

# A study on healthy eating children's music lessons and school performance

**Mustafa Kabatas**

Music Education Department, Kastamonu University, Faculty of Education, Kastamonu, Turkey.

Accepted 21 January, 2021

---

## ABSTRACT

Healthy nutrition is the main factor affecting the adaptation process of children to school regardless of their education level. Nutrition becomes more important in performance-based lessons such as music lessons. Studies conducted to improve education emphasize the importance of a healthy diet for students to improve school performance. Given that the human environment affects the health of individuals and communities in terms of their performance, discussions on nutrition and health constitute debates involving various aspects of the political, social, economic and cultural developments of societies. It is the health status of individuals that has long-term effects on the well-being of society members and the well-being of the society as a whole. Societies that guarantee good health and nutrition for their citizens can boast of higher outcomes, including high performance in school. The importance of good nutrition increases even more in performance lessons such as music lessons. This healthy eating in Kastamonu province in Turkey's perspective, we did a study on music lessons and school performance. It was held in four different regional schools in Kastamonu province. The selection of these schools assumes that the distribution of schools in the city differs socioeconomically. While interviews were held with 18 teachers in 4 schools in each neighborhood, 42 students were interviewed in the last year for each school. The school categories evaluated were: private, mission schools, and state-owned schools. Two types of research tools were applied to the universe of the study as follows: interviews for both teachers and parents through questionnaires and interview guides were applied to primary school students. In addition, we made some observations in different schools that allow us to see the different health and nutrition opportunities available in these schools. Therefore, data collection for this study is both quantitative and qualitative using the tools mentioned above. The aim of the research is to determine how healthy students are eating in schools; to develop ideas for a healthier diet for students and to present them to managers. Research is important in that it benefits field experts and similar studies. According to the results of the research, both school success and music lesson success increase with a healthy diet. This reveals the importance of healthy nutrition, especially in school children in their developmental age.

**Keywords:** Music, school, music lesson, healthy eating, performance.

E-mail: [mustafa-kabatas@hotmail.com](mailto:mustafa-kabatas@hotmail.com).

---

## INTRODUCTION

There are hundreds of studies showing that the brains of people with a healthy diet work better. Well-functioning minds achieve success in the field of music.

A study by Symons et al. (1997), The Comprehensive School Health Education National Action Plan, provides a direct relationship between students' health and academic performance. Study participants the workshop

concluded that healthy children learn better and warned that no curriculum can compensate for deficiencies in students' health status. However, local school leaders and stakeholders often they are not convinced that there is a way to improve learners' health, to achieve improved academic outcomes. Perhaps this is why too much emphasis has been placed on school health/nutrition as

the cornerstone of achieving the millennium development goals in most communities. The absence of dispensary or infirmary structures in almost all primary schools visited, particularly including the neglect of state-run structures used for hygiene and sanitation in some mission schools, presents a clear challenge to our educational policies. It is time to uncover the legend that places more emphasis on performance in our education system, ignoring environmental hygiene and sanitation issues. School feeding programs contribute to alleviating short-term hunger and help children concentrate on their studies and achieve better cognition and better educational outcomes (Ministry of Education, Ethiopia, 2012).

They also address micronutrient deficiencies such as vitamin A, iodine, and iron, among others, which directly or indirectly affect cognition and can result in better school performance. Therefore, school feeding programs should be encouraged to provide balanced meals for children in schools, especially for those from poor and food-insecure households and regions and those affected by natural and human-induced emergencies. Children of well-off families should be encouraged and taught to carry nutritious lunch boxes (Lengha, 2014).

To evaluate and protect the health of students and all efforts to improve it are defined as health programs. Public health School health, which is an important concept for in the world in the 1800s, the compulsory education law started to gain importance with its coming into force. Education for All that took place in Thailand in 1990 World leaders who came together at the 4th Congress in education related to school, teacher, various learning methods health for success in education, with important decisions and reported that nutrition is very important. Education, health and nutrition are inseparable. Adequate and balanced diet, school health has an important place in its programs. Nutrition programs given in schools, growth, positive effects on development and learning in addition, the correct eating habits, children in adulthood such as obesity, coronary heart disease, diabetes and cancer, will also reduce the risk of developing chronic diseases (Levinger, 1994).

Nutrition positively affects school success. As the quality and number of school health programs increase cognitive development of children and academic, it has been reported that their success has increased. Mild level, although nutritional deficiencies are not taken seriously, often results in learning disabilities. To 40% of children in developing countries, the relative affected by growth retardation mental development of these children and school achievements are also insufficient. Malnutrition Since children are short, healthy good starting school late compared to their fed peers and they complete their education later than them. Made on middle school students in Kenya between school success and body weight in a study significant relationship have been identified. Nutrition a major problem for education disorders school attendance was also negatively

affected.

Schools alone cannot solve all health problems, but strong school-based policies and programs are effective in solving many health problems. School-based dietary and physical activity changes reduce the risk of obesity and chronic disease and health expenses (Rose, 1974).

To evaluate the nutritional status of schools, children and adolescents and are the ideal places to give nutrition education. This age group can acquire practical eating habits at school, as they spend most of their time at school and consume at least one meal at school. The work of mothers and fathers in the family, their inability to spare a lot of time for their children, the increase in children's eating habits outside the home prevent parents from following their children's eating habits. For these reasons, it is very important to implement programs such as nutrition education, breakfast, lunch under the supervision of nutritionists in schools. While participating in physical lessons at school increases the level of physical activity, it can also gain the habit of doing sports for a lifetime by teaching the benefits of sports, making them love sports.

Nutrition education programs are an effective method in helping children and adolescents gain healthy eating habits. Nutrition education should be taught together with other lessons at school; for example, in the mathematics lesson, the daily energy and nutrients values of the children should be calculated, or the texts about nutrition should be selected in the reading lessons (Lengha, 2014).

Nutritionists should be invited to the school and meetings on healthy eating should be organized. Nutrition Education Programs given in schools must also include teachers. The trainings provided positively affected the health and morale of teachers, which increased the quality of education (Lengha, 2014).

Nutrition education programs for children and adolescents also reduce their effects in the wrong direction. While preparing school health programs, the policy of the school, the curriculum, the school nutrition service, the physical activity program applied at the school, and the school environment should be taken into consideration; family and community participation should be ensured. School nutrition programs differ according to the characteristics of the society. School health programs applied in the world should be evaluated. In America, the 6th and 7th graders were asked to reduce the time of watching television, increase the consumption of vegetables and fruits, reduce the consumption of high-fat foods. Training was provided for two years on increasing physical activities. At the beginning and at the end of the training, the prevalence of obesity decreased, healthy nutrition and physical activity in line with the objectives positive results to gain habit has been taken. Watching television and using computers more to evaluate physical activity in school health programs and hours of playing video games in order to evaluate healthy eating habits,

the percentage of energy coming from fat, consumption of sugary beverages, intake of junk food and the number of fruits and vegetables consumed are evaluated. The decrease in resting metabolic rate and consequently energy expenditure while watching television, and the increase in consumption of foods with high energy, sugar and fat content due to advertisements, are the reasons for the relationship between television and obesity.

Skipping meals is common in school-age children is the problem. Meal skipping denies the amount of energy and nutrients recommended for this age group, making it difficult to meet at meals and depending on energy and nutrient deficiencies prepare the ground (Scheumann and Neubert, 2006).

At school age, the most important and most neglected meal of the day is breakfast. Due to the long time between dinner and breakfast, at breakfast time, the individual is hungry and energizes the brain. Blood sugar provided is also at the lowest level. Therefore, students' not eating breakfast decreases their problem-solving skills; tidy breakfast, on the other hand, increases school success and academic score, positively affects many brain and behavioral functions including learning and remembering. In order to make children and adolescents gain the habit of having breakfast, the importance of breakfast should be explained to students and their families. At school age, the child usually has to eat lunch outside of the home. School meals are different than at home, so it may take time for the child to get used to it. If there is no food at school, which is a common situation in our country, children who have to feed in the canteen or prefer these wrong eating habits are developing. According to a study conducted in America, fast food restaurants gather around schools. While eating at school helps children to have adequate and balanced nutrition, children are also provided to have fun with their friends at meal times (Pollitt, 1990).

Nutrition education is included in the breakfast and lunch programs at school in America. While these programs do not impose a huge economic burden on the state, those interested in this program must be experts in the subject. Breakfast and lunch programs at school should inform children about nutrition and enables scientific research to be conducted. The American Government has developed various programs to provide breakfast and lunch to children in schools. School Breakfast and National School Lunch Programs, prepared according to healthy eating recommendations, are implemented with appropriate help from families. In this program Children of families with low socioeconomic status can benefit free of charge, which is generally free of charge (Gross, 2005).

Disease Control Center (CDC-Centers for Diseases Control and Prevention, 1997) healthy nutrition and physical activity effective school policies in supporting and a 10-point guide describing its implementation published. This guide can be summarized as follows:

1. Coordinated School Health Program (KOSP) Physical Activity and Nutrition Description: Coordinated school health program significantly affecting students' health, eight different components of the school community increasing the quality of these components and increasing the harmony of employees with each other focused on. These ingredients are education, physical education, health services, nutritional services, psychological counseling and guidance, healthy school environment, for employee's health promotion, family and community participation.

2. Creating a School Health Commission and actively continuing the Way: School and Community school health created by different segments commission, all health policies in the school, compatible programs, activities and resources, and the responsible use and management of it.

3. School Health Policies and Programs a Plan for Evaluation and Development: School health commissions current health policies and practices and they can evaluate their weaknesses. This assessment, mainly nutritional and physical tobacco use and school associated with injury prevention should focus on its activities.

4. Schools Nutrition and Physical Activity Strengthening Policies: Schools, school environment and adoption of government-level policies can be applied effectively. It is critical for this purpose, policy implementation and educator at school, giving information to students, employees and parents equally is of great importance.

5. A High Quality of Health for School Staff Starting a Support Program: School supporting health in employees' programs, employee morale, their participation and all their performances. It is an important strategy in improving school employees; students' health is important and they can contribute as role-models.

6. A High-Quality Study for Health Education Implementing the Program: Modern health education national-level health education having a curriculum in line with the standards and enough time for training separation. The curriculum makes students healthy Necessary techniques for gaining behaviors should be effective while learning these techniques provide opportunities for them to implement and it should be able to remove the obstacles encountered.

7. A High-Quality Study for Physical Education Implementing the Program: A well-planned body training program; physical throughout life above the information and techniques required for the activity should stop, it should include movement techniques as well as personal management techniques. Body size education course hours should keep all students active and fun should pass. A quality bodies enough time for training, a trained instructor, suitable environment and number suitable for a classroom student must be found.

8. Students' Participation in Physical Activity Opportunities: School environment, body outside of the

education classes, many opportunities to engage in physical activity offers. Also, many teachers physical as part of their lessons can offer the opportunity to participate in the activity.

9. Implementing a Quality School Meal Program: Schools offer their students a high-quality meal enough time for feeding with the program and they must present a clean, safe and pleasant space. Serving food in schools must be done by suitably trained persons.

10. Making sure Students outside the School Meal Program enjoy Healthy Food and Beverage Choices: Many schools, schools Canteen etc. offer outside the meal programs. This means they offer various choices of foods and drinks to students. Legal regulations on this issue are quite inadequate. Having low nutritional value, chocolate, carbonated drinks, chips, candies, etc. are not suitable in cafeterias; these types of food should not be sold around the school environment.

## METHODOLOGY

It is very important that people eat a healthy diet. Socioeconomic variables and individual incomes also affect the quality of food intake and health in societies. This study conducted in Kastamonu in Turkey, on children's nutrition and school performance music course was carried out at four different schools with the aim of measuring that the regions where these schools are located has its own unique socioeconomic structure. People everywhere have certain notions of the nature of the world in which they live (Rose, 1974: 61). People living in these different regions have different understanding of food and therefore their children's nutrition. The point of view of children with different eating habits towards music lesson also varies. For this reason, students' achievements in both school and music lessons are different. The research method adopted in this study is survey design. Two approaches were used for the study: qualitative and quantitative approaches. In the qualitative approach, data were collected through interviews, observations and focus group discussions, while for the quantitative approach we used questionnaires to collect data. Interview guides and structured questionnaires were used to collect quantitative data. This study related to school health, school health and nutrition, Turkey's Kastamonu in four different regions of the city was limited to four different schools.

### Sample characteristics

The schools make up the sample group in the study; with significant socioeconomic distinctions from one another in the town of Kastamonu Turkey, and they were selected from four regions. The healthy diet, music lesson

performances and school performance quality of the students studying at schools were examined.

### Sampling unit

To find the answer to the question on how nutrition affects children's success in school and live music course in Kastamonu province, only primary education schools were included in this study. Schools with observable socioeconomic differences were selected from four regions, and five types of units were observed in each school:

1. Students' participation in music lessons and their performance levels.
2. Socio-economic structures of the students.
3. Resources that schools can allocate for social activities.
4. School cafeterias and canteens.
5. Nutritional habits and social environment of the students in and out of classes.

The study was implemented over a period of one semester in 2018-2019. Parents and leaders of non-governmental organizations involved in educational activities were equally included in the research unit. However, the selected school types had a public-school structure; private schools were not included in the study. Given that sixth grade students have absorbed the entire primary school program and are ready for public or external exams, they are the students subjected to our research to reveal data on health, nutrition and school performance rates. In this study, 18 teachers from 4 schools and 42 students from each school were interviewed. Specifically, the sample, characterized by five nominal variables, comprised a total of 168 students: school type, region, gender, locality, and school environment.

## RESULTS AND DISCUSSION

Four focus group discussions were held involving parents and teachers to show that students who eat well have changed for the better both in music lessons and their school performance.

The analyses were made depending on the appropriateness of the variables or problems related to the school environment, nutrition, health status and students' performance in schools. Therefore, we analyzed each of the issues referring to health and nutrition, and the chi-square test of independence was used to know whether students in health and nutritional deficiencies were significantly dependent on a socio-demographic trait. The socio-demographic characteristics selected for our study are: gender, geographical region,

education level, type of education, and the region where students live.

As the limitations of the study, we encountered an awareness problem in some of our target population. Most of the respondents and most of our other stakeholders in the education system concentrate on access to education issues and did not see nutrition and health issues as an obstacle to their children's academic performance. We see this as a real limitation for this study because we had to explain this at every moment: respondents what nutrition actually means.

### Students' participation in music lessons

Historically, assessment of school performance has often focused on the education system (quality of the system, didactic material and quality of teaching). Moreover, school health and nutrition are often regarded as important determinants for school performance. However, [Baba et al. \(1996\)](#) show that malnutrition of children under the age of five alters their intellectual development and thus leads to poor performance at school ([El Hioui et al. 2008](#)).

According to the World Health Organization, "health is a complete physical condition, mental and social well-being, it does not just mean the absence of a disease or disability".

School health is defined as the sum of experiences that an individual can acquire in the school environment and that can contribute to the development of this individual's good habits, attitudes and knowledge.

According to the Larousse dictionary, nutrition is defined as the function of digestion and assimilation of food. Studies show that malnutrition in the school environment affects intellectual development ([El Hioui et al. 2008](#)). Indeed, in 2002, an intervention framework for improving school health and nutrition was developed by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Health Organization (WHO) and the World Bank ([Ibid](#)). In addition, other researchers were interested in the impact of school health and nutrition on student performance. A comparison of the intellectual performance of 6- to 16-year-old children in the case of food insecurity with other children aged 12 to 16 has a significant effect because they performed less in the first music lesson, had more repetitions and more psychological problems. This study shows how important the nutritional factor is in children's mental development. To establish the relationship that exists between school health, nutrition and school performance, some authors argue that no nutritionist's students perform better than well-nourished ones, good nutrition guarantees a healthy brain and a better retention memory, which already includes the ability to work well ([Lengha, 2014](#)).

According to [Hodgkin \(2019\)](#), the body needs water.

About 50 to 60% of our body weight consists of water. Food sources of water include liquid foods (yogurt, ice cream, pudding, etc.), beverages (water, drinks), and solid foods (fruits and vegetables contain 73 to 95% water). Therefore, a child who needs 1000 calories should drink 1000 milligrams or 4.3 glasses of water a day. In addition, for better school performance, schools should have good drinking water supplies to meet the water needs of children, with canteens providing essential liquid food ([Levinger, 1994](#)).

As many studies have shown, education and health work together: malnutrition or malaria has an impact on participation in learning in schools. As shown below, students' participation in classes depends on the type of school they attend. In Table 1, students of schools owned by one of the observed institutions are very active in classrooms. From our observations, these schools have adequate infrastructures that provide a good learning environment for children. This adequate learning environment serves as a motivating factor for students.

Data show that in all the regions of the world, improvement of food and health conditions could give rise to better results in school. For instance, some food programs have had remarkable results on schooling and school results ([Levinger, 1994](#)). Moreso, food interventions such as micronutrients and treatment of intestinal worms have a positive effect on the concentration of pupils, their ability to solve problems and their scores in tests. This is because education is the transmission of what is worthwhile to those who become committed to it. This must involve knowledge and understanding and some sort of cognitive perspective which is not inert ([Schofield, 1982](#)). Education is any other aspect of public health which provides people with sufficient information by telling them how notification of diseases can help individuals and the community ([Lucas and Gilles, 1982](#)).

Studies done by the Partnership for Child Development in Ghana have recently showed that iron supplement administered by teachers significantly improved upon school results for a duration of six months. In Malawi, when school feeding was complemented by iron and iodine, gains of IQ were more important than what iodine could ([Shrestha, 1994](#)). Studies argued by [Pollitt \(1990\)](#) have equally shown that children suffering from iron anemia and having mediocre results at the beginning of schooling have seen their incapacity disappear after much iron support from the supplements is given ([Lucas and Gilles, 1982](#)).

According [R. F. Harijaona<sup>1</sup>](#), the rate of schooling increased in the world during the 1990 in all the regions,

<sup>1</sup> Radriamahanina Finaritra Harijaona, Etat nutritionnel et performances scolaires des élèves des écoles primaires publiques de la commune de Talata Volonondry, mémoire pour l'obtention du diplôme de Licence en Nutrition, 2007, sur le site <http://www.scribd.com/doc/51204600/Etat-nutritionnel-et-performance-scolaire-des-eleves-des-ecoles-primaires-publiques-de-la-Commune-de-Talata-Volonondry-RANDRIAMAHANINA-Finaritra-Hari>

**Table 1.** Students' regular participation in music lessons and school.

Schools	Very active (%)	Active (%)	Not active (%)
1. Zone	12.10	69.70	12.10
2. Zone	33.30	66.70	0.00
3. Zone	17.90	64.30	12.50
4. Zone	43.30	53.30	3.30

Source: Field data, 2019.

with an average of 81% of school children in schools in 2002. In poor countries and especially in countries where populations are increasing rapidly, hunger and malnutrition often pose critical problems.

This is so because one of the factors that influence school performance is malnutrition. From the above facts from diverse literature explaining the link existing between education, nutrition and health, one can deduce that an important potential gain of educational efficiency could be obtained by the improvement in nutrition and health of children from the ages of 6 to 14 years.

As mentioned above, four regions of Kastamonu are grouped for this study according to socioeconomic differences. Table 2 shows that 24% of the students from the 1st region, 21% from the 2nd region, 16% from the 3rd region and 10% from the 4th region from our study.

### Socioeconomic status of the families and the gender of the students

In our sample, 40.3% of the students interviewed were boys and 59.7% were girls. Considering the conditions in

our country, 2% of the families in our sample are good income, 62.5% middle income and 35.5% low income.

### Resources that schools can allocate for social activities

Schools' social activities vary by region, but have equal funding to the extent supported by the ministry. The only reason for social activity inequality among schools; the importance that administrators and teachers attach to social activities varies. It has an important place in school-family unions in terms of providing and using resources. Parent-teacher associations form the basis of external sponsorships and additional resources to the school. In Table 3, resources allocated by four different schools for social activities are evaluated.

When the schools were examined, all social activities recorded throughout the year were observed, that is, Concert, Travel, Sports activities, Painting Exhibition, Special day celebrations and commemorations, Social responsibility projects. During the evaluation, the items determined by the ministry were used.

**Table 2.** Distribution of students according to regions with different socioeconomic structure.

Regions with different socioeconomic structure	Sample (%)
1. Zone	24
2. Zone	21
3. Zone	16
4. Zone	10

Source: Field data, 2019.

**Table 3.** Resources that schools can allocate for social activities.

Schools can allocate for social activities (%)	Social activities
School 1	49.8
School 2	78.7
School 3	60.5
School 4	78.4

Source: Field data, 2019.

### School cafeterias and canteens

It is very important that all school-age children receive education under equal physical conditions. School buildings have been built in a uniform standard in recent years and to meet all the needs of students. All schools with adequate physical facilities should have dining halls and canteens that will ensure a healthy diet for students. Administrators have a great responsibility here. Quality materials should be purchased and prepared by skilled hands, fresh and healthy products should be kept, in short, dining hall and canteen inspections should be done regularly and well. Music lesson performances are more efficient if students eat well and healthy in their own social environment and school. A well-nourished child will be weak in this lesson, in which their minds are most actively used.

In Table 4, the canteens and dining halls within the existing physical structure of the schools, which constitute the sample of our study, were examined. While examining canteens in schools, food sales and dates approved by the Ministry of Health were examined. First of all, it has been observed how much canteens serve as long as schools are open throughout the year. Thus, it was observed how long students had access to the school canteen while at school. It has been observed that the dining halls attach importance to quality in their purchases, their cleanliness and the experience of the cooks. It was observed how much service the school cafeterias served in the same year. Finally, it was observed by whom and how often the inspections were made.

### Nutritional habits and social environment of the students in and out of classes

#### School canteens

Most school-age children do not eat before leaving their homes to go to school. Aware of their children's nutritional needs, parents often give their children money to buy what is sold at school during the fun periods. In schools where food is not sold, it is still difficult for students to get their food in this way. However, most of

the schools in Kastamonu city have food canteens and cafeterias where food is sold to both students and staff. The important thing is that canteens and cafeterias serve throughout the school period. They should offer quality fresh and inspected produce. In this way, students will be able to eat healthier. It is an indisputable fact that healthy nourished students increase their social activities, music lessons and school performances. In schools with good nutrition opportunities, the abundance of activities such as music lessons, concerts and concerts were observed.

#### Nutrition and health condition

On the question of knowing how nutrition influences the health condition of pupils, we came out with the fact that in a general way, pupils do not consider food as something that disturbs their health (Table 5). The global health of pupils needs a readjustment or improvement on the environment and health facilities. It is only when these components of health are put together that the health of the pupils in their learning process is guaranteed (O'Donnell, 1997).

My study shows that healthy eating varies significantly in music lesson activities and performance (Table 6).

#### Healthy eating and music lesson success

In order for the goals and achievements of the music course in the curriculum to be fully realized, class hours must be sufficient, and there must be tools and equipment to be used in the lessons. The curriculum in the music lesson requires increasing the duration of the lessons. In addition, the student's ability to be musically sound may be necessary for this course, but not necessarily. The aim is to be able to love music and pass it on to future generations. Activities in schools include establishing choirs and orchestras, ensuring the participation of students in concerts. There is a lot of work for other classes and school administrations to realize these. Activities can be increased by taking advantage of the music department of the universities. Supporting local and non-provincial university trips from the 9th grade will contribute to the development of the vision.

Table 4. School canteens and cafeterias.

Schools	Types		
	School canteen (%)	School cafeterias (%)	Supervision of school canteens and cafeterias (%)
School 1	56	11	35
School 2	68.1	36	51
School 3	75	61.2	76
School 4	94	85	83.5

Source: Field data, 2019.

**Table 5.** Nutrition and health condition.

Parameter	Food in school (%)	Food in school and the health of pupils (%)
School 1	56	14
School 2	68.1	17.9
School 3	75	25
School 4	94	46

Source: Field data, 2019.

**Table 6.** Healthy eating and music lesson success.

Parameter	Healthy eating (%)	Music lesson success rate (%)
School 1	56	57
School 2	68.1	70.8
School 3	75	79.2
School 4	94	90.3

Source: Field data, 2019.

Bringing writers, poets and academics together with students; studies on this subject need to be increased and expanded. During the semester, it was observed that the choral works of our students during the academic year contributed positively to our students' socialization. It was stated that it would be beneficial to organize trips to various classical music concerts, theater and museums in order to increase the interest and love of the students in the school. Participation of administrators and other branch teachers in in-school music competitions by providing and taking an active role. In order to fulfill all these gains, students must come to the class ready. They need a healthy diet to ensure morale and motivation.

## CONCLUSION

School Health and Nutrition Programs positively affect students' health and nutritional status, school attendance and academic performance. Increasing the consumption of vegetables and fruits in school health programs, reducing the consumption of foods with high fat content and sugary drinks, increasing water consumption, adjusting the number of portions, watching television reduction should be targeted. In addition, physical education teachers should give good messages with children and adolescents about the relationship between sports and health. Activities aimed at changing behavior for nutrition and physical activity should be supported. Community participation should be ensured for healthy nutrition and continuous physical activity, policies should be established. School Health and Nutrition Programs should be given priority nationally. Governments, Health, National Education and Ministries of Agriculture, doctors, dieticians, teachers, families, non-governmental

organizations should prepare and take an active role in school health and nutrition programs. Measuring body weight and height each semester to monitor growth and development in schools should be recorded and evaluated. School Milk Programs, Breakfast and Lunch programs, especially low socioeconomic status should be started to be implemented and expanded in schools. In our country, one week should be celebrated as National School Breakfast, one week as National Lunch Week, one week at School Nutrition Week, preparing healthy food in these weeks, Students, teachers, families and school staff should be informed about healthy eating, and the importance of increasing physical activity should be explained. Cafeteria, classroom and everyone can the posters prepared to attract the attention of children should be hung on the places where they can see, containing messages about healthy nutrition and increasing physical activity. Students should be helped while preparing school menus and recipes.

Participation in the activities should be ensured. School gardens and sports halls should be organized in schools in order to increase physical activity and give children the habit of doing sports. Schools should help their students adopt and maintain healthy eating and physical activity behaviors. It seems obvious enough to determine that a balanced diet is crucial to the proper development of the child, but yet families around the world do not care enough about their child's IQ, EQ and motor development by not providing them with proper nutrition even if they can afford it. Paradoxically, most children in developed countries are malnourished due to the lack of proper nutrition, convenience foods, and foods high in sugar, salt and fat. A nutrient-rich diet is essential for the optimal development of a child's brain function. A recent study published in the *Epidemiology Journal and Public Health*



followed the diets from the birth of approximately 4000 children over the age of 8. The study concluded that young children who ate a nutrient-rich diet and ate fruits and vegetables had higher IQ levels by the age of 8 compared to children who ate processed foods and fat and sugar. Food has a long-lasting effect on children's brain function. Nutrition plays an important role in the development of the brain at all stages of childhood. Although the brain develops the fastest during the first years of life, it continues to develop throughout adolescence. So, it is very important for children of all ages to consume foods with high nutritional value to ensure adequate brain development. All children, especially those who do not eat at home, are active. And they need more energy, schools are their most comfortable social environment. Physical conditions in schools should provide all the opportunities for students to have a healthy diet.

Turkey is four schools selected as socioeconomic different from each other in Kastamonu. Social activities and school performances, primarily music lessons, were observed. It has been observed that the healthy nutrition infrastructure is better in the regional schools that are more socio-economically advanced. Annual music lecture notes and activities of the students who were assumed to be eating healthy were observed. It has been observed that these students are ahead with clear differences. When we evaluate in terms of school performances; it can be said that healthy nourished students have higher success both in all courses and exams. It has been seen in my study that both the nutritional structures and the success rates of schools in socioeconomically developed regions are higher. It can be said that a healthy diet is extremely important in all performance to be ahead of performance in art branches such as music.

## REFERENCES

- Centers for Disease Control and Prevention (1997).** Guidelines for school and community programs to promote lifelong physical activity among young people. *Morbidity and Mortality Weekly Report*, 46(RR-6): 1-36.
- El Hioui, M., Soualem, A., Ahami, A., Aboussaleh, Y., Rusinek, S., and Dik, K. (2008).** Socio-demographic and anthropometric characteristics relative to the scholastic performance in a rural school of Kenitra (Morocco). *Antropo*. 17. 25-33.
- Gross, R. (2005).** *Psychology: The Science of Mind and Behaviour*. London, British Library Cataloguing in Publication data.
- Hodgkin, G. E. (2019).** Nutrition et performance scolaire : y a-t-il une relation entre les deux? Staff AdventDesk. <https://www.adventdesk.com/home/nutrition-et-performance-scolaire-y-a-t-il-une-relation-entre-les-deux/>.
- Lengha, T. N. (2014).** School health, nutrition and school performance in rural Cameroon. *African Educational Research Journal*, 2(1): 43-53.
- Levinger, B. (1994).** *Nutrition, Health and Education for All*. Newton, MA. EDC
- Lucas, O. A., and Gilles, M. H. (1982).** *A Short Textbook of Preventive Medicine for the Tropics*. London: Unibooks.
- Ministry of Education, Ethiopia (2012).** *National School Health and Nutrition Strategy*. Addis Ababa.
- O'Donnell, M. (1997).** *Introduction to sociology*. London: Nelson and Sons Ltd.
- Pollitt, E. (1990).** *Malnutrition and Infection in the Classroom*. Paris, UNESCO.
- Rose, D. J. (1974).** *Introduction to Sociology*. Chicago: Rand McNally College publishing Company.
- Scheumann, W., and Neubert, S. (2006).** *Transboundary water management in Africa: Challenges for development cooperation*. Deutsches Institut für Entwicklungspolitik.
- Schofield, H. (1982).** *The Philosophy of Education*. London: George Allen and UNWIN.
- Shrestha, R. M. (1994).** *Effects of Iodine and iron supplementation on physical, psychomotor and mental development in primary school children in Malawi*. Gageningen Agricultural University, Wageningen.
- Symons, C. W., Cinelli, B., James, T. C., and Groff, P. (1997).** Bridging student health risks and academic achievement through comprehensive school health programs. *Journal of School Health*, 67(6), 220+.

---

**Citation:** Kabataş, M. (2021). A study on healthy eating children's music lessons and school performance. *African Educational Research Journal*, 9(1): 112-120.

---