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**A RESEARCH ON DETERMINING NUTRITIONAL HABITS OF STUDENTS: SEHİT MEHMET CETİN İMAM HATİP SECONDARY SCHOOL SAMPLE<sup>1</sup>**

ÖĞRENCİLERİN BESLENME ALIŞKANLIKLARININ BELİRLENMESİ ÜZERİNE BİR ARAŞTIRMA: ŞEHİT MEHMET ÇETİN İMAM HATİP ORTAOKULU ÖRNEĞİ

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**ÖZ**

Yaşamın her evresinde bedensel ve zihinsel yönden sağlıklı olmak ve sağlığı devam ettirmek yeterli ve dengeli beslenme ile mümkündür. Büyüme, gelişme, sağlıklı ve verimli olarak uzun süre yaşamak için gerekli olan enerji ve besin öğelerinden her birini yeterli miktarda sağlayacak olan besinleri besin değerini yitirmeden, sağlık bozucu hale getirmeden en ekonomik şekilde almak ve kullanmak olarak tanımlanan beslenme, fizyolojik, psikolojik ve sosyal gelişim ile büyüme hızının çok yüksek olduğu çocukluk ve adölesan dönemde büyük önem taşımaktadır. Alışkanlıkların kazanıldığı ve yerleştiği en önemli dönemler olan çocukluk ve adölesan dönemde edinilen beslenme alışkanlıkları, yetişkinlik dönemine de taşınmakta, yaşam boyu sürdürülebilecek davranışlara dönüşebilmektedir. Bu çalışma, ortaokul öğrencilerinin bazı beslenme alışkanlıklarını belirlemek amacıyla planlanıp yürütülmüştür. Araştırmanın evrenini, Uşak İli merkez ilçedeki Şehit Mehmet Çetin İmam Hatip Ortaokulunda öğrenim gören 695 öğrenci oluşturmuştur. Araştırmada gelişigüzel örnekleme yöntemi kullanılmış olup, çalışmaya gönüllü 390 öğrenci katılmıştır (katılım oranı %56.12). Araştırma verileri anket formu kullanılarak, Aralık 2017-Şubat 2018 tarihleri arasında karşılıklı görüşme tekniği kullanılarak toplanmıştır. Anket formu öğrenciler hakkında "genel bilgiler" başlığı altında öğrenciler ve ailelerin tanıtıcı bilgileri (cinsiyet, yaş, sınıf, vücut ağırlığı, boy uzunluğu, anne-baba eğitim durumu, anne-baba mesleği) ve öğrencilerin bazı beslenme alışkanlıklarını ortaya koyan çeşitli sorulardan oluşmaktadır. Verilerin değerlendirilmesinde, SPSS paket programı kullanılmış, sayı ve % değerleri gösteren çizelgeler hazırlanmış, gerekli istatistiksel analizler yapılmış ve ki-kare ( $\chi^2$ ) önemlilik testi kullanılmıştır. Değişken olarak cinsiyet esas alınmış olup, 0.05'ten küçük p değeri istatistiksel olarak anlamlı kabul edilmiştir. Öğrencilerin vücut ağırlığı (kg) ve boy uzunluğu (cm) ölçümleri alınmış, Beden Kütle İndeksi (BKİ) (kg/m<sup>2</sup>) hesaplanmıştır. Besin tüketim sıklığının değerlendirilmesinde, T=6T1+5T2+4T3+3T4+2T5+T6 formülünden yararlanılarak, puanlama sistemi kullanılmıştır. Puanlamada her gün tüketilen yiyeceğin frekansı 6, gınaşırı tüketilenlerin 5, haftada bir tüketilenlerin 4, 15 günde bir tüketilenlerin 3, ayda bir tüketilenlerin 2, daha seyrek tüketilenlerin 1 ile çarpılarak toplanmış ve her bir yiyecek için toplam puanlar bulunmuştur. Tüketim sıklıkları bakımından yiyecekleri birbirleriyle kıyaslayabilmek amacıyla, her bir besin için saptanan toplam puan ile bu besinin her gün tüketilmesi durumunda alacağı en yüksek toplam puan arasında yüzde orantı kurularak hesaplanmıştır. Araştırma kapsamındaki öğrencilerin,

<sup>1</sup> This study was presented verbally at III. International Education and Social Sciences Congress Held 28 April-01 May 2018 in Alanya and its abstract was published.

%53.8'i kız, %46.2'si erkektir. Çalışmadaki erkek (n=180) ve kız (n=210) öğrencilerin yaş ortalaması sırasıyla 12.72±1.14 yıl ve 11.82±1.24 yıldır. Öğrencilerin %26.2'si 5., %24.1'i 6., %30.5'i 7. ve %19.2'si de 8. sınıftadır. Çalışmadaki öğrencilerin günlük öğün sayısı ortalaması 3.08±0.46 olup, erkek ve kız öğrencilerin yarıdan fazlası (sırasıyla %75.0, %88.1) günde üç öğün tüketmektedir ( $\chi^2=14.688$ ,  $p=0.005$ ). Erkek ve kız öğrencilerin günlük su tüketimi ortalamaları sırasıyla 10.36±5.13, 9.13±4.84 bardaktır. Öğrencilere "öğün dışında atıştırma alışkanlığınız var mı?" diye sorulduğunda öğrencilerin %40.2'sinin "evet", %50.3'ünün de "bazen" diye cevap verdikleri görülmüştür. Öğrencilerin tükettikleri bazı yiyecek ve içeceklerin her gün tüketilme durumuna göre aldıkları tüketim puanları yüzdesi; yoğurta 87.65 (2051 puan), peynirde 85.80 (2007 puan), pilav ve makarnada 83.16 (1946 puan), çayda 81.84 (1915 puan), ayranı 81.15 (1899 puan), zeytinde 80.56 (1885 puan), sütte 80.38 (1881 puan), yumurtada 79.32 (1856 puan), ekmekte 78.33 (1833 puan) ve tereyağında 76.03 (1779 puan) olarak bulunmuştur.

**Anahtar Kelimeler:** Beslenme alışkanlığı, öğrenci, besin tüketim sıklığı, çocukluk, adolesan, öğün

## ABSTRACT

Having a healthy body and mind and preserving it depend on a balanced nutrition in every stage of life. Nutrition is defined as getting and processing food and energy necessary for growth, development and a healthy&long life before they lose their nutritive value in the most affordable way. Nutrition is very crucial during childhood and adolescence when physical, psychological and social growth and development are at maximum pace. People develop nutritional habits during childhood and adolescence. They also take these habits into adulthood and make them permanent habits lasting for all their lives. This study aims to determine nutritional habits of the children at secondary schools. 695 students at Sehit Mehmet Cetin Imam Hatip Secondary School in Usak constitutes research population. Random sampling method was used and 390 voluntary students participated in the study (participation rate 56,12%). Research data was collected through interview method using questionnaire form between December 2017 and February 2018. The form includes questions under the title of "general information". These questions give information about students and their family (gender, age, class, weight, height, educational background&profession of parents) and some nutritional habits of students. While assessing the data, SPSS program was preferred, charts showing numbers and % rates were created, statistical analysis is made and chi square ( $\chi^2$ ) test was used. Gender was used as variable and p-value lower than 0.05 was accepted as significant value. The weight (kg) and height (cm) circumferences of the students have been measured. Body Mass Index (BMI) (kg/m<sup>2</sup>) and waist hip rates have been measured. In assessing the frequency of food consumption, point scoring system was via the formula of  $T=6T_1+5T_2+4T_3+3T_4+2T_5+T_6$ . In point scoring, the frequency of the food consumed every day is multiplied by 6, every other day by 5, once in a week by 4, once in every 15 days by 3, once in a month by 2 and less often by 1. The results were added and total points were found out for each food. Aiming to compare different food types in terms of frequency of consumption, a percentage rate was found by comparing total point for each food and maximum point if consumed every day. 53.8 of the participant students are females and the rest 46.2% are males. Male students (n=180) and female students (n=210) are 12.72±1.14 years and 11.82±1.24 years old respectively. 26.2% are in the 5th grade, 24.1% are in the 6th, 30.5% are in the 7th and 19.2% are in the 8th grade. Average daily meal is 3.08±0.46 and more than a half of students (75% of males&88,1% of females) have three meals a day ( $\chi^2 =14.688$ ,  $p=0.005$ ). Male students consume 10.36±5.13 glasses of water everyday whereas for females this rate is 9.13±4.84. When students were asked if they have the habit of snacking except meals, 40.2% said "yes" and 50.3% said "no". Percentages of consumption points for some food and drink when consumed every day are as follows: yoghurt 87.65 (2051 points), cheese 85.80 (2007 points), rice and pasta 83.16 (1946 points), tea 81.84 (1915 points), ayran 81.15 (1899 points), olives 80.56 (1885 points), milk 80.38 (1881), eggs 79.32 (1856 points), bread 78,33 (1833) and butter 76.03 (1779 points).

**KeyWords:** Nutritional habit, student, the frequency of food consumption, childhood, adolescence, meal

## 1. INTRODUCTION

Nutrition is defined as getting and processing food and energy necessary for growth, development and a healthy&long life before they lose their nutritive value in the most affordable way (Baysal, 2007). Nutrition is very crucial during childhood and adolescence when physical, psychological and social growth and development are at maximum pace (Köksal, 2007). In this period children should have a balanced diet to develop their body health and protect against diseases (Kırkıncıoğlu, 2003). Fast growth and development of the body increases the need for energy and food. Some problems may occur due to some bad habits stemming from poor socioeconomic background and lack of knowledge of teenagers (Pekcan & Beğenmez, 1988). People develop nutritional habits during childhood and adolescence. They also take these habits into adulthood and make them permanent habits lasting for all their lives. Especially poor and unbalanced nutrition, skipping meals, eating only one type of food, eating fast food very often and eating disorders affect health of children and teenagers adversely. Teenagers spend long hours on TV, PC

or internet and eat food with high percentage of fat, energy and carbohydrate, thereby increasing the frequency of obesity (Gümüő, 2015). Children at school age eat less vegetable-fruit and milk group food and more fast food. This increases the intake of fat and sugar, thereby raising the height of children (Triches & Giugliani, 2005). Food taken on a daily basis should include all food necessary for growth and development. In addition, it should give enough energy in proportion to the consumption of energy. It is possible to protect health and lessen the risk of chronic diseases with a balanced diet (Ergün 2003). Having and sustaining a healthy body and mind depends on a balanced diet in all stages of life (Baysal, 2007). A balanced diet is taking enough food depending on the characteristics of body. The variety and amount of food are significant factors in a healthy diet (Bilge et al., 2013). People develop nutritional habits during childhood and adolescence. They also take these habits into adulthood and make them permanent habits lasting for all their lives. Especially poor and unbalanced nutrition, skipping meals, eating only one type of food, eating fast food very often and eating disorders affect health of children and teenagers adversely. Teenagers spend long hours on TV, PC or internet and eat food with high percentage of fat, energy and carbohydrate, thereby increasing the frequency of obesity (Gümüő, 2015). Today unhealthy nutrition plays a significant role in increasing the rate of chronic diseases not only in developed countries but also in developed ones. Therefore, it is very important to get children adopt healthy nutritional habits in early age since it gets harder to change bad nutritional habits in adults (Türk et al., 2007). Poor diet poses serious threat for human health as it leads to poor immunity, higher sensitiveness to diseases, deterioration of physical and mental development and decline in productivity (WHO, 2013a; WHO, 2013b). Taking enough food and energy to meet the needs of body is very crucial especially during adolescence. Teenagers may develop cardiovascular diseases, anemia, vitamin & mineral deficiency, growth & developmental delay, obesity and malnutrition (Caset et al., 1992; Kapi & Bhavna, 2002). Malnutrition mostly affects brain development in children and these children may have lower IQ levels. Malnutrition may also lead to such mental disorders as depression, schizophrenia, Alzheimer's disease, attention deficit disorder and hyperactivity. Poor intake of protein chronically slows the growth of mental processes. These children may have problems in attention, vision perception, learning and memory. (Aydın et al., 2017). In addition, poor and unbalanced diet affects school success and cognitive development adversely. They have poorer attention span, perception and problems of learning. As it has negative impacts on growth and development, decreases resistance to diseases thereby increasing absence rates at schools, decreases success levels and leads to grade repetitions, malnutrition increases costs of education (Őanlıer et al., 2016). In order to get children adopt healthier nutritional habits, parents should control the situation at home, give priority to fruit, vegetables, whole wheat food and less fat, limit intake of sugar and saturated fat, prepare appropriate portions for children and give opportunity for children to make choices (Corkins et al., 2016). Especially because fast food is more frequently preferred, food like hamburger and chips are consumed more often (Larson et al., 2011). This kind of food leads to bad nutritional habits, thereby resulting in excessive weight gain or lose. Therefore, it is very crucial to begin education and intervention in this area during childhood so as to minimizing the prevalence of wrong nutritional habits (St-Onge et al., 2003). This study aims to determine some nutritional habits and frequency of food intake in children at secondary school.

## 2. METHOD

This section includes the research model, the universe and sample of the research, data collection tools, and the evaluation of the data.

### 2.1. Research Model

A general screening model was used to investigate nutrition habits of students at Sehit Mehmet Cetin Imam Hatip Secondary School in Usak. General screening models; "In a universe consisting

of a large number of elements, a screening of all or part of the universe in order to arrive at a general judgment about the universe" (Karasar, 2011).

## 2.2. Universe and Sample

The universe of study, 695 students at Sehit Mehmet Cetin Imam Hatip Secondary School in Usak constitutes research population. Random sampling method was used and 390 voluntary students participated in the study (participation rate 56.12%).

## 2.3. Data Collecting Tools

Research data was collected through interview method using questionnaire form between December 2017 and February 2018. Before the questionnaire form was prepared, the related literature (thesis, articles, papers, scientific researches and the like) was examined and the questionnaire was prepared by using the related sources and previous researches (Türk vd., 2007; Kutlu vd., 2008; Kutlu & Çivi, 2009; Yabancı vd., 2009; Günlü, 2010; Önay Derin vd., 2011; Oğuz & Önay Derin, 2013; Önay Derin vd., 2016a; Önay Derin vd., 2016b; Önay Derin & Kara, 2017). The questionnaire contains general information (gender, age, class, body weight, height, parental education status, parental occupation status) about parents and their children, some nutritional habits of students.

## 2.4 Analysis of Data

All these data were evaluated in the study. Descriptive statistical analyzes such as percentage (%) and frequency (n) were made by statistical package for social sciences (SPSS) package program and chi-square ( $\chi^2$ ) significance test was used for the statistical evaluation of the data gathered from the results of the research. Gender was taken as a variable, and a p value of less than 0.05 was considered statistically significant. The weight (kg) and height (cm) circumferences of the students have been measured. Body Mass Index (BMI) ( $\text{kg}/\text{m}^2$ ) and waist hip rates have been measured. The weight (kg) and height (cm) circumferences of the students have been measured. Body Mass Index (BMI) ( $\text{kg}/\text{m}^2$ ) and waist hip rates have been measured (Alikasıfoğlu & Yordam, 2000; Arslan, 1993; Ergün & Erten, 2004; Pekcan, 1999; Pekcan, 2001; Yolsal, Kıyan, & Özden, 1998). In evaluating the food consumption frequency, a scoring system was used, using the formula  $T=6T1+5T2+4T3+3T4+2T5+T6$ . The total scores for each food are collected by multiplying the frequency of food consumed every day by 6, consumed every other day by 5, consumed per week by 4, consumed every 15 days by 3, consumed per month by 2 and consumed less than a month by 1. In order to compare foods with each other in terms of frequency of consumption, the percentage is calculated between the total score set for each food item and the highest total score that if this food consume every day.

## 3. FINDINGS AND DISCUSSION

The study includes 53,8% females and 46,2% males. Male students (n=180) and female students (n=210) are on average  $12.72 \pm 1.14$  and  $11.82 \pm 1.24$  years old respectively. 26.2% of the student are on the 5th, 24.1% on the 6th, 30.5% on the 7th and 19.2% are on the 8th grade. The number of people in their family changes between 2-9 and the average number of people is  $4.67 \pm 1.09$ . Mothers of more than half of students (55.4%) and almost half of fathers (42.6%) are primary school graduates. It has been found out that most of the mothers are housewives (84.9%). 32.8% of fathers are workers, 26.2% are self-employed and 24% are unemployed. 84.6% of students exercise even though it is not on a regular basis. When students are asked how often they exercise, 42.5% said every other day, 20.9% sometimes, 19.4% every day and 17.3% once in a week. The mean of body weight, body length, Body Mass Index (BMI) were  $43.98 \pm 16.82$  kg,  $150.93 \pm 14.75$  cm in the general total and  $18.83 \pm 3.42$   $\text{kg}/\text{m}^2$  and respectively  $44.14 \pm 11.23$  kg,  $152.42 \pm 13.32$  cm and  $18.83 \pm 3.52$   $\text{kg}/\text{m}^2$  in male students, and respectively  $43.84 \pm 20.45$  kg,  $149.65 \pm 15.79$  cm and  $18.83 \pm 3.35$   $\text{kg}/\text{m}^2$  in female students.

**Table 1.** Daily number of meals students eat, their skipping meals and habits of consuming food except meals

Daily number of meals	Males (n=180)		Females (n=210)		Total (n=390)	
	Number	%	Number	%	Number	%
2 and below	10	5.6	10	4.8	20	5.1
3	135	75.8	185	88.1	320	82.1
4	32	17.8	14	6.7	46	11.8
5	3	1.7	1	0.5	4	1.0
Average	3.16±0.53		3.02±0.38		3.08±0.46	
Statistics	$\chi^2=13.629$ sd= 3 p= 0.03					
Skipping meals	Males (n=180)		Females (n=210)		Total (n=390)	
	Number	%	Number	%	Number	%
Yes	26	14.4	30	14.3	56	14.3
No	22	12.2	52	24.8	74	19.0
Sometimes	132	73.3	128	61.0	260	66.7
Statistics	$\chi^2=10.262$ sd= 2 p= 0.06					
Skipped meal	Males (n=158)		Females (n=158)		Total (n=316)	
	Number	%	Number	%	Number	%
Breakfast	66	41.8	86	54.5	152	48.1
Lunch	70	44.3	50	31.6	120	38.0
Dinner	22	13.9	22	13.9	144	13.9
Statistics	$\chi^2=5.965$ sd= 2 p= 0.051					
Consuming snacks except meals	Males (n=180)		Females (n=210)		Total (n=390)	
	Number	%	Number	%	Number	%
Yes	83	46.1	74	35.2	157	40.3
Sometimes	84	46.7	112	53.3	196	50.3
No	13	7.2	24	11.4	37	9.5
Statistics	$\chi^2=5.511$ sd= 2 p= 0.064					
Types of snacks consumed	Males (n=167)		Females (n=186)		Total (n=353)	
	Number	%	Number	Number	%	Number
Fast-food	13	7.8	12	6.5	25	7.1
Chocolate-Ice cream	4	2.4	9	4.8	13	3.7
Dried nuts and fruit	74	44.3	63	33.9	137	38.8
Chips	20	12.0	37	19.9	57	16.1
Beverages like coke	7	4.2	2	1.1	9	2.5
Fruit	34	20.4	53	28.5	87	24.6
Biscuits, cakes, etc.	15	9.0	10	5.4	25	7.1
Statistics	$\chi^2=14.864$ sd= 6 p= 0.021					

The notion of meal is one of the matters that should be focused on with regard to nutritional habits. Meal is defined as the time periods during which food is consumed. It is classified into two as main meal and snacks. Main meals are breakfast, lunch and dinner whereas snacks are during mid-morning, mid-afternoon and night. Some people consume food only during main meals while some others do during all meals and snacks (Işkın & Sarıuşık, 2017). What is crucial here is that dividing daily food to three meals as balanced portions (Baysal, 2006). People should get adequate and balanced food on every meal to meet daily energy and food needs (Budak et al., 2005). The number of meals of the students in the study is 3.08±0.46 on average. The majority of male and female students (respectively 75.0%, 88.1%) have meals three times a day ( $\chi^2=14.688$ ,  $p=0.005$ ) (Table 1). Students of 11-14 ages were examined in terms of the relation between the number of meals and socioeconomic levels. The percentage of students with high, middle and poor socioeconomic levels having three meals a day were respectively 53.3, 45.8 and 51.3 (Önay & Aktaş, 2009). Uzucu & Onay Derin (2015) stated that %41.5 of students have three meals a day. Önay Derin & Kara (2017) stated in their study that more than half of male and female students (55.1% and 56.9% respectively) have three meals a day ( $\chi^2=2.426$ ,  $p=0.658$ ). The same study indicates that average number of meals for male students 3.12±0.91 and for female students

2.94±0.93. It is seen that 19.0 of students do not skip meals. Meals are the most crucial components of daily nutritional routine. So, sometimes problems of nutrition stem from the problems regarding meals. One of the most serious problems is skipping meals. In this regard, it is significant to know the reasons underlying this problem of skipping meals (Işkın & Sarıışık, 2017). Skipping meals sometimes slows down metabolism. Therefore, instead of skipping meals, one should have minimum three meals, even six meals a day to keep digestion and metabolism on a certain level (Arslan et al., 2001). The study indicates that 12.2% of male students and 24.8% of female students skip meals. The relation was found statistically significant ( $\chi^2=10.262$ ,  $p=0.006$ ). Almost half of students skipping meal (48.1%) do not have breakfast while 38.% skip lunch and 13.9% skip dinner (Table 1). 48.1% students skip breakfast, the most crucial meal of the day. This may stem from the fact that school starts very early and students get up late, thereby lacking enough time for breakfast. Similar studies supports that students skip breakfast most (Önay & Aktaş, 2009; Kaşıkçı, 2010; Türk et al., 2007; Önay Derin et al., 2016a; Önay Derin et al., 2016b). McIsaac et al. (2015) stated that skipping breakfast affects the performance in maths and ingredients of breakfast is also important. Littlecott et al. (2016) put forward that unhealthy breakfast do not have a positive impact on academic performance. Some other studies indicate that regular lunch and dinner correlate with academic success (Müller et al., 2013; Stea & Torstveit, 2014). When students going to school at early hours were studied, the ones who skip breakfast have poorer academic success. In addition, breakfast is very important to fight against some pediatric diseases. One should have breakfast to lower glycemic-load, prevent insulin resistance and heart diseases. In Turkey it is seen that students starting school early skip breakfast while students starting school in the afternoon do not have lunch (Orhan & Çelik, 2014). Another study shows that 69.7% of students regularly have breakfast whereas 23.7% sometimes have breakfast and 6.5% never have breakfast (Kudaş et al., 2005). A study on high school students indicates that 38.3% students skip lunch most (Özmen et al., 2007). This study also shows that 38.0% skip lunch and it is correlated with mentioned study (Table 1). Bilgen Sivri & Özpulat (2015), in a research on primary education, it was determined that 44.4% of children mostly skip breakfast. Erdoğan & Akın (2017) stated in a study on high school students 79.4% of students skip meal and they skip breakfast most with 65.6%. The same study states that half of the students (51.5%) skip meal due to loss of appetite.

Spending long hours on TV or the internet results in skipping main meals and eating snacks and fast-food between meals. This leads to tendency for gaining weight. Some bad nutritional habits and life style start during childhood and adolescence and these habits may affect people for all their lives after they become permanent habits (Kudaş et al., 2005). This study indicates that 46.1% of male students always eat snacks between main meals and 46.7% sometimes do it. On the other hand, 35.2% of female students stated they always eat snacks while 53.5% of them sometimes do it ( $\chi^2=2.426$ ,  $p=0.658$ ) (Table 1). Some other similar studies also show that eating snacks between main meals is very frequent (Kudaş et al., 2005; Özmen et al., 2007; Kaşıkçı, 2010; Günlü & Önay, 2011; Önay Derin et al., 2011; Savaşhan et al., 2015; Özilbey & Ergör, 2015; Önay Derin et al., 2016a). This may result from the fact that today children spend longer hours on TV and internet, thereby developing habits of snacking during this time (Önay Derin et al., 2016b). While one should eat nutritious food as snacks, people usually prefer to consume fatty food rich in calories (Uçar & Hasipek, 2006). Table 2 indicates that male and female students consume dried fruit and nuts most (44.3% and 33.9% respectively). Another similar study shows that students mostly consume fruit (49.5%), cake-pastry-Turkish bagel, etc. (45.1%), fruit juice (39.1%), milk-ayran (36.4%) and beverages like coke (26.6%) as snacks (Önay Derin et al., 2011). Similarly fruit (52.4%) is followed by nuts (45.1%), cake, pastry, Turkish bagel (42.7%), candies-chocolate (35.0%) and chips (29.7%) (Önay Derin et al., 2016a). Another study indicates that 25.5% of the students spend 1-2 hours on the internet and they consume beverages like coke (30.4%), fruit (29.5%) and chips (23.2%) during this time (Önay Derin et al., 2016b). Students were asked “how many glasses of water they drink” every day and average was found to be 9.70±5.01 glasses of water.

When percentage and point of consuming some food and beverages was examined, the rates below were found out: Students consume yoghurt by 87.65% (2051 points), cheese by 85.80% (2007 points), rice and pasta by 83.16% (1946 points), tea by 81.84% (1915 points), ayran by 81.15% (1899 points), olives by 80.56% (1885 points), milk by 80.38% (1881 points), eggs by 79.32% (1856 points), bread by 78.33% (1833 points) and butter by 76.03% (1779 points) (Table 2). It is seen in the Table 2 that most of the students consume cheese (68.2%), yoghurt (65.1%), tea (61.8%), olives (58.7%), eggs (54.6%), milk (51.8%) and bread (51.3%) every day. They eat fish (47.9%), legumes (42.1%) and chicken (41.0%) once a week. They (51.3%) never eat offal such as liver and spleen. It is suggested that eating 4-5 portions of fruit and vegetables every day to keep an adequate and healthy diet (Duyff, 2003). This study indicates that 39.5% of the students eat fresh fruit and 23.4% eat fresh vegetables every day. Similar studies also show that students consume fresh fruit (76.4%, 62.00% respectively) and fresh vegetables (50.3%, 40.3% respectively) everyday (Önay Derin et al., 2011; Önay Derin et al., 2016a). The results of this study are lower than the findings of other studies mentioned. The amount of protein and quality of the milk and its products (yoghurt, cheese, etc.) for individuals in the preadolescent-adolescent period and other age groups, which are growth and development periods, are among the nutrient groups to be consumed in terms of being the main source of vitamins, minerals, carbohydrates, especially calcium and phosphorus (Önay, 2002), especially for the formation and development of bones and teeth, protection of healthy structure, heart, nerve and muscle cells (Atasever, 2003). It is pleasing that half of the students (51.8%) consume milk in the study (Table 2). Looking at similar studies done, milk consumption (Aslan et al., 2003; Nahcivan, 2006, Önay Derin et al., 2011, Önay Derin et al., 2016a, Önay Derin et al., 2016b) is lower compared to the study conducted by us. Kutlu and Çivi (2009) found that more than half of the students consumed milk-yogurt (62.5%) and cheese (56.9%) each day. Önay Derin and Emdirme (2012) stated that less than half (31.2%) of the students consumed yogurt each day in their study. In another similar study, the proportion of students consuming yogurt per day was found to be 32.9% (Önay Derin et al., 2017), and our study findings (65.1%) were higher than the study results. In a work done; 47.9% of the students stated that they consumed dry legumes, 47.2% white meat, 41.6% red meat and 40.0% consumed egg 1-2 times a week. Bread is consumed daily by 77.9%. Rice, pasta, bulgur food groups are consumed 1 to 2 times a week in 43.8% and fresh vegetables and fruits are consumed in 69.1% every day. 46.8% of the students stated that they consume olive oil and sunflower oil every day. Sugar consumption per day was found to be 55.8% (Aslan et al., 2003). Sugar consumption per day was found to be 55.8% (Aslan et al., 2003). In the study conducted by Turk and colleagues (2007), 35.0% of the participants consumed dry legumes, 18.4% consumed dry fish, 91.0% consumed red meat, 91.7% consumed seasoned fruit, and 8.0% consumed vegetables. In another study, it was found that 13.1% of the students consumed vegetables, 57.3% fruit, 67.2% milk and dairy products, 17.3% animal food products such as meat, poultry, fish and eggs, 12.8% dry legumes, 14.2 of them consumed at least one portion of pasta, rice, bulgur and appetizer per day (Ceylan & Turan, 2008). Kutlu & Çivi (2009) found that 60.7% of the students consumed white meat, 47.3% red meat, 35.6% eggs, 49.0% of the students consumed dry legumes 1-2 times a week at maximum. In another study, it was observed that chicken meat, fish meat, dry legumes and red meat were consumed once a week (58.6%, 52.4%, 41.4%, 29.8% respectively) at most and egg consumption was at its most with 52.4% per day (Önay Derin et al., 2011). In the study conducted by Önay Derin and his colleagues (2016b), it was found that students consumed chicken meat, red meat, dry legumes (38.3%, 29.4%, 24.8% respectively) once in a week at maximum and that slightly more than half of them consumed eggs (53.3%) every day, with chicken meat, red meat, dry legumes. In this study, it was once more determined that more than half of the students (54.6%) consumed eggs every day (Table 2).

Table 2. Food Consuming Frequency of Students

	Everyday		Every other day		Once a week		Once every 15 days		Once a month		Rarer		Never consumes		Total Point	Percentage of Total Point
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number			
Yoghurt	254	65.1	68	17.4	39	10.0	5	1.3	3	0.8	10	2.6	11	2.8	2051	87.65
Cheese	266	68.2	60	15.4	20	5.1	3	0.8	6	1.5	10	2.6	25	6.4	2007	85.77
Milk puddings	86	22.0	31	7.9	152	39.0	57	14.6	30	7.7	15	3.8	19	4.9	1525	65.17
Red meat	45	11.6	22	5.6	130	33.3	70	17.9	50	12.8	35	9.0	38	9.7	1245	53.21
White meat	49	12.6	20	5.1	160	41.0	72	18.5	54	13.8	19	4.9	16	4.1	1377	58.85
Fish	24	6.1	12	3.1	187	47.9	56	14.4	51	13.1	26	6.7	34	8.7	1248	53.33
Offal like liver, spleen, etc.	15	3.9	6	1.5	47	12.1	29	7.4	15	3.9	42	10.8	200	51.3	539	23.03
Sujuk (Turkish sausage), sausage, salami, pastrami, etc.	69	17.6	29	7.4	110	28.2	52	13.3	33	8.5	56	14.4	41	10.5	1277	54.57
Lahmacun, kebab, doner kebab, etc.	52	13.3	31	7.9	113	29.0	73	18.7	67	17.2	35	9.0	19	4.9	1307	55.86
Hamburger, toast, sandwich, pizza etc.	40	10.2	23	5.9	82	21.0	43	11.0	71	18.2	74	19.0	57	14.9	1028	43.93
Eggs	174	54.6	72	18.5	97	24.9	13	3.3	7	1.8	11	2.8	16	4.1	1856	79.32
Legumes	102	26.2	51	13.1	164	42.1	35	9.0	13	3.3	13	3.3	12	3.1	1571	67.14
Nuts, peanuts, walnut, sunflower seeds, etc.	167	40.3	91	23.3	94	24.1	28	7.2	10	2.6	7	1.8	3	0.8	1944	83.08
Fresh fruit	154	39.5	78	20.0	84	21.5	24	6.2	10	2.6	15	3.8	25	6.4	1757	75.09
Fresh vegetables	90	23.4	51	13.1	108	27.7	25	6.4	18	4.6	33	8.5	65	16.7	1393	59.53
Dried fig, grapes, apricot, etc.	120	30.8	80	20.5	79	20.3	19	4.9	20	5.1	22	5.6	50	12.8	1555	66.45
Bread	200	51.3	58	14.9	58	14.9	26	6.7	9	2.3	15	3.8	24	6.2	1833	78.33
Rice, pasta	184	47.2	71	18.2	104	26.7	21	5.4	2	0.5	4	1.0	4	1.0	1946	83.16
Turkish bagel, pastry, cake, biscuits, chips, etc.	143	36.7	62	15.9	127	32.6	30	7.7	15	3.8	10	2.6	3	0.8	1806	77.18
Butter	164	42.1	69	17.7	77	19.7	37	9.5	9	2.3	13	3.3	21	5.4	1779	76.03
Margarine	134	34.4	58	14.9	65	16.7	21	5.4	12	3.1	13	3.3	87	22.3	1404	60.00
Honey	160	41.0	62	15.9	64	16.4	22	5.6	11	2.8	28	7.2	43	11.0	1642	70.18
Jam, marmalade	154	39.5	59	15.1	68	17.4	22	5.6	13	3.3	20	5.1	54	3.8	1603	68.50
Molasses	129	33.1	50	12.8	74	19.0	34	8.7	8	2.1	28	7.2	67	17.2	1466	62.65
Olives	229	58.7	65	16.7	30	7.7	13	3.3	8	2.1	11	2.8	34	8.7	1885	80.56
Pastry	85	21.8	50	12.8	131	33.6	60	15.4	29	7.4	21	5.4	14	3.6	1543	65.94
Chocolate and candies	154	39.5	65	16.7	84	21.5	30	7.7	17	4.4	29	7.4	11	2.8	1738	74.27
Milk	202	51.8	75	19.2	58	14.9	13	3.3	7	1.8	9	2.3	26	6.7	1881	80.38
Ayran	187	47.9	77	19.7	79	20.3	21	5.4	3	0.8	7	1.8	16	4.1	1899	81.15
Tea	241	61.8	55	14.1	38	9.7	5	1.3	9	2.3	9	2.3	33	8.5	1915	81.84
Herbal tea	135	36.6	47	12.1	66	16.9	30	7.7	22	5.6	24	6.2	66	16.9	1467	62.69
Canned Juice	123	31.5	44	11.3	91	23.3	38	9.7	15	3.8	35	9.0	44	11.3	1501	64.15
Fresh-squeezed fruit juice	146	37.5	68	17.4	82	21.0	32	8.2	12	3.1	26	6.7	24	6.2	1690	72.22
Coffee	92	23.6	41	10.5	109	27.9	33	8.5	21	5.4	27	6.9	67	17.2	1252	53.50
Coke, soda, etc.	100	25.7	36	9.2	89	22.8	35	9.0	24	6.2	47	12.1	59	15.1	1336	57.09



In a study conducted, it was determined that offal was ranked first among the foods that students never consumed (Günlü & Önay, 2011). Özilbey & Ergör (2015) found that while 64.7% of students participated in the study consumed five glasses of milk or more in a week, 6.4% did not consume milk and while 49.4% of students consumed more than 1 meat per week, 6.7% did not consume meat. In the same study, 29.7% of the students consumed candy, 3.1% of them consumed chips, 4.6% consumed gassy beverages and 5.5% consumed sausage-salami-sujuk almost every day. In another study, it was observed that the offal students never consumed (71.7%) are followed by molasses (38.3%), milk (19.7%) and hamburger and toast (18.0%) (Önay Derin et al., 2016a). Önay Derin et al. (2016b) found that students never consumed fish meat (51.4%), offal (50.5%), hamburgers, toast and the like (45.8%) and dry legumes (44.9%). In Table 2, it is seen that half of the students (51.3%) did not consume the offal at all, which is in agreement with the results of the study. In a study conducted to determine the nutritional status of 14-15 age group students and the factors affecting them, the consumption of meat, poultry and fish by male students was 75.22 g / day and that of female students was 123.35 g / day. The highest consumption rate of meat, fish and poultry was found at the middle socio-economic level (123.38 g / day). Egg consumption of male and female students was 26.95 g / day, 24.52 g / day, respectively, and the highest amount of egg consumption was found at the low socio-economic level (33.79 g / day). The students' milk and yogurt consumption amounts to 148.90 g, 45.43 g. The daily cheese consumption amount of the students is 48.42 g and 53.64 g and 43.25 g / day for male and female students, respectively. Consumption of vegetables and fruits together was 157.3 g / day and 156.0 g / day for male and female students, respectively. Bread consumption is low at 138.70 g and 168.39 g at middle socioeconomic levels, but drops to 116.93 g at high socio-economic level. Consumption of cereal products except bread was 122.13 g, 115.16 g and 92.7 g, respectively, at high, middle and low socioeconomic levels. Sugar and sugary foods are consumed by male and female students by 44.64 g and 34.88 g (Önay & Aktaş, 2009). In a study on nutrition habits of primary school students, data obtained shows that the most consumed product in the recess chosen by students is alfajor (45.7%), followed by sandwich and/or hot dog (35.1%). Meanwhile, the products that were less consumed were gelatin (3.5%) and cereal bars (3.5%). The total amount of intake macronutrients was also calculated from the survey completed by each of them and it was expressed as total caloric value, carbohydrates, proteins and fats. Although, the average total intake resulted in 1550 Cal/day, which is lower than the Recommended Daily Intake for children (2000 Cal/day), according with Recommended Dietary Allowance (RDA) the intake adequacies of the average macronutrient distribution were higher than 70% in all cases (Alejandra et al., 2016). In another study, it was found that children rarely consume milk (30,8%), red meat (48,1%), fizzy drinks (47.1%); they consume chips one or two days a week (17.3%) and do not consume (56.3%) any cornflakes ( $p<0.05$ ) (Bilgen Sivri & Özpulat, 2015). Uzdil and his colleagues (2017) stated that students consumed mostly white cheese and yogurt (61.10% and 48.90% respectively) consumed daily while 41.00% consumed milk less frequently (less than once a month). In the same study, meat products are mostly rarely consumed (57.00%, 59.80% and 63.50% respectively for red meat, chicken and fish). 71.00% of the students consume bread every day. The percentage of those who consume vegetables and fruit each day is 45.00% and 48.90% respectively. 45.00% of the students consume chocolate every day (Uzdil et al., 2017).

#### 4. RESULTS AND SUGGESTIONS

53.8 % of the participant students are females and the rest 46.2% are males. Male students ( $n=180$ ) and female students ( $n=210$ ) are  $12.72\pm 1.14$  years and  $11.82\pm 1.24$  years old respectively. 84.6% of students exercise even though it is not on a regular basis. Average daily meal is  $3.08\pm 0.46$  and more than a half of students (75% of males & 88,1% of females) have three meals a day ( $\chi^2 = 14.688$ ,  $p=0.005$ ). The study indicates that 12.2% of male students and 24.8% of female students skip meals. The relation was found statistically significant ( $\chi^2=10.262$ ,  $p=0.006$ ). Almost half of students skipping meal (48.1%) do not have breakfast while 38.% skip lunch and 13.9%

skip dinner. Considering the finding in the study that almost half of the students' skip breakfast, attention should be paid to the necessity of the fact that continuous nutrition education should be given in certain periods in order that children gain the proper breakfast habits at early ages. It was found that the majority of the students consumed cheese (68.2%), yogurt (65.1%), tea (61.8%), olives (58.7%), egg (54.6%), milk (51.8%) and bread (51.3%) everyday, they consumed fish (47.9%), dry legumes (42.1%) and chicken meat (41.0%) once a week, and they never consumed liver, spleen and similar giblets (51.3%). Due to the fact that children's regular and quality meal, especially breakfast, consumption habits and their consuming micro nutritional elements, fruits-vegetables, milk and fish at enough levels has a positive effect on cognitive performance and on school success, firstly mothers, families, teachers, schools and society have important roles in terms of consumption of nutritional elements that support the development of cognitive functions of children including gestation and early childhood periods. It should be noted that it is necessary to provide continuous and proper nutrition education in order for children to gain proper breakfast habits from early ages. School children should be provided with healthy eating conditions with adequate and balanced nutrition and appropriate facilities should be built for teenagers to play sports. Discuss the results obtained in your research by supporting them with the relevant literature. Based on the results of your research, write the recommendations for the researchers and the target group stated in your study. Discuss the results obtained in your research by supporting them with the relevant literature. Based on the results of your research, write the recommendations for the researchers and the target group stated in your study.

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