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Children’s enjoyment of play during school lunchtime breaks: an examination of intraday and interday reliability

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Abstract

Background: Enjoyment and play during school lunchtime are correlated with children’s physical activity. Despite this, there is an absence of studies reporting children’s enjoyment of play during school lunchtime breaks. The purpose of this study was to examine the intra-day and inter-day reliability of children’s enjoyment of school lunchtime play. Methods: Surveys used to assess children’s enjoyment of lunchtime play were distributed to and completed by 197 children (112 males, 85 females), aged 8-12 years attending an elementary school in Victoria, Australia. Children completed the surveys during class before lunch (expected enjoyment) and after lunch (actual enjoyment) for five days. The intra- and inter-day enjoyment of school lunchtime play reliability were determined using a weighted kappa. Results: Intra-day kappa values ranged from fair (0.31) to substantial (0.75) within each of the five days (median kappa=0.41). In comparison, ‘expected’ (0.09-0.40; median 0.30) and ‘actual’ (0.05-0.46; median 0.28) inter-day enjoyment of lunchtime play displayed low reliability. Conclusions: Children’s enjoyment of lunchtime play appears to be more consistent within days than across days. The findings suggest that assessment of children’s enjoyment of lunchtime play once on a single day would be representative of a particular day but not necessarily that particular school week.
Background

The development of healthy lifestyle behaviours early in life is important. Childhood is a crucial time to develop activity habits that can prevent potential health consequences associated with a sedentary lifestyle in adulthood. Schools have been identified as a major setting for providing children with physical activity opportunities such as physical education, sport programs, after school activities and play during school breaks. However, there are a number of barriers to implementing physical education effectively and in most countries physical education doesn’t provide sufficient physical activity for children to meet national physical activity guidelines. With school curricular time devoted to children and adolescents’ physical education declining, and to reduce the burden on schools to provide physical education, sport and after school activity programs, there is an increasing trend towards schools facilitating children’s physical activity via non-curricular avenues such as play during school breaks. Play during school breaks is now recognised as the major source for children’s daily physical activity, contributing up to 50% of children’s recommended daily physical activity. Evidence suggests children spend up to 35% of school breaks engaged in moderate to vigorous physical activity (MVPA). With children reported to be spending approximately 30 hours per week at school, access and opportunities for physical activity during periods other than school breaks are limited, therefore developing a greater understanding of children’s play during school lunchtime is vital.

An essential element of tailoring physical activity interventions to target children requires identification of key psychosocial correlates that may explain behaviour change. Children’s physical activity behaviour can include active play, structured sport, physical education and active transport. Literature reviews have consistently identified exercise motivation, social support and self efficacy as key psychosocial correlates of physical activity and suggest further investigation into the psychosocial correlates of children and adolescent physical activity is warranted. More recently, research has examined the association between the psychosocial correlate ‘enjoyment’ and children’s physical activity. The connection between enjoyment and behavior change can be explained by the Self-Determination Theory (SDT) which outlines that if behavior such as physical
activity is motivated by intrinsic factors (e.g. experiencing enjoyment after exercise) physical activity participation is more likely to be sustained than via extrinsic factors (e.g. obtaining rewards). Enjoyment has been shown to be positively correlated with children’s motivation for involvement, and sustained participation in sport and physical activity. There are numerous developmental, physical and psychological benefits associated with an active lifestyle, however a ‘lack of enjoyment’ has been identified as a potential determinant of declining participation in physical activity. Similar to the Self-Determination Theory, The Youth Physical Activity Promotion (YPAP) model proposed by Welk suggests that if children enjoy participating in particular activities, they are more likely to engage in and maintain participation in those activities. Enjoyment is derived intrinsically via kinaesthetic experiences and achievement of personal goals and extrinsically via social recognition and comparative achievement. Researchers define enjoyment of physical activity as “a positive affective response to an experience that reflects generalized feelings such as pleasure, liking, and fun (p.32).” Therefore, with so many experiences encountered by children from day to day, psychosocial influences on behaviour such as enjoyment are an important consideration when assessing the physical activity and health behaviour of children and adolescents.

Recent studies have explored the intra- and inter-day patterns of children’s physical activity across multiple school days. However, none of these studies considered children’s enjoyment levels. Determining the consistency of children’s enjoyment of lunchtime play within and between school days may provide evidence for health professionals and researchers of the frequency of measurement necessary to provide a representative assessment of children’s enjoyment of lunchtime play. To our knowledge, no study has previously reported children’s enjoyment levels of school lunchtime play or age/sex-specific enjoyment of lunchtime play variability. The question of whether children’s enjoyment of lunchtime play is representative of other school days is currently unknown. The purposes of the present study were to (i) examine children’s enjoyment of play during school lunch time; (ii) examine the intra- and inter-day reliability of children’s enjoyment of playing at lunchtime and (iii) examine the age and sex-specific intra- and inter-day variability of children’s enjoyment of lunchtime play.
Methods

During the pilot study, survey cards were administered to 107 grade 3-6 children (aged 8-12 years) in two elementary schools from regional Victoria. Children reported little concern or difficulty when using the small survey cards, therefore no changes were necessary for the current study which assessed enjoyment of lunchtime play. As children’s cognitive capabilities are developing during elementary school, the suitability of the survey cards for children aged under 10 years was deemed acceptable based on feedback from elementary school teachers after the initial pilot study.

Additionally, face validity of the small survey card was reviewed by five physical activity experts with experience in the development of self-report measures. Three of the experts had both an education (former teachers) and physical activity research background and looked at the questions for age-appropriateness within the survey card. Two of the experts were teachers who looked at the questions for developmental appropriateness for the age group. In addition to the expert review, readability was also assessed by conducting a pilot test with a group of 15 children aged 8-12 years. As a result of the pilot test, a minor change of underlining key words was implemented based on the questions children asked. The final readability of the enjoyment of lunchtime play survey cards were assessed using seven readability formulas via an online tool that indicated the instrument could be easily read by 8-9 year olds.

Within the current study enjoyment of lunchtime play survey cards were administered to 197 children aged 8-12 years (112 males, 85 females) from a large government elementary school in regional Victoria, Australia. All grade 3 to 6 children were invited to participate in the study during Winter (June) in school Term 2, 2010 (response rate: 60.8%). Children’s ‘expected’ (before lunch) and ‘actual’ (after lunch) enjoyment of lunchtime play were measured and compared on each day over a five day period (35.9% missing responses). Completion of the survey cards took approximately 20 seconds and required children to circle on a five point likert pictorial scale how much they expected to enjoy lunchtime play or how much they actually enjoyed lunchtime play. The enjoyment item was rated on a five-point likert scale from very unhappy (1) to very happy (5). The card also recorded the student name, grade and day of the week. Demographic details such as the child’s age and sex were
collected from a larger survey as part of the same research project being conducted at the elementary school. Students generally had no difficulties completing the questionnaire, only 2-3 students per class asked for clarification. Two students who required assistance reading the survey card had been previously identified as having learning disabilities, therefore their data were excluded from the analyses.

Playground features of the elementary school included a courtyard, basketball court, synthetic surfaced ball area, large grass oval, rain and sun sheltered playground (including monkey bars, slide, wooden bridge), painted court markings (e.g. hopscotch) and a large grass area with many trees and large rocks at the front of the school. Sports equipment that was made available for the children during lunchtime included balls, bats, hoops and skipping ropes.

Ethical approval for the study was obtained from the University Human Research Ethics Committee, the Department of Education and Early Childhood Development in Victoria (DEECD) and permission was gained from the school principal. Children and their parents received a plain language statement outlining the research, along with a participant and parental consent form.

Intra-day and inter-day reliability (including age & sex-specific reliability) of children’s enjoyment of lunchtime play were calculated using a Weighted Kappa ($\kappa^w$) statistic for ordinal items. Kappa values were graded as slight agreement (0.01-0.20), fair agreement (0.21-0.40), moderate agreement (0.41-0.60), substantial agreement (0.61-0.80) and almost perfect agreement (0.81-0.99). The 95% confidence intervals of weighted kappa were based on the empirical sampling distribution generated by the computer intensive bias corrected bootstrapping re-sampling method. The Z statistic, which follows standard normal distribution with mean 0 and variance 1, was used to compare the level of reliability between sex and age groups. The values were set at a 5% level of significance. The Statistical Package for Social Sciences (SPSS) version 18 (SPSS Inc., Chicago, USA) was used to calculate the descriptive statistics and R version 2.12.0 (R Development Core Team, Vienna, Austria)
Results

Overall, both ‘expected’ and ‘actual’ enjoyment of lunchtime play was rated as very high or high (Table 1). Table 1 presents the intra-day reliability for the enjoyment of lunchtime play between school day one (Wednesday, week one) to school day five (Tuesday, week two). Monday displays substantial kappa agreement, Wednesday and Friday display moderate kappa agreement and Tuesday and Thursday display fair kappa agreement, between expected and actual enjoyment of lunchtime play scores. A decrease in the percentage of enjoyment of lunchtime play was evident from before lunch (expected play enjoyment) to after lunch (actual play enjoyment) across all days. Age and sex-specific intra-day variability in enjoyment of lunchtime play data is also presented (Table 2). Intra-day variability was only significantly different between sexes on Monday (Day 4 of 5), \( Z = 3.66; p < 0.001 \). Monday displayed the highest kappa agreement score for males (almost perfect agreement) and the lowest kappa agreement score for females (fair agreement). Although the intra-day variability was not significantly different on Wednesday, the highest agreement is displayed for females (moderate agreement) and the lowest kappa agreement for males (fair agreement). There were no significant differences in kappa scores between age groups, however the greatest differences in kappa agreement were evident for Tuesday \( Z = 1.71; p = 0.09 \) and Thursday \( Z = 1.01; p = 0.31 \). Kappa agreement scores were highest for both age groups on Monday \( Z = 0.24; p = 0.81 \).

Inter-day reliability of children’s enjoyment of lunchtime play results (Table 2) indicate ‘expected’ enjoyment of lunchtime play between each of the five days failed to reach moderate kappa agreement, ranging from 0.09 to 0.40 (median kappa=0.30). Similarly low ‘actual’ inter-day reliability scores for enjoyment of lunchtime play were identified, ranging from 0.05-0.46 (median kappa=0.28). The lowest ‘expected’ inter-day reliability was between Wednesday and Monday (slight agreement) and the highest ‘expected’ inter-day reliability was between Monday and Friday (fair agreement). In contrast, the lowest ‘actual’ inter-day reliability was identified between Tuesday and Wednesday.
(slight agreement) and the highest ‘actual’ inter-day reliability was identified between Wednesday and Friday (moderate agreement). No significant differences were identified for age or sex-specific inter-day comparisons (including 79% (63/80) of inter-day comparisons failing to reach moderate reliability), therefore age and sex-specific inter-day lunchtime play enjoyment comparisons are not presented.

The mean maximum temperature for the five days was 11.2°C, ranging from 9.6°C on day two (Thursday, week one) to 12.4°C on day five (Tuesday, week two). Minimum temperatures were all <2°C for all days except day two (Thursday, week one), which reached 7.2°C. The mean rainfall was 2.2mm, ranging from 1.2mm on day four (Monday, week two) to 5.2mm on day three (Friday, week one). No rainfall was recorded on both day one (Wednesday, week 1) and day five (Tuesday, week 2). These are usual temperatures for the area at this time of year.

Discussion

Play during school lunchtime breaks is crucial for children’s development of cognitive, physical, social and emotional well-being and play has been acknowledged by the United Nations High Commission for Human Rights as an entitlement for every child. School lunchtime breaks provide children with an avenue to engage in unstructured active play to build active, healthy bodies and develop decision making, negotiating and motor skills. Ultimately, the more positive responses (e.g. enjoyment) children experience via active play through avenues such as unstructured school lunchtime breaks the more likely children will adopt an active lifestyle and minimize the adoption of sedentary behaviours. More research relating to predisposing factors of physical activity such as enjoyment and their associations with play during school lunchtime are needed. Measuring children’s self-reported enjoyment of school lunchtime experiences may reflect the quality of the school play environment. A greater understanding of children’s enjoyment of play within the school context is an important consideration in future evaluations of interventions designed to improve or change play environments. Many studies investigating enjoyment did not consider the extent to which measuring enjoyment may vary within and between school days. No study we are aware of has
assessed children’s enjoyment of lunchtime play, however instruments have been developed to
measure children’s enjoyment of being physically active in general and leisure activities. Previous physical activity literature would indicate that the high levels of ‘expected’ and ‘actual’
enjoyment of lunchtime play from this study could be correlated with high physical activity
participation. A number of studies have recognised the positive association between children’s
enjoyment of physical activity and participation. Studies have identified associations between
enjoyment and correlates of physical activity including self-determination, motor skill proficiency,
task orientation, self-efficacy, goal setting, and perceived competence. Physical activity
interventions have also targeted enjoyment as a key psychosocial mediator of behavioural
changes. Positive correlations exist between children’s enjoyment of physical activity and
participation, yet little is known about children’s enjoyment of play during school lunchtime
breaks, a major source of children’s physical activity, both on a single day and across days of the
week. Future research investigating correlations between children’s enjoyment of lunchtime play and
physical activity participation is therefore warranted. This study identified high levels of children’s
enjoyment of lunchtime play among a large sample of elementary school children. Given the concerns
regarding the declining levels of physical activity among adolescents it may be beneficial to
examine adolescents’ enjoyment of school breaks within a secondary school context.

As this is the first study of its kind, we acknowledge that future research should be conducted to
further identify patterns of children’s enjoyment of lunchtime play. In addition, future research is
needed to identify the sources and influences of children’s enjoyment of lunchtime play. A limitation
of the study was the high number of missing responses across the five days, however as the research
was conducted within a usual school environment children are absent from school throughout a week
for a variety of reasons. It should also be noted that because the research was conducted within a
single elementary school, any generalizing of findings are not necessarily representative of the wider
population.
Examination of children’s intra-day and inter-day enjoyment of lunchtime play suggests that children’s expected and actual enjoyment of lunchtime play is relatively consistent within a single day. However, reliability is lower when comparing children’s enjoyment scores of lunchtime play across multiple school days. The higher reliability of children’s enjoyment of lunchtime play within a single day may suggest that multiple influences on children’s enjoyment within a single school day may cause less variation than across multiple school days. Alternatively it could also mean children can easily remember what their expected enjoyment was when rating their actual enjoyment, potentially biasing the response.

A theoretical framework that could explain the variation in enjoyment from day to day is the social-ecological model. The social-ecological model indicates that multiple influences such as intrapersonal (individual), interpersonal (social), physical environment and policy factors within a setting can be modified and affect children’s behaviour. Intrapersonal influences on behaviour includes changes in an individual student’s mood; interpersonal influences include variation in family circumstances, behaviour and mood of teachers/peers; physical environment influences include variation in climatic conditions, children’s access and availability of play spaces/activities and policy influences may include different/quantity of teachers supervising the playground, changes to rules and access to sports and play equipment or play area allocation by year level. With so many potential influences on children’s behaviour from day to day, these factors could be major factors contributing to the low kappa values between days (including 79% of age and sex-specific inter-day kappa comparisons failing to reach moderate reliability).

The higher reliability for enjoyment of lunchtime play at the beginning of the study (Wednesday, Week 1) and at the beginning of a school week (Monday, Week 2) may reflect that reliability decreases when self-report measures are repeated each day. Children had completed the enjoyment of lunchtime play survey card for the first time on the Wednesday and on the Monday children had experienced the weekend break. In contrast, when the administration of the survey cards were repeated the day after the start of the study and school week, on the Thursday (Week 1) and Tuesday
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(Week 2), the intra-day reliability dropped from substantial and moderate reliability to a fair level.

Although intra-day reliability for Friday (Week 1) was moderate, the findings suggest that reliability may be increased if administration of the self-report is spaced out over time, rather than repeating each day.

It should be acknowledged that the lower intra-day reliability (fair) of lunchtime enjoyment scores on the final day (Tuesday) could be attributed to five days being too many days of repeated measures.

Thursday (Day 2) could also have been affected by the cooler weather (maximum temperature <10°C), as the mean maximum temperature for the other four days was 11.7°C (sd=0.76). Temperature variation has been found to influence children’s physical activity and this could also be the case for correlates of physical activity such as enjoyment of play. In addition, it should also be noted that lower percentages of ‘actual’ enjoyment of play after lunch may suggest children could be more optimistic about enjoying lunchtime play before lunchtime commences. This would be due to children being unable to predict or take into account potential influences on their play that can occur during lunchtime breaks that may affect their level of enjoyment.

The greatest intra-day kappa score differences between males and females earlier in the week could indicate that administering self-report measures earlier in the school week may detect greater sex differences than later in the school week. This is reinforced by a significant kappa score difference between males and females for Monday (day four). Before children experience the demands of different subjects, homework and other school commitments of the school week, children could be taking more time and be more specific when rating the enjoyment of lunchtime play survey, resulting in the sex differences in kappa scores being more identifiable. Another possibility could be due to Monday (day four) and Tuesday (day five) being the final two days of the study and having completed repeated measures over the previous three days may have resulted in one of the sex’s being less accurate in self-reporting their enjoyment of lunchtime play during the fourth and fifth days of survey administration. In other words, the boys quite simply may have been ‘over it!’ Evidence also suggests males and females participate in and prefer different physical activities and behavior during school
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1 lunchtime play, which could have influenced sex-specific differences in kappa agreement.

2 Interestingly, female enjoyment scores were most reliable and males were least reliable during the
3 start of the study (Wednesday/Day one) between ‘expected’ and ‘actual’ enjoyment of lunchtime play.
4 In contrast, male enjoyment of lunchtime play scores contained ‘almost perfect’ reliability at the start
5 of the school week (Monday/Day four), the day in which females possessed their lowest reliability
6 (fair agreement) between ‘expected’ and ‘actual’ enjoyment of lunchtime play.

7 An important finding from the study was the similar kappa agreement scores between the 8-9 and 10-
8 12 year old age groups. Although previous research that has examined enjoyment of sport and
9 physical activity suggests that children’s sources of enjoyment varies with age, reliability
10 comparisons between the age groups were relatively consistent. Similar to the males, both age groups
11 possessed enjoyment of lunchtime play scores that displayed very high reliability on Monday
12 (substantial agreement) and the high intra-day reliability for both age groups on Monday may suggest
13 that administering self-report enjoyment measures on a Monday could strongly represent enjoyment
14 of play throughout that school day.

15 This is the first study we are aware of to examine the intra-day and inter-day reliability of enjoyment
16 of lunchtime play. There is a lack of consensus as to how many days of measurement are required to
17 assess children’s enjoyment of lunchtime, therefore a typical school week (five days) was chosen. The
18 moderate intra-day reliability of enjoyment of lunchtime play for three out of five school days
19 suggests that assessing children’s enjoyment of play after lunch would be representative of enjoyment
20 of lunchtime play on that particular day, but not necessarily that school week. It should be
21 acknowledged this study relied on children under 12 years of age accurately predicting and recalling
22 enjoyment play during school lunchtime. Concerns have previously been raised about using self-
23 report instruments with elementary aged children, however we minimized this potential
24 complication by piloting the survey cards and by considering the format of the questionnaire and
25 employing the use of a pictorial scale using developmentally appropriate images of smiley faces.
While we were able to identify the intra and inter-day reliability between actual and predicted lunchtime enjoyment and our field notes suggest active play occurred during lunchtime; future studies should consider objectively measuring the type and duration of the play activities undertaken during the lunch period. Given that current literature has demonstrated a relationship between physical activity participation and enjoyment this would enable additional analysis to be conducted on the relationship between the type and intensity of the play and children’s predicted and actual enjoyment of the lunchtime activity.

**Conclusion**

In summary, this research addresses a significant gap in the literature by examining the reliability of children’s enjoyment of lunchtime play across multiple days. The level of reliability between children’s ‘expected’ and ‘actual’ enjoyment of lunchtime play scores reached at least moderate agreement for most days. This acceptable agreement within most of the school days suggests that measuring children’s ‘expected’ or ‘actual’ enjoyment of lunchtime play is likely to represent that particular school day. In contrast, only a very small proportion of inter-day comparisons for enjoyment of lunchtime play reached a moderate level of reliability. This may indicate that factors influencing children’s experiences from day to day may affect the variation of enjoyment scores on other school days and therefore may not necessarily be representative of children’s enjoyment of lunchtime play across different days of the week. Generally, children expected to enjoy lunchtime play in greater proportions than they actually did, indicating children expect to have a positive experience during their school lunchtime play. The findings suggest that age didn’t appear to affect the reliability of enjoyment scores in the sample surveyed, however sex can be an influential factor on the overall reliability of a group’s enjoyment of lunchtime play.

**Practical implications**

- The reliability of children’s enjoyment of lunchtime play within a single day suggests that measurement once on a single day would be representative of that particular day but not necessarily that school week.
The findings suggest that future physical activity interventions targeting school lunch periods should consider spacing out the assessment of enjoyment across multiple days.

Acknowledgements

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### Table 1: Intra-day reliability including age and sex-specific intra-day variability (weighted kappa (95% CI)) of children’s enjoyment of school lunchtime play.

<table>
<thead>
<tr>
<th>Day</th>
<th>‘Expected’ Enjoyment of Lunchtime Play</th>
<th>‘Actual’ Enjoyment of Lunchtime Play</th>
<th>Intra-day variability (weighted kappa (95% CI))</th>
<th>Sex</th>
<th>Age</th>
<th>Intra-day Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>VH/H NS VU/U</td>
<td>VH/H NS VU/U</td>
<td>Male (Weighted Kappa (95% CI))</td>
<td>Female (Weighted Kappa (95% CI))</td>
<td>Z</td>
<td>P Value†</td>
</tr>
<tr>
<td>Wednesday (1)</td>
<td>94.7 4.3 1.0</td>
<td>88.1 6.7 5.2</td>
<td>0.27 (-0.05–0.59)</td>
<td>0.55 (0.19 – 0.91)</td>
<td>1.17</td>
<td>0.24</td>
</tr>
<tr>
<td>Thursday (2)</td>
<td>93.0 5.4 1.6</td>
<td>91.7 4.8 3.5</td>
<td>0.29 (0.07 – 0.52)</td>
<td>0.34 (0.01 – 0.67)</td>
<td>0.22</td>
<td>0.83</td>
</tr>
<tr>
<td>Friday (3)</td>
<td>89.9 7.2 2.9</td>
<td>84.7 6.5 8.8</td>
<td>0.42 (0.09 – 0.76)</td>
<td>0.37 (0.02 – 0.72)</td>
<td>0.21</td>
<td>0.84</td>
</tr>
<tr>
<td>Monday (4)</td>
<td>93.9 3.0 3.1</td>
<td>89.8 6.1 4.1</td>
<td>0.87 (0.76 – 0.98)</td>
<td>0.32 (0.05 – 0.60)</td>
<td>3.66 &lt;0.001*</td>
<td>0.71 (0.49 – 0.93)</td>
</tr>
<tr>
<td>Tuesday (5)</td>
<td>95.5 3.6 0.9</td>
<td>86.2 7.6 6.2</td>
<td>0.28 (0.08 – 0.48)</td>
<td>0.36 (0.26 – 0.46)</td>
<td>0.72</td>
<td>0.47</td>
</tr>
</tbody>
</table>

CI= confidence interval; Day 1-5 represents the order of testing with the first day of testing beginning on a Wednesday

Z= Standard Normal variate; † P value from the standard normal test (Z test); CI= confidence interval; *= Significant difference

VH/H= Very Happy/Happy; NS= Not Sure; VU/U= Very Unhappy/Unhappy
<table>
<thead>
<tr>
<th></th>
<th>Weighted Kappa (95% CI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday (1)</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>0.35 (0.10 - 0.57)</td>
</tr>
<tr>
<td></td>
<td>0.25 (0.06 - 0.43)</td>
</tr>
<tr>
<td>Thursday (2)</td>
<td>0.10 (-0.09 - 0.36)</td>
</tr>
<tr>
<td></td>
<td>0.46 (0.20 - 0.70)</td>
</tr>
<tr>
<td>Friday (3)</td>
<td>0.09 (-0.10 - 0.30)</td>
</tr>
<tr>
<td></td>
<td>0.14 (-0.08 - 0.41)</td>
</tr>
<tr>
<td>Monday (4)</td>
<td>0.16 (0.01 - 0.31)</td>
</tr>
<tr>
<td></td>
<td>0.05 (-0.10 - 0.28)</td>
</tr>
<tr>
<td>Tuesday (5)</td>
<td>0.37 (0.15 - 0.57)</td>
</tr>
<tr>
<td></td>
<td>0.19 (-0.02 - 0.49)</td>
</tr>
<tr>
<td></td>
<td>0.33 (0.08 - 0.55)</td>
</tr>
<tr>
<td></td>
<td>0.09 (-0.06 - 0.30)</td>
</tr>
<tr>
<td></td>
<td>0.28 (0.19 - 0.39)</td>
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<tr>
<td></td>
<td>0.30 (0.07 - 0.53)</td>
</tr>
<tr>
<td></td>
<td>0.27 (0.14 - 0.44)</td>
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<tr>
<td></td>
<td>0.37 (0.11 - 0.65)</td>
</tr>
<tr>
<td></td>
<td>0.41 (0.09 - 0.71)</td>
</tr>
</tbody>
</table>

CI= confidence interval; Day 1-5 represents the order of testing with the first day of testing beginning on a Wednesday.