



Investigation of the Association between Psychological Well-being and Emotional Eating Habits in University Students enrolled in Health Departments

Gülpınar Aslan¹ , Fatma Gül Can^{1*} , Elif Kant²

¹ Department of Midwifery, Agri Ibrahim Cecen University Faculty of Health Sciences, Ağrı, Turkey

² Ataturk University Health Services Vocational School, Aged Care Department, Erzurum, Turkey

*Corresponding author: Gülpınar Aslan, Department of Midwifery, Agri Ibrahim Cecen University Faculty of Health Sciences, Ağrı, Turkey. E-mail:

DOI: [10.22037/anm.v32i4.44365](https://doi.org/10.22037/anm.v32i4.44365) gaslan@agri.edu.tr

Submitted: 10 Apr 2023

Accepted: 06 Sep 2023

Published: 15 Oct 2023

Keywords:

Emotional Eating Behavior
Student

Psychological Well-being

© 2023. Advances in Nursing and Midwifery

How to cite:

Aslan G, Gül Can F, Kant E. Investigation of the Association between Psychological Well-being and Emotional Eating Habits in University Students enrolled in Health Departments. *Adv Nurs Midwifery*. 2023;32(4):1-7.

doi: [10.22037/anm.v32i4.44365](https://doi.org/10.22037/anm.v32i4.44365)

Abstract

Introduction: Psychological health plays a vital role in enabling students to successfully acclimate to university life. Individuals with diminished psychological well-being may be susceptible to developing behavioral health challenges, including feelings of inadequacy, low self-worth, self-harm, and eating disorders. This study aims to investigate the relationship between psychological well-being levels and emotional eating behaviors in university students enrolled in health departments.

Methods: This descriptive study was conducted between February and April 2023 with 545 students who were enrolled in the Faculty of Health Sciences at a university. Data were collected through the Descriptive Characteristics Form, the Psychological Well-being Scale, and the Emotional Eating Scale. Normality distribution of the data was tested using skewness and kurtosis coefficients; analysis of the descriptive characteristics was performed using descriptive (percentages, arithmetic means, standard deviation, min-max) tests, t-test in independent groups, ANOVA test, Cronbach's alpha reliability, and Pearson correlation analysis.

Results: Participating individuals' mean age was 20.88 ± 1.81 , and 74.7% were women, 97.2% were single, 45.1% were nursing students, 49% had income equal to expenses, 57.1% were happy about their weight, 60.2% saw their weight normal, 88.3% did not have any health problems, 59.8% chose the department willingly, 79.8% loved their department, 65.7% had positive expectations about the future, and 71.7% had normal BMI (Body Mass Index). There was a notable difference in the mean scores on the Emotional Eating Scale in female students, in those who were enrolled in the nursing department, who were dissatisfied with their weight, who perceived themselves as overweight, and who were obese. On the other hand, the scores of Psychological Well-Being were higher in those who were content with their weight, who perceived their weight as normal, who willingly chose their department and enjoyed it, and who had positive expectations about the future.

Conclusions: A significant, negative association was detected between the Control against Stimuli sub-scale of the Emotional Eating Scale and the Psychological Well-being Scale, while a significant, positive association was found between the self-control sub-scale and the Psychological Well-being Scale. In line with these results, it is recommended to implement psychological support programs for students to develop coping strategies for emotional eating (stress, anxiety, etc.), to identify students with body image dissatisfaction and guide them to relevant experts, and to provide multidisciplinary teamwork to eliminate obese students' emotional eating behaviors.

INTRODUCTION

With the beginning of university life, students experience a transition from the family environments they were used to, and move to a new life in which they

struggle with external factors on their own. This period, which also includes the transition period from adolescence to adulthood, can be more stressful for

young people [1]. An analysis of the studies conducted with midwifery and nursing students indicates that students perceive themselves under stress due to the intensive theoretical information and clinical practice in their departments as well as financial issues [2, 3]. Another study conducted with nutrition and dietetic students reported that students experienced stress due to their future plans after graduation [4]. Stress experienced by students is reported to cause concentration difficulty, anxiety, fatigue, eating disorders, and some psychological problems [5], suggesting that this period has critical importance for university students in terms of mental health and psychological well-being.

Psychological well-being is a positive functionality that is composed of six components including individuals' accepting themselves, maintaining individual development, understanding their purpose in life, establishing positive relationships with peers and other individuals, adapting to their life and environment, and having autonomy [6]. Psychological well-being is an important factor that helps individuals to adapt to university life successfully. Individuals with a low psychological well-being level could potentially develop behavioral health problems such as insufficiency, worthlessness, self-destruction, and eating disorders [7].

Emotional eating behaviors have been a very prevalent psychological eating disorder among young people recently. The young adulthood period is a high-risk period that needs to be underlined in terms of lifestyle differences (nutrition, sheltering, interpersonal relationships, etc.), presence of adaptation problems, loneliness, and within-group conflicts [8].

Also, emotional eating is an excessive eating impulse as a reaction to negative emotions such as anxiety, stress, and worry. Studies show that social anxiety, stress, and depression cause eating disorders such as emotional eating [9-11]. Although emotional eating can be seen in individuals with normal weight, this is an even greater problem for individuals with excessive weight [12]. Emotional eating could involve eating less or eating more than normal as a reaction. Besides, some changes in university students' lives could cause changes in their eating attitudes and behaviors (eating out, fast-food consumption) [13].

While university life is stressful, due to various reasons, the stress level could be even higher among students enrolled in health departments. These stressors could cause students to experience eating disorders such as emotional eating as well as many psychological problems. In line with this information, this study aims to examine the relationship between psychological well-being levels and emotional eating behaviors in university students enrolled in health departments.

Research Question

Q. Is there a relationship between psychological well-being and emotional eating behaviors?

METHODS

This descriptive study involved students enrolled in the Nursing, Midwifery, Nutrition, and Dietetic departments of the Faculty of Health Sciences at a university located in eastern Turkey between February and April 2023. The target population of the study included 650 students enrolled in these departments, and the sample consisted of 545 students who agreed to participate in the study. The power analysis was calculated in the Gpower 3.1 program, which indicated that the sample was sufficient with an effect size of 0.1548, 95% power and a 0.05 margin of error.

Measurements

The Descriptive Characteristics Form, the Psychological Well-being Scale, and the Emotional Eating Scale were used for data collection.

Descriptive Characteristics Form: The form developed by the researchers was composed of 10 questions about the students' descriptive characteristics.

Psychological Well-being Scale

The scale was developed by Diener et al. [14] for measuring socio-psychological well-being and complementing existing well-being measures. The scale was adapted to Turkish by Telef [15], and consists of 8 items. The items of the Psychological Well-being Scale are responded from 1 to 7, with [1] I strongly disagree to [7] I strongly agree. All the items are stated positively. Scores to be obtained from the scale range from 8 (if all the items are responded as I strongly disagree) to 56 (if all the items are responded as I strongly agree). Higher scores indicate many psychological sources and power. Cronbach's alpha internal consistency was reported 0.80, and it was found 0.88 in the present study.

Emotional Eating Scale

The scale was prepared by Bilgen [16]. It consists of 4 sub-scales including Eating When Nervous (1, 2, 3, 4, 5, 9, 10, 12, 17, 18, 21), Eating to Cope with Negative Emotions (6, 11, 13, 14, 15, 16, 19, 20, 22, 30), Self-Control (8, 23, 26, 27, 28, 29), and Control against Stimuli (7, 24, 25). Items 26, 28, and 29 are reversed items. Scores to be obtained from the scale range from 30 to 150. Scores of 75 and over are accepted to indicate emotional eating. Cronbach's alpha coefficient was reported 0.96, and it was found 0.94 in this study.

Inclusion criteria: Students 18 and over who were enrolled in the Health Sciences Faculty of the university, could be accessed online, attended school when the study was conducted, and agreed to participate in the study were included.

Data Collection/Procedure

The students were given information about the purpose of the study, and data were collected from those who agreed to participate. The online questionnaire form prepared in Google Forms was shared with students online in a classroom environment via cellphone, and data were collected based on their responses. Completing each survey took approximately 10 to 15 minutes.

Data Analysis

Data analysis was performed using the SPSS 20 package program. Normality distribution of the data was tested using skewness and kurtosis coefficients; analysis of the descriptive characteristics was performed using descriptive (percentages, arithmetic means, standard deviation, min-max) tests, t-test in independent groups, ANOVA test, Cronbach's alpha reliability, and Pearson correlation analysis. Statistical significance was determined as $p < 0.05$.

Ethical Considerations

Ethics committee approval was obtained from the Scientific Research Ethics Committee of the University (dated 30.12.2022 and no E-60466), and necessary permissions were obtained from the Deanship of the Faculty of Health Sciences. The online questionnaire form included two parts, and students' consent was obtained in the first part. The students who gave consent could access and respond to the questions in the second part. Besides, necessary permissions were obtained from the authors of the scales used in the study.

RESULTS

The average age of the participants was 20.88 ± 1.81 , and the results showed that 74.7% were female, 97.2% were single, 45.1% were nursing students, 49% had income equal to expenses, 57.1% were happy about their weight, 60.2% saw their weight normal, 88.3% did not have any health problems, 59.8% chose the department willingly, 79.8% loved their department, 65.7% had positive expectations about the future, and 71.7% had normal BMI (Table 1).

Comparison of Scale Total Mean scores according to Students' Descriptive Characteristics is given in Table 1. The mean scores were analyzed according to the participants' descriptive characteristics. The scale mean scores were higher in female students, in those who were enrolled in the nursing department, who were dissatisfied with their weight, who perceived themselves as overweight, and who were obese. The difference between the mean scores was statistically significant ($p < 0.05$) (Table 1).

Mean scores of the Psychological Well-Being Scale were analyzed according to the participants' descriptive

characteristics. The scale mean scores were higher in those who were content with their weight, who perceived their weight as normal, who willingly chose their department and enjoyed it, and who had positive expectations about the future. The difference between the mean scores was statistically significant ($p < 0.05$) (Table 1).

Students' Psychological Well-being Scale and Emotional Eating Scale and Sub-scale Mean scores is given in Table 2. The Emotional Eating Scale general mean score was 74.46 ± 20.74 , with the Eating When Nervous sub-scale having a mean score of 25.80 ± 9.05 , the Eating to Cope with Negative Emotions sub-scale having a mean score of 22.78 ± 8.72 , the Self-control sub-scale having a mean score of 16.72 ± 3.78 , and the Control against Stimuli sub-scale having a mean score of 9.15 ± 2.52 . The Psychological Well-being Scale's general mean score was 33.50 ± 8.32 (Table 2).

Table 3 presents the analysis of the correlation between the Students' Psychological Well-being Scale and Emotional Eating Scale, including their respective sub-scales. No significant relationship was found between the Emotional Eating Scale and the Psychological Well-Being Scale ($p > 0.05$) (Table 3). While a negative and significant relationship was found between the Control against Stimuli sub-scale of the Emotional Eating Scale and the Psychological Well-being Scale, a positive and significant relationship was found between the Self-Control sub-scale and the Psychological Well-Being Scale ($p < 0.000$) (Table 3).

DISCUSSION

The findings of the present study, which sought to examine the correlation between levels of psychological well-being and emotional eating behaviors in university students enrolled in health departments, are deliberated in accordance with existing literature.

A study that utilized the same scale found the Emotional Eating Scale total mean score as 59.54 ± 20.474 [17]; another study conducted with nursing and midwifery students found students' Emotional Eating Scale total mean scores as 73.29 ± 20.85 [13]. The total scale score in this study (74.46 ± 20.74) indicates that they had borderline emotional eating behaviors.

The Psychological Well-being Scale general mean score was found 33.50 ± 8.32 in this study, indicating that university students had a medium level of psychological well-being. Other studies also reported similar findings. Demirel and Erol [18] reported the Psychological Well-being Scale mean score as 40.23 ± 8.18 ; Elmas et al. [19], found the scale mean score as 41.34 ± 10.14 ; and another study reported the scale mean score as 39.36 ± 9.26 [20].

Table 1. Comparison of Scale Total Mean scores according to Students' Descriptive Characteristics (N=545)

	n	%	Emotional Eating Scale $\pm$ SD	Psychological Well-being Scale $\pm$ SD
Age			20.88 $\pm$ 1.81 ((min18-max34))	
Gender			t=2.722, p=.007	t=1.885, p=.060
Female	407	74.7	75.86 $\pm$ 20.91	33.89 $\pm$ 7.96
Male	138	25.3	70.33 $\pm$ 19.75	32.35 $\pm$ 9.23
Marital Status			t=0.000, p=.000	t=0.421, p=0.674
Married	15	2.8	74.47 $\pm$ 23.17	34.40 $\pm$ 9.40
Single	530	97.2	74.46 $\pm$ 20.70	33.48 $\pm$ 8.29
Department			f=3.215, p=.041	f=0.214, p=.808
Nursing	246	45.1	76.80 $\pm$ 20.89	33.50 $\pm$ 8.64
Midwifery	69	12.7	74.30 $\pm$ 20.10	34.08 $\pm$ 8.13
Nutrition and Dietetic	230	42.2	72.00 $\pm$ 20.58	33.33 $\pm$ 8.04
Income Level			f=0.474, p=.623	f=2.464, p=.086
Income less than expenses	234	42.9	75.31 $\pm$ 21.37	32.62 $\pm$ 8.99
Income equal to expenses	267	49.0	73.58 $\pm$ 19.83	34.05 $\pm$ 7.49
Income more than expenses	44	8.1	75.31 $\pm$ 22.97	34.84 $\pm$ 9.06
Satisfaction with Weight			t=-3.400, p=.001	t=2.376, p=.018
Yes	311	57.1	71.86 $\pm$ 19.01	34.23 $\pm$ 8.49
No	234	42.9	77.91 $\pm$ 22.42	32.53 $\pm$ 8.00
Self-Perception			f=11.180, p=.000	f=1.591, p=.175
Very overweight	12	2.2	92.33 $\pm$ 20.75	29.25 $\pm$ 7.94
Overweight	71	13.0	86.19 $\pm$ 25.07	33.11 $\pm$ 8.10
Normal	328	60.2	73.44 $\pm$ 19.20	34.03 $\pm$ 8.28
Thin	117	21.5	69.58 $\pm$ 18.71	33.05 $\pm$ 8.46
Very thin	17	3.1	66.11 $\pm$ 19.75	31.11 $\pm$ 8.67
Presence of a Health Problem			t=1.099, p=.272	t=-1.350, p=.177
Yes	64	11.7	77.14 $\pm$ 21.25	32.18 $\pm$ 7.81
No	481	88.3	74.10 $\pm$ 20.67	33.68 $\pm$ 8.38
Choosing the Department Willingly			t=-0.932, p=.352	t=2.403, p=.017
Willingly	326	59.8	73.78 $\pm$ 19.75	34.20 $\pm$ 7.88
Not willingly	219	40.2	75.47 $\pm$ 22.14	32.46 $\pm$ 8.85
Loving the Department Enrolled			t=-0.442, p=.659	t=4.241, p=.000
Yes	435	79.8	74.26 $\pm$ 20.76	34.25 $\pm$ 7.88
No	110	20.2	75.24 $\pm$ 20.77	30.54 $\pm$ 9.32
Expectations about the Future			t=-0.570, p=.569	t=7.033, p=.000
Positive	358	65.7	74.09 $\pm$ 21.02	35.24 $\pm$ 7.70
Negative	187	34.3	75.16 $\pm$ 20.25	30.18 $\pm$ 8.46
BMI			f=6.237, p=.000	f=0.379, p=.768
Low weight	92	16.9	69.65 $\pm$ 19.08	33.38 $\pm$ 7.85
Normal	391	71.7	74.30 $\pm$ 19.81	33.37 $\pm$ 8.34
Pre-obese	51	9.4	80.27 $\pm$ 26.06	34.31 $\pm$ 9.54
Obese	11	2.0	93.45 $\pm$ 24.59	35.36 $\pm$ 5.27

Table 2. Students' Psychological Well-being Scale and Emotional Eating Scale and Sub-scale Mean scores (N=545)

Scales	$\bar{X} \pm SD$
Emotional Eating Sub-scales	
Eating When Nervous	25.80 $\pm$ 9.05
Eating to Cope with Negative Emotions	22.78 $\pm$ 8.72
Self-Control	16.72 $\pm$ 3.78
Control against Stimuli	9.15 $\pm$ 2.52
Scale total mean score	74.46 $\pm$ 20.74
Psychological Well-being Scale total mean score	33.50 $\pm$ 8.32

Table 3. Relationship between Students' Psychological Well-being Scale and Emotional Eating Scale and Sub-scales (N= 545)

Scales and Sub-scales		Psychological Well-being Scale Total
Eating when Nervous	p	.778
	r	.012
Eating to Cope with Negative Emotions	p	.953
	r	.003
Control against Stimuli	p	.000
	r	-.194
Self-control	p	.015
	r	.104
Emotional Eating Scale Total	p	.705
	r	-.016

A study conducted in Malesia reported that female students demonstrated more frequent emotional eating behaviors compared to male students [21]; another study conducted by Aslantaş et al. [22] reported women's emotional eating behaviors higher; a study conducted with adults in China [23] also found that women's emotional eating behaviors were higher. Studies that similarly investigated university students' eating attitudes and behaviors detected that emotional eating behaviors were higher in female students [24, 25]. These results are in line with the ones in this study. Emotional eating behaviors seem to be more common in women. This result could be associated with women's more emotion-focused coping strategies compared to men [17].

A comparison of the Emotional Eating Scale mean scores showed that students enrolled in the nursing department had higher scale mean scores. The literature also reported similar findings [22, 26]. Body image is defined as the individual's body image shaped in his/her memory [27]. Body image is an important factor that affects eating attitudes, and individuals who do not have a good body image demonstrate negative eating behaviors [28]. A study that investigated university students' body image and emotional eating behaviors reported a negative and significant relationship between emotional eating and body image [29]. Another study reported that the participants who perceived themselves as very overweight demonstrated more emotional eating behaviors; the same study reported that the individuals who were dissatisfied with their weight also had higher emotional eating behaviors [9].

A study that investigated the effects of students' socio-demographic characteristics on their emotional eating showed that those who perceived themselves as overweight had higher emotional eating scores [13]. Another study conducted with nursing students found that students demonstrated more emotional eating behaviors as their inner prejudice about weight increased [30].

Emotional eating is associated with increased body mass index and larger waist circumference and more body fat [12]. A study conducted with university students found

that obese students had higher emotional eating scores [31]. An analysis of the studies that investigated the relationship between body mass index and emotional eating showed that students who had emotional eating problems had higher body mass index [13, 25]. It is reported that the higher one's satisfaction with body image is, the better his/her psychological well-being is [22]. Positive body image was reported to be significantly and positively associated with emotional, psychological, and social well-being [32]. Another study found that students who felt physically well and found themselves good in social relationships had higher psychological well-being levels [7].

A study conducted with university students found that students' psychological well-being increased with the increase in their level of satisfaction with the faculty/department they were enrolled in [33]. Another study conducted with students enrolled in the nursing department found that students who were satisfied with their department had higher psychological well-being mean scores [34]. Positive expectations of the individual about the future are stated as hope [35]. Studies conducted with university students found that psychological well-being levels increased with the increase in the level of hope [36, 37]. Another study conducted with adolescents found that adolescents' psychological well-being levels increased with the increase in their expectations about the future [35].

No significant relationship was found between the Emotional Eating Scale and the Psychological Well-Being Scale; a negative and significant relationship was found between the Control against Stimuli sub-scale of the Emotional Eating Scale and the Psychological Well-being Scale; and a positive and significant relationship was found between the Self-Control sub-scale and the Psychological Well-Being Scale. The literature was found to include no findings on this issue. A study found a significant relationship between a healthy lifestyle and psychological well-being. Namely, a healthy lifestyle could increase psychological well-being levels by decreasing depression, anxiety, and stress scores [38]. Another study conducted with adolescents found that unhealthy eating behaviors caused unhappiness. The

same study also found that healthy nutrition behaviors decreased perceived stress and depression [39].

A study conducted with individuals with mental health disorders reported that individuals felt regret and guilt after emotional eating, decided to go on a diet, and restricted eating [40]. In addition, a study conducted with students reported that students felt guilty after emotional eating behaviors and therefore they restricted their food intake [41]. This condition is considered to have effects on psychological well-being. With external stimuli, controlling balanced nutrition in students becomes difficult. Students' self-control against these stimuli to gain healthy nutrition habits is considered to affect their psychological well-being

Limitations

The limitation of this study is that the participation rates were not taken equally. The results can be generalized only to this group.

CONCLUSION

Based on these findings, it is advised to introduce psychological support initiatives for students to enhance their ability to manage emotional eating triggers such as stress and anxiety. Additionally, identifying students experiencing body image concerns and directing them to appropriate professionals for assistance, along with implementing collaborative approaches, can help address emotional eating habits among obese students. Furthermore, scheduling regular sessions to educate students on healthy eating practices can positively impact their mental well-being.

ACKNOWLEDGMENTS

The authors wish to thank all participants for engaging in this study.

The authors declared that this study has received no financial support.

ETHICS CONSIDERATION

Scientific Research Ethics Committee of the university (ethics committee approval no: E-60466).

FUNDING

The authors declared that this study has received no financial support.

AUTHOR CONTRIBUTION

Authors had equal contribution to designing study, collecting data, revising the initial draft, and approving the final draft.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

REFERENCES

1. Arıcı F, Ekin Ö, Efendioğlu A. Educational and university life problems of university students: A case study. *J Advance Edu Stud.* 2019;1(2):79-95.
2. McCarthy B, Trace A, O'Donovan M, Brady-Nevein C, Murphy M, O'Shea M, et al. Nursing and midwifery students' stress and coping during their undergraduate education programmes: An integrative review. *Nurse Educ Today.* 2018;61:197-209. doi: 10.1016/j.nedt.2017.11.029 pmid: 29227889
3. Özen N, Bal Özkaptan B, Dovranova Y, Terzioğlu F. Investigation of Stress Coping Style and Affecting Factors of Midwifery Department Students: Example of Faculty of Health Sciences. *Türkiye Klinikleri Journal of Health Sciences.* 2020;5(3):439-49. doi: 10.5336/healthsci.2019-71321
4. Patten EV, Vaterlaus JM. Prevalence of Depression, Anxiety, and Stress in Undergraduate Dietetics Students. *J Nutr Educ Behav.* 2021;53(1):67-74. doi: 10.1016/j.jneb.2020.10.005 pmid: 33250360
5. Burris JL, Brechting EH, Salsman J, Carlson CR. Factors associated with the psychological well-being and distress of university students. *J Am Coll Health.* 2009;57(5):536-43. doi: 10.3200/JACH.57.5.536-544 pmid: 19254895
6. Akdag F, Çankaya C. Predicting of psychological well-being in married individuals. *Mersin University Journal of the Faculty of Education.* 2015;11(3):646-61.
7. Morales-Rodriguez FM, Espigares-Lopez I, Brown T, Perez-Marmol JM. The Relationship between Psychological Well-Being and Psychosocial Factors in University Students. *Int J Environ Res Public Health.* 2020;17(13). doi: 10.3390/ijerph17134778 pmid: 32630816
8. Kabakus Aykut M, Bilici S. The relationship between the risk of eating disorder and meal patterns in University students. *Eat Weight Disord.* 2022;27(2):579-87. doi: 10.1007/s40519-021-01179-4 pmid: 33881762
9. Özdemir GS. The relationship of emotional eating with depression, anxiety and stress symptoms. *Gaziantep: Hasan Kalyoncu University;* 2015.
10. Erdem E, Efe YS, Ozbey H. A predictor of emotional eating in adolescents: Social anxiety. *Arch Psychiatr Nurs.* 2023;43:71-5. doi: 10.1016/j.apnu.2022.12.016 pmid: 37032018
11. İnalkaÇ S, Arslantaş H. Emotional eating. *Arşiv Kaynak Tarama Dergisi.* 2018;27(1):70-82. doi: 10.17827/akt.336860
12. Braden A, Musher-Eizenman D, Watford T, Emley E. Eating when depressed, anxious, bored, or happy: Are emotional eating types associated with unique psychological and physical health correlates? *Appetite.* 2018;125:410-7. doi: 10.1016/j.appet.2018.02.022 pmid: 29476800
13. Isik K, Cengi ZZ. The effect of sociodemographic characteristics of university students on emotional eating behavior. *Perspect Psychiatr Care.* 2021;57(1):214-8. doi: 10.1111/ppc.12550 pmid: 32502301
14. Diener E, Wirtz D, Tov W, Kim-Prieto C, Choi D-w, Oishi S, et al. New Well-being Measures: Short Scales to Assess Flourishing and Positive and Negative Feelings. *Social Indicators Research.* 2009;97(2):143-56. doi: 10.1007/s11205-009-9493-y
15. Telef B. The adaptation of psychological well-being into Turkish: A validity and reliability study. *Hacettepe University Journal of Education.* 2013;28(3):374-84.
16. Bilgen S. Development of Turkish emotional eating scale, validity and reliability study. *İstanbul: Üsküdar University;* 2018.
17. Oruç E, Parmaksız A, Açıkgöz A. Analysis Of Emotional Eating Status In University Students. *İğdır Üniversitesi Fen Bilimleri Enstitüsü Dergisi.* 2022;12(3):1322-30. doi: 10.21597/jist.1066339
18. Demirel İ, Erol S. The relationship between physical activity levels and insomnia of university students and their

- psychological well-being. *Journal of Psychiatric Nursing*. 2020;11(3):201-11.
19. Elmas L, Yüceant M, Ünlü H, Bahadır Z. Investigation of the relationship between physical activity and psychological well-being levels of university students. *Sportive*. 2021;4(1):1-17.
 20. Iraz R, Aribaş AN, ÖZŞAHİN F. Algılanan Sosyal Destek Ve Psikolojik İyi Oluş İlişkisi: Üniversite Öğrencileri Örneği. *Stratejik ve Sosyal Araştırmalar Dergisi*. 2021;5(2):363-76. doi: 10.30692/sisad.930302
 21. Radzi KNM, Ibrahim MA, Saad N, Nazori MNM, Shamsuddin AS. Academic stress and emotional eating behaviour among IIUM students. *International Journal of Allied Health Sciences*. 2022;6(3):2693-701.
 22. Arslantaş H, Dereboy İ, İnalkaç S, Yüksel R. Emotional eating and affecting factors in university students in health education. *Journal of İzmir Katip Celebi University Faculty of Health Sciences*. 2021;6(1):105-11.
 23. He J, Chen G, Wu S, Niu R, Fan X. Patterns of negative emotional eating among Chinese young adults: A latent class analysis. *Appetite*. 2020;155:104808. doi: 10.1016/j.appet.2020.104808 pmid: 32712196
 24. Kalkan Ugurlu Y, Mataraci Degirmenci D, Durgun H, Gok Ugur H. The examination of the relationship between nursing students' depression, anxiety and stress levels and restrictive, emotional, and external eating behaviors in COVID-19 social isolation process. *Perspect Psychiatr Care*. 2021;57(2):507-16. doi: 10.1111/ppc.12703 pmid: 33270226
 25. Cansiz S. Social Media addiction and emotional eating in university students examining the relationship between. *İstanbul: Üsküdar University*; 2019.
 26. Labrague LJ, McEnroe-Petitte DM, Gloe D, Thomas L, Papatnasious IV, Tsaras K. A literature review on stress and coping strategies in nursing students. *J Ment Health*. 2017;26(5):471-80. doi: 10.1080/09638237.2016.1244721 pmid: 27960598
 27. Onal S, Özer K, Sağır M, Sağır S. Analysis of the relationship between body perception and body mass index in university students. *DTCF Journal*. 2019;59(1):543-58.
 28. Uskun E, Sabapli A. The Relationship between Body Image and Eating Attitudes of Secondary School Students. *TAF Preventive Medicine Bulletin*. 2013;12(5). doi: 10.5455/pmb.1-1343135122
 29. Sert H. Investigation of the effects of body image and alexithymia on the emotional eating behaviors of university students aged 18-25: *Fatih Sultan Mehmet Foundation University*; 2022.
 30. Yılmaz E, Aksoy M. Determination of relationship of nursing students' internalized weight bias, depression and eating behavior. *Journal of Hacettepe University Faculty of Nursing*. 2018;5(3):220-9.
 31. Taş E, Kabaran S. Intuitive eating, emotional eating and depression: do they have impacts on anthropometric measurements. *Health and Society*. 2020;20:127-39.
 32. Swami V, Weis L, Barron D, Furnham A. Positive body image is positively associated with hedonic (emotional) and eudaimonic (psychological and social) well-being in British adults. *J Soc Psychol*. 2018;158(5):541-52. doi: 10.1080/00224545.2017.1392278 pmid: 29053404
 33. Bayrı H, Sapanç A. The role of self-regulation and psychological vulnerability in the prediction of the psychological well-being levels of university students. *Electronic Journal of Social Sciences*. 2022;21(84):1446-64.
 34. Yildirim S, Yılmaz E, Yalcin D, Guler C. Examining the Psychological Well-Being of Nursing Students and the Affecting Factors. *Journal of Education and Research in Nursing*. 2021;18(1):57-64. doi: 10.5152/jern.2021.57615
 35. Çalişkan S, Dİlmaç B. Ergenlerin Sahip Olduğu Gelecek Beklentisi, Umut ve Psikolojik İyi Oluş Arasındaki Yordayıcı İlişkiler. *Necmettin Erbakan Üniversitesi Eregli Eğitim Fakültesi, Necmettin Erbakan University*. 2021;2(3):131-43. doi: 10.51119/ereegf.2022.16
 36. Ozhan MB, Uzbe Atalay N. Mediating Role of Hope in the Relationship Between University Students' Positivity and Psychological Well-Being. *Educational Academic Research*. 2022;46(1):1-10. doi: 10.5152/aujkef.2022.1009767
 37. Kardas F, Cam Z, Eskisu M, Gelibolu S. Gratitude, Hope, Optimism and Life Satisfaction as Predictors of Psychological Well-Being. *Eurasian Journal of Educational Research*. 2019;19(82):1-20. doi: 10.14689/ejer.2019.82.5
 38. Hanawi S, Saat N, Zulkafly M, Hazlenah H, Taibukahn N, Yoganathan D, et al. Impact of a Healthy Lifestyle on the Psychological Well-being of University Students. *International Journal of Pharmaceutical Research & Allied Sciences*. 2020;9(2):1-7.
 39. Hong SA, Peltzer K. Dietary behaviour, psychological well-being and mental distress among adolescents in Korea. *Child Adolesc Psychiatry Ment Health*. 2017;11:56. doi: 10.1186/s13034-017-0194-z pmid: 29209411
 40. Tuncer GZ, Cetinkaya Duman Z. Emotional eating experiences of individuals with severe mental disorders: A qualitative study. *Perspect Psychiatr Care*. 2022;58(4):2723-32. doi: 10.1111/ppc.13113 pmid: 35561007
 41. Bennett J, Greene G, Schwartz-Barcott D. Perceptions of emotional eating behavior. A qualitative study of college students. *Appetite*. 2013;60(1):187-92. doi: 10.1016/j.appet.2012.09.023 pmid: 23046706