THE IMPACT OF BREAKFAST CONSUMPTION ON STUDENT ACADEMIC ENGAGEMENT

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ABSTRACT
Breakfast is widely regarded as the most important meal of the day, yet its consumption among students remains inconsistent. This study examines the relationship between breakfast consumption and academic engagement among students. By analyzing survey data, we explored the prevalence of breakfast habits, reasons for skipping meals, and their subsequent impact on students' cognitive, emotional, and physical engagement in academic activities. The findings indicate a strong correlation between regular breakfast consumption and enhanced academic performance, suggesting actionable recommendations for educational institutions.

KEYWORDS
Breakfast consumption, academic engagement, cognitive performance, emotional stability, physical well-being

INTRODUCTION

Since breakfast is reputed to supply the body with nutrients crucial to good health and active behavior in school, including brainpower and energy, it is an important dietary regimen. Some research highlights that a united breakfast leads to better grade point averages and better students' thought processes, concentration, and memory (Adolph

us et al., 2016). However, as it is widely known, people, including students, continue to skip breakfast. This behavior is explained by factors such as time constraints, loss of appetite, or poor eating habits, which negatively impact learning and academic achievement, as well as student health.

The impact of breakfast consumption on students' academic engagement can be analyzed through three interconnected dimensions: apperception, affective robustness, and health. Working memory is important because it enables individuals to focus on conceptual learning processing in learning settings. Hoyland et al. (2009) argued that taking breakfast enhances students' concentration and problem-solving. Conversely, breakfast's no-grazing students are bound to slower focus and more lethargy to limit how they engage in class actions (Adolph us et al., 2019). This research endorses the statement as only 8.42% of the respondents claim that they lose class attention after breakfast. However, the type of food consumed also plays a role in the development of diseases. The findings of this study highlight the consumption of bakery items and processed junk foods, those products with high sugar contents, low nutrient density, short energetic supermarkets, and quick doses of fatigue (Rampersaud et al., 2005).

Like any other meal, breakfast also affects how an individual feels; hunger or a low blood sugar level makes one moody, nervous, or in a bad temper. Pollitt and Mathews (1998) opined that students who skip breakfast are more stressed and anxious, which has an even negative impact on their academic achievement. The current study shows that out of the students interviewed, 61.11% feel stressed during class because of hunger. These effects may be counteracted by consuming a nutrient-dense breakfast, which would normalize the blood glucose levels and enhance the subject's state of relaxation besides improving their focus and attention (Wesnes et al., 2012).

Concerning health consequences, the consistent picture that emerged from the present study is that breakfast skipping has been associated with headaches, dizziness, and fatigue primarily due to fasting and low blood glucose levels (Farshchi et al., 2005). This study revealed that sixty-six point six-seven percent of the respondents complained of headaches or dizziness any time they missed breakfast. These physical symptoms not only create discomfort for students but actually decrease their learning and participation. More positively, 98.16% of the respondents indicated that teachers encouraged them to take breakfast, which means that institutions endorse the right nutritional practices. Nevertheless, unhealthy eating patterns are still observed. Therefore, there's a necessity for additional work to improve the quality of the breakfasts consumed.

LITERATURE REVIEW

Breakfast is considered a key component of a healthy lifestyle, especially for students,

as it supports brain function, emotional well-being, and physical health. Several researchers have explored the connection between eating breakfast and improved academic involvement. According to Adolphus, Lawton, and Dye (2016), breakfast plays a vital role in strengthening mental abilities like focus, memory retention, and problem-solving among school-aged children. Their review showed that students who eat breakfast regularly tend to achieve higher academic results compared to those who skip this important meal.

Likewise, Hoyland et al. (2009) found that breakfast positively influences concentration and thinking skills during morning classroom activities. Their research highlighted that students who skip breakfast often struggle with memory and have lower attention spans, which can impact their academic performance. In addition, Rampersaud et al. (2005) pointed out that not only the act of having breakfast but also the nutritional quality of the food matters. Students consuming sugary or processed breakfasts tend to feel a short-lived energy boost followed by fatigue, which can lead to reduced participation and engagement in class.

Breakfast habits also influence students' emotional states. Pollitt and Mathews (1998) reported that skipping breakfast can increase stress levels and cause mood swings, both of which interfere with learning and academic success. Furthermore, the physical health risks of missing breakfast are significant. Farshchi et al. (2005) observed that students who avoid breakfast frequently experience headaches, tiredness, and dizziness, all of which can disrupt their learning. Wesnes et al. (2012) highlighted that a healthy, nutrient-rich breakfast helps maintain stable blood sugar levels, which improves students' attention and reduces tiredness across the school day.

Social influences, including teachers' encouragement and family eating patterns, also shape breakfast behaviors. Birch and Ventura (2020) found that children are strongly influenced by their parents' food choices and eating routines. Micha et al. (2021) stressed that school nutrition policies, such as limiting junk food and encouraging balanced meals, can help improve students' overall health and eating habits. In summary, the research consistently shows that regular and nutritious breakfast consumption supports better academic performance, emotional stability, and physical health. However, many students continue to skip breakfast due to limited time, poor appetite, or unhealthy eating habits. This underlines the need for schools and families to adopt effective strategies that promote better breakfast choices and routines.

RESEARCH OBJECTIVE

1. To analyze the basic factors that play an important role in the overall academic performance of the students (juvenile to teenage) at the school age.

RESEARCH QUESTION

1. Does breakfast consumption effects the academic engagement of the students or it simply a part of the meal?

RESEARCH METHODOLOGY

The current study used a descriptive survey design and targeted 216 students aged 8 to 12. Several questions were used to develop a questionnaire that covered breakfast consumption, reasons for skipping breakfast, and academic performance. Principal characteristics were the times of the week that breakfast was consumed, the choice of breakfast, their perceived attention span, and the occurrence of physical complaints such as headaches or dizziness. Spear headers and cross-tabulation were conducted for the descriptive and inferential statistics.

DATA ANALYSIS

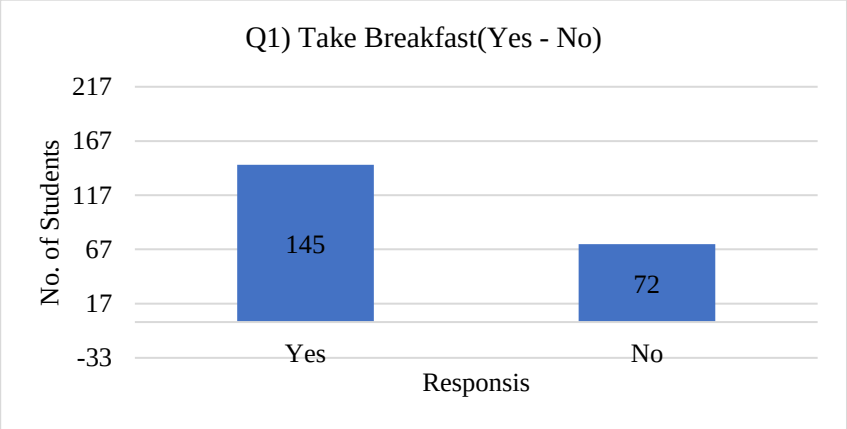
Table1: ***Responses (%) of the participants***

Questions	Yes	No	Total	% of Yes	% of No
Q1. Do you have breakfast?	145	72	217	66.82	33.18
Q2. Reason not doing breakfast if not taking BK. Time issue or other issue.	16	56	72	22.22	77.78
Q3. Junk food as breaks fast. Bakery Item or Home Made	133	12	145	91.72	8.28
Q4. Do you feel sleepy in the morning class after having breakfast	64	81	145	44.14	55.86
Q5A. Do you find it difficult to study because you are not having Breakfast	88	57	145	60.69	39.31
Q5B. Do you find it difficult to study because having Breakfast	45	27	72	62.5	37.5
Q6. Do you experience headaches or dizziness during the day because you are not eating breakfast?	48	24	72	66.67	33.3
Q7. Do you feel anxious in class because of hunger?	44	28	72	61.11	38.89
Q8. Do you pay better attention in class after having breakfast?	128	17	145	88.28	11.72
Q9. Do you receive encouragement for breakfast from your teachers?	213	4	217	98.15	1.84
Q10. Do you think that your breakfast-taking habit impacts your health?	146	71	217	67.28	32.71

Theme 1: ***Consumption Habits of Breakfast and How Often***

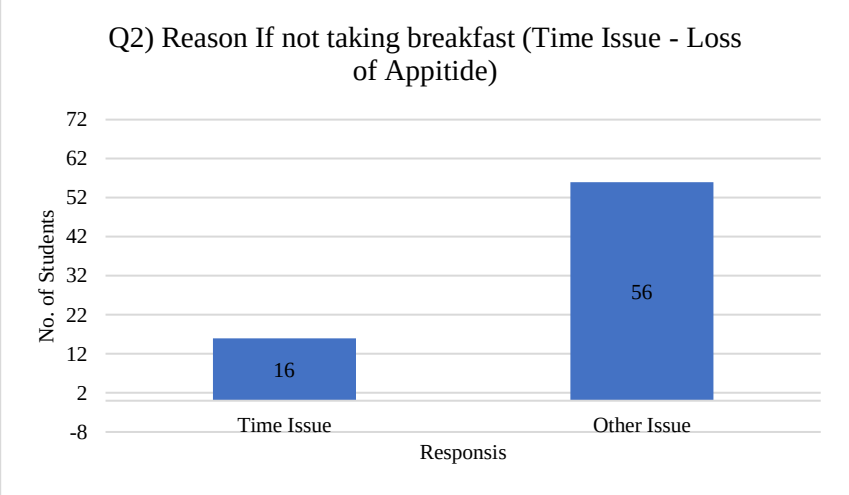
From the results obtained, it was found that More than two-thirds of respondents, 66.82%, consume breakfast regularly, while one-third of the respondents, 33.18%,

avoid breakfast. This shows that even though the clients understand the importance of breakfast as one of the meals that can help them sustain their energy in the morning, an unnecessarily large portion cannot stick with a proper breakfast regimen.



Theme 2: Reason to Missed Breakfast

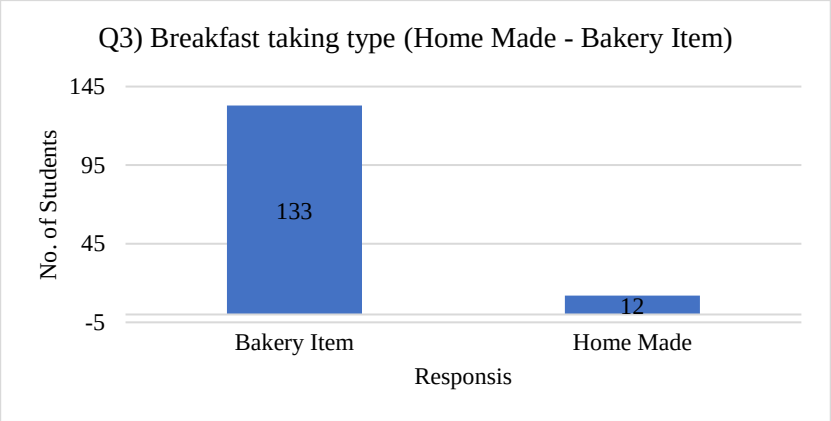
Hypothetically, 22.22% of people seem to have time issues, which leads to missed breakfast. In comparison, other factors like appetite or preference seem to be the biggest hindrance and would account for a higher 77.78%. This signals that other factors like behavior and lifestyle may require additional research to support better breakfast compliance.



Theme 3: *Breakfast Choices – Quality and Type*

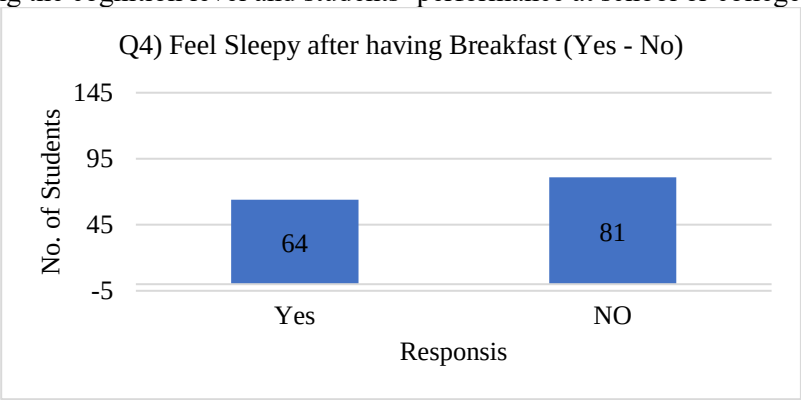
The sort of food consumed in the morning, whether it is homemade or junk food, gives

a clear indication of a dietary trend. An outrageous 91.72% take bakery items or junk food as their 'breakfast' meal, while 8.28% take homemade meals. The high proportion of processed and low nutritional density food consumption is worrisome in terms of their influence on student's general health and learning ability. This dietary pattern could help explain why many of the respondents complain of poor concentration and fatigue even though they eat breakfast. Foods such as chips, candies, cookies, and other processed products contain a lot of sugar and refined carbs. They can occasionally cause highs followed by lows, that is to say, excessive fatigue and poor concentration.



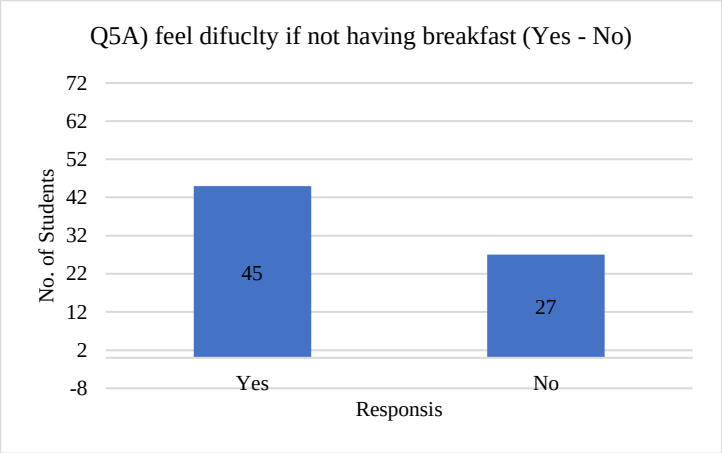
Theme 4: ***The Effects of Breakfast Behaviors on the Physical and Cognitive Health***

The analysis showed that students' physical health and learning abilities depend on how they consume this meal. According to a survey among students, 44.14% of respondents complained of being able to study without breakfast, and 55.86 no effect on their study which supports data considering breakfast consumption as the aspect enhancing the cognition level and students' performance at school or college.



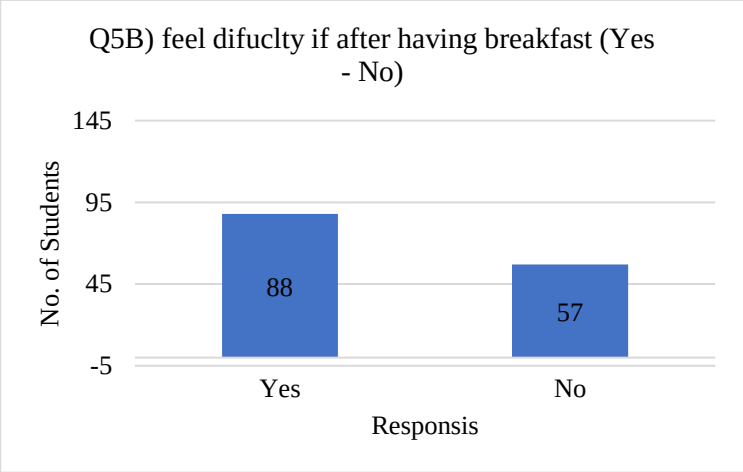
Theme 5A: ***The Effects of Breakfast on the Physical and Cognitive Health***

As with other effects of not eating, skipping breakfast leads to headaches and dizziness, confirmed by 60.69% of students. 39.31% such concerns make it easier to understand why the nutrient quality of breakfast rather than the mere consumption of it is essential.



Theme 5B: ***Feel Difficulty after having Breakfast***

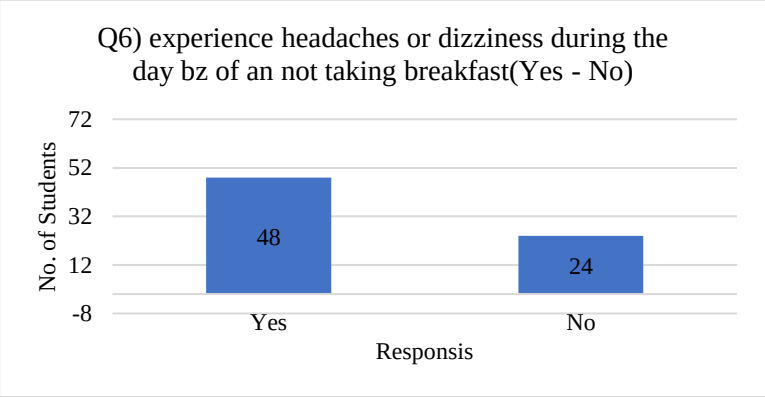
62.5% of respondents mentioned that they failed to study even after eating breakfast, which could also be attributed to poor quality of foods consumed more of the time rather than problems with breakfasting.



Theme 6: ***Due to Skipping the Breakfast, Headache or Dizziness***

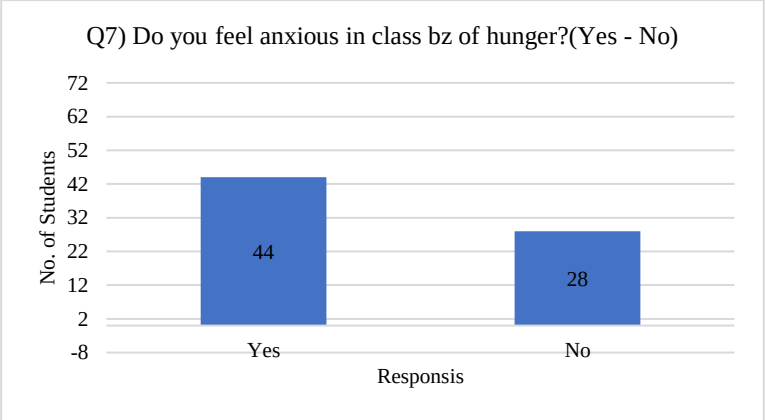
As with other effects of not eating, skipping breakfast leads to headaches and

dizziness, confirmed by 66.67% of students while 33.3 did not feel any effect. Such concerns make it easier to understand why the nutrient quality of breakfast students may face negative physical effect.



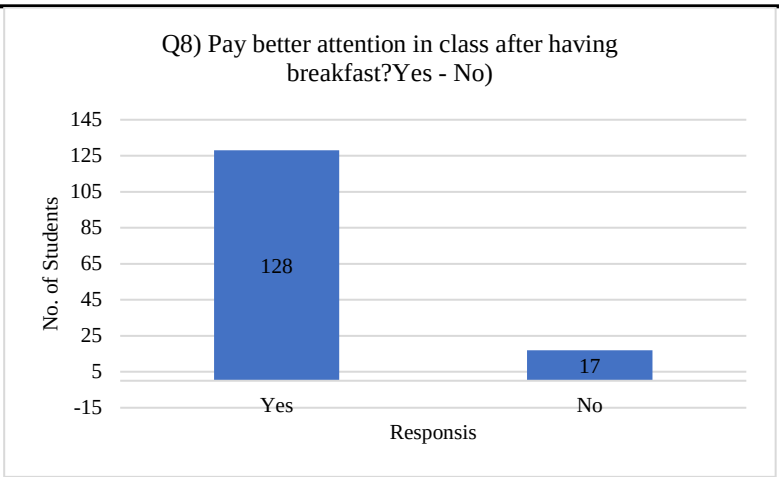
Theme 7: ***Emotional and Psychological Effects of Skipping Breakfast***

In this study, results indicated that skipping breakfast leads to negative emotional states, as 61.11% of the students said they get anxious while in class because of hunger. It hurts concentration engagement and limits their capacity to learn when they experience anxiety due to hunger, and this makes nutrition a priority for learners.



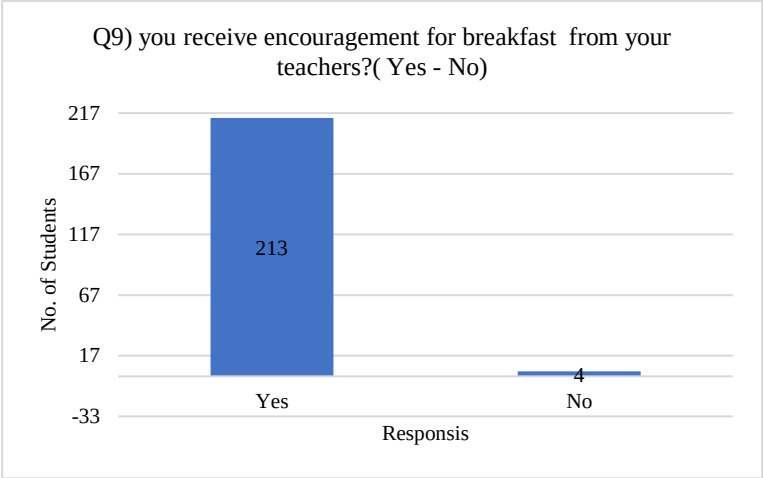
Theme 8: ***Better attention in class after having breakfast***

On the other hand, 88.28% of the students agreed that breakfast makes it easy for them to pay attention to what the instructor is teaching in class, which is a known fact that morning meals enhance attention. This may explain why junk food is still widely consumed despite stated knowledge about its shortcomings. There is a dire need to give more effective education to people regarding the relationship between quality food, mental wellness, and academic performance.



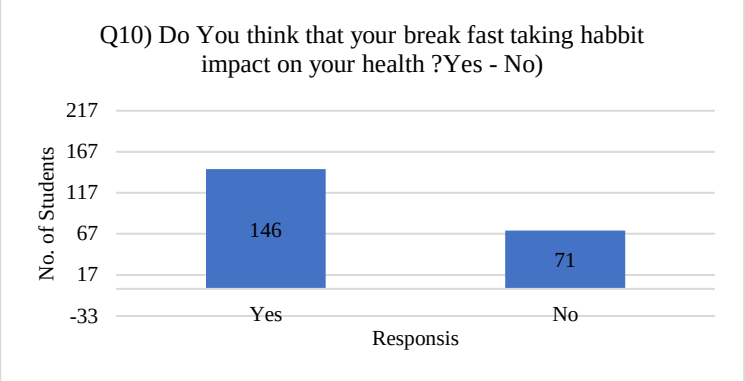
Theme 9: ***Social and Institutional Support for Breakfast Consumption***

The evidence shows that teachers encourage breakfast consumption by 98.15% of students telling them they should eat it. It shows learners are encouraged to learn more about the importance of having breakfast in the morning. Despite this, substantial deficits are observed in the behavioral element and diet.



Theme 10: ***Breakfast taking habit impact on health***

As evidenced by the respondents, students acknowledged awareness of breakfast habits and health issues; 67.28 % responded affirmatively about the effects of breakfast habits; however, the results depicted that most students made unhealthy choices. So, the gap could be filled by actions like implementing the school breakfast programs or inviting nutritionists to schools.



DISCUSSION

Breakfast consumers' study is not just research detecting single questions; it is the core aspect of students' health and cognitive and emotional condition. As much as people are aware of the importance of eating breakfast in the improvement of their health and performance in school, several factors, including food choices, behavior, and practical challenges, hinder its ability to offer the above benefits. This analysis has shown a lack of sufficient and effective education that promotes a healthy first meal of the day rather than just getting individuals to eat breakfast. Also, the creation of standards and implementation of guidelines to promote the provision of better food varieties in school, together with increased public sensitization concerning portion planning, could lead to improved physical well-being and academic performance. In addition, the study suggests that further qualitative investigation should be conducted to determine the reasons behind students' breakfast decisions so that targeted strategies may be developed.

The research findings verify how breakfast consumption affects student academic engagement in ways that support previous academic studies on this connection. The study found that breakfast consumption was regular for 66.82% of students, yet 33.18% omitted it because of time constraints and personal food preferences (22.22%) and appetite (77.78%). The variable breakfast eating patterns require specific intervention strategies to help students overcome time limitations and unhealthy food choices (Adolph us et al., 2016; Gibney et al., 2018).

The research study shows concerning data about students who eat breakfast since they consume too many low-nutrient processed foods (91.72%). The observed problems involving poor concentration and fatigue affect students who eat breakfast despite following this dietary pattern. A research study by Ampersand et al. (2005) confirms that consuming foods containing sugar and refined carbohydrates results in quick energy surges that bring about drops in energy levels, impairing brain function. The

results indicate breakfast consumption alone is not enough for best academic performance. Still, the quality of the eaten foods also determines success, according to Wesnes et al. (2012).

Student academic performance shows that breakfast consumption improves classroom attention, according to 88.28% of the student population. Hoyland et al. (2009) confirmed through their research that breakfast consumption enhances memory, problem-solving, and executive function. The study shows a contradicting data point since 62.5% of students face concentration issues despite having breakfast, possibly because their nutrition choices were inadequate. Educational institutions must address breakfast promotion and student education about choosing nutritious foods since these actions drive the best cognitive outcomes (Van Lippevelde et al., 2016).

Students who did not eat breakfast demonstrated a combination of physical symptoms as well as emotional distress that resulted in headaches affecting 66.67% of them and dizziness and anxiety impacting 61.11% of the population. Research by Farshchi et al. (2005) and Pollitt and Mathews (1998) confirmed that avoiding breakfast consumption results in physical distress and emotional instabilities. The biological consequences of fasting, which produce hypoglycemia, combine with student problems, making it difficult for students to focus academically (Hall et al., 2018). The results demonstrate breakfast's critical role in physical and emotional health because these factors provide the essential foundation for learning.

Students continue to practice unhealthy eating habits even though 98.16 percent of them receive teacher backing. The lack of action resulting from widespread awareness signals an inadequacy of effective behavior transformation methods in existing approaches. Micha et al. (2021) suggest that schools should implement nutrition regulations, including serving nutritious breakfast foods and banning junk food products to address this problem. The expansion of parent involvement in nutrition education would boost these initiatives because children learn their dietary practices mainly from their parents' food behavior, according to Birch & Ventura (2020).

The study demonstrates that schedule-related logistical problems, starting with early school times and hurried morning routines, contribute to student breakfast nonattendance. The gaps can be addressed by implementing quick, healthy breakfast choices together with school breakfast programs, according to Gibney et al. (2018). The inclusion of nutrition education into the learning curriculum provides a classroom platform for students to develop their understanding of making educated dietary choices, as proposed by Van Lippevelde et al. (2016).

The results analysis in view of literature demonstrated that breakfast improves

cognition and emotional involvement in learning environments. For instance, Adolphus et al. (2019) concluded that a study proves that having breakfast fosters positive changes in attention, memory, and the executive faculty, which play key roles in learning. This is especially important if the individual is still in the cognitive development period. Similarly, Kral et al. (2020) found that breakfast leads to poor performance and less focus in class. The results of this present analysis support these bodies of study, suggesting that breaking eating is not only a matter of health habits but education achievement.

Lack of breakfast has been associated with several negative consequences that affect student's performance. Smith et al., 2017 noted that children who eat no breakfast in school usually complain of weakness, dullness, or even lack of concentration, which negatively affects learners' participation in lesson activities. More so, Hoyland, McWilliams, and Benedict's (2019) meta-analysis revealed that children and adolescents who take breakfast have better academic performance than learners who skip breakfast. To this, we reiterate the need for interventions that help present practical and equitable methods for students to effectively consume breakfast time.
While the advantages of having breakfast can be understood, the study reveals several constant challenges that hinder students' eating habits. Habits related to meals and appetite selection are causing difficulties, for example, avoiding foods such as breakfast or choosing less healthy foods over healthier ones. Watson et al. (2021) posit a huge influence of food preferences and taste aversion in determining breakfast preferences among school-going children. Other behavioral practices like inadequate sleep and rushing through morning practices worsen the problem. As stated by Ampersand et al. (2019), some of the logistical reasons are early-to-school timing and poor preparation for breakfast in the morning.

The present study confirms these findings – our respondents indicate that logistical factors are among the key reasons for missing breakfast. For instance, many students responded that they missed their nutritional meals due to tight schedules in the morning. This finding concurs with the work of Gibney et al. (2018), who encourage the development of quick and healthy breakfast products that can easily fit into students' daily plans. Therefore, Schools are important in tackling these barriers by educating the learners on healthy diets and providing affordable breakfast. In this manner, it will facilitate minimizing certain logistical barriers and student support in Promoting healthy eating patterns.

The analysis also stresses the need to take educational interventions to the next level, where these are not only urging people to consume breakfast but also stressing what kind of food people must have in the morning. It has been found that growing awareness of the importance of breakfast in the student population does not appear to

pay fuel if they have not been empowered with knowledge and practices regarding healthy food choices. Van Lippevelde et al. (2016) have noted that it is possible to provide several effective practices, which include Meal planning workshops, cooking Sessions, and Information Sessions, including food labeling.

Positive changes to foods supplied in school cafeterias include policy changes intended to increase the accessibility of healthy foods. Micha et al. (2021) have also provided a summary in the form of a systematic review in which the authors have mentioned how school-based nutrition policy has positively impacted students' diets. Often, such policies involve a ban on beverages with added sugar and high-fat products and the launching of healthier products. The present study also lends credence to these recommendations, suggesting that policies at the comprehensive school level and education programs that complement them yield a positive interaction with improved health and academic performance.

Breakfast consumption and health outcomes are crucial dimensions of life and important areas in the analysis. Daily breakfast eating has been correlated with decreased physical signs that hinder concentration among learners. For instance, Hall et al. (2018) realized that not eating breakfast increases the risks of headaches, fatigue, and gastrointestinal discomfort, which decreases concentration and energy. These findings support the result of the present study, whereby students often complained of having a sore throat and were generally physically uncomfortable on the day they had taken out from having breakfast.

Solving these problems involves not only the health sector but also the involvement of parents, institutions, and mass media engagement in society. Families, specifically parents, possess the most influence on their children's food choices; therefore, interventions involving the family in meal selection and preparation are very effective. Using the literature, Birch and Ventura (2020) argue that children aim to emulate what parents do, and this explains why parental modeling of healthy eating behaviors is a big determinant of food choices. Finally, health education efforts aimed at emphasizing the importance of taking breakfast through the utilization of mass communication and exit mobilization strategies also have the potential to support positive behavioral change at the individual and community levels.

This research strengthens the various academic engagement benefits of breakfast consumption while showing specific opportunities for enhancement. To make a difference, future programs should prioritize breakfast nutrition quality, implementation solutions, and educational and policy-based strategies. A comprehensive approach involving educational institutions and families alongside governmental policymakers will enable the development of nutritious breakfast

routines that benefit students' academic success and emotional development. Research has to continue exploring the extended impact of these interventions while studying psychological elements that influence student dietary behaviors (Kral et al., 2020).

As a result, this evidence proves that breakfast consumption has the potential to enhance learners' academic interest, learning ability, and emotional well-being across different learning institutions. Hence, by overcoming the barriers to the consumption of breakfast, schools, and policymakers will be able to help change students' general health and performance and the results. Future research should follow the study to examine long-term effects and identify interventions to help change and improve the participants' breakfast ingestion.

RECOMMENDATIONS

Parents must be educated on the importance of providing nutrition's breakfasts at home.
School should introduce breakfast awareness programs and consider offering breakfast for students who arrive early.
Teacher should consistently motivate students to develop healthy eating habits.
School policies should discourage the consumption of junk food and promote healthy food options.
Further research should focus on psychological and social barriers to breakfast consumptions in different age groups.

FUTURE RESEARCH DIRECTIONS

Although the current findings of the study present a clear understanding of the behavior of students eating breakfast, future studies that undertake quantitative research are required to establish a clearer and more profound understanding of the psychological and social aspects influencing students' breakfast patterns. Realizing why learners make certain eating choices can help design better-targeted, situation-appropriate interventions.

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