

The Effect of Dietary Preferences on Academic Performance Among Kindergarten-Aged Children

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Abstract

This study examines the impact of kindergarten children's dietary preferences on their cognitive performance and social relationships, with a focus on traditional foods versus processed foods. The research demonstrates that a child's choice of breakfast can significantly affect their cognitive abilities, including memory and concentration, as well as their interpersonal relationships. Traditional foods like salads and olive oil are found to increase cognitive abilities, while processed foods like hot dogs and chocolate sandwiches can be detrimental to academic performance and social behavior. The study utilized puzzle games and card games to evaluate cognitive abilities and found that a processed diet can lead to decreased focus, hyperactivity, and impaired social relationships.

QEEG analysis contributes to the existing body of evidence indicating that a traditional diet can enhance academic performance. The study highlights the importance of educating parents about the advantages of a traditional diet and encourages them to prepare breakfast together with their children using traditional foods like olive oil and salad to enhance academic performance and social relationships.

The findings offer valuable insights into the importance of a traditional diet for young children's education and highlight the need for greater attention to be given to diet as an important factor in children's academic success.

Keywords: Nutrition, Educational achievement, Cognition, Gut-brain axis, Early childhood