

Background and Aims

- Amidst a growing body of research that has investigated the impact of school breakfast club attendance on cognitive processes, nutrition, overall health; attendance (see Murphy 2007), the specific question of whether breakfast club attendance facilitates children's social relationships at school has received little attention (Defeyter, 2009).
- Recent research has suggested that the quality of friendship is an important predictor of overall emotional well-being and loneliness & young children's early school adjustment (Ladd, Kochenderfer, & Coleman, 1996).
- **The present study** investigated whether attending a school breakfast club had any impact on :
 - (1) attendees social relationship with other pupils
 - (2) attendees relationship's with their primary school teacher.

Results: Pupil Friendship Questionnaire



Companionship	Test Time 1	Test Time 2
Attendees	4.06 (0.19)	4.08 (0.20)
Non-attendees	4.16 (0.23)	3.66 (0.25)

t-test performed on difference scores ($t(26) = 2.18; p = 0.04$)

Results Teacher Relationship Questionnaire

Security	Test Time 1	Test Time 2
Attendees	3.47 (0.36)	3.90 (0.25)
Non-attendees	3.79 (0.34)	3.25 (0.24)

($t(26) = 2.56; p < 0.05$)

Approachableness	Test Time 1	Test Time 2
Attendees	3.65 (0.18)	4.21 (0.20)
Non-attendees	3.50 (0.35)	3.38 (0.21)

($t(26) = 2.24; p < 0.05$).

Design & Method

- 16 Attendees (mean age = 9:3, range 5:3 -11:4 years)
- Completed a Friendship Questionnaire and a Teacher Relationship Questionnaire (adapted from Bukowski et al., 1994) at the start of breakfast club attendance and then 6 months later.
- Their performance was compared to a group of non-attendees matched for age and SES (N=12).
- Friendship Questionnaire consists of five dimensions of friendship: companionship, conflict, help, closeness and security.
- Teacher Relationship Questionnaire consists of five dimensions: conflict, help, security, approachableness, communication.

Results: Teacher Relationship Questionnaire



Help	Test Time 1	Test Time 2
Attendees	4.06 (0.33)	4.18 (0.24)
Non-attendees	4.38 (0.23)	3.79 (0.27)

t-test performed in difference scores ($t(26) = 2.35; p < 0.05$)

Discussion

- Analysis of the Friendship Questionnaire revealed no significant differences between attendees and non-attendees in terms of conflict, help, security or closeness. However, there was a significant difference between groups in terms of companionship.
- Analysis of the Teacher Relationship Questionnaire revealed no significant differences for conflict and communication but significant differences between attendees and non-attendees for help, security and approachableness..

References:

- Defeyter, M.A. (2008). Benefits of breakfast clubs: Cognitive and Social Outcomes. Paper presented at the 9th National Nutrition and Health conference, Olympia conference centre, London, UK
- Ladd, G. W., Kochenderfer, B. J., Coleman, C.C. (1996). Classroom peer acceptance, friendship, and victimisation: distinct relational systems that contribute uniquely to children's school adjustment? *Child Development*, 68, 1181-1197
- Murphy, J.M. (2007). Breakfast and Learning: An updated review. *Current Nutrition & Food Science*, 3, 3-36.