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Teachers' Perceptions on The Importance of Outdoor Play Activity for Kindergarten Children

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Abstract

To enhance on our children holistic development, teachers could implement outdoor play activities in which much research have proven that outdoor play activities will give impact on the child's development. This study deeply clarifies and investigate the importance of outdoor play activities for children 4 to 6 years old. This study employs qualitative research methods including the interviews of teachers in different kindergarten and teacher's observation to determine the perception of each teacher on the importance of outdoor play activity to kindergarten children. Furthermore, the research gets to find out whether the teachers know their roles when it comes to planning outdoor play activities in their school. Anecdotal records been used to collect the data on the observation of the teachers while they are handling the children through outdoor play activities. The interviews were carried out with five teacher using open ended questions. The results and findings showed teachers are aware with their roles to cooperate outdoor play activities in their kindergarten such as observer, facilitator, support system, participants, planner, and model. The research findings and discussion proved that there are some barriers that teachers go through while they want to implement outdoor play activities. Researcher recommended that to educate the teachers on how to apply the outdoor play activities in their kindergarten and to manage all the barriers for future research. It also revealed that outdoor play activities impact on children's holistic development and skills. Teachers agreed that outdoor play activities give impact to children's cognitive, affective, and psychomotor skills. At the same time, teachers agreed to attend outdoor play activities training which help them to share more on the activities with other teachers with different background.

Keywords: Outdoor Play Activities, Teachers' Perceptions, Kindergarten

Introduction

The study aims to find on teachers' perceptions of the importance of outdoor play activity for kindergarten children. This research topic interested the researcher when research proves children spent 6 times more likely to be in front of the television indoors than to go outside for outdoor play activity (Strife, 2010). Larson et al (2011) supported the research by saying nowadays people are getting involves in technology and we are stick to technology-centered activities which popular than nature-based activities, prove that this trend limits our children

time spending with outdoor play activity. Children have their own right to get involves in outdoor play activities. Based on Holland (2018) UNCRC Article 31 stated children have equal rights to have recreational and leisure activity. Children should be given frequent time exploring outdoors and nature area. At the same time, UNCRC added on the right of our children to involve themselves in play activity. Play is their basic needs and children will actively involve in play and naturally going through the environment while playing.

Outdoor play activity is related to the activity where children involved in the natural environment and outside the classroom without walls as barriers. Kellert (2005) mentioned outdoor area give positive impacts to children's development by giving children direct ongoing experience which is familiar to the children. It gives children wide perspectives about things around them when it supports their interaction with the environment. It is more effective if the outdoor play activity provided is based on children's age-appropriate, interests and needs (Towell, 2005). Shim, Herwig and Shelley (2001), mention children play influenced by the physical environment that takes place which includes outdoor play context. Moreover, play encourage children to go through holistic development such as physical, cognitive, language, social and emotional (Chakravarthi, 2009).

Background of The Study

Outdoor play activity gives joyful learning experiences for young children, however the world change rapidly, nowadays technology take over their outdoor play activity. Research proves teaching outdoors give positive impacts to children's cognitive, physical, and practical areas. Outdoor play begins from Froebel which he believed that children should be provided with meaningful play including the natural environment when the children could reflect on the environment by gardening, nature walk and natural play material exploration (Gray & MacBlain, 2012). The previous study of John Dewey and Montessori agreed that while going through outdoor area, children get to use their sensory organs make them ask questions and expand on their knowledge especially the knowledge of the local cultural environment they go through with. John Dewey also adds to the believed of 'learning by doing' which get children to reflect on their previous experiences. Children get to connect their experiences and transform them into current knowledge. John Dewey added that to get the best reflection in outdoor experiences, postponed the immediate action and let children observe then solve the educational problem (Oikonomou, 2012). However, in the 20th century, the outdoor activity seems to disappear in preparing children and forcing them to learn by letting them read, write and focus on arithmetic skills. Some school prefer to do indoors activity at it is seen to be easier to go that way.

Teacher's awareness of outdoor play activity is limited. Based on Oikonomou (2012), the previous study proved that factors that limit teachers implement outdoor play activities time, materials, schedule and also training for all the teachers are limited provided. Teachers are aware but have limited understanding on the importance of outdoor activity, which make them limit their children going outdoors and prefer to do all the activities indoors and prevent themselves to go through the risk of the outdoor environment. According to Szczepanski (2009), the other barriers implement outdoor play activities are the human constructive fences which allow children to spent time indoor with the entertainment such as television, video games and other media and it disconnected children with natural environment. Children have limited access to the outdoor play activity due to limited encouragement going outdoors as they get to access to media and spent more time playing indoors with their peers.

Space provided in preschool limited to go through the outdoor play activity. This supported by Burriss and Burriss (2011), Parents limit their children to go outdoors because of the fear of strangers and limited appropriate play landscape in their community environment. At the same time, they prefer to send their children after school activities such as swimming and yoga to replace the outdoor activity. This showed in BBC news articles (2012), fears over the safety of our children hinder the exploration towards outdoor play. In the UK, almost 31% of parents afraid to let their children go outdoors as the danger coming from outside, especially strangers and accidents. A study of outdoor play activity in Malaysia proved that many places in the cities become negative space for children to go through outdoor activity due to the increasing amount of traffic, pollution and some hazards that harm children's health and safety. The space provided in the area is not suitable for children and the features like the equipment mostly for specific users (Aziz and Said, 2015).

Problem Statement

Through observation and current reviews, there are lots of kindergarten operated in terrace housing areas and some even shop houses. This kind of premise limited our children access to outdoor activity environment as they fail to locate space for the outdoor area. For some kindergarten which operates in a terrace house, usually, their outdoor areas have been covered and normally paved with cement. In this case proved that children are not enjoying the real outdoor environment. This further brings children neglected from having outdoor activity. School environment impact children participating in outdoor activity. The environment-related is under temporal and physical environment. The temporal environment focusing on the time given to the children to go outdoors and the time arrangement. Furthermore, the physical environment that influences it is the space given in the school which is limited for children to do outdoor activities which will impact on children's healthy development. Low-level physical activity participation furthermore impacts on their health. Children will have freedom in decision making and movement when they are involved in outdoor activities. While playing outdoors, children get to expose to the sunlight and it helps their bones development, strengthen their immune system and avoid obesity through the activity (Bento and Dias, 2017).

Byun et al (2011) mentioned that children tend to show positive behaviour when the school environment provide them with larger space for physical activities instead of focusing on activities using television or computers. However Malaysian preschool environment provide more structured academic learning which is the environment provided is less supportive in outdoor activity. Most preschools are not equipped with appropriate outdoor space for children to explore and they spent most of the time indoors to finish out their workbook. At the same time, Li and Bahaudin (N.S) revealed that teachers get the children to go through physical activities indoors instead of outdoors. Besides that, outdoor play activity should give the opportunity for children to explore with nature such as the natural landscape of outdoor which is sand, leaves, rocks and so on. This natural landscapes get children to communicate with nature environment and the materials in the larger space of environment. Outdoor setting in the preschool environment design in Malaysia did not meet the children's needs and certainly provide no substitute for quality outdoor environment experiences. However, the environment provides more on a hard surface to use the wheels toys on it although evidence showed that multiple textures provide a range of experiences (Burriss and Burriss, 2011). On the other hand, Frost et al (2005), added equipment provided also limited for children to explore.

Malaysia educational system is primarily based on formal school system start at an early age of 4. The formal preschool system spent most of the time letting children sitting down and do work. However, there have been changes towards progressive curricular based on the meets of the society. It showed under Malaysia guideline preschool system, National Preschool Standard Based Curriculum NPSC (2017) stated preschool children should spend at least 120 minutes for outdoor activity which includes free play and physical activities. Unfortunately, there are no guidelines on how to expand more on outdoor activity. Besides that, the arrangement of the outdoor play activity in the environment also impact on the children's development (Bakar et al., 2015; Zaini, 2007). However, there are no details on the arrangement that is suitable for outdoor activity for teachers to prepare it in kindergarten under NPSC. This proved some research said play already displaced by providing children with academic learning as structured plan activity and it focuses on the main purpose to make sure children are ready for their future primary school (Nicolopoulou, 2010).

Research Objectives

Determine the barriers that teachers face on exposing children to outdoor play

Identifying teachers perceptions of their roles during outdoor play activity

Evaluating teachers sharing on benefits of outdoor play activity which impact those children development

Research Question

- 1) What are the barriers that teachers face on exposing children to outdoor play activity?
- 2) What are the teacher's perceptions of their roles during outdoor play activity?
- 3) What benefits does the teacher recognize when they exposed their children to outdoor play activity?

Literature Review

Theoretical Framework

Outdoor education is a practice in nature and outdoor environments. Ionic and Greek natural philosophers believe that children will have the best experience when they go through the authentic environment of the outdoor area. The reason of going for outdoor play activity related to the encouragement of our children to explore the surrounding and let our children develop appreciation around the environment (Oikonomou, 2012). Activity in the outdoor includes outside the school such as field trips, playground, and gardening, visit petting animals centre and other interesting places for children. The concept that related to the outdoor activity is exploration, experiment around the environment, and manipulate the environment using their senses. Children need exposure to the natural setting that could give hands-on learning process through the environment.

Vygotsky's theory on play discusses on the functions of play in our children's development. It show that social interaction appears in the environment makes children have valuable and quality experience in with their environment. Children get to interact with their environment and behave spontaneously while playing along with the environment where children have their own play-world. Vygotsky added that zone proximal development happen when child getting involves in play every day. For that child which relate to what they understand to what they will be achieve with the guidance of capable people around them through environment. The child will behave beyond his ability towards play activity and it

motivates them to move forward. Whereas Piaget theory on play refers to the contribution of our children in play connect their cognitive development. It connects with the environment when children interact through the environment. The play represents a way how children manipulate the outside world of their environment such as the materials in the environment fits the child (Nilsson and Ferholt, 2014). Piaget's theory focus on how the teachers prepare the environment and for Vygotsky emphasize on how teacher facilitate the children learning when they go through the environment (Gray & MacBlain, 2012).

Benefits of Outdoor Play

Under physical and health activity, children get to running, jumping, kicking, swinging and others which helps them to maintain their weight, develop their balance skills, and contributes to psychological well-being (Burriss and Burriss, 2011). According to Oikonomou (2012) children who experience often to outdoor play activity present low depression level. Besides that, children can increase their vitamin D level when they get to play under the sun other than can encourage a better mood and improved their energy level. Outdoor activity helps children understand the concept of mass, volume and nature changes (Buriss and Buriss, 2011). Outdoor play activities get the children to actively involved in the concept of learning by doing which make them structure their knowledge through real experience by experimenting, observing and participating. Children will keep the experience in their long term memory experience when they are happy and get valuable experience through outdoor play activity while stimulating their senses through the activity. Children involved in a variety of strategies when they go through outdoor play activity as they have to cooperate, share and respect the differences between them. It maximize children opportunities to review their social approach towards others. Children will realize from the experiences that their thoughts influence others decision and behaviour. Quality social participation children with outdoor play activity could also discipline children (Burriss and Burriss, 2011). It also improves children on their environmental knowledge and attitude towards others while promotes empathy towards nature (Oikonomou, 2012). It enhances children self-efficacy and social competence when they get along with others they can control their behaviour when they get along with others. At the same time, children can build their leadership skills with the challenges they face when they work in outdoor activity (Choi et al., 2013). Children will have a fun moment when we get them involved in outdoor play activity such as a field trip, visit places they like or anything related to exploration instead of completing an uninspiring worksheet in the classroom. Children get to solve their problem in that situation with minimum interference from an adult. In the preschool context, outdoor activities for children give positive impacts to children's wellbeing. Outdoor play provides children to experience new things. Canning (2010) mention that successful outdoor activities offer a flexible opportunity for children to engage with new experiences when they go through exploration with the environment around them. This kind of learning gives them encouragement to explore their world in order to meet their curiosity. Children get to exposed in the nature and enhance their cognitive ability especially focus while doing things (Wells, 2000). BBC News (2016) stated that outdoor learning boosts children's development. Children get to be an active contributor and have a healthy well-being. Framework on the 21st-century curriculum in England reported that the outdoor play activity lesson should do it regularly to bring out a happy child in future.

Teacher's Roles in Outdoor Play Activity

Teacher roles are really important when involving in outdoor play activity. The teacher has to plan the activity by preparing the materials before starting the lesson. The environment has to be ready and attractive for children to explore and engage with it. Besides that, teacher need to observe children while they are playing before getting involved in the play activity (Tarman and Tarman, 2011). From observation, the teacher will understand the pattern of play and children's interests towards the outdoor play activity. The teacher can build new experience of the children outdoors when they observe children's interests. From the experience, children get, teacher could extend the children's learning by bringing them to a field trip to experience the real environment where the children can explore. On the other hand, Copple and Bredekamp (2009), stated that teacher can be the participation of the outdoor play activity. The other role is to be involve and participate in children play activities to understand the experience that children going through.

Barriers That Teacher Face on Exposing Children to Outdoor Play Activity

Culture of fear from the adults because of the cases happen related to outdoor make our adult's limit children access to the outdoor space. A study from STAR online (2013) indicates the cases related to crime and safety concerns children below 12. The fear of strangers around the community make the great reason why children are not allowed to be outdoors without adult supervision and they kept their children near them at all times. Some teachers believe that outdoor play activities brought upon the high risk of an accident. The space provided for children is limited and it brings to physical harm for children. With limited space provided, it brings to inappropriate student behaviour which challenges the teachers to bring them outdoors as they will react actively towards the environment and teacher need to supervise them at all times. The accident may occur without supervision from the teachers or any adults. According to Tan and Pedretti (2010) mentioned that the teacher believes that time constraints and overcrowded curriculum are the main barriers to implementing the outdoor activity in school. Teachers have a certain amount of time to complete the tasks that provided and its impact on the flexibility to be involved in an outdoor activity which is confines the schedule. Apart from that, Backman (2011) weather is also another factor that limits teacher to bring their children outdoor space. Aside from that, lack of financial resources to include the materials and to build area for outdoor space which includes natural materials such as rocks, plants and others (Robertson and Krugly-Smolkska 2005). Teacher have not enough training to deal with environmental issues and movement education. They lack support from others in the environment.

Methodology

The aim of this research is to identify teacher perception on the importance of outdoor activity for kindergarten children. In this qualitative research, researchers get to understand in-depth behaviour and practices of the teachers, children and people around the environment. The data collection methods refer to unstructured interview which using open ended questions and the observation is more on natural ways of observing kindergarten teachers. The data from all the observation on the teachers are collected and unstructured interview (refer to Appendix 2a, 2b, 2c, 2d, 2e) were conducted to get perception of 5 teacher's on outdoor play activity using 14 item questionnaire (refer to Appendix 3). This open ended and unstructured interview focus on to get more flexible sharing of the teachers ideas related to the topic given.

Interview was held after school and some are outside the school compound which held mostly half an hour to complete the session. The researcher giving out approval of interview consent letter for the teachers to sign and fill in the protocol form while going through the interviews and observation. Interview were done after the observation of the way teacher going through the outdoor play activity. The main reason of doing the interview is to examine teacher knowledge on the importance of outdoor play activity. While recorded it using headphones recorder, the researcher be an active listener and focus on the topic that have been discuss. Denscombe (2007) mentioned it is important to focus on the response of the participant while interviewing to get better response without any distraction. This interview helps to gain knowledge on the insight of other individual's thinking which cannot be collected using quantitative questionnaire. The researcher focus on 4 to 6 years old children during outdoor play activity. The observation carried out around 4 weeks by using anecdotal recording methods. Informed consent letter and the research purpose are provided for all principal (refer to Appendix 4) and teacher (refer to Appendix 6) before going through with the observation and interviews. By giving it to the principal and teachers, it helps them to understand the objectives of this research.

Results

In order to get a clear view of the understanding on the perception of teachers through outdoor play activity. For observation, researcher used anecdotal recording and gather all the data into boxes forms (refer to Appendix 1). The interview data was coded and organized through Table 1 (refer to Appendix 8). Bernard and Ryan (2010) proved that to find on the reasoning process of data, researcher need to use which categorized and transfer it into a table form that can be easy understood. The interviews and observation are place side by side to do comparison and for researcher to analyzed on the themes related. The themes that been organized are the barriers related to the outdoor play activity that teachers face, teacher's perception of their roles during outdoor play activity and the benefits that teachers recognize when they exposed their children through outdoor play activity (refer to Appendix 10). The data collected showed using tables to understand the interviews and observation differences and similarities which answer the research questions provided.

The Barriers That Teachers Face on Exposing Children Through Outdoor Play Activity

RQ1 what are the barriers that teachers face on exposing children through outdoor play activity?

1) Space

Yildirim and Akamca (2017) proved that children get limited chance to explore outdoor play activities, the space is not suitable for children to explore as the green area is limited.

OB1, OB2, and OB5 showed that the spaces for children to explore covered with cement and limited space for them to exploring the real ground and it is not suitable for some outdoor play activity to be held at the area provided. P1 also add "space of the compound is limited" (P1, L28, 30 Oct 2019) "space is not enough" (P1, L47, 30 Oct 2019).

2) Time

In common barriers in the research showed that the barriers that teacher face from outdoor play activities includes high demand from the school which involves teacher's time to complete all the tasks given and also existing curriculum pressure (Bentsen et al, 2010).

Teacher P1 replied "no time to do outdoor because we have lots of books to do" (P1, L65-66, 30 Oct 2019), teacher P5 also added on "time consuming" (P5, L482, 1 Nov 2019) which

relates to time in preparing the activities as they need to complete the tasks according to the school demand.

3) Weather

In addition, Malaysia usually face with hot weather and stated in New Straits Times (March, 2019) Minister Dr Maszlee Malik said in view of hot weather, going for outdoor activities is not encourage to all the children.

P1 stated *"hot"* (P1, L77, 30 Oct 2019) and added by P2 said *"very hot and humid in Malaysia"* (P2, L156, 31 Oct 2019) *"hot and sweating a lot"* (P2, L177, 31 Oct 2019).

4) Health and Safety

According to Star Online (April, 2018) the pictures show on the equipment of playground in Section 17 with the protruding metal stand with poor maintenance which is not safe children to play with it. P2 agreed with the statement by saying *"playground not in a good condition"* (P2, L130, 31 Oct 2019), *"the equipment is dangerous and not appropriate...playground is not safe and sometimes it break apart"* (P2, L132, 31 Oct 2019). This showed that teacher P2 also face the same experiences with her children while going through playground equipment which make her limit her outdoor play activity.

In the other hand, based on the research by Marchant, et al (2019) showed that teacher scared to bring their children to be involves in outdoor play activity because of the exposure of risk which teacher fears of the injury happen when they are getting involves in that environment. Teacher P5 reported that *"banned the swing, we do not want them to fall and hurt"* (P5, L495, 1 Nov 2019), P3 replied saying *"scared if the children fall down"* (P3, L264-265, 31 Oct 2019).

5) Class Management

In the study showed that non appropriate behaviour such as rough behaviour appear when the children involve in outdoor play area (Abbas et al, 2012).

This supported by OB1 which children walking around and hard to listen to the instructions and some of them react rough while going through the activity. Teacher P2 had the same situation by saying *"...kids will be cranky after that, so it's hard to control"* (P2, L177, 31 Oct 2019).

6) Facilities

Current studies Saaid (2016) showed that the equipment in Malaysia playground is not encouraging the children learning which have insufficient design and dangerous because of poor maintenance. At the same time, some parts of the playground found not appropriate for young children.

Teacher P2 shared the same problem she faced while going through the facilities in playground near her house *"Malaysia facilities is limited and not suitable for children"* (P2, L128, 31 Oct 2019), *"playground not in a good condition"* (P2, L130, 31 Oct 2019), *"the equipment is dangerous and not appropriate...playground is not safe and sometimes it break apart"* (P2, L128, 31 Oct 2019).

Teacher's Perception on Teacher's Roles During Outdoor Play Activity

RQ2: What are the teacher's perceptions of their roles during outdoor play activity?

1) Planner

Despite of this safety fears, teachers need to be aware with the surrounding by implement on the rules which give evidence from the research showed it decrease the injuries (Marchant, et al 2019). Teacher P2 mentioned "*set and scoop the boundaries...plan the rules and where to go*" (P2, L164, 31 Oct 2019), "*start with the rules*" (P3, L260, 31 Oct 2019), teacher P5 also said the same thing "*to be prepared and be ready all the time. Be alert with the surrounding too*" (P5, L480, 1 Nov 2019).

2) Observer

Teacher get to observe children while they are going through the activities outdoor to find out the needs and interest of our children for planning on future lesson (Frost, 2011).

Teacher P3 and P4 believe that teacher play an important roles to observe children when they go through outdoor play activities. P3 stated that "*observer so that you can know their interests*" (P3, L252, 31 Oct 2019), "*observing the child*" (P3, L257, 31 Oct 2019), P4 said "*observe*" (P4, L364, 5 Nov 2019).

3) Facilitator

As facilitator, teacher create meaningful learning to extend on the learning process by giving the children opportunities to explore their environment through observing and experimenting with guidance (Bento and Dias, 2017).

P1 teacher admitted that "*helps them when they need help*" (P1, L74-75, 30 Oct 2019), "*extend their learning*" (P1, L93-94, 30 Oct 2019), supported by teacher P3 "*extend their learning*" (P3, L253, 31 Oct 2019).

In the other hand, teacher have a role to explain on the outdoor play activities and propose the activities to our children to make sure they get a meaningful learning experiences (Agostini et al, 2018).

OB2 showed that teacher explained on the activity before start letting the children go through the activity. Teacher P5 also exclaimed that "*teacher show example*" (P5, L465, 1 Nov 2019).

4) Participants

Meanwhile, Bento and Dias (2017) elaborate that play together and being involve with children while they going through the activities could enhance the children thinking skills while teacher could extend their knowledge throughout the experience children get while doing the outdoor play activity.

Teacher P1 stated "*play with them*" (P1, L60, 30 Oct 2019), "*play together with them*" (P1, L88, 30 Oct 2019). P5 supported "*need us to participate and be with them*" (P1, L462, 1 Nov 2019).

5) M

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Berk (2014) understand that children will imitate teacher and the teacher are their role model on showing and connecting the appropriate skills through outdoor learning.

Teacher P5 mentioned "*role model*" (P5, L463, 1 Nov 2019).

Benefits Does the Teacher Recognize During Outdoor Play Activity

RQ3: What benefits does the teacher recognize when they exposed their children to outdoor play activity?

1) Knowledge Domain

a) Cognitive

Based on Yildirim and Akamca (2017) children who exposed daily in outdoor play activity get them to focus on doing things and increase their cognitive level while interact with the environment. In addition, the space provided helps them to develop the skills such as measuring and observing.

As what P4 mentioned *"they saw real thing they can memorize again and better"* (P4, L336, 5 Nov 2019).

b) Affective

According to Yildirim and Akamca (2017) children get benefits from getting involve in outdoor play activities as they get to appreciate the nature and express their feeling while exploring the nature.

As P1 said line 14 *"express their feeling"* (P1, L14, 30 Oct 2019). Added by P2 *"appreciate the nature"* (P2, L139, 31 Oct 2019).

Dowdell et al (2011) added on by saying that exploring the nature children get to understand the nature and get involve in imaginary play with their peers.

As P3 said *"exploring their nature"* (P3: L251, 31 Oct 2019), *"get the feeling of nature"*. (P3: L228, 31 Oct 2019).

c) Psychomotor

While exploring outdoor, children get to involve with their physical and be active which helps them to reduced immobility and strengthen their muscles. As recent research showed the improvement on children motor development when they spent time 10 weeks doing outdoor play activity (Yildirim and Akamca, 2017).

P3 mentioned *"active and energetic more"* (P3, L210, 31 Oct 2019) and *"energy level go up"* (P3, L208, 31 Oct 2019). P1 also said *"muscle and strengthen their muscles"* (P1, L8, 30 Oct 2019). P4 stated that *"how to master...psychomotor skills"* (P4, L348, 5 Nov 2019), *"let them do the balancing"* (P4, L349, 5 Nov 2019). P5 also agreed by saying *"improve their motor development skills such as gross and fine motor skills"* (P5, L441, 1 Nov 2019).

Discussion

This study was carried out to find out the teachers' perception on the importance of outdoor play activity for kindergarten children. Outdoor play activities are benefits our kindergarten children showed in literature review that Canning (2010) mentioned that children get to engage with new experience when they go through outdoor play activities especially when they get involve outdoor area. The participants are aware with the importance of outdoor play activities for young children however they mentioned that the reason they get limited involvement with outdoor play activities is because of weathers in Malaysia which is too hot for them to go out as the children will react uncomfortable when they are outside. At the same time, the participants add on the time that they need to be aware with when they go outside as they have only certain time to let the children explore and P3 mentioned she take time to bring their children outside as she need to prepare the children such as bring them to the toilet and putting on the shoes. Even so, from the observation researcher found out that

teacher plan all the activities for children and let them go through it according to the lesson plan provided. Children also spent more time than what the teacher plan in a lesson plan as they need to get all the children ready in the setting. In addition, P4 observed that children get to understand and remember the experience better when they go through the real place experience for learning on a topic such as plants and animals. This assured by Yildirim and Akamca (2017) that learning in a real context outside the classroom give the best impacts on children because they get to have real understanding and real exploration in the place related. Whereas the roles of the teachers have to plan all the activities to extend on our children learning process by providing the environment which focus on children's need (Frost et al., 2011). Teacher play an important roles to give the best impact to the children outdoor play activities experiences. It had also revealed that P1 agreed that teacher need to set up the rules, arrange the environment to make sure appropriate for children in her setting and facilitate them when they need help. This also stated by Tuuling, et al (2018) teacher need to plan and chose the right place to give the best experience for children before going through outdoor play activity. P2 added the same roles and said she will make sure that children go through the nature environment to have meaningful learning activities and exploration. While P5 suggested that teacher to be fit to join all the outdoor play activities with children. Meanwhile, P5 said when children get injured, she will clean it up with medicine.

Conclusion

From this study, researcher found that the activities give positive impact to all the children and it could help to recommend increasing on the implementation of outdoor play activities given to the children. The studies contribute the understanding of the importance on outdoor lay activities which need to be planned appropriately in order to get the best outcomes. At the same time, it should be organized frequently to get the best impact according to the evidence. Time was an issue to complete the research as some of the teachers and principals have limited time due to their responsibilities with school until evening.

Research is meant for contribution. Please add a paragraph after conclusion, which details the theoretical and contextual contribution of this research. How is it significant to the existing knowledge and how it plays its role in context?

The results of this study add to the body of knowledge by demonstrating the advantages of outdoor play activities on children's growth. It stresses the value of including outdoor play activities and urges early childhood education establishments to do so more frequently. This furthers our understanding that outdoor play is a beneficial educational experience that develops kids' cognitive, emotional, and psychomotor skills in addition to being a leisure or recreational activity.

The study also underlines the need of organizing outdoor play activities properly to maximize their results. The research highlights the significance of intentionally and thoughtfully designing outdoor experiences for kids by acknowledging the responsibilities of teachers as planners, observers, facilitators, participants, and role models during outdoor play. This knowledge can help educators construct curriculum and educational methods that will motivate them to give kids relevant and engaging outdoor play opportunities.

The study also recognizes the time restrictions administrators and teachers face, emphasizing the difficulties in incorporating outdoor play activities into the already-scheduled school days.

This acknowledgement advocates for a change in priorities and a reconsideration of the school system's emphasis on academic responsibilities by raising awareness of the necessity for allocated time and resources for outdoor play.

Overall, this study significantly contributes to the argument for the importance of outdoor play activities in early childhood education. It provides information on the advantages, difficulties, and important factors to consider when integrating outdoor play into a learning environment. The study aids in a greater understanding of the value of outdoor play and helps initiatives to prioritize and improve kids' outdoor experiences in school settings by highlighting the benefits and offering implementation advice.

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