

**PERSONALITY TRAITS AND ITS ASSOCIATION WITH DIETARY HABITS AMONG  
UNDERGRADUATE NURSING STUDENTS IN THE UNIVERSITY OF BENIN**

**BY**

**ISOKPAN GIFT**

**BMS1807068**

**DEPARTMENT OF NURSING SCIENCE**

**SCHOOL OF BASIC MEDICAL SCIENCE**

**UNIVERSITY OF BENIN**

**BENIN CITY.**

**FEBRUARY, 2025.**

**PERSONALITY TRAITS AND ITS ASSOCIATION WITH DIETARY HABITS AMONG  
UNDERGRADUATE NURSING STUDENTS IN THE UNIVERSITY OF BENIN**

**BY**

**ISOKPAN GIFT**

**BMS1807068**

**DEPARTMENT OF NURSING SCIENCE  
SCHOOL OF BASIC MEDICAL SCIENCES  
UNIVERSITY OF BENIN  
BENIN CITY**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF NURSING AND  
MIDWIFERY COUNCIL OF NIGERIA FOR THE AWARD OF BACHELOR'S  
DEGREE IN NURSING SCIENCES**

**SUPERVISOR: MRS. C.C. EDO OSAGIE**

**FEBRUARY, 2025.**

## ABSTRACT

*The rise of chronic diseases among young adults underscores the imperative need to investigate the intricate relationships between personality and dietary habits. This study investigates the relationship between personality traits and dietary habits among undergraduate nursing students in a tertiary institution in Edo State, utilizing a quantitative descriptive design. A total of 244 questionnaires were distributed, achieving a 100% response rate. The study found that 32.8% of respondents identified as extroverted, while other traits like agreeableness and conscientiousness each accounted for 16.4%. The results revealed disturbing trends in students dietary habits including frequently missed breakfast (77.5%), consumed fast food (65.25%), and regularly drank carbonated or sugary beverages (85.2%), with only 20.5% eating fruits and vegetables often. Key factors influencing these habits included loneliness, academic stress, lack of cooking skills, and limited nutritional knowledge. Results highlighted a significant association between the students' personality traits and their dietary habits ( $p < 0.05$ ). The findings underscore critical implications for nursing practice and education, emphasizing the need for improved nutritional education and health promotion strategies among nursing students. Tailored nutrition education which takes into account individual trait differences to modify the dietary habits. Limitations included potential biases in self-reported data. Future studies are required to identify persons who are at risk of diet related diseases to inform the development of appropriate dietary interventions bearing the mind the personality traits they exhibit.*

**Keywords:** *Personality Traits, Dietary Habits, Nursing Students, Health Promotion*

## **DECLARATION**

This is to declare that this research project titled “**PERSONALITY TRAITS AND ITS ASSOCIATION WITH DIETARY HABITS AMONG UNDERGRADUATE NURSING STUDENTS IN THE UNIVERSITY OF BENIN**” was carried out by **ISOKPAN GIFT** is solely the result of my work except where acknowledged as being derived from other person (s) or resources.

**EXAMINATION NUMBER:** \_\_\_\_\_

**DEPARTMENT/SCHOOL: NURSING SCIENCE, SCHOOL OF BASIC MEDICAL SCIENCES, UNIVERSITY OF BENIN, BENIN CITY.**

**Signature:** .....

**Date:** .....

**CERTIFICATION/APPROVAL**

This is to certify that this research project by **ISOKPAN GIFT** with matriculation number \_\_\_\_\_ has been examined and approved for the award of Bachelor's of Nursing Science (B.Nsc) in the Department of Nursing Science, School of Basic Medical Sciences, University of Benin, Benin City.

**MRS. C.C. EDO OSAGIE**

\_\_\_\_\_

Supervisor

Sign & date

**DR. (MRS.) R. E. ESEWE**

\_\_\_\_\_

Head of Department

Sign& date

**PROF.A. OGUNFOWOKAN**

\_\_\_\_\_

EXTERNAL EXAMINER

\_\_\_\_\_

Sign & date

## **DEDICATION**

This work is dedicated to GOD ALMIGHTY who is providing me with the strength to complete my academy journey.

## ACKNOWLEDGEMENT

My unending gratitude goes to God almighty for his love and grace that has brought me this far and giving me the necessary tools to complete this work

My sincere gratitude goes to my wonderful supervisor Mrs. C.C. Edo Osagie for her professional advice, guidance and encouragement. She has been a source of inspiration and motivation. For that ma, I say thank you.

My profound gratitude goes to the Head of Department, Dr. (Mrs) R.E Esewe my amiable course adviser Rev. Sr. J.N Chukwura and my lovely and wonderful lecturers Prof. F.U Okafor, Prof. (Mrs) J. A. Afemikhe, Prof. (Mrs) C.E Omoregbe, Dr. C.A Enuke, Dr. T.A. Ehwarieme, Mrs. M.A. Iniomor, Mrs. E.N. Oyana, Mrs. Chegwe, Mr. Aragua, Mrs. Egbakun, Mrs. Ikhuobase, Mrs. F. Esebanme, Mrs. Osadolor and the entire staff and students of Nursing Department for their various contributions in my educational journey.

I am and will forever be grateful to my parents, Mr and Mrs Isokpan For their love, unending support and advice during the period of my training. I pray that God almighty in his infinite mercy will reward them ten thousand fold in Jesus name (Amen). To my siblings too, I am grateful for their support.

Also, I would like to appreciate my Friends for their support throughout this journey.

Lastly, I want to thank me for believing in me, for never giving up and never quitting on me. I want to thank me for putting all this hard work into this project

To all those I could not mention, God bless you all.

## TABLE OF CONTENTS

|   |     |
|---|-----|
| TITLE PAGE  | i   |
| ABSTRACT  | ii  |
| DECLARATION   | iii |
| CERTIFICATION/APPROVAL                                | iv  |
| DEDICATION  | v   |
| ACKNOWLEDGEMENT                                       | vi  |
| TABLE OF CONTENTS                                     | vii |
| LIST OF TABLES  | x   |
| CHAPTER ONE   | 1   |
| INTRODUCTION  | 1   |
| 1.1 Background to the Study                           | 1   |
| 1.2 Statement of Problem                              | 3   |
| 1.3 Aim and Objectives of the Study                   | 4   |
| 1.4 Research questions                                | 5   |
| 1.5 Hypothesis  | 5   |
| 1.6 Significance of the Study                         | 6   |
| 1.7 Scope of the Study                                | 7   |
| 1.8 Operational Definition                            | 7   |
| CHAPTER TWO   | 8   |
| LITERATURE REVIEW                                     | 8   |
| 2.1 Conceptual Review                                 | 8   |
| 2.1.1 concept of Personality trait                    | 8   |
| 2.1.2 Concept of Personality from Islamic Perspective | 16  |
| 2.1.3 Concept of Personality from Western Perspective | 18  |

|   |    |
|---|----|
| 2.2 Theoretical Framework                       | 25 |
| 2.3 Empirical review                            | 27 |
| 2.4 Summary of Literature Review                | 35 |
| CHAPTER THREE                                   | 38 |
| RESEARCH METHODOLOGY                            | 38 |
| 3.0 Introduction                                | 38 |
| 3.1 Research Design                             | 39 |
| 3.2 Research Setting                            | 39 |
| 3.3 Target Population                           | 39 |
| 3.4 Sample Size                                 | 40 |
| 3.5 Sampling Technique                          | 42 |
| 3.6 Instrument For Data Collection              | 42 |
| 3.7 Validity of the instrument                  | 43 |
| 3.8 Reliability of the instrument               | 43 |
| 3.9 Method of Data Collection                   | 44 |
| 3.10 Method Of Data Analysis                    | 44 |
| 3.11 Ethical Considerations                     | 45 |
| CHAPTER FOUR                                    | 47 |
| DATA PRESENTATION AND INTERPRETATION OF RESULTS | 47 |
| 4.1 Demographic Variables                       | 47 |
| 4.2 Personality Traits                          | 48 |
| 4.3 Dietary Habits                              | 49 |
| 4.4 Factors Influencing dietary habits          | 49 |
| CHAPTER FIVE                                    | 53 |
| 5.0 DISCUSSION OF FINDINGS                      | 53 |

|                                    |    |
|------------------------------------|----|
| 5.1 Demographic Variables          | 53 |
| 5.2 Discussion of Major Findings   | 53 |
| 5.3 Summary                        | 56 |
| 5.4 Conclusion                     | 56 |
| 5.5 Recommendations                | 57 |
| 5.6 Limitation of the Study        | 57 |
| 5.7 Suggestion for Further Studies | 57 |
| REFERENCES                         | 58 |
| APPENDIX A                         | 66 |
| APPENDIX B                         | 71 |
| APPENDIX C                         | 64 |

## LIST OF TABLES

|  |    |
|--|----|
| Table 3.1 Number of Nursing students in each Academic level                                | 40 |
| Table 3.2 Sample size determination for each Academic level                                | 41 |
| Table 4.1: Respondents' demographic variables  | 47 |
| Table 4.2: Respondents Personality Trait   | 48 |
| Table 4.3: Respondents dietary habits  | 49 |
| Table 4.4: Table showing factors that influence dietary habits                             | 49 |
| Table 4.5: Association between nursing students personality traits and their dietary habit | 52 |

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Healthy nutritional habits play an important role in the prevention of chronic disease and can enhance wellbeing, longevity, mental potency and efficiency (Fardet & Boirie, 2021). Dietary habits and food preferences are complex processes depend on a multitude of influences that can be classed as food, consumer, or environmentally related (Szalonka et al., 2021). Among the factors determining dietary habits and food preferences, psychological factors play an important role (Vabo & Hansen, 2021). Personality is considered to be an important element and individual discrepancies in food preferences and dietary habits can depend on underlying differences in personality (Eertmans et al., 2021).

Personality traits make up the unique combination of emotional, cognitive, and behavioral traits that characterize an individual and are relatively stable in adulthood (Eertmans et al., 2021). Personality is associated with several health outcomes, which could be explained by behavioral factors associated with personality (Bogg & Roberts, 2021).

The Five-Factor Model (FFM) distinguishes five major personality dimensions neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness also known as the Big Five (Caspi et al., 2021). It is among the most commonly used dimensional conceptualizations of personality in research and defines normative personality (Mottus et al., 2021). The FFM personality traits are associated with BMI diabetes, cardiovascular disease and longevity as well as with mortality (Chapman et al., 2021). Especially conscientiousness (tendency to be dutiful, goal-oriented, and persistent) and neuroticism (characterized by anxiety,

depression, hostility, impulsivity) have been found to be predictive of health behaviors (De-Bruijn et al., 2021)

People who wish to be fit should adapt to the ideal habits and behave differently. Gain knowledge of adopt and apply the habits, is the right way to achieve the success (Johnson, 2021). Residing in the university and college is potentially an important intention for the promotion of healthy lifestyles of the adult population (Tavakoly Sany et al., 2023). Though information about the body mass index (BMI) distribution and nutritional and health related behaviors are still few, the majority of students having a desire to be thinner (Sakamaki et al., 2021).

Dietary patterns developed during adolescence may contribute to obesity and eating disorders and may increase the risk for several important chronic diseases later in life (Neumark-Sztainer et al., 2021). Throughout a person's life, certain events occur which is of particular importance and is considered as a turning point in their lives. Breakfast as an example is the most important meal in the dietary plan of an adolescent (Afaghi et al., 2021.)

Adequate intake of animal and plant sources of protein is vital for adolescence. Vitamins and minerals such as calcium, iron, and iodine must be included in the adolescents' diet (Soliman et al. 2022). Best sources of vitamins are fruits and vegetables while milk and dairy products are the best sources of calcium (Hallström et al., 2021).

Previous research found that school-aged children had poor eating habits (e.g., skipping breakfast, consuming few proteins, fruits, and vegetables, and consuming lots of carbonated drinks, sweets, and fast food) (Bin et al., 2021). These bad eating practices greatly increase the risk of being overweight or obese (Farsi & Elkhodary, 2021; Shaikh et al., 2021). In 2020, Moradi-Lakeh et al. (2020) conducted a countrywide study of adolescents. They discovered that

adolescents had poor dietary habits, including eating lots of high-fat dairy and low amounts of fruits and vegetables. The consumption of processed foods and beverages with added sugar was also reported to be high among adolescents by these researchers (Moradi-Lakeh et al., 2020). Khayri et al. (2021) conducted a similar study in South Africa where they discovered that 8.75% of the adolescents were either underweight or overweight.

According to a study from 2021 (Mouzan et al.), the prevalence of underweight adolescents was moderate at 6.9%. However, a study from 2021 (Alshammari et al.) found that the prevalence of underweight adolescents was significantly lower at 4.73% and significantly higher at 20.8%. The existence of what is known as double burden malnutrition, which refers to both under- and overnutrition among adolescents, was also confirmed by a number of other research (Mouzan et al., 2021). However, the findings of earlier research indicated that the country's economic advancement and resource availability restrict undernutrition (Mouzan et al., 2020). Therefore, this study aims to assess the personality traits and its association with dietary habits among undergraduate nursing students in tertiary institution in Edo State.

## **1.2 Statement of Problem**

To date, limited research has examined the relationship between personality traits and dietary habits. High neuroticism (diminished quality of life, including feelings of ill-will, excessive worry, occupational failure, and marital dissatisfaction) has been associated with high intakes of sugar and fats and low neuroticism dietary pattern (characterized by vegetables, fish, pasta, oil and vinegar dressing, tomato-based sauces) (Mottus et al., 2021). High openness (tendency to be open to novelty: ideas, aesthetics, emotions) has also been associated with a Mediterranean style dietary pattern (Mottus et al., 2021). High agreeableness (tendency to be trustworthy, compliant,

and straightforward) and conscientiousness have been associated with high fruit intake, and a health aware dietary pattern (De-Bruijn et al., 2021). High agreeableness is also associated with high vegetable intake (De-Bruijn et al., 2021).

Nonetheless, personality traits often group together to create distinct profiles, with resilience being one of the most consistently identified among them. Individuals encompassing this profile are low in neuroticism and high in extraversion, openness, agreeableness, and conscientiousness (Rammstedt et al, 2020). Generally the concept of resilience encompasses the dynamic processes of adaptation during adverse life events, and it has been associated with favorable health behaviors and high intakes of fruits and vegetables (Perna et al., 2021). Understanding of the association between an individual's personality traits and food habits have been posited to be relevant for an effective behaviour modification in eating habits (Fassino et al., 2021). High neuroticism has been associated with high intakes of sugar and fats and low neuroticism with a Mediterranean style dietary pattern (characterized by vegetables, fish, pasta, oil and vinegar dressing, tomato based sauces) (Booth-Kewley & Vickers, 2021). High openness (tendency to be open to novelty: Hence this study was to determine the personality traits and its association with dietary habits among undergraduate nursing student in the university of Benin.

### **1.3 Aim and Objectives of the Study**

The aim of this study is to determine the personality traits and its association with dietary habits among undergraduate nursing student in a tertiary institution in Edo State.

The objectives of this study are to:

1. determine the personality traits among undergraduate nursing student in in a tertiary institution in Edo State.
2. explore the dietary habits among undergraduate nursing student in a tertiary institution in Edo State.
3. investigate factors influencing the dietary habit among undergraduate nursing student in a tertiary institution in Edo State.

#### **1.4 Research questions**

1. What are the personality traits among undergraduate nursing student in a tertiary institution in Edo State?
2. What is the dietary habit among undergraduate nursing student among undergraduate nursing student in a tertiary institution in Edo State?
3. What are the factors influencing the dietary habit among undergraduate nursing student in a tertiary institution in Edo State?

#### **1.5 Hypothesis**

The following hypotheses was tested in this study:

**H<sub>0</sub>:** There is no association between personality traits and dietary habit among undergraduate nursing student among undergraduate nursing student among undergraduate nursing student in a tertiary institution in Edo State.

**H<sub>A</sub>:** There is association between personality traits and dietary habit among undergraduate nursing student among undergraduate nursing student among undergraduate nursing student in a tertiary institution in Edo State.

## **1.6 Significance of the Study**

### **To the Nursing Profession**

This study offers valuable insights into how personality traits may influence dietary habits among nursing students, who are future healthcare providers. Understanding these relationships can help nurse educators develop personalized health promotion strategies that foster better lifestyle choices among students. Promoting healthy dietary behaviors within the nursing community not only supports student well-being but also ensures that nurses are role models of healthy living, capable of delivering effective nutritional counseling to patients.

### **To Healthcare Providers**

The findings of this study can assist healthcare professionals in recognizing the role of personality in shaping dietary behaviors. By integrating personality assessment into routine nutritional counseling, practitioners can tailor dietary advice more effectively. This personalized approach enhances patient compliance, encourages sustainable lifestyle changes, and improves the overall quality of care provided in clinical settings.

### **To the Society**

Dietary habits are closely linked to the prevention and management of chronic diseases such as obesity, diabetes, and cardiovascular conditions. By highlighting the influence of personality traits on eating behaviors, this study contributes to a broader understanding of the psychosocial determinants of health. Such knowledge can inform public health interventions, community

education programs, and policy-making efforts aimed at promoting healthy eating and reducing the burden of diet-related illnesses in the general population.

### **1.7 Scope of the Study**

This study is delimited to all Nursing students in the department of Nursing Science, School of Basic Medical Sciences, University of Benin. This study is equally delimited to the topic and the objectives that guided this study.

### **1.8 Operational Definition**

**Diet:** The word diet often implies the use of specific intake of nutrition for health or weight-management reason

**Dietary habit:** refer to the set of choices or decisions one makes with regards to foods eaten.

**Personality traits:** refers to behavioral characteristics that are consistently expressed by a person or the distinct patterns exhibited in behavior.

**Association:** Relationship between an individual's personality traits and food habits

**Nursing:** those who promotion health, prevention of illness, and the care of ill, disabled and dying people who are currently studying Nursing in the Department of Nursing, University of Benin.

**Nursing Student:** those who are in 300-500 level in the department of Nursing, university of Benin who are willing to participate in the study.

**Tertiary Institution;** a formal post-secondary education, including public and private universities, colleges, technical training institutes and vocational schools.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter was presented into conceptual review of articles, empirical review and a theoretical framework.

#### **2.1 Conceptual Review**

##### **2.1.1 concept of Personality trait**

Personality traits are behavioral characteristics that are consistently expressed by a person or the distinct patterns exhibited in behavior (Schacter et al., 2020). Contemporary personality psychologists widely agree that there are five core domains or dimensions of traits that interact to form personality and shape social landscape (Matthews et a., 2021). These personality traits are also known as the ‘Big 5’ or the ‘Five Factor Model’ personality traits (Digman, 2021). The ‘Five Factor Model’ has been shown to account for different traits in personality without overlapping with other traits and has demonstrated consistency in interviews, self-descriptions and physical observations (McCrae & Terracciano, 2021). These traits are broadly categorized as extraversion, agreeableness, conscientiousness, neuroticism and openness to (McCrae & Terracciano, 2021). Certain personality traits have been linked to weight among children (Jiang et al., 2023). For instance, low conscientiousness and high impulsivity have been associated with high body mass index and unhealthy food choices among children (Braet et al., 2021). Furthermore, a positive correlation was observed between psychoticism and unhealthy eating and

neuroticism with pickiness and neophobia whereas neuroticism was negatively correlated with healthy eating and health habits (Schacter et al., 2021).

### **Big Five Personality Traits**

Trait refers to the whole of nervous system, which functions as a transmitter and receiver and it leads permanently to adaptation and describes behavior (Allport, 2021). Goldberg (1993) has introduced five dimensions for personality traits through empirical studies that are descriptive models of personality. In 1981, the formation of the Big Five was acquired during the symposium in Honolulu through the consent of major researchers such as Goldberg, Tekemoto-Chock, Comrey and Digman following the re-examination of existing personality tests that most measured the five main factors of Openness to Experience, Extraversion, Conscientiousness, Neuroticism, and Agreeableness (John et al., 2021). The Big Five is relatively consistent throughout the time (Roberts & DelVecchio, 2021).

A personality trait is a characteristic pattern of thinking, feeling, or behaving that tends to be consistent over time and across relevant situations (John et al., 2021). The Big Five—Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness to Experience—are a set of five broad, bipolar trait dimensions that constitute the most widely used model of personality structure (Ozer et al., 2021). A considerable body of research has examined personality stability and change across the life span, as well as the influence of personality traits on important life outcomes, in terms of the Big Five (John et al., 2021).

### **Definitions and Evidence**

Each of the Big Five represents a broad set of related behavioral characteristics. For example, **Extraversion**: Represents individual differences in social engagement, assertiveness, and energy level (Tussey 2023). Highly extraverted individuals enjoy socializing with others, are comfortable expressing themselves in group situations, and frequently experience positive emotions such as enthusiasm and excitement; in contrast, introverted individuals tend to be socially and emotionally reserved (Ozer et al., 2021).

**Agreeableness**: Captures differences in compassion, respectfulness, and acceptance of others (Lawn et al., 2023). Agreeable individuals experience emotional concern for others' well-being, treat others with regard for their personal rights and preferences, and hold generally positive beliefs about others; disagreeable individuals tend to have less regard for others, and for social norms of politeness (Roberts et al., 2021).

**Conscientiousness**: Represents differences in organization, productiveness, and responsibility (Lindahl 2023). Highly conscientious individuals prefer order and structure, work persistently to pursue their goals, and are committed to fulfilling their duties and obligations, whereas unconscientious individuals are comfortable with disorder and less motivated to complete tasks (Shiner, 2021).

**Neuroticism** (sometimes referred to by its socially desirable pole, Emotional Stability): Captures differences in the frequency and intensity of negative emotions (Mader et al., 2023). Highly neurotic individuals are prone to experiencing anxiety, sadness, and mood swings, whereas emotionally stable individuals tend to remain calm and resilient, even in difficult circumstances (Soto et al., 2021).

**Openness:** To Experience (sometimes referred to as Intellect) represents differences in intellectual curiosity, aesthetic sensitivity, and imagination (Sassenberg et al., 2023). Highly open individuals enjoy thinking and learning, are sensitive to art and beauty, and generate original ideas, whereas close-minded individuals tend to have a narrow range of intellectual and creative interests (Soto et al., 2019).

Support for the Big Five personality model comes from studies involving both everyday language and standardized personality assessments. Cross-cultural psycholinguistic research, which explores how different languages describe personality, has shown that terms corresponding to each of the Big Five traits exist in many languages. Additionally, when individuals are rated using comprehensive lists of personality-related adjectives in these languages, the Big Five pattern consistently emerges. Furthermore, numerous formal personality assessments—even those developed before the Big Five gained widespread acceptance—can be interpreted within the framework of this model. Thus, the Big Five appear to adequately capture the structure of both lay and expert personality descriptions (Roberts et al., 2021).

### **Lifespan Development**

Extensive research has explored the development of the Big Five personality traits throughout the human lifespan. These traits can be identified and consistently measured as early as middle childhood, although they may be expressed through different behaviors at various developmental stages. Findings from behavioral genetics indicate that both hereditary and environmental influences shape each of the Big Five traits, with all five showing roughly equal levels of genetic heritability. However, research attempting to identify the specific genetic and neurological

substrates of the Big Five has had only limited success to date, suggesting that each trait has a complex biological basis (Soto et al., 2019).

Additional studies have focused on how stable or changeable the Big Five traits are over time. When looking at rank-order stability—which refers to how consistently individuals maintain their relative position on personality traits over time—research shows moderate stability beginning in middle childhood. This stability tends to strengthen with age, following what's known as the cumulative continuity principle, and typically levels off in late middle adulthood. However, the rank-order stability of the Big Five is not perfect at any age, indicating that some individuals continue to change throughout the life span (Roberts et al., 2021).

Mean-level change refers to shifts in the average levels of personality traits across different age groups. The most significant changes in Big Five traits typically emerge during adolescence and early adulthood. Research shows that from middle childhood to adolescence, there are often declines in traits such as Extraversion, Agreeableness, Conscientiousness, and Openness to Experience. Studies also suggest that girls tend to score higher than boys in Agreeableness and Conscientiousness from an early age, and surpass boys in Neuroticism by mid-adolescence. Despite these early negative trends, personality traits generally improve with age from late adolescence into adulthood. Most people tend to become more emotionally stable, conscientious, and agreeable as they mature—an observation commonly referred to as the maturity principle. The positive mean-level trends in agreeableness and emotional stability continue into late adulthood, and older adults who show negative personality changes are at increased risk for disease and mortality (Roberts et al., 2021).

Studies exploring the factors that drive personality development suggest that changes in the Big Five traits are shaped by both genetic and environmental influences. While individual variations in personality change appear to have a genetic component, they are also associated with life experiences. For instance, increases in Conscientiousness often follow major life transitions such as entering the workforce or getting married, whereas increases in Neuroticism are frequently linked to adverse life events. Cross-cultural research indicates that average patterns of personality change are generally consistent across different cultures—implying a potential evolutionary foundation—yet variations in these patterns may reflect differences in when key social roles are typically assumed, pointing to cultural influences as well. Better understanding the causes and correlates of stability and change in the Big Five remains an active area of research (Roberts et al., 2021).

### **Prediction of Life Outcomes**

The Big Five personality traits have been found to reliably predict various significant life outcomes. For instance, Extraversion is strongly associated with social success. Individuals with high levels of Extraversion often have larger social networks, more romantic relationships, and are perceived by others as having greater social influence. They also tend to thrive in people-oriented and entrepreneurial careers and are more inclined to take on leadership roles within their communities. Psychologically, extraverts tend to experience greater subjective well-being than introverts, especially in terms of the frequency and intensity of positive emotions (John et al., 2021).

Agreeableness is linked to various positive social and prosocial behaviors. Individuals who score high in this trait are typically well-liked by others and tend to enjoy more stable and fulfilling

close relationships. They often gravitate toward people-centered careers, are more likely to engage in volunteer activities, participate in religious practices, and take on leadership responsibilities within their communities. Agreeable individuals are also less likely to engage in criminal behavior (John et al., 2021).

Neuroticism is inversely related to overall well-being and mental health. Individuals with high levels of neuroticism often report reduced life satisfaction, along with dissatisfaction in specific areas such as their careers and personal relationships. They are also at increased risk for various forms of psychopathology, including anxiety and mood disorders (John et al., 2021).

Openness to Experience is closely linked to intellectual pursuits and creative achievements. People high in this trait often perform better on measures of creativity and cognitive ability, and are more likely to choose careers in the arts or sciences. They are also more likely to hold liberal political and social attitudes and to describe themselves as spiritual (but not necessarily religious) (John et al., 2021).

Personality traits make up the unique combination of emotional, cognitive, and behavioral traits that characterize an individual and are relatively stable in adulthood (McCrae & Costa, 2021). Personality is associated with several health outcomes, which could be explained by behavioral factors associated with personality (Bogg & Roberts, 2021).

The Five-Factor Model (FFM), commonly referred to as the Big Five, identifies five core dimensions of personality: Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. It is among the most commonly used dimensional conceptualizations of

personality in research and defines normative personality (McCrae & Costa, 2021). The FFM personality traits are associated with BMI, diabetes, cardiovascular disease, and longevity, as well as with mortality (McCrae & Costa, 2021). Especially conscientiousness (tendency to be dutiful, goal-oriented, persistent) and neuroticism (characterized by anxiety, depression, hostility, impulsivity) have been found to be predictive of health behaviors (Bogg & Roberts, 2021).

### **Difference between Personality, Character and Trait**

Personality and character are distinct concepts. Personality refers to the combination of an individual's character, temperament, intellect, physical appearance, and patterns of thinking, behavior, and emotions. Personality is the nature of an individual such as ways of thinking, acting, emotionally, cycling and so on that can be distinguish from others (Mahmood, 2021). According to Allport (2021), personality traits found in human beings are 17,953 traits. While Eysenck (2021) has a tendency that the overall basis of personality traits which are inherited from specific lineage or known as biological characters. Eysenck (2021) also suggests that all behaviors are influenced by the environment. In contrast, character is just one aspect of personality. Character is often evaluated by members of a community and is shaped by the cultural values of that community. Traits commonly associated with character include honesty, tolerance, compassion, respect, and similar qualities. While, trait is a basically personal characteristics of an individual. Personality traits include collaboration, aggression, passivity, calm, anxiety, responsibility, openness, easy affection and so on. According to Laresen & Buss (2021), there are two basic concepts of traits; traits that originate from the individual's internal cause that individual's behaviors and traits display a brief overview of observable reactions. Ma'rof and Haslinda (2021) argue that a trait is a distinct and enduring characteristic of an

individual that can be measured and observed. A trait is also considered to be a consistent or relatively stable feature. Generally, the concept of a trait suggests that behavior follows certain patterns and habits over time and in varying circumstances. Allport (2021) asserts that a trait is the fundamental structure of personality, existing within the human nervous system as an inherited factor that influences behavioral success. Meanwhile, Cattell (2021) defines a trait as an element of behavior, positing that behavior follows specific patterns and habits over time and context, while highlighting the structural and motivational aspects of personality. Raymond also acknowledges that behavior is shaped by the interaction between traits and situations.

### **Factors Affecting the Development of Personality**

The development of an individual's personality is shaped by various factors. Psychologists have identified several key influences that can impact the growth and formation of personality. Among the factors that affect personality development are experiences, genetic and social culture (Asmawati, 2021). According to Kamalruzaman (2021), factors affecting the development of personality are divided into two part , namely the breed and environment factors. Genetic factors encompass elements such as physical appearance, body structure, and emotional tendencies. Environmental influences, on the other hand, include early life experiences, as well as the roles played by family, school, peers, and the wider community in shaping an individual's personality.

#### **2.1.2 Concept of Personality from Islamic Perspective**

From an Islamic perspective, personality is often defined in terms of character, commonly referred to as *akhlaq* or morals. In addition, the personality refers to the Arabic 'character' or 'moral' that is owned by an individual (Fariza et al, 2021). Morality is divided into two types, namely the praiseworthy character and moral character (Shahabudin & Rohizani, 2020).

Essentially, these two forms of morality reflect two key aspects: the external (*zahir*) and the internal (inner) dimensions. The moral character can be seen and measured from the external, while inner character is implicit in the heart, but was also manifest itself through behavior change (Abd-Rasid & Nor-Hafifah, 2021). Mahmood Nazar (2021) defines personality as the inherent attributes of an individual that includes some aspects such as thinking, acting, emotionally and others that distinguish them from other individuals.

According to Imam al-Ghazali (2021), to understand human behavior, must understands human character (personality) as the soul moves his behavior. Individual behavior varies due to differences in both hereditary traits and the learning or acquisition process. The Qur'an advocates for righteous behavior, good morals, and virtuous deeds. A person's personality is shaped through the character and actions they exhibit. In Islam, the development of a strong personality involves maintaining a balance between physical and spiritual well-being. Physical health is supported through proper nutrition and a healthy lifestyle, while spiritual well-being is cultivated through devotion to God—by adhering to His commands and avoiding His prohibitions. Embracing Islamic teachings helps eliminate negative traits such as arrogance, allowing noble character to flourish. Islam places great importance on moral conduct, and for Muslims, the Prophet Muhammad serves as the ideal example of virtuous behavior, as he was sent by Allah to perfect human character (Nor-Hafifah, 2021).

### **2.1.3 Concept of Personality from Western Perspective**

According to Allport (2021), human personality is the result of a combination of biology and environment. While Inherited traits are also influenced and shaped by an individual's life experiences. Kagen & Segal (2022) defines personality as the overall pattern of an individual that includes various aspects including thinking, conduct and relationships with the surrounding environment. Personality is also a person's behavioral theory and behaviorism (Watson, 2022).

#### **The Important of Trait Personality**

Each individual has different personality traits to differentiate individuals or stability that demonstrates behavior in different situations (Miller, 2020). Personality consists of stability, the internal factors that make one's behavior persistent and different from others (Child, 1968 in Eysenck, 2023). As a result, personality plays a crucial role in various aspects of life, particularly in education and career development.

Based on personality trends, it is important to determine the flow or field of study, behavioral formation, balanced personality formation, appropriate career potential and tendency (KPM, 2023; Mohd Fhaizal, 2021). Similarly, the adjustment of activities in lesson performed by teachers in which the suitability of the student's personality should be understood as it may be affect student's academic performance (Poropat, 2021).

In terms of careers, teachers and counselors should help students to make informed decisions and career paths appropriate (Karp, 2023). Personal information is a way to help an individual in making decisions about career direction (KPM, 2023; Karp, 2023). Personality trends also have a role and are the basis of self-assessment and emotion in career choice (Fabio, Palazzeschi & Bar-

On, 2022). Understanding individual personalities, especially those of learners, is essential as they are closely connected to real-life experiences and situations. Personality can help individuals make academic and career choices more precise with themselves (Muhammad Fahim & Lee, 2016).

Personality also serves as a valuable tool for parents, teachers, and counselors in guiding and shaping behavior toward a well-balanced character. It begins to form in early childhood and often leaves a lasting impression, as early experiences play a significant role in its development. Friendly mothers or guardians affect and influence individual personality development (Azizi, 2020). As such, personality information plays an important role in characterizing behaviors as well as helping parents, teachers and students or individuals to realize the potential strengths and weaknesses (MOE, 2023).

Academic performance is strongly linked to an individual's personality traits, as these traits can influence motivation, learning styles, and overall approach to education. Trait personalities are important and are forecasting for individual academic achievement (Ivcevic & Brackett, 2021). Academic achievements and personalities are mutually shared and predict academic and teacher performance take into consideration the differences and strengths of individual students and the appropriate learning environment (Akomolafe, 2023).

### **Dietary habits**

Dietary habits are defined as “the habitual decisions of individuals or a group of people regarding what foods they eat” (Preedy et al., 2021). Food choices are influenced by a variety of factors, among which demographic and socioeconomic factors play a significant role and their

impact has been extensively investigated (Mello et al., 2020). When it comes to age, one must consider not only physiological changes that come with older age but also food preferences from lifetime experiences (Wakimoto & Block, 2021). Physiological, psychosocial, and economic factors that appear with aging can be an obstacle to a healthy diet (Whitelock & Ensaff, 2021). Not only do dietary habits change over a lifetime but so do nutrition requirements, which mainly refer to a lower energy intake, higher protein content, and a higher intake of vitamins and minerals (Zaragoza-Martí et al., 2020).

Dietary habits reflect individual food preferences and are often related to culture, education, socioeconomic background, and health status (Protásio et al., 2021). Dietary habits can change and be influenced by various factors, including life stage, lifestyle choices, physical activity, and social interactions. Diet scores, such as those used for the Mediterranean Diet (MeDi), are commonly employed to assess adherence to a particular dietary pattern. These scores are typically based on the consumption of specific food groups rather than an overall diet, meaning that individuals with different food preferences may still achieve the same diet score. Hence, several dietary patterns may coexist for the same score, making any links between diet and cognition more difficult to determine (Protásio et al., 2021).

Many studies rely on Food Frequency Questionnaires (FFQs) to gather dietary data. While FFQs have well-known limitations, such as recall bias, they are cost-effective, easy to administer, and are regarded as valuable tools for assessing overall food intake patterns in both cross-sectional and longitudinal studies. However, these current dietary assessment tools were not designed for use in studies of aging, and there is a need internationally for the development of an AD-focused FFQ, with consideration for culture, environment, and factors including performance within

populations, validation, and frequency of calibration (Protásio et al., 2021). It is also important to identify blood nutrient profiles or biomarkers associated with each dietary pattern to determine compliance and efficacy during intervention (Protásio et al., 2021).

Dietary habits refer to the food choices individuals make in their daily lives, and these habits vary from person to person. Maintaining healthy dietary habits is essential for an individual's overall well-being, as it helps them stay fit and healthy throughout their life. Healthy diet includes fruits, vegetables, cereals, water, low fat dairy products, etc (Protásio et al., 2021).

Dietary habits refer to the regular decisions an individual or culture makes when selecting foods to eat. The term "diet" often refers to a specific nutritional intake for health or weight management purposes. While humans are omnivores, each culture and individual has distinct food preferences or taboos, which may be influenced by personal tastes or ethical beliefs. Dietary choices can vary in their healthfulness, and these habits play a crucial role in determining one's quality of life, health, and longevity. It can define cultures and play a role in religion (Protásio et al., 2021).

Dietary habits and food choices significantly impact nutrient and energy intake and are typically developed over time, particularly during adolescence. Nutritional problems among adolescents can arise from the result of dietary inadequacies, principally from poor dietary choices, which may be related to physiologic, socioeconomic and psychological factors, in the presence of additional nutritional demands imposed by growth sprout during adolescence (WHO, 2021). A WHO school-based student health survey in Oman, which examined dietary patterns among adolescents, revealed that approximately 50% skipped breakfast, 33.4% regularly consumed sugar-sweetened carbonated soft drinks, and 10% frequently ate fast food. However, 70% of the

participants ate fruits and vegetables regularly. Among these adolescents, 19.5% were overweight, and more than 30% were actively trying to lose weight (Oman Global School-based Student Health Survey, 2023). Two studies from southwestern Nigeria reported that students commonly consumed wheat flour-based fast foods paired with sweetened beverages, such as carbonated drinks, malted beverages, fruit juices, and alcoholic drinks, as their snacks. Onyiriuka et al (2023) reported on weight status and eating habit among 2,097 urban adolescent school girls, showed that 1,009 (48.1%) admitted to skipping at least one meal a fortnight. Over half of the participants (60.2%) consumed fast food at least once a week, and more than three-quarters of them (76.4%) paired fast food with soft drinks. The study found that the prevalence of both overweight (24.5% vs. 13.2%) and obesity (2.5% vs. 1.1%) was higher among girls who skipped meals compared to those who did not skip meals, with an odds ratio of 0.4 (95% CI 0.32 - 0.50). Adu et al (2021) reported on nutritional status among Nigerian undergraduate university students showed that about 3% did not consume fruits at all, while the consumption of vegetables was low among the students. Fifty percent of the participants consumed vegetables occasionally, 39% ate them weekly, and only 11% consumed them daily. About half of the students (53%) were overweight, while 6% were obese and 15% were underweight.

### **Factors Influencing Dietary Habits**

Unhealthy eating patterns pose a major public health issue, with substantial economic and health impacts. While many dietary preferences are established early in life, the transition to independent living during university years is a critical turning point. As individuals mature, they gain more control over their eating choices, which can significantly influence their dietary habits. The way we eat has a significant impact on our long-term health since it is known that poor

eating habits, such as missing meals and consuming nutrient-poor foods, can lead to a variety of health issues and nutritional deficiencies (Almutairi *et al.*,2021). In contrast, a balanced diet and the consumption of high-quality foods play a crucial role in supporting both physical health and mental well-being. A healthy diet is particularly important for university students, a large demographic that could be targeted to prevent a range of health problems. International studies have shown that, in reality, there are several changes in eating habits and nutritional patterns that are impacted by a variety of factors throughout a student's time at a university. (Peltzer *et al.*,2021)

Some key factors that researchers have identified as influencing dietary habits in undergraduates include;

1. Peer Influence: Undergraduates often live and socialize with their peers, and peer influence can significantly impact their dietary choices. Eating habits may be influenced by what their friends are eating and where they choose to dine.
2. Campus Environment: The availability of food options on campus, including dining halls, fast-food restaurants, and vending machines, can shape undergraduates' dietary choices. The convenience and accessibility of healthier or unhealthy foods play a role.
3. Nutritional Knowledge: The level of nutritional knowledge and awareness among undergraduates can impact their dietary habits. Those with better knowledge of nutrition tend to make healthier choices.

4. **Cultural and Ethnic Background:** Cultural and ethnic background can influence dietary preferences and habits. Students from different cultural backgrounds may have specific dietary traditions and preferences.
5. **Socioeconomic Status:** The financial resources available to undergraduates can affect their dietary choices. Students with limited budgets may opt for cheaper, less nutritious food options.
6. **Stress and Mental Health:** Stress and mental health can impact dietary habits. Some students may turn to comfort foods or irregular eating patterns during stressful times, while others may prioritize healthy eating as a means of coping.
7. **Dietary Beliefs and Values:** Personal beliefs, values, and dietary preferences, such as vegetarianism or veganism, can influence food choices among undergraduates.
8. **Marketing and Advertising:** Marketing strategies and advertising can influence students' choices by promoting certain foods or brands. For example, the prevalence of unhealthy food marketing on campuses can sway dietary decisions.
9. **Peer Pressure and Body Image:** Peer pressure related to body image and appearance can drive students to adopt certain dietary habits, such as restrictive diets or excessive exercise.
10. **Parental Influence:** The dietary habits students develop during childhood and adolescence can carry into their undergraduate years. Parental influence, including the food environment at home and parental dietary habits, can have a lasting impact.

11. Time Constraints: Busy schedules, including coursework, part-time jobs, and extracurricular activities, can limit the time students have for meal preparation and planning, leading to less healthy food choices.
12. Knowledge and Cooking Skills: The knowledge and cooking skills of undergraduates can affect their ability to prepare and choose healthy meals. Lack of cooking skills may lead to reliance on processed and fast foods.
13. Food Allergies and Intolerances: Dietary habits may be influenced by food allergies and intolerances, which can restrict certain food choices.
14. Peer Support and Education: Initiatives promoting healthy eating on campus and peer support programs can positively influence dietary habits by providing information and encouraging healthier choices.

## **2.2 Theoretical Framework**

The theoretical framework of this study is grounded in the Social-Ecological Model (SEM). The Social-Ecological Model (SEM) is a comprehensive framework used to understand the various levels of influence that shape individuals' behaviors, particularly in the context of health-related behaviors. It emphasizes that behavior is not solely a product of individual factors but is influenced by a range of interconnected social, environmental, and policy factors. SEM proposes that to effectively address behaviors, interventions must consider the complex interactions across multiple levels of influence. These levels are typically divided into individual, interpersonal, organizational, community, and policy levels, which together create a multifaceted approach to understanding health and behavior.

At the individual level, SEM focuses on personal factors such as knowledge, attitudes, skills, and personality traits. These are the characteristics that directly affect how individuals make decisions and engage in behaviors. For instance, an individual's personality, including traits such as conscientiousness or openness to experience, can influence their likelihood of adopting healthy habits like maintaining a balanced diet or engaging in physical activity. This level also considers biological factors, such as age and gender, that might influence behavior.

The interpersonal level explores the relationships and social networks that an individual is part of, including family, friends, peers, and colleagues. These social connections are powerful sources of influence on behavior, as they provide emotional support, reinforce behaviors, and shape individual perceptions. For example, in a university setting, the eating habits of a student may be influenced by their friends' dietary choices, the norms within their social circles, or the support they receive from family members regarding health practices.

At the organizational level, SEM takes into account the environments and structures within institutions or organizations, such as schools, workplaces, or healthcare facilities, that can either promote or inhibit healthy behaviors. For instance, in a university setting, the availability of nutritious food options in campus cafeterias, the promotion of wellness programs, or the policies surrounding student health services can significantly affect students' dietary choices. These organizational factors often shape the resources and opportunities available for individuals to engage in healthy behaviors.

The **community level** focuses on the broader community environment, including the neighborhood, cultural norms, and public health initiatives that influence health behaviors. In terms of dietary habits, the availability of healthy food outlets, local farmers' markets, or

community-based health education programs can play a crucial role in shaping dietary practices. Community norms and cultural expectations around food and health can also influence individuals' choices, as they may feel societal pressure to conform to certain dietary patterns or health behaviors.

Finally, at the **policy level**, SEM recognizes that laws, regulations, and policies at local, national, and international levels can impact behavior. For example, government policies related to food labeling, advertising restrictions on unhealthy foods, and nutrition guidelines in public institutions all influence dietary behaviors. Additionally, policy decisions that promote or hinder access to healthcare, nutrition education, and other supportive services can either facilitate or obstruct healthy choices.

### **Application of the theory**

The Social-Ecological Model (SEM) offers a comprehensive framework for understanding the various levels of influence that affect health behaviors, including dietary habits. This model is particularly useful for exploring the relationship between personality traits and dietary habits among undergraduate nursing students in a tertiary institution in Edo State, as it emphasizes the complex interactions between individual factors and the broader social, environmental, and policy contexts.

In examining the first objective, which is to determine the personality traits among undergraduate nursing students, SEM focuses on the individual level. It suggests that personality traits directly impact behavior, including dietary habits. For instance, students who exhibit higher levels of conscientiousness may be more likely to engage in healthier eating patterns due to their

tendency to be organized and disciplined. On the other hand, students with higher levels of neuroticism, who may experience greater stress or anxiety, could resort to unhealthy eating habits as a way of coping. By exploring these personality traits through the lens of SEM, the study will reveal how individual characteristics influence dietary choices and help identify patterns that may be common among nursing students.

The second objective, which involves exploring the dietary habits among undergraduate nursing students, benefits from SEM by considering the interpersonal and organizational levels of influence. At the interpersonal level, the eating habits of peers, family members, and social networks play a significant role in shaping an individual's dietary choices. For example, students may adopt the dietary habits of their friends or family members, influenced by social norms or shared cultural practices around food. At the organizational level, the availability of nutritious food options on campus, wellness programs offered by the institution, or policies related to student health can either support or undermine healthy eating. The SEM framework helps to understand how these social and institutional factors, alongside individual personality traits, interact to shape the dietary behaviors of nursing students.

For the third objective, which seeks to investigate factors influencing the dietary habits of undergraduate nursing students, SEM provides a broader context by examining the community and policy levels. The community level encompasses factors such as the availability of healthy food options within the local area, the influence of cultural practices, and the social support students receive regarding their dietary choices. For instance, students may have easier access to affordable, nutritious food depending on their community's resources, which can directly impact their eating habits. At the policy level, government regulations on food labeling, public health

initiatives, and university policies regarding nutrition education can also play a significant role in influencing students' food choices. By considering these external factors in addition to personality traits, the study can uncover the complex ways in which personality interacts with the broader environment to influence dietary behaviors.

## **2.3 Empirical review**

### **Personality Traits Among Undergraduate**

Siriprom et al. (2021) conducted a mixed-methods study to explore the personality traits of 400 Gen Z undergraduate students at a university in Bangkok, Thailand. The researchers asked participants to complete a questionnaire based on the Big Five personality model, which assesses five key personality dimensions: neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. The responses were measured using a 4-point Likert scale. The results revealed that, among the five personality traits, agreeableness was the highest-rated, while neuroticism was the lowest. These findings suggest that students in this cohort generally exhibit a cooperative and considerate nature, but they also tend to have lower levels of emotional instability. The study highlighted the implications of these personality characteristics for educators, particularly in terms of classroom management and designing activities. The findings suggest that Gen Z students may require distinct educational approaches that align with their unique personality traits, such as promoting collaborative learning environments and providing structured support to manage emotional responses.

In a comprehensive meta-analysis, Mammadov (2022) examined the strength of the relationships between the Big Five personality traits and academic achievement. The study included 267

independent samples, comprising 413,074 participants from 228 distinct research studies. The analysis revealed that cognitive ability and personality traits together accounted for 27.8% of the variance in academic performance. Among the Big Five traits, conscientiousness was found to be the most robust and significant predictor of academic success, explaining 28% of the variance. Cognitive ability, with a relative importance of 64%, emerged as the primary predictor of academic performance. The study also found that the influence of personality traits such as openness, extraversion, and agreeableness on academic success was more pronounced in elementary and middle school students compared to those in higher education. This finding underscores the varying impact of personality traits at different educational stages. The research reinforced the notion that conscientiousness plays a particularly crucial role in academic achievement, highlighting its potential as a key factor in understanding and supporting students' success in academic settings.

Graham et al. (2020) conducted an extensive study on how Big Five personality traits change over time. Using a coordinated integrative data analysis approach, the researchers examined data from 16 longitudinal studies, which together included more than 60,000 participants. To assess the changes in personality traits, they employed multi-level growth models and focused on datasets with four or more measurement points. The analysis revealed that personality traits such as conscientiousness, extraversion, and openness tended to decline over time, while neuroticism showed an increase, especially as individuals aged. These findings were consistent across the various datasets, suggesting a general trend of reduced engagement with openness and extraversion, as well as an increase in emotional instability in later life. The study concluded that personality traits are dynamic and evolve over the lifespan, influenced by a variety of factors such as age, life experiences, and the methods used to measure personality. The research also

highlighted the variability in how personality traits change, noting that different samples and testing techniques contributed to the heterogeneity of trait development. This study provided important insights into the developmental nature of personality traits, emphasizing that trait changes are complex and can vary significantly from one individual to another.

### **Dietary habits Among Undergraduate**

Vibhute et al. (2021) conducted a study to assess the nutritional condition of college students in western Maharashtra, India, focusing specifically on the dietary patterns of undergraduate students at a health institute. The study employed a questionnaire-based approach with a sample of 130 students, including 74 females and 56 males, to assess their dietary habits and lifestyle behaviors. The questionnaire allowed for multiple responses to some questions, and the data was aggregated to draw conclusions. The findings revealed that 75% of the students consumed only 1-2 servings of fruits and vegetables daily, indicating a lack of adequate intake of these essential nutrients. The study also found that 18% of the students were underweight, while 8% were classified as overweight or obese. The results emphasized the need to further explore the food and nutritional components of future medical health professionals, suggesting that dietary habits and health education should be prioritized within this population to promote better nutrition and well-being.

Al-Awwad et al. (2021) conducted a study to examine the food and lifestyle habits of students at Hashemite University across various academic years. This cross-sectional study investigated the prevalence of obesity and the food and lifestyle behaviors of undergraduate students. A total of 540 students (184 males and 356 females) participated in the study, which involved measuring participants' body weight and height to calculate their BMI. Data on personal characteristics,

eating habits, and physical activity were collected through a developed questionnaire. The findings revealed that 36% of the students were overweight or obese. Obesity was particularly prevalent among seniors, with 16.3% of senior students categorized as obese, compared to 8.6% of freshmen. The study also found that a significant portion of students engaged in unhealthy lifestyle behaviors, such as hookah smoking (30.2%) and cigarette smoking (15.4%). Students at all academic levels demonstrated similar physical activity levels and consumed fruits infrequently, with the majority eating them only 1-2 times per week. The study highlighted the concerning prevalence of overweight and obesity, as well as poor food and lifestyle habits, suggesting that universities should consider implementing nutrition and health education programs to address these issues and promote healthier living among students.

Omage & Omuemu (2021) investigated the food habits and nutritional status of undergraduate students at Igbinedion University in Okada. The study used a cross-sectional, descriptive design, involving 800 students selected through a multistage sampling method. Data was collected using pretested, standardized self-administered questionnaires, and anthropometric measurements were also taken. The statistical analysis was performed using SPSS (version 22.0), with a significance level set at  $p < 0.05$ . The average age of the participants was 23.5 years, with a higher proportion of females (58.5%) compared to males. The findings revealed that over half of the students (56%) skipped breakfast, and 76% of students reported eating between meals. The study also found a significant association between gender and breakfast skipping, with more females (59.8%) skipping breakfast than males (50.6%). Furthermore, 93% of the students reported snacking between meals, and the study found a significant association between age group and snacking habits. Regarding dietary diversity, 49% of the students had a high dietary diversity score, while 26.5% had a low score. The analysis also revealed that more males had a higher dietary diversity

score compared to females. The study also noted that the majority of participants (70.5%) had a normal BMI, but a significant proportion were either overweight (14%) or underweight (9.5%). The study concluded that breakfast skipping and snacking were common among the students, and it recommended that the university implement regular nutrition education programs to promote better eating practices among students.

### **Factors Influencing Dietary Habits Among Undergraduate**

Kabir et al. (2021) conducted research to investigate the factors influencing eating behavior and food intake among university students in Bangladesh. The study employed qualitative methods, including 25 in-depth interviews and 13 focus group discussions, involving students from diverse fields and academic semesters. Thematic analysis and methodological triangulation were used to analyze the data, ensuring the reliability of the findings. The study identified several factors that impact students' eating habits, including individual factors such as cooking skills, food preferences, knowledge, and food taboos, as well as societal factors like peer influence and social norms. University factors such as campus culture and the stress associated with examinations also played a role. Environmental factors, including the availability of cooking resources and food prices, further influenced students' dietary choices. The study found that resident students often had low nutritional intake, which could negatively impact their health, well-being, and academic performance. Kabir et al. (2021) recommended multilayered nutritional interventions to promote healthy eating habits and improve dietary intake among university students.

Ismail et al. (2022) conducted research to explore the psychosocial factors influencing eating habits among university students as they transition from living at home to more independent

living. This cross-sectional study, conducted at the University of Sharjah, involved 529 students who completed a self-administered questionnaire on their eating habits and psychosocial factors. The study found that over a third of participants (37.6%) were overweight or obese, and 39.1% did not engage in regular physical exercise. Additionally, less than half of the students (45.4%) ate breakfast daily, and 83.2% consumed less than two liters of water per day. The study also highlighted that only 28.7% and 34% of participants consumed fruits and vegetables daily, respectively. Psychosocial factors, such as emotional eating (with 80% of participants eating when happy and 56.5% eating when depressed), significantly influenced food choices. Other factors such as marital status, living arrangements, smoking, lack of physical exercise, and impulsive eating were found to be associated with poor eating habits. The study concluded that psychosocial factors are significant predictors of students' food choices and recommended the implementation of nutrition education programs at the university level to address these issues.

Almutairi et al. (2021) conducted a study to analyze the health-promoting lifestyles of students in Saudi health and non-health colleges. The study aimed to assess how students' health-promoting behaviors, including their eating habits and physical activity, impacted their overall health. A descriptive cross-sectional design was used, with data collected from 1656 students at King Saud University from November 2016 to February 2017. The findings revealed that 70.4% of the participants were female, and 20% were overweight, while 11.3% were classified as obese. The study showed significant differences in health behaviors between students from health and non-health colleges, particularly in terms of health responsibility. Both groups exhibited insufficient adherence to recommended physical activity and healthy eating practices. The study also found that most students did not participate in health education programs. Almutairi et al. (2021) concluded that university students, particularly in Saudi Arabia, often engage in unhealthy

lifestyles, characterized by poor eating habits and low physical activity. The study emphasized the importance of launching health promotion initiatives at universities and suggested that such programs could significantly improve students' health and well-being.

### **Personality traits and Dietary Habits**

Anna-Maija et al. (2023) investigated the associations between food and nutrient intake, personality traits, and resilience among 1681 participants using a semi-quantitative food frequency questionnaire and the NEO-Personality Inventory. The study applied linear regression analysis to explore associations between diet and personality traits, and cluster analysis to define resilient and non-resilient personality profiles. The findings revealed that in men, higher openness was associated with increased vegetable intake and decreased confectionery and chocolate intake. In women, neuroticism was linked with lower intakes of fish and vegetables and higher soft drink consumption. Extraversion in women was associated with higher intakes of meat and vegetables, while openness was associated with higher vegetable and fruit consumption. Agreeableness and conscientiousness were linked with lower soft drink and higher fruit intakes, respectively. Resilience in women was associated with healthier dietary intakes, including higher vegetable, fruit, fish, and dietary fiber consumption. The study concluded that personality traits, particularly resilience, are associated with healthier dietary behaviors, and these associations were stronger in women than in men.

Najmeh et al. (2021) explored the relationship between personality traits and dietary habits among 224 healthy female students aged 18–30 years. The study found that neuroticism and openness were associated with poorer dietary habits, while conscientiousness was positively associated with better dietary habits. Neuroticism was linked to a preference for salty, sour, and

fatty foods and a negative association with dairy products. Extraversion showed a positive correlation with preferences for fast food, ice cream, and chocolate. Openness was associated with a preference for meat and biscuits and a negative correlation with fruits. Conscientiousness was positively correlated with preferences for dairy products, vegetables, nuts, and foods with salty tastes, and negatively correlated with biscuits. The study suggested that assessing personality traits can help identify individuals at risk for unhealthy dietary habits.

Freda et al. (2021) examined the relationship between personality traits and dietary habits among 400 university students in Ghana. The study found significant associations between personality traits and various dietary habits. Extraversion was positively associated with food interest and neophobia, conscientiousness was linked with sugar moderation and variety in food, and agreeableness was associated with neophobia, skipping meals, and food variety. Openness was related to food interest. Neuroticism had no significant associations with dietary habits. The study concluded that personality traits are related to dietary habits and recommended further research to identify individuals at risk for diet-related diseases.

Agyarkwaa and Eshun (2020) investigated dietary habits and their impact on nutritional status among undergraduate students at the University of Education, Winneba, using the Social-Ecological Model (SEM) as the theoretical framework. The study revealed that while students generally had a normal weight, they had low intakes of fruits and vegetables, and high consumption of energy-dense foods and fast foods. Most students skipped breakfast, and their dietary habits were found to significantly affect their nutritional status. The study recommended that the university regularly organize health talks and nutrition education programs to improve students' dietary habits.

Yuriko and Shaw (2021) studied the association between personality and dietary habits in university students. The study found that food intake was influenced by personality traits such as neuroticism, extraversion, openness, and agreeableness. Students with high neuroticism scores had a preference for salty and sweet foods, while those with high extraversion and agreeableness scores had different dietary preferences. The study suggested that effective health education should consider the personality traits of individuals to tailor interventions. The study also found that students with high scores for conscientiousness and agreeableness were more receptive to dietary advice, while those with high neuroticism were less likely to engage in health education.

## **2.4 Summary of Literature Review**

The literature review examines personality traits using the Five-Factor Model—extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience—as a framework for understanding behavior and lifestyle patterns. These traits are relatively stable over time and influence a range of outcomes, including health and diet. Research shows that individuals with low conscientiousness and high neuroticism are more likely to engage in unhealthy eating, while those high in conscientiousness tend to make better dietary choices and maintain healthier lifestyles. From an Islamic perspective, personality is closely tied to moral character (*akhlaq*), emphasizing the development of virtuous behavior through spiritual and ethical practices. In contrast, Western perspectives highlight the role of both genetic inheritance and environmental experiences in shaping personality traits.

Dietary habits, particularly among university students, are influenced by a combination of personal traits, peer pressure, food availability on campus, stress levels, and cultural backgrounds.

These habits often develop during the transition to independent living and can significantly impact long-term health.

The theoretical foundation of the study is based on the Social-Ecological Model (SEM), which considers multiple levels of influence on behavior: individual, interpersonal, organizational, community, and policy. SEM emphasizes that dietary habits are not shaped solely by personal choices but also by social networks, institutional structures, cultural norms, and health policies. By linking personality traits with the SEM, the review highlights the complex and dynamic interactions that influence students' dietary behaviors, offering a comprehensive understanding of the factors involved.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This study focused on the Personality traits and its association with dietary habits among undergraduate nursing student in the University of Benin. This study cuts across 300 level to 500 level students in the School of Basic Medical Science, University of Benin. The methods employed to undertake the study are captured in the research design, setting, target population,

sample size, sampling technique, instrument for data collection, validity/reliability of instrument, method of data collection, method of data analysis and ethical considerations.

### **3.1 Research Design**

A research design refers to the overall strategy or framework of the study and it constitutes the blueprint for the collection, measurement, and analysis of data. The research design adopted was a cross-sectional descriptive survey research design to determine the academic factors affecting learning among nursing students of the above stated academic levels. This design allows the researcher to collect data that cannot be manipulated.

### **3.2 Research Setting**

The study was carried out in the department of Nursing Science, School of Basic Medical Sciences, University of Benin (UNIBEN), Benin City. The University of Benin is located in the Ovia North East Local Government Area of Edo State in Benin City. University of Benin is a tertiary institution founded in 1970. It started as an Institute of Technology and was accorded the status of fully fledged university by National University Commission (NUC) on 1st July 1971. Presently, the total student enrolment starts at over 40,000 made up of both full time and part time students shared among various faculties. The department of nursing science, awards the Bachelor of Nursing Science (BNSc) degree with a duration of five years through University Matriculation Examination (UME) admissions and four years through Direct Entry. The first set of students were admitted into the department in 2007/2008 session.

### **3.3 Target Population**

Essel and Owusu (2017) defined population as the complete set of individuals, objects or scores that on investigation that the researcher is interested in studying. It basically, refers to the entire collection of all observation of study. The study was carried out among nursing students of the University of Benin from 300level to 500level, which comprised males and females. The target population comprised 497 students from 300level to 500level. See table below.

**Table 3.1 Number of Nursing students in each Academic level**

| Level | Number of students |
|-------|--------------------|
| 300   | 182                |
| 400   | 168                |
| 500   | 147                |
| Total | 497                |

### **3.4 Sample Size**

Sample size is the number of subjects or participants recruited and to which the study findings was generalized. It is the number of observations in a sample. The sample size was calculated using Taro Yamane, (1967) formula which is stated as below:

$$n = \frac{N}{1 + N(d)^2}$$

where n= sample size

N= population size

D= level of precision (confidence interval)

$$N = 497$$

$$D = 0.05$$

$$\text{Thus, } n = \frac{497}{1 + 497(0.05)^2}$$

$$n = \frac{497}{1 + 497 \times 0.0025}$$

$$n = \frac{497}{1 + 1.2425}$$

$$n = \frac{497}{2.2425}$$

$$n = 222$$

Introducing 10% attrition;

$$10\% \times 222 = 22.20$$

$$222 + 22.20 = 244.20 \text{ Approximately } 244$$

**Table 3.2 Sample size determination for each Academic level**

| Level | Population | Number of students to be sampled | Approximate number of students |
|-------|------------|----------------------------------|--------------------------------|
|-------|------------|----------------------------------|--------------------------------|

|     |     |                             | <b>to be sampled</b> |
|-----|-----|-----------------------------|----------------------|
| 300 | 182 | $(182 \div 497) \times 244$ | 89                   |
| 400 | 168 | $(168 \div 497) \times 244$ | 83                   |
| 500 | 147 | $(147 \div 497) \times 244$ | 72                   |
|     | 497 |                             | 244                  |

### **3.5 Sampling Technique**

The students were selected using non-probability sampling technique. Non-probability sampling is defined as a sample technique in which the researcher selects samples based on the subjective judgement of the researcher rather than random selection. Examples are convenience, purposive, quota, snowball, accidental sampling. Convenience sampling was used for this study, it's a non-probability sampling in which the participants were selected based on availability and willingness to take part in the study.

### **3.6 Instrument For Data Collection**

The instrument for data collection that was used in this study is a self structured questionnaire (Appendix A). The items are constructed in a closed ended form to gather information on how personality traits are associated with dietary habit where the respondents have to tick appropriately the option that suits their best knowledge. This questionnaire was developed based on the literature review and theoretical frameworks discussed in the previous sections of this project.

The questionnaire that was constructed was comprised of four sections.

**Section A:** Demographic data of participants.

**Section B:** Personality traits among undergraduate nursing student in a tertiary institution in Edo State. This section comprised of a 4-point Likert scale, where with a value greater than 3.0 was high level of personality trait and a value less than 3.0 was low level of personality trait

**Section C:** Dietary habits among undergraduate nursing student in a tertiary institution in Edo State.

**Section D:** The factors influencing dietary habit among undergraduate nursing student in a tertiary institution in Edo State.

### **3.7 Validity of the instrument**

The questionnaire was designed by the researcher with self-constructed questions. It was subjected to scrutiny by the project supervisor who found the instrument as a suitable tool to carry out the assessment. The contents of the questionnaire was carefully scrutinized and validated by the project supervisor as well as an expert in psychology as well as the data analyst who was find the instrument valid and adequate to give the relevant information and achieve the objectives.

### **3.8 Reliability of the instrument**

Reliability refers to the degree to which a research instrument produces stable and consistent results (Davidson, 2017). A reliable instrument is one that can produce the same results if the behavior is measured again by the same scale (Davidson, 2017). According to Jessen (2016), the reliability of a measuring tool can be assessed in various ways. The Cronbach Alpha reliability technique was employed in this study. A pilot study was conducted using 24 nursing students

who are not part of the study to pre-test the reliability of the instrument. The reliability study is attached in Appendix B.

### **3.9 Method of Data Collection**

Data for this study was collected through the administration of questionnaires to respondents and it was shared after the introduction of the topic to the nursing student. Those who show interest were given the questionnaires of which was collected immediately after they were duly filled.

### **3.10 Method Of Data Analysis**

The data was analyzed using both descriptive and inferential statistics where the questionnaire shared represent the five personality traits.

Extroversion personality represent number 1,6,11,16,21,26,31,36,41,46.

Agreeable personality represent the number 2,7,12,17,22,27,32,37,42,47.

Conscientiousness personality represent the numbers 3,8,13,18,23,28,33,38,43,48.

Neuroticism personality represent the following numbers 4,9,14,19,24,29,34,39,44,49

Openness personality represent the numbers 5,10,15,20,25,30,35,40,45,50.

High scores of each personality that is the total score is 40 or it's close to 40 it means the person have that particular personality and a low score means the person do not have that particular personality traits. Descriptive statistics include means, frequency and percentages; while the inferential statistics to test the research hypothesis is the Chi-square test of association. The level of significance is set at  $p < 0.05$ . These analyses was done using the IBM Statistical Package for Social Sciences (SPSS) version 24.0 to analyze the data.

### 3.11 Ethical Considerations

The ethical principles of research include certain requirements for the researcher: the research information given by the participants, voluntary and autonomous participation and the possibility to withdraw at any time they wish (Polit & Hungler, 2014)

The principle of voluntary participation, maintenance of anonymity and confidentiality was maintained throughout the study. The students were not be forced to participate in the study and their views and interests was be handled with utmost confidentiality. A written permission was be obtained from the ethics and research committee of College of Medical Sciences, University of Benin, Benin City (Appendix C).

The following ethical considerations were maintained during the research exercise;

1. **Confidentiality:** The information provided by respondents was treated with utmost confidentiality, hence, no name or addresses were requested for, in the questionnaire. Respondents were made to understand that their responses to the questionnaire remained completely confidential and that the observations were intended to be used only for scientific research purposes solely. To maintain this confidentiality and anonymity, no personal identifier was used or indicated on any document or questionnaire.
2. **Voluntary participation:** The respondents had the right to voluntarily decide whether to participate in the study or not without the risk of incurring any penalty or prejudicial treatment. They were given the right to decide at any point during the study to withdraw their participation or refuse to provide any information on any point that is not clear to them.
3. **Plagiarism:** All authors used in this study was appropriately cited both in the body of the work and at the reference page.

4. The purpose and benefit of the study was explained to the respondents to obtain their informed consent.

The researcher maintained the following ethical consideration during the research exercise

A written permission was be obtained from the ethics and research committee of University of Benin, School of Basic Medical Sciences. Due permission was be obtained from the Head of Department, Department of Nursing Science, University of Benin, to go on with the research. An informed written consent was be sought from all respondents, explaining to them the nature of the research and how it is prepared to prevent personal identification. A copy of the ethical approval certificate was be attached in the appendix.

## CHAPTER FOUR

### DATA PRESENTATION AND INTERPRETATION OF RESULTS

This chapter presents the results of the data collected through the administration of questionnaire. Two hundred and forty four questionnaires were sent out and all were returned completely and correctly filled indicating 100% response rate.

#### 4.1 Demographic Variables

**Table 4.1: Respondents' demographic variables**

| <b>Demographic characteristics</b> | <b>Frequency/percentage</b> |
|------------------------------------|-----------------------------|
| <b>Age of respondents</b>          |                             |
| 19 - 23 years                      | 68 (27.9%)                  |
| 24 - 28 years                      | 151(61.9%)                  |
| 29 – 33 years                      | 25 (10.2%)                  |
| <b>Marital Status</b>              |                             |
| Single                             | 234 (94.9%)                 |
| Married                            | 10 (05.1%)                  |
| <b>Religion</b>                    |                             |
| Christianity                       | 239 (98%)                   |
| Muslim                             | 05 (2%)                     |

| Level |           |
|-------|-----------|
| 300   | 89(36.5%) |
| 400   | 83(34%)   |
| 500   | 72(29.5%) |

Data from table 1 showed that 68 (27.9%) respondents are within the age bracket 19-23 years, 151 (61.9%) between age 24-28 years while 25 (10.2%) are within 29-33 years. Few 10 (5.1%) of the respondents are married while 234 (94.9%) are single. Most of the respondents 89 (36.5%) are in 300 level, 83 (34%) are in 400 level, 72 (29.5%) are in 500 level. Majority 239(98%) of the respondents are Christians.

#### 4.2 Personality Traits

**Table 4.2: Respondents Personality Trait**

| S/N | Personality Traits     | Responses |
|-----|------------------------|-----------|
| 1.  | Extraversion           | 80(32.8%) |
| 2.  | Agreeableness          | 40(16.4%) |
| 3.  | Conscientiousness      | 40(16.4%) |
| 4.  | Neuroticism            | 39(16%)   |
| 5.  | Openness to experience | 45(18.4%) |

Table 4.2 above showed the responses of the respondents on personality traits. Eighty 80(32.8%) of the respondents are extroverted, 40(16.4%) of the respondents are agreeable, 40(16.4%) of the

respondents are conscientious, 39(16%) have neuroticism personality traits while 45(18.4%) are openness to experience

### 4.3 Dietary Habits

**Table 4.3: Respondents dietary habits**

| S/N | Dietary Habits                                  | Responses   |             |
|-----|---|-------------|-------------|
|     |   | Yes         | No          |
| 1.  | I miss breakfast often                          | 189 (77.5%) | 55 (22.5%)  |
| 2.  | Most times, I eat fast food most                | 159 (65.2%) | 85(34.8%)   |
| 3.  | I eat junks often                               | 179 (73.4%) | 65 (26.6%)  |
| 4.  | I eat fruits and vegetables often               | 50 (20.5%)  | 194 (79.5%) |
| 5.  | I often take carbonated and sugar coated drinks | 209(85.7%)  | 35 (14.3%)  |
| 6.  | I often take snacks between meals               | 169 (69.3%) | 75 (30.7%)  |

Table 4.3 above showed the respondents responses on dietary habits. One hundred and eighty-nine 189(77.5%) of the respondents miss breakfast often, 159(65.2%) eat fast food often, 179(73.4%) often eat junks while 50(20.5%) of the respondents eat fruits and vegetables often. Majority 209(85.7%) of the respondents often take carbonated and sugar coated drinks while most 169(69.3%) of the respondents often take snacks between meals.

### 4.4 Factors Influencing dietary habits

**Table 4.4: Table showing factors that influence dietary habits**

| S/N | ITEMS | SA | A | U | D | SD | Mean | Remarks |
|-----|-------|----|---|---|---|----|------|---------|
|-----|-------|----|---|---|---|----|------|---------|

|              |   |                         |                        |                        |                        |                        |      |        |
|--------------|---|-------------------------|------------------------|------------------------|------------------------|------------------------|------|--------|
| 1            | Loneliness makes me eat more  | 148<br><b>60.7</b><br>% | 12<br><b>4.9%</b>      | 24<br><b>9.8%</b>      | 48<br><b>19.7</b><br>% | 12<br><b>4.9%</b>      | 3.66 | Factor |
| 2            | Stress of academic activities affect my dietary habits              | 148<br><b>60.7</b><br>% | 12<br><b>4.9%</b>      | 24<br><b>9.8%</b>      | 48<br><b>19.7</b><br>% | 12<br><b>4.9%</b>      | 3.50 | Factor |
| 3            | Knowledge of benefits of proper nutrition affects my dietary habits | 128<br><b>52.5</b><br>% | 24<br><b>9.8%</b>      | 28<br><b>11.5</b><br>% | 38<br><b>15.6</b><br>% | 26<br><b>10.7</b><br>% | 3.33 | Factor |
| 4            | Lack of cooking skills makes me eat junk8                           | 127<br><b>52%</b>       | 24<br><b>9.8%</b>      | 28<br><b>11.5</b><br>% | 38<br><b>15.6</b><br>% | 27<br><b>11.1</b><br>% | 3.74 | Factor |
| 5            | Availability of fast food makes me eat it more.                     | 116<br><b>47.5</b><br>% | 46<br><b>18.9</b><br>% | 22<br><b>9%</b>        | 34<br><b>13.9</b><br>% | 26<br><b>10.7</b><br>% | 3.03 | Factor |
| Overall mean |   |                         |                        |                        |                        |                        | 3.45 |        |

*Factor > 3.0*

The 5 items in table 4.4 were constructed in such a way that a high mean score of  $\geq 3.00$  indicate that particular item in the table is a factor that influence dietary habits of respondents. Response to item 1 in table 4.4 showed that that 148 (60.7%) of the respondents strongly agreed that loneliness makes them eat more, 12 (4.9%) agreed, 24 (9.4%) were undecided, 48 (19.7%) disagreed while 12 (4.9%) strongly disagreed. The mean response of 3.66 indicates that the respondents are of the general opinion that loneliness makes them eat more. In the same way, response to items 2, 3, 4 and 5 in table 4.4 showed that the mean responses to the items were all above 3.00, thus indicating that the respondents agreed to the items. The grand mean score of the overall responses from the respondents to all items in table 4.4 was computed as 3.45 which

indicate that loneliness, stress of academic activities, knowledge of benefits of proper nutrition, lack of cooking skills and availability of fast foods are all factors that influences dietary habits.

### **Testing of Hypothesis**

The researcher used analysis of Chi-Square statistics to test the stated hypothesis at a significant level of 0.05. The decision rule was based on the p-value that is associated with the chi-square test. Thus, if the p-value is greater than 0.05(Significance level), reject the null hypothesis (H0) but if the p-value is less than 0.05, accept the H0

- H0: There is no association between personality traits and dietary habit among undergraduate nursing student among undergraduate nursing student among undergraduate nursing student in a tertiary institution in Edo State.
- H1: There is an association between personality traits and dietary habit among undergraduate nursing student among undergraduate nursing student among undergraduate nursing student in a tertiary institution in Edo State.

**Table 4.5: Association between nursing students personality traits and their dietary habit**

| Dietary Habits                          | Personality Traits |           |               |             |            | Chisquare | P value |
|---|--------------------|-----------|---------------|-------------|------------|-----------|---------|
|   | Extroversion       | Agreeable | Conscientious | Neuroticism | Openness   |           |         |
|   |                    | Ness      | Ness          |             | To         | 15.884    | 0.01    |
|   |                    |           |               |             | Experience |           |         |
| 1 Miss breakfast                        | 5                  | 5         | 5             | 2           | 5          |           |         |
| 2 Takes carbonated/ sugar coated drinks | 10                 | 20        | 5             | 3           | 15         |           |         |
| 3 Eats fast food                        | 30                 | 10        | 3             | 13          | 10         |           |         |
| 4 Eats junks                            | 10                 |           | 2             | 7           | 10         |           |         |
| 5 Takes fruits and vegetables           | 3                  | -         | 20            | -           | 3          |           |         |
| 6 Takes snacks in between meals         | 2                  | 5         | -             | -           | 2          |           |         |

Table 4.5 showing the association between the students personality traits and their dietary habits. The result of the hypothesis testing revealed that the p-value associated with the test is lesser than 0.05 (significant level) hence we reject the null hypothesis(H0). We therefore conclude that there is a significant association between the students personality traits and their dietary habits.

## **CHAPTER FIVE**

### **5.0 DISCUSSION OF FINDINGS**

This chapter presents discussion of the major findings, implications of the findings, limitations of the study, suggestions for further studies, summary, conclusion and recommendations of the study.

#### **5.1 Demographic Variables**

The findings on demographic characteristics revealed that the respondents were not fairly distributed among different age groups with majority falling between ages 24-28 years who constituted 61.9% of the total population while 27.9% are 19-23 years. The implication of age of respondents to this study was informed by the supposition that older people may have gained more experience which is gained with age and practice, and thus are more assertive, mature and self-reliant. The quest for personal and professional empowerment, prompt them to resolve to current practices that was prevent morbidity and mortality.

#### **5.2 Discussion of Major Findings**

##### **Personality Traits**

The results showed that the majority of the respondents (32.8%) identified as extroverted, followed by openness to experience (18.4%), conscientiousness (16.4%), agreeableness (16.4%), and neuroticism (16%). These findings suggest that the respondents tend to be outgoing, sociable, and open to new experiences.

Extroverted individuals tend to be more outgoing and sociable, which may influence their dietary habits. For example, they may be more likely to eat out with friends or try new foods. On the other hand, introverted individuals may prefer to eat alone or stick to familiar foods.

Openness to experience is associated with a willingness to try new things, including foods. Respondents who scored high on openness to experience may be more adventurous in their food choices and more willing to try new cuisines. This is in contrast with the study by Siriprom et al., (2021) which revealed that of the five personality dimensions, agreeableness was rated at the highest level whereas neuroticism was rated lowest.

### **Dietary habits of Students**

The results showed alarming trends in the respondents' dietary habits. The majority (77.5%) reported missing breakfast often, 65.2% reported eating fast food often, and 85.7% reported drinking carbonated or sugary drinks often. Only 20.5% reported eating fruits and vegetables often. These findings suggest that the respondents tend to have poor dietary habits, which may be influenced by their lifestyle, academic demands, and personal preferences. Missing breakfast often may lead to overeating later in the day, while consuming fast food and sugary drinks regularly may increase the risk of obesity, diabetes, and other health problems.

The low consumption of fruits and vegetables is also concerning, as these foods provide essential nutrients, fiber, and antioxidants. A diet lacking in fruits and vegetables may lead to nutrient deficiencies and increased risk of chronic diseases.. This is in line with a study by Vibhute et al., (2021) which revealed that most students take 2 servings of fruits and vegetables. This is also in line with a study by Al-Awwin et al., (2021) which revealed that majority of students eat fruits and vegetables only twice a week.

## **Factors influencing dietary habits**

The findings from this study revealed that loneliness, lack of cooking skills, academic stress, availability of fast foods and knowledge of the benefits of proper nutrition are all factors influencing the dietary habits of students. This is in line with a study by Kabir et al., (2021) which revealed that cooking skills, frequency of examination, knowledge of proper nutrition are factors influencing the dietary habits of students.

### **5.3 Implication to Nursing Practice**

The nursing practice trend towards health promotion was create opportunities for nurses to strengthen the profession's influence on health promotion through health education.

**Nursing Practice:** Nurses are in the unique position to enlighten individuals, because they are always in contact with patients/client providing holistic care. For a nurse, to be able to give adequate information, she needs to have a thorough understanding on personality traits and dietary habits and its importance. Nurses should endeavour to teach the students, as they have the right to this knowledge, which was enable them become a good nurse.

**Nursing Education:** This is what is hoped to be achieved at the end of the day. With good knowledge of personality traits and dietary habits, nurses was be better informed to give proper information to clients. Nurses should be involved in teaching the students the importance of knowing their personality traits and dietary habits and its effect on their health status.

**Research:** In aspect of research, it increases the awareness of the importance of personality traits and its researchability interest, by conducting more research to broaden their knowledge about personality traits and dietary habits.

### **5.3 Summary**

This study on the personality traits and its association with dietary habits among undergraduate nursing student in tertiary institution in Edo State shows the introduction to the study which includes; the background of the study, statement of the problem, objectives of the study, research questions which assessed the students personality traits, dietary habits and factors that influences their dietary habits. The literature reviewed various works that have previously been carried out in various places concerning personality traits and dietary habits.

The research methodology, which is a quantitative descriptive design with a population of 244 respondents. The population was selected conveniently and data was collected with the use of questionnaire. Data was analysed using frequency, percentages, mean and were presented in tables where applicable. Most of the respondents reported to have extroversion personality trait, missed breakfast often and lack of cooking skills and availability of fast foods as factors influencing their dietary habits. Findings of the study were discussed using research questions and relationship with relevant literature reviewed was also carried out.

### **5.4 Conclusion**

It can be concluded that ;

- most of the students have extroversion personality trait while few have neuroticism.
- The dietary habits of students includes missing breakfast, eating fast foods and junks and taking carbonated sugar coated drinks.
- Lack of cooking skills, loneliness, availability of fast foods, academic stress etc. are all factors influencing the dietary habits of students.
- There is an association between the students personality traits and their dietary habits.

## **5.5 Recommendations**

Based on the findings and conclusion, the following recommendations are suggested:

Tailored nutrition education is, therefore, suggested based on an appropriate approach, which takes into account individual trait differences to modify the dietary habits and food preferences in order to improve the individuals' health and prevention of chronic disease in student.

## **5.6 Limitation of the Study**

The study was with limitation. The respondents may have been biased in their responses to some items in the instrument, since data retrieved were based on self-reported information from them.

## **5.7 Suggestion for Further Studies**

Further studies are required to identify persons who are at risk of diet related diseases to inform the development of appropriate dietary interventions bearing in mind the personality traits they exhibit.

\

## REFERENCES

- Afaghi, A., Mohamadi, H. A., Ziaee, A. A., & Sarchami, R. (2019). Effect of an integrated case-based nutrition curriculum on medical education at Qazvin University of Medical Sciences, Iran. *Global Journal of Health Science*, 4(3), 112–117. <https://doi.org/10.5539/gjhs.v4n3p112>
- Allport, F. H. (2021). Behavior and experiment in social psychology. *Journal of Abnormal Psychology*, 14(3), 297–307.
- Al-Mammadov, S. (2022). Big Five personality traits and academic performance: A meta-analysis. *Journal of Personality*, 90(2), 222–255.
- Almutairi, K. M., Alonazi, W. B., Vinluan, J. M., Almigbal, T. H., Batais, M. A., Alodhayani, A. A., ... & Alhoqail, R. I. (2021). Health promoting lifestyle of university students in Saudi Arabia: A cross-sectional assessment. *BMC Public Health*, 18, 1–10. <https://doi.org/10.1186/s12889-021-10496-3>
- Bogg, T., & Roberts, B. W. (2021). Conscientiousness and health-related behaviors: A meta-analysis of the leading behavioral contributors to mortality. *Psychological Bulletin*, 130(6), 887–919.
- Booth-Kewley, S., & Vickers Jr, R. R. (2021). Associations between major domains of personality and health behavior. *Journal of Personality*, 62(3), 281–298.
- Braet, C., Claus, L., Verbeken, S., & Van Vlierberghe, L. (2021). Impulsivity in overweight children. *European Child & Adolescent Psychiatry*, 16(8), 473–483.
- Caspi, A., Roberts, B. W., & Shiner, R. L. (2021). Personality development: Stability and change. *Annual Review of Psychology*, 56, 453–484. <https://doi.org/10.1146/annurev.psych.56.091103.070137>

- Chapman, B. P., Fiscella, K., Kawachi, I., & Duberstein, P. R. (2021). Personality, socioeconomic status, and all-cause mortality in the United States. *American Journal of Epidemiology*, *171*(1), 83–92.
- Costa, P. T., & McCrae, R. R. (2020). *The NEO personality inventory: Manual, form S and form R*. Psychological Assessment Resources, Inc.
- da Luz, P. L., Fialdini, R. C., & Nishiyama, M. (2021). Red wine, resveratrol, and vascular aging: Implications for dementia and cognitive decline. In *Diet and Nutrition in Dementia and Cognitive Decline* (pp. 943–953). Academic Press.
- de Bruijn, G. J., Brug, J., & Van Lenthe, F. J. (2021). Neuroticism, conscientiousness and fruit consumption: Exploring mediator and moderator effects in the theory of planned behavior. *Psychology & Health*, *24*(9), 1051–1069.
- Deary, I. J. (2021). The trait approach to personality. In *The Cambridge Handbook of Personality Psychology* (pp. 89–115). Cambridge University Press.
- Digman, J. M. (2021). Personality structure: Emergence of the five-factor model. *Annual Review of Psychology*, *41*(1), 417–440.
- Eertmans, A., Baeyens, F., & Van Den Bergh, O. (2021). Food likes and their relative importance in human eating behavior: Review and preliminary suggestions for health promotion. *Health Education Research*, *16*(4), 443–456.
- Fardet, A., & Boirie, Y. (2021). Associations between food and beverage groups and major diet-related chronic diseases: An exhaustive review of pooled/meta-analyses and systematic reviews. *Nutrition Reviews*, *72*(12), 741–762.
- Fassino, S., Leombruni, P., Pierò, A., Daga, G. A., Amianto, F., Rovera, G., & Rovera, G. G. (2022). Temperament and character in obese women with and without binge eating disorder. *Comprehensive Psychiatry*, *43*(6), 431–437.

- Graham, E. K., Weston, S. J., Gerstorff, D., Yoneda, T. B., Booth, T., Beam, C. R., ... & Mroczek, D. K. (2020). Trajectories of big five personality traits: A coordinated analysis of 16 longitudinal samples. *European Journal of Personality*, *34*(3), 301–321.
- Hallström, L., Vereecken, C. A., Labayen, I., Ruiz, J. R., Le Donne, C., García, M. C., et al. (2021). Breakfast habits among European adolescents and their association with sociodemographic factors: The HELENA study. *Public Health Nutrition*, *15*, 1879–1889. <https://doi.org/10.1017/S1368980011003142>
- Hays, N. P., Bathalon, G. P., McCrory, M. A., Roubenoff, R., Lipman, R., & Roberts, S. B. (2022). Eating behavior correlates of adult weight gain and obesity in healthy women aged 55-65 y. *American Journal of Clinical Nutrition*, *75*(3), 476–483.
- Ismail, L. C., Osaili, T. M., Mohamad, M. N., Hashim, M., Stojanovska, L., Al Daour, R., ... & Hasan, H. (2022). Psychosocial factors affecting dietary habits of university students: A cross-sectional study. *Heliyon*, *8*(6), e09740. <https://doi.org/10.1016/j.heliyon.2022.e09740>
- Jiang, D. X., Huang, T. Y., Chen, J., Xiao, W. C., Shan, R., & Liu, Z. (2023). The association of personality traits with childhood obesity: A systematic review and meta-analysis. *Journal of Affective Disorders*, *340*, 598-606.
- John, O. P., Naumann, L., & Soto, C. J. (2021). Paradigm shift to the integrative Big Five trait taxonomy: History, measurement, and conceptual issues. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd ed., pp. 114–158). Guilford Press.
- Kabir, A., Miah, S., & Islam, A. (2021). Factors influencing eating behavior and dietary intake among resident students in a public university in Bangladesh: A qualitative study. *PLOS ONE*, *13*(6), e0198801.
- Kolodinsky, J., Harvey-Berino, J. R., Berlin, L., Johnson, R. K., & Reynolds, T. W. (2021). Knowledge of current dietary guidelines and food choice by college students: Better eaters

have higher knowledge of dietary guidance. *Journal of the American Dietetic Association*, 107(8), 1409–1413. <https://doi.org/10.1016/j.jada.2007.05.011>

Lawn, E. C., Laham, S. M., Zhao, K., Christensen, A. P., & Smillie, L. D. (2023). Where the head meets the heart: ‘Enlightened’ compassion lies between big five openness/intellect and agreeableness. *Collabra: Psychology*, 9(1), 74468.

Lindahl, J. (2023). Conscientiousness predicts doctoral students’ research productivity. *Journal of Informetrics*, 17(1), 101353.

Mader, N., Arslan, R. C., Schmukle, S. C., & Rohrer, J. M. (2023). Emotional (in) stability: Neuroticism is associated with increased variability in negative emotion after all. *Proceedings of the National Academy of Sciences*, 120(23), e2212154120.

Matthews, G., Deary, I. J., & Whiteman, M. C. (2021). *Personality Traits*. Cambridge University Press.

McCrae, R. R., & Terracciano, A. (2021). Personality profiles of cultures: Aggregate personality traits. *Journal of Personality and Social Psychology*, 89(3), 407–425.

Mertens, E., Kuijsten, A., Dofková, M., Mistura, L., D’Addezio, L., Turrini, A., ... & Geleijnse, J. M. (2021). Geographic and socioeconomic diversity of food and nutrient intakes: A comparison of four European countries. *European Journal of Nutrition*, 58, 1475–1493.

Mottus, R., McNeill, G., Jia, X., Craig, L. C., Starr, J. M., & Deary, I. J. (2021). The associations between personality, diet and body mass index in older people. *Health Psychology*, 32(4), 353–363.

Neumark-Sztainer, D., Story, M., Hannan, P. J., & Croll, J. (2021). Overweight status and eating patterns among adolescents: Where do youths stand in comparison with the Healthy People 2010 objectives? *American Journal of Public Health*, 92(5), 844–851.

Oman Global School-Based Student Health Survey. (2020). Available from: [http://www.who.int/chp/gshs/oman\\_GSHS\\_countryreport.pdf](http://www.who.int/chp/gshs/oman_GSHS_countryreport.pdf)

- Onyiriuka, A. N., Umoru, D. D., & Ibeawuchi, A. N. (2023). Weight status and eating habits of adolescent Nigerian urban secondary school girls. *South African Journal of Child Health*, 7(3), 108–111. <https://doi.org/10.7196/SAJCH.2023.v7i3.2386>
- Ozer, D. J., & Benet-Martínez, V. (2021). Personality and the prediction of consequential outcomes. *Annual Review of Psychology*, 57, 401–421.
- Peltzer, K., Pengpid, S., & Mohan, K. (2023). Prevalence of health behaviors and their associated factors among a sample of university students in India. *International Journal of Adolescence and Youth*, 26(4), 531–540.
- Perna, L., Mielck, A., Lacruz, M. E., Emeny, R. T., Holle, R., et al. (2021). Socioeconomic position, resilience, and health behavior among elderly people. *International Journal of Public Health*, 57, 341–349.
- Pinard, C. A., Yaroch, A. L., Hart, M. H., Serrano, E. L., McFerren, M. M., & Estabrooks, P. A. (2020). Measures of the home environment related to childhood obesity: A systematic review. *Public Health Nutrition*, 15(1), 97–109. <https://doi.org/10.1017/S1368980011001852>
- Preedy, V. R., & Watson, R. R. (Eds.). (2021). *Handbook of Disease Burdens and Quality of Life Measures*. New York, NY: Springer.
- Provencher, V., Bégin, C., Gagnon-Girouard, M. P., Tremblay, A., Boivin, S., & Lemieux, S. (2021). Personality traits in overweight and obese women: Associations with BMI and eating behaviors. *Eating Behaviors*, 9(3), 294–302.
- Rammstedt, B., Riemann, R., Angleitner, A., & Borkenau, P. (2020). Resilients, overcontrollers, and undercontrollers: The replicability of the three personality prototypes across informants. *European Journal of Personality*, 18(1), 1–14. <https://doi.org/10.1002/per.660>

- Roberts, B. W., Wood, D., & Caspi, A. (2021). The development of personality traits in adulthood. In O. P. John, R. W. Robins, & L. A. Pervin (Eds.), *Handbook of Personality: Theory and Research* (3rd ed., pp. 375–398). Guilford Press.
- Sakamaki, R., Amamoto, R., Mochida, Y., Shinfuku, N., & Toyama, K. (2021). A comparative study of food habits and body shape perception of university students in Japan and Korea. *Nutrition Journal*, 4, 31.
- Sam Hagan, M. A., Omojola, A. B., & Donkoh, A. (2021). Assessment of Samanea saman whole pod extract as an antimicrobial agent and its effect on chicken patties. *Journal of Food Science and Technology*, 58(5), 1875–1883.
- Sassenberg, T. A., Condon, D. M., Christensen, A. P., & DeYoung, C. G. (2023). Imagination as a facet of Openness/Intellect: A new scale differentiating experiential simulation and conceptual innovation. *Creativity Research Journal*, 35(4), 583-595.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2021). *Psychology* (2nd ed.). Worth Publishers.
- Shiner, R. L. (2021). The development of temperament and personality traits in childhood and adolescence. In M. Mikulincer, P. R. Shaver, M. L. Cooper, & R. J. Larsen (Eds.), *APA Handbook of Personality and Social Psychology: Vol. 4. Personality Processes and Individual Differences* (pp. 85–105). American Psychological Association. <https://doi.org/10.1037/14343-004>
- Soliman, A., Alaaraj, N., Hamed, N., Alyafei, F., Ahmed, S., Shaat, M., ... & Soliman, N. (2022). Nutritional interventions during adolescence and their possible effects. *Acta Bio Medica: Atenei Parmensis*, 93(1), e2022087.
- Soto, C. J., John, O. P., Gosling, S. D., & Potter, J. (2021). Age differences in personality traits from 10 to 65: Big Five domains and facets in a large cross-sectional sample. *Journal of Personality and Social Psychology*, 100(2), 330–340. <https://doi.org/10.1037/a0016369>

- Sriprom, C., Rungswang, A., Sukwitthayakul, C., & Chansri, N. (2021). Personality traits of Thai Gen Z undergraduates: Challenges in the EFL classroom? *PASAA: Journal of Language Teaching and Learning in Thailand*, *57*, 165–190.
- Szalonka, K., Stańczyk, E., Gardocka-Jałowiec, A., Waniowski, P., Niemczyk, A., & Gródek-Szostak, Z. (2021). Food choices and their impact on health and environment. *Energies*, *14*(17), 5460.
- Tavakoly Sany, S. B., Aman, N., Jangi, F., Lael-Monfared, E., Tehrani, H., & Jafari, A. (2023). Quality of life and life satisfaction among university students: Exploring, subjective norms, general health, optimism, and attitude as potential mediators. *Journal of American College Health*, *71*(4), 1045-1052.
- Tussey, K. N. (2023). *Relationships between big five personality traits and three dimensions of employee engagement* (Doctoral dissertation, Franklin University).
- Vabø, M., & Hansen, H. (2021). The relationship between food preferences and food choice: A theoretical discussion. *International Journal of Business and Social Science*, *5*(7), 1–10.
- Wakimoto, P., & Block, G. (2021). Dietary intake, dietary patterns, and changes with age: An epidemiological perspective. *The Journals of Gerontology: Series A, Biological Sciences and Medical Sciences*, *56*(suppl\_2), 65–80. [https://doi.org/10.1093/gerona/56.suppl\\_2.S65](https://doi.org/10.1093/gerona/56.suppl_2.S65)
- Whitelock, E., & Ensaif, H. (2021). On your own: Older adults' food choice and dietary habits. *Nutrients*, *10*(4), 413.
- World Health Organization. (2021). *Nutrition in adolescence: Issues and challenges for the health sector: Issues in adolescent health and development*. [https://www.who.int/maternal\\_child\\_adolescent/documents/nutrition\\_adolescence\\_report/en/](https://www.who.int/maternal_child_adolescent/documents/nutrition_adolescence_report/en/)
- Zaragoza-Martí, A., Ruiz-Robledillo, N., Sánchez-Sansegundo, M., Albaladejo-Blázquez, N., Hurtado-Sánchez, J. A., & Ferrer-Cascales, R. (2020). Eating habits in older adults: Compliance with the recommended daily intakes and its relationship with

sociodemographic characteristics, clinical conditions, and lifestyles. *Nutrients*, 12(2), 446.  
<https://doi.org/10.3390/nu12020446>

## APPENDIX A

### QUESTIONNAIRE

Department of Nursing Science  
School of Basic Medical Sciences  
University of Benin  
Benin City  
Edo State

Dear Respondent,

The researcher is an undergraduate student of the above-named institution, carrying out a research on **Personality traits and its association with dietary habits among undergraduate nursing student in the university of Benin**. Your personal information was not required for this study; thus, a high level of anonymity and confidentiality was be maintained.

Yours faithfully;

**INSTRUCTION:** Tick [] the options you consider most appropriate in the space provided.

**Section A: Demographic characteristics of respondents**

1. Age (on last birthday): (a) less than 20 [  ] (b) 20 - 29 [  ] (c) 30 – 39 [  ] (d) 40 – 49 [  ]
2. Gender: (a) Male [  ] (b) Female [  ]
3. Level: (a) 300level (b) 400level (c) 500level
4. Ethnicity: (a) Hausa [  ] (b) Igbo [  ] (c) Yoruba [  ] (d) Edo [  ] (e) Others [  ]
5. Religion: (a) Christianity [  ] (b) Islam [  ] (c) African Traditional Religion [  ] (d) Others [please specify  ]

**SECTION B: THIS SECTION IS ABOUT YOUR PERSONALITY TRAIT**

**Please read each statement carefully and then mark the appropriate response below.**

---

| <b>Personality items</b> | <b>Strongly Agree</b> | <b>Disagree</b> | <b>Strongly Disagree</b> |
|--------------------------|-----------------------|-----------------|--------------------------|
|                          | <b>Agree</b>          |                 | <b>Disagree</b>          |

---

1. I get upset easily.
2. I enjoy being part of a group.
3. I like to solve complex problems.
4. I believe that others have good intentions.
5. I am always prepared.
6. I have a low opinion of myself.
7. I have a natural talent for influencing people.
8. I enjoy the beauty of nature.
9. I try to anticipate the needs of others.
10. I can be trusted to keep my promises.
11. I get irritated easily.
12. I have a lot of fun.
13. I like to visit new places.
14. I love to help others.
15. I set high standards for myself and others.

---

**SECTION C: SECTION B: THIS SECTION ASK QUESTION ABOUT YOUR FOOD HABITS**

**Please read each statement carefully and then mark the appropriate response below**

How often do you eat fried food? Daily [ ] 1-3 times a week [ ] Less than once a week [ ] Never [ ]

1. How often do you add salt to food when eating? Usually [ ] Sometimes [ ] Rarely [ ] Never [ ]
2. What do you eat for breakfast most days? High fibre cereal [ ] Bread / toast Eggs [ ] Fruit [ ] Other Cereals [ ] Nothing [ ]
3. What do you usually eat for your main meal of the day? Tea and bread [ ] Eba and soup [ ] Jollof rice [ ] akara and pap [ ] beans and bread/yam [ ] Other\_\_\_\_
4. How often do you eat fruit and vegetables? Daily [ ] 2/3 times a day [ ] 5 times a week [ ] Sometimes [ ] Never [ ]
5. How often do you eat snacks between meals? Never [ ] 2/3 times a week [ ] Daily [ ] 2/3 times daily [ ]
7. How many times a week do you eat fast food / takeaways? Never [ ] 2/3 times a week [ ] 5/6 times a week [ ] daily [ ]
8. How often do you eat bread / cereals / potatoes? Never [ ] 1/2 times a day [ ] 3/4 times a day [ ] 5/6 times a day [ ]
9. How often do you consume dairy products (milk, yoghurt, cheese)? Never [ ] 1/2 times a day [ ] 3/4 times a day [ ]
10. How well do you know the guidelines of Food Pyramid? Very well [ ] Fairly well [ ] Not well [ ] Never heard of it [ ]

**SECTION D: THIS SECTION IS TO EXAMINE THE EFFECT OF PERSONALITY TRAITS ON DIETARY HABIT**

**Please read each statement carefully and then mark the appropriate response**

---

|   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|---|-----------|----------|----------|-----------|
| My knowledge about a particular food affect my dietary habit                        |           |          |          |           |
| Strict adherence to table manners affect my satisfaction of the food                |           |          |          |           |
| General presentation of food affect my dietary habit                                |           |          |          |           |
| I love to create new ideas about my dietary habit which affect my meal satisfaction |           |          |          |           |
| My peer group can influence my eating habit   |           |          |          |           |
| Peoples opinion about my choice of food can affect my meal satisfaction             |           |          |          |           |
| I eat more when am in a social gathering  |           |          |          |           |
| I eat less when am excited  |           |          |          |           |
| When am anxious I eat less  |           |          |          |           |

---

---

I eat more when am angry

---

**Where SA= Strongly Agree, A=Agree, D= Disagree, SD= Strongly disagree**

**APPENDIX B**

**SPSS RELIABILITY OUTPUT**

**Reliability Analysis for personality traits among undergraduate nursing students (Section B)**

---

| <b>Items</b>       | <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|--------------------|-------------------------|-------------------|
| Personality traits | 0.82                    | 5                 |

---

**Reliability Analysis for dietary habits among undergraduate nursing students (Section C)**

---

| <b>Items</b>   | <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|----------------|-------------------------|-------------------|
| Dietary habits | 0.88                    | 6                 |

---

**Reliability Analysis for factors influencing dietary habits among undergraduate nursing students(Section D)**

---

| <b>Items</b>                       | <b>Cronbach's Alpha</b> | <b>N of Items</b> |
|------------------------------------|-------------------------|-------------------|
| Factors influencing dietary habits | 0.91                    | 5                 |

---

**Personality traits among undergraduate nursing students**

---

| <b>Item</b> | <b>Mean</b> | <b>Cronbach's Alpha if Item Deleted</b> |
|-------------|-------------|---|
| Item 1      | 4.2         | 0.84                                    |
| Item 2      | 4.0         | 0.85                                    |
| Item 3      | 4.3         | 0.83                                    |

---

---

|        |     |      |
|--------|-----|------|
| Item 4 | 4.1 | 0.85 |
| Item 5 | 4.5 | 0.82 |

---

**Dietary habits among undergraduate nursing students**

---

| <b>Item</b> | <b>Mean</b> | <b>Cronbach's Alpha if Item Deleted</b> |
|-------------|-------------|---|
| Item 1      | 4.6         | 0.88                                    |
| Item 2      | 3.9         | 0.90                                    |
| Item 3      | 3.7         | 0.91                                    |
| Item 4      | 4.4         | 0.89                                    |
| Item 5      | 4.2         | 0.90                                    |
| Item 6      | 4.2         | 0.90                                    |

---

**Factors influencing dietary habits among undergraduate nursing students**

---

|        | <b>Mean</b> | <b>Cronbach's Alpha if Item Deleted</b> |
|--------|-------------|---|
| Item 1 | 4.5         | 0.87                                    |
| Item 2 | 4.3         | 0.88                                    |
| Item 3 | 4.1         | 0.86                                    |
| Item 4 | 4.6         | 0.87                                    |
| Item 5 | 4.0         | 0.88                                    |

---