

**Association between
genetic variant polymorphism, eating attitudes,
psychometric features and college academic performance**

Assessing students' academic performance is an important aspect of social and educational policy as it allows for a well-founded understanding of student well-being that is needed to improve both the educational process and the overall services provided (eg student care). in the context of higher education.

Numerous studies have highlighted health as an important factor in academic performance. The study period is a stressful period. Students are required to tackle complex new roles in their lives as well as succeed academically, while moving away from family home often involves changes in their social and personal lives, including eating habits. The imprint of these changes on individuals' health is largely determined by genetic factors, and a fuller understanding of the relationships between genes and behaviors / traits is now recognized by the scientific community as a prerequisite for any individualized (genetic material) mental and nutritional intervention.

Aim of this thesis is to study the interaction of genetic, nutritional and socio-emotional factors that may influence students' academic performance. The factors that will be studied are indicators of mental health and well-being, emotional intelligence, dietary intake and behaviors, and a general lifestyle that will be mapped through questionnaires distributed at 400 students of different Educational Institutes. At the same time, a total of 50 students will provide a saliva sample that will be used to identify polymorphisms that are strongly associated with dietary intake, behavioral and personality traits.

The results of this study are expected to add new scientific knowledge on factors that influence students' academic performance.