

## **Successful Learner Perspectives on Success, Intelligence and Nutrition in a Turkish State Secondary School**

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### **Abstract**

*The primary aim of this study was to examine the preferences about success, intelligence and nutrition of 8th grade students who had high academic grades. The study group consisted of 23 8th grade students who were attending a state secondary school in the province of Adana, Turkey, during the 2012/2013 academic year. The research method was qualitative. Content analysis and descriptive analysis were used to analyze the data. The data were collected through semi-structured interviews with interview forms. All interviews were audio-recorded, and learners gave written consent to participate and consent orally to the interview and audio recording. The audio recordings were transcribed. In conclusion, the views of the students who had high academic grades about success, intelligence and nutrition were compatible with the literature that was covered by study skills that include effective learning, efficient studying, time management, motivation, studying, planning, reviewing, choosing a study space and managing stress.*

**Key Words:** study skills, learning, effective learning, success, intelligence, nutrition

### **1. Introduction**

Learners are crucial in learning process and are responsible for their own learning process. In the early twentieth century, education was based on a learning theory called behaviorism. According to this theory, the learner is a passive recipient whose mind was subjective. This theory's definition of the mind was clear and concise. It suggested that the concept of the mind should be avoided by scientists to maintain objectivity (Philips & Soltis, 1991). However, in contemporary learning theories, the learner in the academic environment is both active and responsible for his or her own learning. Students obtain success during the learning process through their own efforts. Researchers have long studied knowledge acquisition and have found that learning is affected by many factors. Individuals who received knowledge are important in the learning process (Açıköz, 2005). Contemporary theories of teaching and learning reveal that students should take a more active role in the learning process, but their ability to do this is dependent on their study skills and learning methods. Study skills include planning, which encompasses tactics, strategies and maneuvers (Schmeck, 1998). Learners develop strategies and tactics consciously and deliberately. They are within the scope of skills that can be applied through conscious decision (Schmeck, 1998). Study skills categories and learning process affects each other. Behavioural theory is one of the most effective theories that affect learning environment and process. Behaviourists defend reinforcement learning. With the help of individual's response to stimuli applied in learning environment, the teacher gives information while the learner takes the information presented to them. However, Piaget, one of the psychologists from Gestalt school and a representative of cognitive theory, emphasizes that school should allow learners to guide their own efforts by themselves rather than by the pressure from the outside (Senemoğlu, 2005).

Also, Gagne implies that learning is a process, which depends on the configuration of external stimuli with cognitive processes. Learning depends on the interaction of internal factors, such as teaching materials and reviews. Hence, defining the characteristics of emotional interest in cognitive strategies such as expectations, attitudes and values are important factors. Hence, Gagne's approach can be appreciated and considered as the synthesis of cognitive learning theories. Cognitive information processing theory explains that information or stimulus is transferred to working memory through repetition, and this repeated information is coded into working memory rather than transmitted to long-term memory storing knowledge as a result of learning. Selective attention is crucial in the beginning of cognitive information process. Selective attention refers to the learner's ability to select and process certain information, and it also refers to the learner's ability to ignore other information (Driscoll, 2005).

The constructivist theory and constructionist's view do not accept that the mind is an empty box. Constructivists believe that an individual only experiences interaction with the environment and construes the new situation according to his/her experiences. Individuals internalize the information by themselves; new knowledge is built on pre-structured information. John Dewey (1902) defends that learners initialize the information with their own self-control and responsibility, in accordance with the constructivist theory (Fosnot, 2005). Robinson (1993) emphasizes that learning is the dynamic process by which learners take control and become the pilot in their own learning responsibility. The views of the learners about academic success, intelligence and nutrition are so important in this dynamic process.

Schools should assist students in learning cognitive development; this kind of awareness is a key for study skills and it is responsible for the learner's development (Jung et al., 1971; Biggs et al., 1986; Schmeck, 1988). Study skills are also related to learners' capacity, motivation and planning. The learners' perspectives on success, intelligence and nutrition are covered by study skills, and are also related to the acceptance of their own cognitive and metacognitive capacities.

### **1.1 Learning**

Learning is a change that occurs in a learner's behaviour with the way of his or her life. Learning is the behavioural change that comes from experience. Learning has three fundamental characteristics. The first is a change in behaviour that can be observed, the second is a change that occurs as a result of the experience and the third is learning that is permanent. The advancement of the learner's academic achievement occurs with the learner's goal and education. The motivation of achievement is affected by the characteristics of the goals, current situation of the learner, expectation of success that is consisted by the goal and the evaluation of the situation and also complexity of the task that is perceived (Ulusoy, 2005).

A learner is responsible in the learning process and he or she has an important place in the learning process. Learners should trust themselves that they can succeed. They should have self-sufficiency, which is the center of the critical point that is related to success or failure (Kutlu & Canbolat, Bozkurt, 2007). Learners are responsible for, and active in their own learning. Students should know how to learn and how to study. Students should enjoy the process of learning. Students who enjoy learning and who are motivated during learning process will easily overcome cognitive challenges. Knowing how to study and knowing how to achieve academic success are keys to achieving success. When students overcome the problems that they face by their own efforts and experiences, success is achieved. As a result of this achievement, taking responsibility and being active are so important for the learner. In many research, results have shown that the learning process has been affected by so many factors.

Through the learning process, students achieve success. This situation will allow learners to have self-sufficiency. The process of acquiring knowledge has been the subject of focus for a long time, and so many researches and studies have been conducted in the field. These researches and studies observed that learning is affected by factors such as intelligence; motivation and general stimulated condition and stress. Scarr (1993, 1996), Gottlieb (1997) and Plomin et al. (1997) stated that intelligence is influenced by both environmental and genetic factors. Also, the researches and studies that had twins as the study groups showed that both heredity and environment are effective on intelligence. In addition, individuals who receive knowledge are important in the learning process (Açıköz, 2005). Contemporary theories of teaching and learning reveal that students should take a more active role in the learning process, but their ability to do this is dependent on their study skills and learning methods.

## 1.2 Study Skills

Skills refer to the collection of learning and thinking strategies that learners have for tackling various academic tasks. Cognition, motivation, skill and will are important components for academic success and learning (VanderStoep & Pintrich, 2003). Learners who have high grades review their original notes on the courses, reconstruct their summaries from their memories, make plans, manage their times, balance between routine and flexibility and prepare daily necessary plan or calendar for the semester (Robinson, 1993). Study skills categories and learning process affect each other. Study skills include effective learning, efficient studying, time management, motivation, studying, planning, reviewing, choosing a study space and managing stress (Kutlu & Canbolat Bozkurt, 2007). Study skills encompass both academic and personal skills. Academic skills include successful studying while personal skills include willingness, determination, a positive attitude towards learning, planning abilities and engagement in extracurricular activities (Ekmekçi, 1994).

The emphases of Vander Stoep and Pintrich (2003) on study skills include cognitive components and motivational components. Cognitive components comprise rehearsal, elaboration, organization, critical thinking and metacognition. Rehearsal is the cognitive activity of repeating facts or definitions. Elaboration is the process by which the students may achieve sophisticated understanding. Organization includes making charts or outlines of class notes, lecture material and selecting the most important points from students' textbooks or lecture notes. Critical thinking is the ability of students to use the knowledge they have acquired in flexible and meaningful ways and metacognition is the awareness and control students have over their own cognition. Motivational components comprise intrinsic motivation, extrinsic motivation, task value, control beliefs, self-efficacy, test anxiety, time management and study environment, effort regulation (determination), peer (group) learning and help seeking. Learners should know how to learn, how to motivate themselves and how to control and self-direct their learning. If students do not know how to learn independently, they may fail (Açıkgöz, 2005).

Everything starts with values that include beliefs and principles. Long-term goals, principles and beliefs develop into long-term success. Medium-term goals, respectively involved in a number of long-term goals and medium-term targets, involve daily targets (Pauk, 2001).

Managing stress is crucial for study. Excessive stress can blunt learners' memory. However, a modest amount of stress may increase their ability to focus and sustain attention and acquire information more effectively (Nelson & Gilbert, 2005). Students should use their time effectively in doing homework and preparing for exams. Students need study skills, a good place to study and a plan to regulate and assess their study; they need study time and free time to earn good marks (Pauk, 2001). A time schedule is a plan that explains and presents what the learner hopes to accomplish for a day, a week or a month. It also includes activities which the learner enjoys. Pauk (2001) emphasizes that a schedule provides control, encourages relaxation, saves time and increases flexibility. Learners who use time schedule provide more free time for a variety of activities. Learners should set realistic schedules and follow the plans, and they should accomplish their studies in due time. In addition, they should break up long-term units into reasonable units. They should also review their knowledge (Freder, 2003).

Erden and Akman (2004) express the environmental factors that affect students' learning and study conditions as follows:

- *Body posture*: sitting down is a form of study posture that best suits learner.
- *Audio*: Studying in a quiet environment is recommended, however, some children have different preferences for voice; low-level music is determined suitable for the relief of nervous systems.
- *Light*: fluorescent and bright light disturb some individuals when studying while medium level light strengthens, reliefs and promotes better performance of individual learning (Willis & Hodson, 1999).
- *Interaction*: Individuals learn better by interacting with one another.
- *Color*: Study and learning environments with favorite colors can be useful.
- *Heat*: Students should study at a suitable temperature.
- *Time*: The most suitable time to study is in the morning.
- *Food*: Learners should not be hungry before beginning study. Eating before class can deploy attention. Before starting the course or lesson, students should complete their meals. Eating before or during course study can distract their attention. When Maslow's hierarchy is taken into consideration, biological requirements such as eating, drinking and the like should be provided in the bottom step of the needs. First of all, nutrition need should be provided.

Eating low fat foods is required for the well being of the brain and body because build up of fat in the blood prevents proper blood circulation. Dieting, which infers starvation of the body and brain, should be certainly avoided. All types of dry beans and legumes and peanuts should be preferably consumed without salt. Fruits and vegetables, which are essential nutrients, should be contained in the meals. Digestive system consumes less energy during the absorption of fruits. Water and glucose are necessary for brain. Fruit sugar found in fruits and many other fruit sugars are easily transformed into glucose. Moreover, many fruits have 90%-95% water and they perform the function of body cleansing. Water should be drunk. Meals should be taken in 15-20 minutes after eating fruit and drinking fruit juice. Meals should not be taken in a hurry, or taken while standing. Standing while eating weakens the stomach. Food should be properly chewed and swallowed afterwards. Sugar and salt should be limited in meals and hydrogenated vegetable oils should be avoided in meals. Fries and extremely fried chips should not be eaten. The intake of fizzy drinks and energy drinks should be avoided because these beverages cause heart palpitations, restlessness, insomnia, fear and anxiety (Krebs, 2006). Gillford and Andress (1981) conducted a study with the students in university of Oklahoma about the relationship between consuming caffeine and the academic average of the students. After they examined this relationship, the results showed that low caffeine consumption was associated with high academic average while high caffeine consumption was related with low academic average. Having breakfast is highly essential and a fall in the level of breakfast consumption in children will automatically lead to a fall in their life quality. Researches, especially those that are associated with breakfast intake, have showed that breakfast strengthens long-term memory and revitalizes memory areas that affect students' cognitive and academic performance. Studies on the beneficial effects of breakfast intake on the memory continue in several dimensions in recent times (Krebs, 2006).

The problem of the study, which is also the unanswered question, remains the problem of the kinds of perspectives that students who have high academic grades have about success, intelligence and nutrition that cover study skills, as described in the literature. The purpose of this study is to influence students' academic achievement positively in the process of learning and teaching activities. This research is expected to be useful for improving study skills of the learners.

## **2. Method**

Qualitative research uses neither random selection nor large groups because its aim is not to produce generalizable results (Glesne, 2011). A reachable sampling method was used to recruit study participants. Participants comprised 23 volunteered 8th grade students who had high academic grades and enrolled in school in Adana, Turkey, during the 2012/2013 academic year. Qualitative researchers do not use made definitions before relating with how people think and react. Instead, they aim to understand the participants' point of views. One of the reasons is to find out useful generalizations. However, generalization cannot be made in qualitative research studies because of the limited nature of social phenomena. Generalizations that are erroneously related with social events are not made for social events. It is very difficult to generalize the findings to other social events and it is not always possible to determine the sample size for representative of the universe in qualitative research study (Fraenkel & Wallen, 2006; Yıldırım & Şimsek, 2005).

Qualitative approaches emphasize certain common features that were shared (Büyüköztürk et al., 2008). Fraenkel and Wallen (2006) described that researchers make qualitative study research to examine relations, events, circumstances or the nature of the materials. Qualitative research methods provide in-depth information. Qualitative and quantitative researches have their own advantages and disadvantages; they also have their own strengths and weaknesses. Therefore, it is important to choose the right method or methods (Fraenkel & Devers, 2000). Qualitative research offers opportunities for conducting exploratory and descriptive researches that use the context, and search for a deeper understanding of the participant or participants in the study (Marshall & Rossman, 1999; Trans. John W. Best, & James W. Kahn, 2006). A reachable sampling method was used to recruit study participants. Participants comprised 23 volunteered 8th grade students who had high academic grades and enrolled in school with medium (average) socio-economic level in Adana, Turkey, during the 2012/2013 academic year.

**Table 1. Demographic Characteristics of the Study Group**

<i>Student Code</i>	<i>Gender</i>	<i>Age</i>	<i>Class</i>
S1	M	13	8
S2	F	14	8
S3	F	14	8
S4	M	14	8
S5	F	14	8
S6	F	14	8
S7	F	14	8
S8	F	14	8
S9	M	14	8
S10	M	14	8
S11	M	14	8
S12	M	15	8
S13	M	14	8
S14	M	14	8
S15	F	14	8
S16	F	14	8
S17	M	14	8
S18	M	14	8
S19	M	14	8
S20	F	14	8
S21	F	14	8
S22	F	14	8
S23	F	14	8

### 2.1 Study Group

The learners' demographic data are presented in Table 1. The study group consisted of 23 8th grade students pursuing their education in a state secondary school during the 2012/2013 academic year. There were 11 male and 12 female participants. 21 of the students were 14 years old, 1 student was 13 years old and the remaining student was 15 years old.

### 2.2 Sample Size

Rich-information situations, validity, significance and perceptions associated with researchers' analytical capacities are more important in qualitative research than the sample size (Büyüköztürk et al., 2008). Patton (1990) states that the rule is to decide the sample size for qualitative research. According to Patton, some factors determine the selection of sample size: (a) What do you want to know? (b) What is the purpose of study? (c) What is useful and beneficial? (d) What is valuable and important for the research? (e) What can be done with available time and resources? The ideal sample is large enough to serve as an adequate representation of the population which the researcher intends to generalize, and also small enough to be selected economically in terms of the subject availability and expense in both time and money. There is no fixed number or percentage of subjects that determines the size of an adequate sample. It may depend on the nature of the population of interest or the data to be gathered and analyzed. A reachable and purposeful sampling method was used in this qualitative research. As previously mentioned, participants comprised 23 8<sup>th</sup> grade students who had high academic grades, and enrolled in school in Adana, Turkey, during the 2012/2013 academic year. Purposeful sampling is often preferred in qualitative research studies. Purposeful sampling allows the researcher to select those participants who will provide the richest information, those who are the most interesting and those who manifest the characteristics of most interests.

### 2.3 Data Collection Tool

The data were collected through semi-structured interviews (Bogdan & Biklen, 1992; Trans. Cohen, Manion & Marrison, 2007) conducted and prepared by the researchers. The interview questions were prepared in accordance with the guidelines suggested in the relevant literature.

Before being used in the study, the questions were reviewed by experts to determine their legibility, clarity and consistency. The final version of the form was a result of the criticisms and suggestions made during the review process. The interviews consisted of 6 questions with sub-questions soliciting students' perspectives about success, intelligence and nutrition that were related with study skills, and were used in a semi-structured interview format. The researchers interviewed the students personally and the interviews were audio-recorded. It took 3 weeks (21 days) for the interviews to be completed. Before the interviews, written permission was obtained from the students. After completing the consent form, the students gave oral consent, which was recorded by the researchers after the interview. Transcripts were made from the audio-recordings. One of the most distinctive features of qualitative research is the continuation of research focusing on the event, behaviour and cases occurring in the natural environment. Researchers do not manipulate behaviours that occur and they do not make an intervention from the outside. A natural environment can be a class, school, clinic or it can be a district or neighbourhood. For this reason, qualitative research is often defined as a field research.

There are two main reasons for the realization of the field of qualitative research. Firstly, the behaviour occurs without external intervention and controls the best way to understand. Secondly, it is very important to understand the situational context. Behaviour, without considering the characteristics of the situation, facts and events, cannot be understood. Therefore, qualitative researchers collect data directly from the relevant environment. Researchers can use notepads and pens; they can also use audio and video recording devices in the research environment (Büyüköztürk et al., 2008). The audio transcripts were examined and studied by two researchers in this study. Thus, the internal validity of the research was strengthened. Qualitative research uses different forms of data from those used in traditional research methods. As Patton (1990) sets forth, Qualitative methods consist of three kinds of data collection: (1) interviews, (2) direct observation and (3) written documents.

The data from interviews consist of direct quotations from people about their experiences, opinions, feelings and knowledge. Document analysis in qualitative inquiry yields excerpts, quotations, or entire passages from organizational, clinical or program records; memoranda and correspondence; official publications and reports; personal diaries; and open-ended written responses to questionnaires and surveys (Best & Kahn, 2006). Interview technique commonly used by qualitative researchers (Fraenkel & Wallen, 1993) was used in the qualitative research. Fetterman describes interviewing as the most important data collection technique used by a qualitative researcher. As Frankel and Wallen (1993) remarked, the purpose of interviewing people is to find out what is on their mind: what they think or how they feel about something. Patton identified six basic types of questions that can be asked: (1. Background or demographic questions; 2. Knowledge questions; 3. Experience or behavior questions; 4. Opinion or value questions; 5. feelings questions; and 6. sensory questions (Fraenkel and Wallen, 1993). Experience or behavior questions, opinion or value questions and feelings questions were used as interview questions in this qualitative research study. Before they were used, experts determined their legibility and clarity, and also reviewed the questions' consistency. The experts majored in the fields of Turkish Language and Literature, Mathematics, Social Science and Guidance and Counselling.

## **2.4 Data Analysis**

Content, inductive and descriptive analysis techniques were used to analyse the data. Inductive analysis involves coding the data to reveal the relationships between the concepts by categorising and identifying the significant conceptual groupings (Yıldırım & Şimşek, 2008). Firstly, the transcripts of the audio-recordings were read several times by the researchers. Secondly, the common answers were identified. Following Strauss and Corbin's (1998) suggestion, the code list was prepared separately according to pre-determined concepts. Finally, the common themes and categories were constituted, interpreted and assigned codes by the researchers. The themes, codes and subthemes were supported by examples of students' responses in the tables. Interview notes, field notes, photographs, audio recordings, video recordings, diaries, personal comments, office records and short notes can be obtained from different data in Qualitative research. It is considered that each detail record provides better understanding of the behaviour. Simple numerical numbers can be used for summary in qualitative research; however, descriptions are made with a lot of words and pictures in qualitative studies. Hypotheses are not specified as precise and clear. In conclusion, these data are synthesized by means of induction to make generalizations. Analyzing the data in a qualitative study essentially involves synthesizing the information obtained from various sources (such as observations, interviews and document analysis) into a coherent description of what is observed and discovered.

Data analysis in qualitative research relies heavily on description; even when certain statistics are calculated, the qualitative research tends to be used in a descriptive rather than an inferential sense (Fraenkel & Wallen, 2006). Descriptive statistical analysis limits generalization to the particular group of individuals observed. Conclusions are not extended beyond this study group, and any similarity to the other group(s) cannot be assumed. The data describe only one study group. However, descriptive analysis provides valuable information about the nature of a particular group of individuals. Therefore, Descriptive statistical analysis was used in this qualitative study.

### 2.5. Validity and Reliability

Validity describes the correctness of scientific findings in qualitative research. Reliability is the reproducibility of scientific findings in qualitative research (Yıldırım & Şimşek, 2008). To increase the validity and reliability of this research, the relevant literature was reviewed and a conceptual framework was developed. The integrity of the content analysis was confirmed by verifying the relationship between the emerging themes and the theme categories. In addition, to enhance the validity of the research, the research process and the structures that were established by this process were explained in detail. The research model, the study group, the data collection tool and the data analysis and interpretation methods were therefore elaborated in detail. To increase the reliability of the study, all of the findings were presented directly.

Reliability in qualitative research data records everything that occurred in the study research environment. The (qualitative) researchers need to provide accurate and comprehensive information. They kept audio records, video records and images, participants' citations and quotations for increasing reliability. The researchers registered the data used in this research. This case provided information on the reliability of the results. Researchers determined and prepared the results theme and sub-included themes according to obtained comments, as written in the form of audio recording without changing the voice records (Büyüköztürk et al., 2008). The generalizability of the results depends on the external validity of certain cases. The purpose is to provide in-depth understanding of certain cases in qualitative research; since a qualitative research does not represent a broad sample. Selected method is specified for this study, thus resulting into reason low generalizability. Comparability and recyclability concepts used are related with external validity in qualitative research. Therefore, qualitative survey data, the main themes and the sub-themes analyzed each of the stages, and analyzed the extent to which the cases make things easier, so that other researchers will understand the results of similar studies in other studies and patterns (Büyüköztürk et al., 2008).

### 3. Results

The Students' Perspectives on Success, Intelligence and Nutrition

#### 1. Main Theme: Achieving Success

**Table2. The Views of the Students about the Most Important Factors for Achieving Success**

Subtheme	Student Code
Inheritance	S1
Studying with plan	S3, S11, S21, S22, S23, S6
Studying	S2, S4, S13, S14, S15, S19
Persistence (determination), effort and ambition	S5, S12, S16, 2
Imagination	S7, S15
Requesting success	S8
Making Research	S9
Using mental ability	S10
Thinking	S15
Listening to lesson	S17
Stress	S18
Regular revision	S20

As it is seen in Table 2, the majority of students (comprising 6) stated that the most important factor in achieving success is studying. 6 of the students stated that it is studying with plan and 4 students stated that the factors are persistence (determination), effort and ambition. Some opinions of the students are presented follows:

S3 " Studying with plan. Regular studying."

S4 "We should study permanently (constantly) for being successful because if we study, we will reach success as soon as possible."

S6 "Studying, studying regularly with plan and schedule, the student said.

S7 "Imagining and imagination, so I've imagined so far and I continued my education."

S12 "The most important factor in achieving success is perseverance. How much human efforts are much more likely close to succeed" the student said.

S13 "Studying, being determined. "

S14 "The most important factor is studying."

S16 "Determination, effort and self-reliance (self confidence)."

S20 " In my opinion, revision of the units and topics, doing it again affects the success. "

S21 " Studying with plan and regular studying", she said.

**Table 3. The Views of the Students about the Most Important Factor That Ensures Success in Exams**

Subthemes	Student Code
Regular studying with plan	S1, S6, S14, S20, S21, S22, S23, S3
Studying	S4, S5, S7, S8, S10, S13, S19
Reading questions carefully	S2, S17
Revision (Review)	S3, S9, S16, S18, S20, S21, S15
Listening to lesson	S5, S9
Not to being stressful	S7, S11
Self confidence	S8
Believed to achieve success	S12
Getting help from the teachers about the units and topics cannot be understood	S23
Regular sleeping	S14

In Table 3, 8 students stated regular studying with plan as the most important factor that ensures examination success. 7 students said it is studying and 7 students said it is revision (review). The examples of students' opinions are presented below:

S1 "Regular studying," he said.

S2 "Reading questions very carefully".

S3 "Reviewing and studying with schedule",

S5 "I study lesson, I listen more carefully lessons, I study more carefully at home."

S6 "The most important factor is studying, efficient and planned studying."

S7 "...not being stressful, studying, studying enough for me. "

S8 "The most important factor is studying. But if I say I can't achieve this course, I can't do. If I don't trust myself, I can't do". She said.

S9 "... I listen and I review the course at home".

S11 "Taking the exam in quiet, peaceful and stress-free environment", the student said.

S12 "I think the motivation, the more people you believe, your success is more positively affected".

S13 "The most important factor is studying, but you shouldn't study on exam day. You should study before the exam". It is so important.

S15 "I think revision, when we review the course, we can achieve success".

S19 "Studying", the student said.

S23 "Studying regularly, I try to understand the issues, topics and units with the help of my teacher". She said.



## 2. Main Theme: Intelligence

**Table 4. The Views of the Students about the Most Important Factor That Affects Intelligence**

Subthemes	Student Code
Heredity and facilities that are provided	S1, S4, S16, S22, S12
The facilities (environment) that are provided	S2, S3, S6, S9, S14, S18, S19, S20, S21, S23
Inheritance	S5, S7, S8, S10, S11, S13, S15, S17

In table 4, 10 students stated the most important factor that affects intelligence as the facilities (environment) that are provided, 8 students noted inheritance as the most important factor that affects intelligence and 5 students noted the heredity and the facilities that are provided. Some examples of these expressed opinions from students are provided below:

S1 "In fact, both affects, but the first is heredity and the second is facilities (environment) that is provided. "

S2 "I think the opportunities provided". She said.

S12 "I think inheritance factors affect intelligence a little bit but it does not affect more because facilities and environment of the students may change. For example, a person without an educational environment can get education. I think the most important factor is the facilities (environment) because if facilities and environment is suitable, intelligence may develop".

S14 "I think it is not related with inheritance. It depends on environment and supporting. Environment and supporting is important".

S16 "Inheritance comes in the first place but the facilities that are provided affect inheritance".

S17 "I think heredity."

S18 "I think opportunities. Because students study according to their opportunities"

S19 "I think opportunities because I think you study better your courses if you have an opportunity "

S22 "In fact, both are important". She commented.

## 3. Main Theme: Nutrition

**Table 5. Students' Views about the Most Important Meal That Affects Nutrition**

Subthemes	Student Code
Breakfast	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S18, S21, S22, S23
Lunch	S19, S20
Dinner	S17

According to Table 5, 20 students stated the most important meal as breakfast, 2 students stated lunch and the other 1 student stated dinner. Some examples of the expressed opinions of the students are presented below:

S2 "Breakfast. We should have breakfast. If we haven't breakfast, we shouldn't started courses well". She stated.

S5 "If we have eat something in the mornings, we listen better in class... "

S6 "You wake up in the morning, breakfast is an important factor for us to be active. We should have breakfast regularly when we take an exam".

S7 "If we don't have eat something in the mornings, we might have a problem at school, if we have eat something in the mornings, it is better for me".

S9 "Breakfast for a better start "

S17 "Dinner", he said.

S20 "I usually don't eat breakfast. I have breakfast at noon in the school"

S23 "Breakfast in the morning". He said.

**Table 6. The View of the Students about What Is Important Concerning Their Food Intake**

Subthemes	Student Code
Foods not too fatty, too salty and spicy.	S1, S7, S19, S2
Foods not too sugary.	S2
Getting vitamins from each food.	S3, S10
Eating less	S4, S9, S14, S18, S11, S2
Eating fruits	S5, S11, S18, S23
Eating vegetables	S7, S11, S17
Foods that contains vitamin	S8
Not to pay attention meal	S16
Healthy and balanced diet in every each meal and eat less	S12, S13, S15, S20, S21, S22, S23, S6, S11

In Table 6, 9 students stated that they have a healthy and balanced diet in each meal and eat less. 6 students expressed that they eat less, 4 students expressed that they eat fruits. 2 students said that they take every vitamin they receive from each food and other 3 students eat vegetables and the other 4 students expressed that they do not eat too fatty, too salty and too spicy foods. Some examples of the expressed opinions of these students are presented below:

- S2 " I'm careful not to eat too salty, too sugary and too greasy food. I'm careful not to eat too much and too extreme anything". She expressed her opinion.
- S4 "I try not to drink too much tea. I try not to be hungry and I try not to eat too much".
- S5 " I do not eat things that are not useful, I pay attention to my health, I pay attention to eat more fruit". She said.
- S6 "I have eat regularly and balanced diet. "
- S11 "I pay attention to eat fruits, vegetables that are clean. I don't like fizzy drinks. I don't eat too much or too little.
- S12 " We shouldn't eat junk food. We usually eat for three meals a day, breakfast, lunch, dinner".
- S16 "Actually, I would not care so much. I eat what I want. "
- S23 "Eating three meals a day, and after meal I eat fruit". She stated her opinion.

**4. Discussion**

The views about success, intelligence and nutrition of the learners who were 8th grade and had high academic grades: six (6) students said that studying is the most important factor in achieving success. Six (6) students gave their opinion as studying with plan. Four (4) students expressed the most important factors as determination, effort and ambition". Eight (8) students stated studying as the most important factor to be successful in examinations. Seven (7) students stated planned (regular) studying. Seven (7) students stated reviewing as the most important factor that helps to achieve examination success. Ten (10) students said facility (environment) is the most important factor that affects intelligence. Nine (9) students stated inheritance as the most important factor. Five (5) students shared their views as the heredity and facilities that are provided. Twenty (20) students stated that breakfast is the most important meal; two (2) students said that the important meal is lunch and the other one (1 student) stated that dinner is the most important meal. Concerning what is important to them in their food intake, nine (9) students stated that they eat healthy food, have balanced diet, don't skip a meal and eat less. Six (6) students expressed that they eat less, four (4) students stated that they eat fruit and the other four (4) students expressed that they eat less fatty, salty and spicy food. The opinions of the majority of the students about the scope of success, intelligence and nutrition were found to be consistent with the relevant literature. The results show that the preferences about success, intelligence and nutrition of 8th grade students who had high academic grades are compatible with the literature that is described. The views of students with academic grades, including success, intelligence and nutrition, indicate a positive effect on academic achievement in this qualitative research. Educators and parents should continue to support the students for awareness of these views and preferences.

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