes outdoor play and child friendly neighbourhood environments in Selangor.	Focus group interview Children's drawing

1.8 Preview of Chapters in this Thesis

Chapter 1 provides a brief introduction of the research background, problem statements, aims, objectives and the significance of this research.

Chapter 2 explains the terms children, childhood, and their well-being. This chapter traces the literature on the theories that underpin children's exploration, particularly of their environment. The second part then reviews on the making of 'child friendly neighbourhood environment'. In this part, a number of studies has been looked into and selected to be part of the potential research framework.

Chapter 3 determines the methodologies applied throughout the research for both the data collection and analysis process. This chapter addresses the interdisciplinary nature of research involving children and how the methods

11

of research can meet children's 'human sense' to children. This chapter starts with a discussion of the overall design of the research, and ends with an explanation of the evolution of the study, which determines the issues raised and discussed throughout this thesis. In general, the chapter is divided into two sections with the first half of the chapter focusing on the documentation of the methods used to collect data; the rationale for the structuring of the data; a brief historical background, its surroundings and the physical conditions of the case study; as well as a detailed explanation of the four types of data which include interviews with the children, children's drawings, and observation studies. The second half discusses on the development of the overall research framework and the analysis method applied in this study.

Chapter 4 is the first part of the thesis that presents the descriptive analysis of Child Friendly Neighbourhood Environment (CFNE) Workshop that were obtained from Sekolah Kebangsaan Seksyen 7, Shah Alam and Transit Nur Kasih, Seksyen 3, Shah Alam.

Chapter 5 explains overall data from the Child Friendly Neighbourhood Environment (CFNE) Workshop; focus group interview and children's drawing, as well as the data obtained through observation studies. In this chapter, the author analyses the data in accordance to the first theme, the **safety and the freedom of movement,** the second theme, **space and design,** and the third theme**, participation in outdoor play.** Each theme highlights the first and second objectives of this research, namely the urban children's outlook on their existing neighbourhood, as well as the barriers of outdoor play activities faced by them.

Chapter 6 provides the analysis of the last theme, **the attribute of child friendly neighbourhood.** This chapter is written to meet the third objective, which is to identify the children's need and preferences to promote outdoor play and child friendly environments in Selangor. Apart from that that, this chapter also includes some drawings of a dream neighbourhood as portrayed by the CFNE Workshop's participants.

Chapter 7 summarises the findings in chapter five and chapter six. It begins with a brief review of the issues raised in existing children's neighbourhood. Then, the findings are discussed together with other articles that relate to the same issues and provide recommendations on how to achieve a child friendly neighbourhood environment. This chapter also highlights the problems faced throughout the research process as well as the recommended solutions to these problems. Next, this chapter reflects on the aims of this thesis. Finally, it also discusses the thesis's contribution to knowledge and potential research in the future.

REFERENCES

A, C., & Blakely, E. (2008). Checklist for Healthy and Sustainable Communities. *Journal of Green Building , 3* (2), 41-45.

Adams, E. (2006). Drawing insights. London: Drawing Power, The Campaign for Drawing.

Ah Lek, P. (2016). *The dilemma of having foreign workers in Malaysia.* The Straits Time.

Amstrong, D. (2000). A survey of community gardens in upstate New York: Implications for health promotion and community development. *Health & Place , 6*, 319-27 .

Archard, D. (1993). *Children: Rights and Childhood.* New York: Routledge.
Asendorpf, J. (1991). Development of inhibited children's coping with unfamiliarity. *Child Development* .

Aziz, N. F., & Said, I. (2012). The Trends and Influential Factors of Children's Use of Outdoor Environments: A Review. *Procedia - Social and Behavioral Sciences* .

Badland, H., Keam, R., Witten, K., & al, e. (2010). Examining public open spaces by neighborhood-level walkability and deprivation . *Journal of Physical Activity and Health , 7* (6), 818-824 .

Bassani, C. (2007). Five Dimensions of Social Capital Theory as They Pertain to Youth Studies. *Journal of Youth Studies , 10* (1), 17-34.

Beck, U. (1992). *Risk Society: Towards a New Modernity.* London: Sage.

Bell, J., Wilson, J., & Liu, G. (2003). Neighborhood greenness and 2-year changes in body mass index of children and youth. *American Journal of Preventive Medicine , 35* (6), 547-553.

Ben - Arieh, A. (2007). The Child Indicators Movement: Past, Present, and Future.

Berg, M., & Medrich, E. (1980). Children in Four Neighborhoods: The Physical Environment and its Effect on Play and Play Patterns. *Environment and Behavior* .

Bjorklid, P., & Nordstrom. (2007). Environmental Child-Friendliness: Collaboration and Future Research. *Children, Youth and Environments , 17* (4), 388-401.

Bjorklid, P., & Nordstrom. (2012). Child-friendly cities – sustainable cities. *Early Childhood Matters , 118*, 44-47.

Bourke, J. (2014). "No messing allowed": The enactment of childhood in urban public space from the perspective of the child. *Children, Youth and Environments , 24* (1), 25-52 .

Brownson, R., A. Baker, E., Housemann, R., Brennan, L., & Bacak, S. (2001). Environmental and Policy Determinants of Physical Activity in the United States. *Am J Public Health , 91* (12).

Burdette HL, W. R. (2004). Parental report of outdoor playtime as a measure of physical activity in preschool-aged children. *National Center for Biotechnology Information, U.S. National Library of Medicine* .

Buys, L., Miller, E. (2012), Residential satisfaction in inner urban higher-density Brisbane, Australia: role of dwelling design, neighbourhood and neighbours. *Journal of Environmental Planning and Management, Vol 55 (3), Taylors and Francis*

Capon, A.G., Blakely, E.J. (2008). Checklist for Healthy and Sustainable Communities. Journal of Green Building. 3 (2) 41-45

Carver, A., Salmon, J., Campbell, K., Baur, L., Garnett, S., & Crawford, D. (2005). How Do Perceptions of Local Neighborhood Relate to Adolescents' Walking and Cycling? . *American Journal of Health Promotion , 20*, 139-147 .

Carver, A., Timperio, A., & Crawford, D. (2008). Playing it safe: The influence of neighbourhood safety on children's physical activitydA review. *Health & Place , 14* (2), 217-227.

Castonguay, G., & Jutras, S. (2009). Children's Appreciation of Outdoor Places in a Poor Neighborhood. *Journal of Environmental Psychology , 29*, 101-109.

Chatterjee. (2006). *Children's friendship with place: an exploration of environmental child friendliness of children's environments in cities.* PhD thesis, North Carolina State University.

Chawla, L. (2002). *Growing Up in an Urbanising World.* London. UNESCO: Publising & Earthscan Publications.

Cheek, J., & Watson, A. (1989). The definition of shyness: Psychological imperialism or construct validity. *Journal of Social Behavior and Personality* .

Chiara, D., Joseph, Panero, J., & Zelnik, M. (Eds.). (1984). *Time-Saver Standards for Housing and Residential Development.* New York: McGraw-Hill Book Company.

Christensen, P. (2003). Play, Space and Knowledge. In P. Christensen, & M. O'Brien (Eds.), *Children in the City: Home Neighbourhood and Community.* London: RoutledgeFalmer.

Chua, Y. (2016). *Mastering Research Methods.* Shah Alam, Malaysia: McGraw-Hill Education (Malaysia) Sdn Bhd.

Clark, A., & Moss, P. (2005). Spaces to play, More listening to young children using the Mosaic approach. *National Children's Bureau* .

Clark, A., & Percy-Smith, B. (2006). Beyond consultation: Participation practices in everyday spaces. *Children, Youth and Environments , 16* (2), 1-9.

Clements, R. (2004). An Investigation of the Status of Outdoor Play. *Contemporary Issues in Early Childhood* .

COMMITTEE ON THE RIGHTS OF THE CHILD . (2006). *CONSIDERATION OF REPORTS SUBMITTED BY STATES PARTIES UNDER ARTICLE 44 OF THE CONVENTION.* Malaysia: Convention on the Rights of the Child .

Cooper Marcus, C., & Sarkissian, W. (1986). *Housing as if People Mattered: Site Design Guidelines for the Planning of Medium-Density Family Housing.* Berkley: University of California Press.

Corcoran, M., Peillon, M., & Gray, J. (2009). Making space for sociability: How children animate the public realm in suburbia. *Nature and Culture* .

Crawford, D., Timperio, A., & Giles-Corti.B, e. a. (2008). Do features of public open spaces vary according to neighbourhood socio-economic status? *Health & Place , 14* (4), 889-993.

Crow, G., Allan, G., & Summers, M. (2002). Neither Busybodies Nor Nobodies: Managing Proximity and Distance in Neighbourly Relations. *Sociology , 36* (1), 127-145.

Cunningham, H. (1995). *Children and childhood in western society since 1500.* Oxon: 1995.

Davison KK1, L. C. (2006). Do attributes in the physical environment influence children's physical activity? A review of the literature. *US National Library of Medicine National Institutes of Health* .

Dillard, A. (1987). An American Childhood.

Ding, J., Sallis, J., Kerr, S., & Lee, D. (2011). Rosenberg Neighborhood environment and physical activity among youth a review . *Am. J. Prev. Med , 41*, 442-255.

Durkheim, É. (1982). *The rules of sociological method.* Free Press.

Elsley, S. (2004). Children's experiences of public space. *Children & Society , 18*, 155-164.

Engle, P., Fernald, L., Alderman, H., Behrman, J., O'Gara, C., & Yousafzai, A. (2011). Strategies for reducing inequalities and improving developmental outcomes for young children in low-income and middle-income countries. *The Lancet , 378 ,* 1339–1353.

Foster, S., Wood, L., Francis, J., Knuiman, M., Villanueva, K., & Giles-Corti, B. (2015). Suspicious minds: Can features of the local neighbourhood ease parents' fears about stranger danger? *Journal of Environmental Psychology , 42*, 48-56 .

Frank, L., Kerr, J., Chapman, J., & Sallis, J. (2007). Urban form relationships with walk trip frequency and distance among youth. . *American Journal of Health Promotion , 21* (4), 305-311.

Franklin, L., & Cromby, J. (2009). *Everyday fear: Parenting and childhood in a culture of fear.* Oxford: Inter-Disciplinary Press.

Freeman, C., & Tranter, P. (2011). *Children and their urban environment: changing worlds.* London: Earthscan.

Galea, S. F. (2005). Cities and population health. *Soc. Sci. Med. , 60*, 1017 - 1033 .

Gibson, J. (1986). *The ecological approach to visual perception.* Lawrence Erlbaum Associates.

Giles-Corti, B., Kelty, S. F., Zubrick, S. R., & Villanueva, K. P. (2009). Encouraging Walking for Transport and Physical Activity in Children and Adolescents How Important is the Built Environment? . *Sports Medicine , 39*, 995-1009 .

Gilliland, J., Holmes, M., Irwin, J. D., & Tucker, P. (2006). Environmental equity is child's play: Mapping public provision of recreation opportunities in urban neighbourhoods . *Vulnerable Children and Youth Studies , 1* (3), 256-268.

Gittens, D. (2004). The historical construction of childhood. In M. J. (Ed.), *An Introduction to childhood studies.* Open University Press.

Gleeson, B. (2006). Australia's toxix cities: modernity's paradox. In B. Gleeson, & Snipe, *Creating Child Friendly CIties: Reinstating Kids in the City.* London: Routledge.

Gleeson, B., & Sipe, N. (2006). *Creating Child Friendly Cities: Reinstating kids in the City.* London: Routledge.

Greene, & Hill. (2005). *Researching Children's Experience: Methods and Methodologies Issue's.* London: Sage.

Gregory, D. B. (2013). Is it safer behind the gates? Crime and Gated Communities in South Africa. *Journal of House and the Built Environment* .

Haider, J. (2007). Inclusive design: Planning public urban spaces for children. *Proceedings of the Institution of Civil Engineers. Municipal Engineer* .

Haikkola, L., Pacilli, M. G., Horelli, L., & Prezza, M. (2007). nterpretations of urban child- friendliness: a comparative study of two neigh- bourhoods in Helsinki and Rome. *Children, Youth and Environments , 17* (4), 319–351.

Halberg, M. (2001). Gated communities: Do they raise residents' expectations and increase liability for associations? . *Journal of Community Association Law* .

Hanif, N. R., Abdul-Aziz, W. N., & Tedong, P. A. (2012). Gated and guarded community in Malaysia: Role of the state and civil society. Paper presented at . *The planning law and property rights conference.*

Harian Metro. (2018). Anak jadi pasif jiwa terdera

Harian Metro. (2018). Kanak-kanak generasi Z lebih agresif.

Harmon. (2004). *You are here: personal geographies and other maps of the imagination.* New York: Princeton Architectural Press.

Hart, J. (2008). *Driven to Excess: Impacts of Motor Vehicle Traffic on Residential Quality of Life in Bristol, UK.* School of Build and Natural Environment. Bristol: University of the West of England.

Hart, R. (1979). *Children's Experience of Place.* Newyork: Irvington.

Healthy Children. (2015). *healthychildren.org.* Retrieved from https://www.healthychildren.org

Heft, H. (2001). *Ecological psychology in context: James Gibson, Roger Barker, and the legacy of William James's radical empiricism.* Lawrence Erlbaum Associates Publishers.

Holder, M. D. (2012). Happiness in Children: Measurement, Correlates and Enhancement of Positive Subjective Well-Being. *Child & School Psychology* .

Honore, C. (2009). *In Praise of Slow.* HarperCollins.

Horelli, L. (2007). Constructing a theoretical framework for environmental child-friendliness,. *Children, Youth and Environments , 17* (4), 267–292 .

Gökmen, H. & Taçşi, B.G. (2016). Views about Child Friendly City: A Case Study from Izmir. Megaron. 2016, Vol. 11 Issue 4, p469-482. 14p.

Jackson, S. L. (2011). *Research Method a Modular Approach* (Vol. 2nd Edition). Canada: Wadsworth.

Janssen, L., & Leblanc, A. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged chidlren and youth. *International Journal of Behavioral Nutrition and Physical Activity* .

Jansson, M. (2008). Children's perspectives on public playgrounds in two Swedish communities. *Children, Youth and Environments , 18* (2), 88-109.

Jenks, C. (1996). *Childhood.* London: Routledge.

Joibi, N. (2016). *Deputy IGP: Locals, not migrant workers, are major perpetrators of crime Read more at http://www.thestar.com.my/news/nation/2016/02/19/deputy-igp-locals-not-migrant-workers-are-major-perpetrators-of crime/#FkFDgAeW6AVJvJ14.99.* Kuala Lumpur: The Star.

Kaboom. (2010). *New York City: Streets Renaissance Campaign - Streets as Places to Play.* Kaboom.

Karsten, L. (2005). It all used to be better? Different generations on continuity and change in urban chidlren;s daily use of space. *Chidlren's Geographies , Vol.3.*

Kearns, A., & Parkinson, M. (2001). The Significance of Neighbourhood. *Urban Studies , 38* (12), 2103-2110.

Komro, K., Flay, B., & Biglan, A. (2011). Creating Nurturing Environments: A Science-Based Framework for Promoting Child Health and Development

within High-Poverty Neighborhoods. *Clin Child Fam Psychol Rev , 14* (2), 111–134.

Kytta, M. (2002). Affordances of Children's Environments in the Context of Cities, Small Town, Suburbs and Rural Villages in Findland and Belarus. *Journal of Environmental Psychology , 22*, 109-123.

Kytta, M. (2004). The extent of children's independent mobility and the number of actualized affordances as criteria for child-friendly environments. *Journal of Environmental Psychology , 24* (2).

Kytta, M. (2008). Children in outdoor contexts affordances and independent mobility in the assessment of environmental child friendliness .

Li, L. (2009). Built environment and children's academic performance – A Hong Kong Perspective. *Habitat International* .

Linley, P., Joseph, S., Harrington, S., & Wood, A. (2006). Positive psychology: Past, present and (possible) future. *Journal of Positive Pshychology* .

Local government briefing [LGB12]. (2013). *Social and emotional wellbeing for children and young people.* The National Institute for Health and Care Excellence (NICE) .

Louv, R. (2005). *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder* . United States of America: Workman Publishing Company.

Mackett, K. (2001). *Editorial: Children, youth and sustainable cities.* Local Environment, Vol 6.

Malone, K. (2001). Children, youth and sustainable cities . *Local Environment , 6* (1), 5-12.

Malone, K., & Tranter, P. (2003). Children's Environmental learning and the use, design and management of schoolground. *Children, Youth and Environments , 13* (2).

Marcus, C., & Sarkissian, W. (1988). *Housing As If People Mattered.* University of California Press.

Markevych, I., Thiering, E., Fuertes, E., Sugiri, D., Berdel, D., Koletzko, S., et al. (2014). A cross-sectional analysis of the effects of residential greenness on blood pressure in 10-year old children: results from the GINIplus and LISAplus studies. *BMC Public Health , 14*.

Martin, K., Wood, L., Houghton, S., Carroll, A., & Hattie, J. (2014). 'I Don't have the Best Life': A Qualitative Exploration of Adolescent Loneliness. *Journal of Child and Adolescent Behavior* .

Martin, M. (2007). Happiness and virtue in positive psychology. *Journal for the Theory of Social Behaviour , 37* (1).

Mayall, B. (2008). *Conversations with Children: Working with Generational Issues* (Third ed.). (P. Christensen, & A. James, Eds.) Abingdon, Oxon: Routledge.

McAllister, C. (2009). Child friendly cities and land use planning: Implications for children's health. *Environments: A Journal of Interdisciplinary Studies , 35* (3), 45-61.

McAllister, C., Lewis, J., & Murphy, S. (2012). The green grass grew all around: Rethinking urban natural spaces with children in mind. *Children, Youth and Environments , 22* (2), 164-193.

McMillan, T. E. (2005). Urban form and a child's trip to school: The current literature and a framework for future research . *Journal of Planning Literature , 19* (4), 440-456.

McCulloch, A. (2012). Housing density as a predictor of neighbourhood satisfaction among families with young children in urban England. *Population, Space and Place, Vol. 18 (1).* Wiley.

Moore, K. (2013). What is Child Well-being?: Does It Matter How We Measure It? . *National Council on Family Relations Annual Conference.* San Antonio: Trends Child.

Molnar, B.E., Gortmaker, S.L., Bull, F.C., et al. (2004). Unsafe to Play? Neighbourhood disorder and lack of safety predict reduced physical activity among urban children and adolescents. *American Journal of Health Promotion, 18.*

Nerlove, S., Roberts, J., Klein, R., & Yarbrough. (1974). Natural indicators of cognitive development: An observational study of Rural Guatemalan Children. *Journal of the Society for Psychological Anthropology , 2* (3), 265–295.

Nerlove, S., Roberts, J., Klein, R., Yarbrough, C., & Habicht, J. (1974). Natural indicators of cognitive development: An observational study of Rural Guatemalan Children. *Journal of the Society for Psychological Anthropology , 2* (3), 265-295.

Newman, O. (1996). *Creating defensible space, Office of Policy Development and Research.* US Department of Housing and Urban Development., Washington.

Nor Diyana Mustapa, & Nor Zafirah Maliki. (2014). Children's Affinity towards Outdoor Environment in Urban Medium and High Cost Housing. *American Transactions on Engineering & Applied Science , 3* (2).

O'Leary, Z. (2010). *The Essential Guide to Doing Your Research Project.* London: SAGE Publications Ltd.

Offer, S. (2007). Children's Role in Generating Social Capital. *Social Forces , 85* (3), 1125-1142.

Page, A., Cooper, A., Griew, P., & Jago, R. (2010). ndependent mobility, perceptions of the built environment and children's participation in play, active travel and structured exercise and sport: The PEACH project. *International Journal of Behavioral Nutrition and Physical Activity* .

Panter, J. R., Jones, A. P., & Sluijs, E. M. (2008). Environmental determinants of active travel in youth: A review and framework for future research. *International Journal of Behavioral Nutrition and Physical Activity* .

Parkes, A., & Kearns, A. (2004). *The Multi-dimensional Neighbourhood and Health: A Cross-Sectional Analysis of the Scottish Household Survey 2001.* ESRC, Centre for Neighbourhood Research .

Pucher , J., & Dijkstra , L. (2003). Promoting safe walking and cycling to improve public health: lessons from The Netherlands and Germany. *Am J Public Health , 93* (9), 1509-1516.

Ramezani, S., & Said, I. (2012). Children's nomination of friendly places in an urban neighbourhood in Shiraz, Iran. *Children's Geographies , 1* (21).

Rasmussen, K. (2004). Places for Children- Children's Places.

Riggio, E. (2002). Child friendly cities: good governance in the best interests of the child. *Environment and Urbanization* .

Robinson, W. (1986). *Children's Understanding of teh Distincion between Messages and Meaning: Emergence and Implications.* Cambridge .

Roe, M. (2006). 'Making a wish': Children and the local landscape. *Local Environment , 11* (2), 163-182.

Ross, C., & Mirowsky, J. (2001). Neighbourhood disadvantage, disorder and health . *Journal of Health and Social Behaviour , 42* (3), 258-276.

Sallis, J. G. (2006). The role if built environment in physical activity, eating and obesity, in childhool. *Future Child. , 16*, 89 – 108 .

Scott, J. (2008). *Children as Respondents: The challenge for Quantitative Methods* (Third ed.). (P. Christensen, & A. James, Eds.) Abingdon, Oxon: Routledge.

Shuhana Shamsuddin , Khazainun Zaini , & Ahmad Bashri Sulaiman . (2014). Effectiveness of Gated Communities in Providing Safe Environments for Children's Outdoor Use . *Procedia - Social and Behavioral Sciences , 140* , 77 – 85 .

Simmons, D. (2003). Urban Children's Preferences for Nature: Lessons for Environmental Education. *Children's Environment , 11* (3).

Skar, M., & Krogh, E. (2009). Changes in children's' nature-based experiences near home: from spontaneous play to adult-controlled, planned and organized activities. *Children's Geographies , 7* (3), 339-354.

Sluijs, E. M., McMinn, A. M., & Griffin, S. J. (2007). Effectiveness of interventions to promote physical activity in children and adolescents: systematic review of controlled trials. *US National Library of Medicine National Institutes of Health* .

Smith, F., & Barker, J. (2001). Commodifying the Countryside: The Impact of Out of School Care on Rural Landscapes of Chidlren's Play. *Area , 33* (2), 169-176.

Timperio, A., Ball, K., Salmon, J., Roberts, R., Giles-Corti, B., & Simmons, D. (2006). Personal, family, social, and environmental correlates of active commuting to school. *American Journal of Preventive Medicine , 30* (1), 45-51.

Timperio, A., Crawford, D., Telford, A., & Salmon, J. (2004). Perceptions about the local neighbourhood and walking and cycling among children . *Preventive Medicine , 38*, 39-47.

Titman, W. (1994). *Special Places: Special People, The Hidden Curriculum of School Grounds.* UK: WWF UK: Learning through Landscapes.

Tudor, A. (2003). A (macro) sociology of fear? *The Sociological Review* .

Tyler, F. (1987). Street Children and Play. *Children's Environment Quarterly , 4* (4).

UNICEF Malaysia. (2012). *Born with Right.* Unicef.

UNICEF National Committees and Country Offices-Fact sheet. (2009). *Unicef*.

UNICEF. (2007). *Child Poverty in Perspective: An Overview of Child Well-Being in Rich Countries, Innocenti Report Card 7.* UNICEF Innocenti Research Centre, Florence.

Utusan. (1999). Persekitaran mesra kanak-kanak.

Utusan. (2017). Anak dalam rumah lebih selamat?

Veitch, J., Hume, C., Salmon, J., Crawford, D., & Ball, K. (2013). What helps children to be more active and less sedentary? Perceptions of mothers living in disadvantaged neighbourhoods. *Child: Care, Health and Development , 39*.

Veitch, J., Salmon, J., & Ball, K. (2007). . Children's perceptions of the use of public open spaces for active free-play. *Children's Geographies , 5* (4), 409-422.

Villanueva, K., Giles-Corti, B., Bulsara, M., McCormack, G. R., Timperio, A., Middleton, N., et al. (2012). How far do children travel from their homes? Exploring children's activity spaces in their neighborhood . *Health & Place , 18*.

Walsh, P. (2006). Reflections on what developers can do for urban chidlren. In B. Gleeson, & N. Sipe, *Creating Child Friendly Cities: Reinstating Kids in the City.* London: Routledge.

Ward, C. (1978). Child in the City.

Watson, M., & Dannenberg, A. (2008). Investment in Safe Routes to School Projects: Public Health Benefits for the Larger Community. *Prev Chronic Dis , 5* (3).

Whitzman, C., & Mirzrachi, D. (2009). *Final Report: Vertical Living Kids: Creating Supportive High Rise Environmnet for CHidlren in Melbourne, Australia.* VicHealth, Melbourne.

Whitzman, C., & Pike, L. (2007). *From battery-reared to free range children : institutional barriers and enablers to children's independent mobility.* Melbourne: GAMUT, Australasian Centre for the Governance and Management of Urban Transport, University of Melbourne.

Whitzman, C., Nethercote, M., & Mizrachi. (2010). The journey and the destination matter: Child-Friendly Cities and children's right to the City. *Built Environment , 36* (4), 474-486.

Wridt, P. (2010). A qualitative GIS approach to mapping urban neighborhoods with children to promote physical activity and child-friendly community planning. *Environment and Planning B: Planning and Design , 37* (1), 129-147.

Yatiman, N. A., & Ismail Said. (2011). A Review on Children's Favourite Place in the Context of Rural, Suburban and Urban Environment. *The 12th International Conference on Sustainable Environment and Architecture.*