

**UNIVERSITY OF EDUCATION, WINNEBA**  
**COLLEGE OF TECHNOLOGY EDUCATION, KUMASI**

**ASSESSING THE EFFICACY OF SCHOOL CANTEEN IN GHANA: A CASE  
OF SANKORE SENIOR HIGH SCHOOL**



**FLORENCE SERWAA FOFIE**

**MAY, 2021**

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**FLORENCE SERWAA FOFIE**

**(190000040)**



**A Dissertation in the Department of HOSPITALITY AND TOURISM  
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to the School of Graduate Studies, University of Education, Winneba, in Partial  
fulfillment of the requirements for the award of Master of Technology  
(Catering and Hospitality) degree**

**MAY, 2021**

## DECLARATION

### STUDENT'S DECLARATION

I, **FLORENCE SERWAA FOFIE**, declare that, except for reference to other peoples work which has been duly acknowledged, this project work consist of my own work produced from research undertaken under supervision and that no part has been presented for any degree in the university or any university elsewhere.

SIGNATURE: .....

DATE: .....



### SUPERVISOR'S DECLARATION

I hereby certify that, the preparation and presentation of this project work was supervised in accordance with the guidelines on supervision of long essay laid down by the University of Education Winneba, Kumasi campus.

**DR. (MRS.) ELLEN LOUISE OLU FAGBEMI**

SIGNATURE: .....

DATE: .....

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I am greatly indebted to almighty God whose grace has been sufficient for me throughout my studies here and the writing of this project work. I wish to express my gratitude and appreciation to Dr. (Mrs.) Ellen Louise Olu Fagbemi my supervisor for the expect advise; direction and mentorship, she gave me in making this work a reality and would forever be remembered.

I also, wish to acknowledge the efforts of my family, especially my husband, Mr Eric Appiah for his massive support. How can I forget Pastor Isaac Boakye for his spiritual support and Richard Wiredu for his support. Finally, I am grateful to all my friends and well-wishers for their prayers and support.



## **DEDICATION**

This work is dedicated to my husband and our children.



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## ABSTRACT

Canteens are an important component of overall planning that affects the quality of life at schools. This contributes to increasing demands, and consequently, competition between canteen operators inside the school and surrounding operators. Canteen operations should give importance to the quality of service to survive in today's competitive market because canteen quality is considered an effective factor in satisfying students. The main objective of the study is to assess the efficacy of school canteen in Senior high schools in Ghana. The study was performed using students of Sankore Senior High School with a total of 282 respondents. The sampling technique used was a probability technique called the Simple Random sampling method. A primary source of data was used for the study. Using a questionnaire to sample the views of respondents. All finished research instruments were gathered, marked, defined, and key into the computer for analysis after the data is assorted, using the Social Science Statistics Suite (SPSS). Descriptive statistics that used include mean, standard deviations, frequencies, and percentages. The study found that although challenges are facing the students in access the canteen, it didn't have an impact on both the satisfaction and perception of the students. Therefore, it is concluded that the food served in Sankore Senior High School was effective and provides the necessary satisfaction to the students as they have a positive perception of their services. It was recommended school management should receive feedback from students expressing their opinions about the performance of the canteen operators, and they should inform the operators about students' opinions to solve any problems promptly. These opinions should be taken into consideration when contracting with cafeteria operators.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Background of the Study**

Food is an important aspect in all areas of human life, which includes the area of campus canteen organizations. If canteens provide food to consumers, then understanding the aspects of food consumption is important to canteen efficiency. Heikkilä et al., (2016) define Canteen as businesses, institutions, and companies responsible for any meal prepared outside the home. The canteen industry includes restaurants, school and hospital cafeterias, catering operations, etc. students in the boarding house are fed by the schools' canteen.

A boarding school provides education for pupils who live on the premises, as opposed to a day school. The word "boarding" is used in the sense of "room and board", i.e., lodging and meals. As a boarding student, you will be served three balanced meals a day: breakfast, lunch and dinner and this is the job of the school canteens.

The vast majority of Ghanaian Senior High School (SHS) students attend both private and public boarding schools. According to the Ministry of Education (2018) Of the 956,801 students enrolled in SHSs in the 2017/2018 academic year, about 60% (578,159) were boarders. The boarding schools are controlled residential facilities in which students are assigned to structured educational, social, and physical activities from morning until the end of the day (Bass, 2014). The provision of meals to students is one of the essential services provided in boarding schools with implication for students' health, academic achievement, teaching and administration.

After basic school, pupils may enter senior high (or technical/vocational) schools for a three-year course, which prepare them for university education. These are students usually in their teens and needs the right nutrients to develop. While the

importance of offering quality education is paramount for these SHSs, more administrators are beginning to recognize and appreciate the concept of the total offering in which canteens can play a vital role.

Canteen in secondary boarding schools is a supplementary service to the provision of education and it is a non-profit oriented operation with an allocated limited budget. In Ghana, SHS is free in public schools a policy introduced in 2017. According to the Ministry of Education (2017), the free senior high school education policy pursued currently is supposed to cover the full cost of education.

The cost includes boarding fee which takes care of feeding of students in SHS. The boarding students are fed three times a day whereas the day students are given one meal a day during the weekdays.

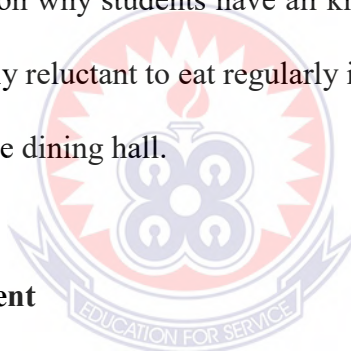
Consequently, the canteen provided in public boarding schools in Ghana is subsidized unlike university cafeteria canteens or the commercial service sectors where diners pay for the full cost of meals (Mensah & Appietu, 2020). The boarding school canteen includes a variety of meals which are served at different meal times (breakfast, lunch, and supper) at dining halls to which all boarders are compulsorily required to participate. Beyond dining halls, other sources of meals, which are procured at the cost of students include food vendors and own stored food kept in 'chop boxes' in the dormitories.

Boarding students in SHSs in Ghana are presented with a compulsorily choice to eat from the school canteens. The students are surrounded by two choices on campus with a few varieties of food to eat either from the school main canteens or canteen. Whereas the school main canteens are free, the canteen food is sold to students.

Another valuable role of the school dining hall session is its integral part of the total education programme of the school. Students are introduced to new foods, encouraged to overcome shyness and discomfort when eating with other students of the same or opposite sex, and also learn all kinds of table manners.

Ocansey (2010) denoted that Students' irregular attendance to the dining hall is, however, one problem facing most boarding school authorities today. It is to be expected that an assembly of people from different families and cultural background such as is found in the boarding house will reflect varied food habits.

The varying essence of people's eating habits makes it extremely difficult to devise a group-feeding regimen that would be appropriate for all members of the group. This probably is the reason why students have all kinds of reservations about canteen at school and are generally reluctant to eat regularly in the dining hall. Nonetheless, all students must eat from the dining hall.



## **1.1 Problem Statement**

Canteens are an important component of overall planning that affects the quality of life at schools (Klassen et al., 2005). Moreover, the number of students enrolled in schools is increasing continuously, causing the explosive growth of this market (Garg, 2014). This contributes to increasing demands, and consequently, competition between canteen operators inside the school and surrounding operators (Martin, Sneed, & White, 1992).

Therefore, the evaluation of school canteens became essential (Knutson, 2000), because students will go to an off-campus canteen if the campus canteen facilities do not meet their needs (Eckel, 1985). Saglik et al. (2014) confirmed that all canteen operations should give importance to the quality of service in order to survive in today's

competitive market, because canteen quality is considered an effective factor in satisfying students (Raman & Chinniah, 2011).

Also, they need to investigate other important quality requirements, such as food and beverage quality, as well as reasonable prices, in order to be able to satisfy students (Joung et al., 2011). However, no previously published researches investigated the quality of school canteen in Ghanaian Senior High Schools and its effect on student satisfaction, leaving a gap in the body of knowledge of student opinions and behaviours of the canteen in Ghana. This study aims at addressing this issue through three main objectives.

## **1.2 Objective of the Study**

The main objective of the study is to assess the efficacy of school canteen in Senior high schools in Ghana. But specifically

1. To examine the students' satisfaction with the canteen at Sankore Senior High School.
2. To determine the students' perceptions of the canteen at Sankore Senior High School.
3. To examine student's challenges with the canteen at Sankore Senior High School.

## **1.3 Research Questions**

1. How are the students satisfied with the canteen at Sankore Senior High School?
2. What are the students' perceptions of the canteen at Sankore Senior High School?
3. What are the challenges facing students with the canteen at Sankore Senior High School?

#### **1.4 Significance of the Study**

Poor dining hall attendance by students is often blamed on the supposedly bad food served. Due to this, strategies adopted to improve dining hall attendance of students have centred on improving the quality, variety and quantity of food provided in the dining hall. Constraints of money have made it quite difficult for these strategies to be fully implemented and/or maintained.

This study aims at encouraging school authorities seeking to improve dining hall attendance of students to place more emphasis on hygiene, comfort and maintaining relatively pleasant cooking serving and eating area. Students are likely to be attracted to a dining hall that is clean, well ventilated, and odourless, with reasonably comfortable tables and chairs. An improvement in the dining hall environment will also prevent the incidence of food contamination and the spread of disease.

#### **1.5 Summary of Methodology**

The study will be performed using students of Sankore Senior High School with a total of 277 respondents. The sampling technique to be used is a probability technique called Simple Random sampling method that every member of the population has an equal chance of being selected.

A primary source of data will be used for the study. Using a questionnaire to sample the views of respondents. All finished research instruments will be gathered, marked, defined, and key into the computer for analysis after the data is assorted, the Social Science Statistics Suite (SPSS) will be used. Descriptive statistics that will be used include mean, standard deviations, frequencies and percentages. Also, ANOVA and T-Test will be employed for the analysis.



## **1.6 Scope and Limitation of the Study**

The research focuses on only Sankore Senior High located in Sankore Ghana due to lack of resources, funding and authorisation. The data collected from these selected students in the public sector are required to be repeated in all other offices.

The observation of COVID 19 protocol like the social distances was a challenge to the researcher. Because of COVID 19, some of the students were at home and that will affect the researcher in sampling the students' view.

The social media networks like WhatsApp, Google form and e-mail address will be employed by the researcher to sample the view of the respondents. Also, Personal Protective Equipment (PPE) like face mask will be given to respondents without one and regular application of hand sanitizer.

## **1.7 Organization of the Study**

The research is organised into five chapters. Chapter one looks at the study background, problem statement, objectives, research questions, scope, relevance and limitations of the study as well as the organisation of the study. Chapter two presents a literature review on the concept of corporate governance in the banking industry, whilst chapter examines the methodology used in conducting the research. Chapter four presents' data analyses and interpretation as well as discussion of results. Chapter five gives a summary of the research findings, conclusions and recommendations based on the findings.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Canteen Concept

Canteen is a multifaceted industry that ranges from production, processing and preparation, to the dining experience of consumption. The operational practices and customs within each stage in the cycle of food, from production to consumption, are well established and documented. According to Roberts & Shea (2017) best practices have been identified, are openly shared, and are emulated broadly.

Thaib (2018) defines those businesses, institutions, and companies responsible for any meal prepared outside the home and it is also known as the catering industry. This industry includes restaurants, school and hospital cafeterias, catering operations, and many other formats.

Catering can also be regarded as a service that provides a pleasant change from home-cooked food. People like to enjoy meals/snacks/ beverages that have been prepared and served in different and pleasant surroundings. More families are now eating out at weekends or go out to eat sometimes in the evening for pleasure.

Also, many families increasingly travel away from home on holidays. They need to eat while travelling and throughout the holiday period in restaurants/hotels etc, making national and international tourism and catering a 'growing' industry.

Canteen management is the art of providing food and beverages aesthetically and scientifically to a large number of people, satisfactorily and cost-effectively. It requires a professional approach along with special skills, knowledge and vigilance at every stage in a canteen operation. Canteen industry may also be referred to as 'catering' industry (Rimington et al., 2009).

The companies that supply canteen operators are called canteen distributors. Sigala (2005) Canteen distributors sell goods like small wares (kitchen utensils) and foods. Some companies manufacture products in both consumer and canteen versions. The consumer version usually comes in individual-sized packages with an elaborate label design for retail sale. Hanlon & Kelsey (1998) found that the canteen version is packaged in a much larger industrial size and often lacks the colourful label designs of the consumer version.

Multiple disciplines relate to the broad canteen industry. The field of horticulture is the art and science of growing plants. Animal husbandry is about the care and use of animals. Biotechnology is used to create genetically modified organisms (GMO) that are used to enhance plants and animals.

The field of human nutrition is focused on developing an understanding of the essential nutrients for health. Combined, these are key areas of agriculture, which is about the cultivation of plants and animals for food production. Roberts & Shea (2017) this aspect of canteen, the production of raw foodstuffs, plant and animal, is well understood, documented, and has useful theories to explain and predict performance.

The domain of the culinary arts is the skill of preparing food and presenting it for people to eat. The focus is on content and style. Meals are developed and then appealingly presented to diners.

Davis et al. (2013) indicated that the variety of meals prepared ranges broadly, from simple, nutritious foods to haute cuisine and it is also served in a wide variety of venues, such as intimate dining in an exclusive atmosphere, a family-style setting, a buffet, or an institutional setting at schools, hospitals, prisons, etc.

Guthrie et al. (2002) denoted that Canteen foods tend to be, on average, higher in calories and lower in key nutrients than foods prepared at home. Many restaurants, including fast food, have added more salads and fruit offerings and either by choice or in response to local legislation provided nutrition labelling.

According to Frohlich (2017) In the US, the FDA is moving towards establishing uniform guidelines for fast food and restaurant labelling, proposed rules were published in 2011 and final regulations published on 1 December 2014 which supersede State and local menu-labelling provisions, going into effect 1 December 2015.

Research has shown that the new labels may influence consumer choices, but primarily if it provides unexpected information and that health-conscious consumers are resistant to changing behaviours based on menu labelling. Fast food restaurants are expected to do better under the new menu labelling than full-service restaurants as full-service restaurants tend to offer much more calorie-dense foods, with 50% of fast-food meals being between 400 and 800 calories and less than 20% above 1000 calories, in contrast, full-service restaurants 20% of meals are above 1,400 calories (Mueller, 2017).

When consumers are aware of the calorie counts at full-service restaurants 20% choose lower-calorie options and consumers also reduce their calorie intake over the rest of the day. Eating one meal away from home each week translates to 2 extra pounds each year or a daily increase of 134 calories and a decrease in diet quality by 2 points on the Healthy Eating Index (Carlson & Frazão, 2014).

### **2.1.1 Types of Canteen**

According to Andriotis & Agiomirgianakis (2014), Catering services can be broadly categorised as Welfare or Non-commercial and Hotels and Commercial Catering, based on their social and economic significance. This categorisation is based on whether the aim of the catering is primarily profit-making or otherwise.

#### **2.1.1.1 Welfare / Non-Commercial Services**

The major purpose of these services is philanthropy and social welfare. Persons/organisations who undertake these services, aim to ensure that people are well and properly fed, and if any profit is made through their business, it is of secondary importance (Fowler, 2013).

Examples of such catering services are feeding people at workplaces, the armed forces, in schools, in supplementary feeding programmes implemented by the government or for sick people who are in hospitals. Davis et al. (2013) Industrial catering is one form of welfare catering and many industries provide food to their employees as part of their welfare activities.

It is believed that work output is related to the welfare of the employees. Well-fed workers produce more and better work. Workers receive free food or food at a price much lower than its actual cost (subsidised), with the rest of the cost being borne by the company. In industrial, institutional and welfare outlets the objective is mainly to provide a necessary service. Caterers/managers of these services may be given limited budgets within which they are required to successfully manage the operations.

In such situations, the caterer may not compete with other caterers for business since the functions 'belong' to the employing organisation. Also, in such establishments, the service is not available to the public, but only to the members of the institution /organisation for which the service is operated.

### **2.1.1.2 Commercial Services**

Such services and establishments are open to the public and sell food and beverages primarily to make a profit (Moodie et al. 2013). However, these services are valuable because they provide for the needs of their consumers as well as are a source of employment. Also, these services have tremendous economic significance to the country.

Hotels and catering services support the tourist, travel and holiday industries. It is a major earner of foreign exchange since this industry brings money into the country in exchange for its services. Through the tourism industry, hoteliers and caterers indirectly contribute to advancing understanding between different countries.

### **2.1.2 Types of Canteen Systems**

Swann (2014) defined Canteen system as a facility where large quantities of food intended for individual service and consumption are routinely provided, completely prepared. The term includes any such place regardless of whether consumption is on or off the premises and regardless of whether or not there is a charge for the food.

Gregoire & Nettles (1997) indicated that there are 4 types of canteen systems—Conventional, Commissary, Ready Prepared and Assembly/Serve.

#### **2.1.2.1 Conventional Canteen System**

Food is prepared in a kitchen on the premises where the food is to be served. Following food preparation/ production, food is held hot or cold and served as soon as possible. The food may be distributed for service directly to an adjacent service area e.g., in cafeterias, restaurants, dining halls of hostels (Gregoire & Nettles, 1997).

Alternatively, it may be carried on trays e.g., served to patients in hospitals. This system is more adaptable to individual preferences. Seasonal ingredients can be used and there is greater flexibility in menu planning. Also, distribution costs are minimal.

#### **2.1.2.2 Commissary Canteen System**

Lee et al (2013) in this system, food is prepared centrally at one place, but it is distributed to several remote areas for final preparation and service since the food production centre and the service areas are located in separate facilities. Hence, a food distributor is necessary to ensure that the food is supplied to the various outlets. For example, there are chains of outlets.

Coffee Day, Barista, etc. where the basic food items like ice cream, milk, cookies etc. are supplied from a centralised kitchen. When a customer orders a milkshake, it is prepared as per the flavours and other ingredients, toppings, etc. are added as per the customer's wishes.

The advantages are that all ingredients can be purchased in bulk (saves money), there is no need for separate equipment and personnel to cook the food in each unit. Uniformity of quality of products for all units can be assured and it is cost-effective (Lee et al., 2013).

#### **2.1.2.3 Ready-Prepared Canteen Systems**

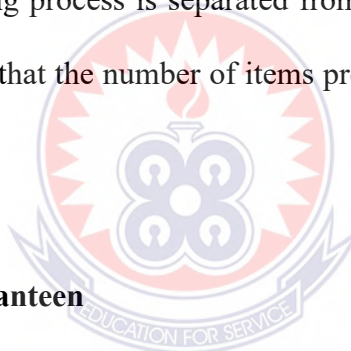
Food items are prepared well in advance before the time of service and kept frozen until they are to be used. In large cities, many such food items are available e.g., frozen parathas, samosas, cutlets, French fries etc. Mafco and Godrej are examples of industries that have developed and are marketing such products.

Hand & Shove (2007) denoted that one important aspect of this kind of operation is the need for special equipment for freezing the food and separate freezers for storing the food in frozen condition. Extreme care must be taken in food handling procedures to prevent contamination and spoilage.

#### **2.1.2.4 Assembly–Service System**

In this, fully prepared foods are purchased from manufacturers and only finishing processes such as seasoning, thawing, reheating is done at the place of service. These operations require minimal cooking at the point of service e.g., sale of ‘gol gappas/pani puri or bhel puri’.

The manufacturing process is separated from the distribution process/service. One of the limitations is that the number of items prepared may not be large (Hand & Shove, 2007).



#### **2.1.3 Management in Canteen**

Management is a process of using resources to achieve goals through various interacting elements. Essentially it involves taking decisions to achieve goals. Thus Lu & Ruan (2007) define management as a process of decision-making and control over the action of human beings for the explicit purpose of attaining predetermined goals.

This includes the management of human and non-human or material resources. These resources in general are known as 6 M's – money, material, man (human resource), machines, minutes (time) and markets (Lengnick-Hall & Lengnick-Hall, 2002). Management includes several functions—planning, organising, delegating, motivating, directing, reporting, budgeting and coordinating the entire process.



Another issue affected by efficient management is the issue of student health. This type of management can positively impact student health. In a campus dining setting, effective management is concerned with the nutritional value of the food they are serving (Hand & Shove, 2007).

Unlike off-campus eateries, campus dining halls are held by an institutional nutrition guideline. The goal of effective management in a campus atmosphere is to provide tasty, nutritionally sound meals to customers. Therefore, effective management can increase the healthiness of the student body, because they provide balanced diets in their facilities.

#### **2.1.4 The School Canteen**

Davis and Stone (1991) present a brief resume of the history of the school meals service in the United Kingdom. It started from before 1906 when meals were provided only to some school children voluntarily by charities.

In 1906, the Education (Provision of Meals) Act empowered local education authorities to provide and/or aid the provision of meals at reduced charges. The provision of school meals temporarily expanded on a great scale until the 1915s when it started declining because the government discouraged it.

However, the government took a fresh interest in it in the 1940s and approved grants in 1943 to build and equip school canteens. The 1944 Education Act and the Provision of Milk and Meals Regulation, which followed, required that local authorities provided school meals in all public schools. Meal service in schools has been maintained in the United Kingdom up to date.

According to Fleck & Munves (1964), one of the first types of school lunch programmes in America consisted of one hot dish at noon, particularly during the winter months. Parent groups provided this meal until about 1936 when the Department of

Agriculture made surplus food available for school lunches. When in early 1943, the food demands of World War II depleted these surpluses, a cash assistance program for the school lunch programme was inaugurated by the same Department until 1946 when the National Lunch Act was passed.

Gallo (1977) says that the purpose of the entire National Schools Lunch Programme was to provide part of the nutrient requirement to American children of pre-school and school-going age. In 1968, another programme was begun through which the school child in some areas could also receive breakfast at school. She cites Cleveland as one of the first school districts to put this breakfast programme into effect. Over time, both breakfast and lunch were made available to all students, at their option, in the districts that operated the two programmes.

Latham (1965) indicated that in the past, in Africa, only a few day schools provided midday meals. Usually, food eaten at school consisted of either a midday school meal bought from the school market, a snack or a meal taken to school. In some African countries the government or local authority, as part of the educational system, provided the midday school meal, and it was either fully or partially paid for from the normal school fees. In other cases, the midday school meal was paid for from special fees collected from pupils daily, weekly or per term.

It was also quite common to find organizations within a country, which, from time to time, provided certain items like dried skimmed milk free for school feeding, thus reducing the overall cost. Some schools also kept vegetable gardens, poultry or orchards, which provided some of the ingredients for the midday meal.

In Ghana, many schools above the basic school level are boarding schools, where three meals are usually provided a day. Usually, the quantity of food is roughly designed to meet the likely minimum energy and the micronutrient needs of the

particular age group in the school. Larger amounts of food are suggested for older than for younger children. The quantities of the more expensive protein-rich foods of animals' origin like meat, fish and eggs and other items such as fat and beverages are, however, not based mainly on the nutrient requirements of the individual student but rather, they reflect the likely budget of the institution. The quantities of protein-rich food provided by the school, therefore, depends on how rich the school is or how much support it receives from the government, the parents or charitable organizations.

According to Latham (1997) in Africa, just like in other parts of the world the main dish for school meals was usually based on what was normally eaten in the country and then small additions of beverages or foods that were locally liked or traditionally eaten were added. The main dish could be boiled rice, food prepared from maize like kenkey and ugali (maize porridge), food prepared from cassava like gari, plantain or yam, if they were in season, with additions like tea, coffee, cocoa or other beverages. There were usually other products to make the food more tasty or palatable such as jam, margarine, groundnut paste, sugar, soups or some kind of sauce. The situation has not changed much in the schools presently.

In boarding schools especially, there is a dining hall for students that is usually very close to the kitchen where the food is prepared. It is very much unlike the situation in the United Kingdom for example where food is produced in a central kitchen usually some miles away from where it is served. As Latham (1997) rightly points out, the method mostly used for serving food in most boarding schools in Africa is the family service style, which was used in schools in the United Kingdom until it was recently changed to self-service cafeterias. Communal dining is encouraged because it is thought to allow students to socialize and learn to feel at ease among other children.

### **2.1.5 The Senior High School System in Ghana**

The educational system in Ghana follows a 6-3-3-4 system. Senior high school education covers three years for students aged 15 to 17 years. There are 863 (562 public and private 301) senior high schools which cater for the needs of 837,204 students. There are 34,304 teachers in public senior high schools of which 86.7% are trained. The sub-program has an in-service training program for teachers to ensure that they have up-to-date knowledge of the curriculum and related teaching and learning materials (MOE, 2016).

Subjects taught in the senior high schools are English, Integrated Science, Mathematics and Social studies as core subjects and students are required to select a group of elective subjects from seven elective groupings of subjects. It is this level of education that is currently being offered for free and had been previously progressively free before September 2017.

The heightened demand for secondary education is accompanied by the need to respond to the twin challenges of increasing access to and also, improving the quality and significance of secondary education. It, therefore, calls for more efficient sources of funding secondary education (World Bank, 2013). These arguments, therefore, makes it justifiable for the financing of senior high education.

In all countries worldwide, a significant portion of national resources, both public and private, are channelled to education. The rationale for sustaining this fact is compelling. A quality education, beginning with primary education, is fundamental in endowing individuals with the capacity to successfully pursue their private goals. It also equips them with the knowledge and skills, as well as the values and attitudes, necessary to contribute effectively to the economic, social and political development of their societies (Saavedra, 2002).

Education in Ghana is mainly financed by public resources, even though the private sector is also playing an important role. Public sources of funding comprise The Ghana Education Trust Fund, the District Assemblies Common Fund (DACF), the Ministry of Education, youth and sports (MOEYS), the Student Loan Scheme, and the Scholarship Secretariat (African Development Fund, 2003).

## **2.2 Theoretical Review**

This section of the study examines the theories behind the study. The theories reviewed for this study include Economic Model of Food Consumption, Conceptual Model for Understanding Factors Influencing Food Choice, Conceptual and Model for Attitude-behaviour-Context (ABC).

### **2.2.1 Economic Model of Food Consumption**

The model was proposed by Rose, Bodor, Hutchinson and Swalm (2010). They establish that the framework was based on an economic model of food consumption but had been adapted to include neighbourhood effects.

With this model, economists view individuals as attempting to maximize their utility from goods and will subject their tastes and preferences to budget constraint determined by their income. Food demands, or purchases, are functions of income and prices, as well as tastes and preferences.

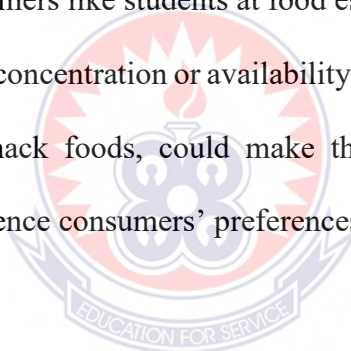
According to Rose et al. (2010), "food cost," was used instead of "price," because the actual price that a consumer pays is a function of the in-store price and travel costs to the store where travel costs are a function of the availability of food stores, such as supermarkets or small groceries in a consumer's vicinity, and the in availability of specific foods. Even though a small grocery might be very close to an individual if there is no in could lower overall travel costs if it shortens travel time to stores.

Such tastes and preferences might be based on cultural food habits associated with particular ethnic groups, or they might be based on knowledge and concern of the consumer regarding diet and health outcomes.

In-store food available, including shelf space and placement of foods near registers, has a promotional effect that can influence consumers' preferences. At high concentration, or relative shelf space availability of certain foods, e.g., energy-dense snack foods in corner groceries could make these foods appear more socially acceptable and thus also influence consumers' preferences.

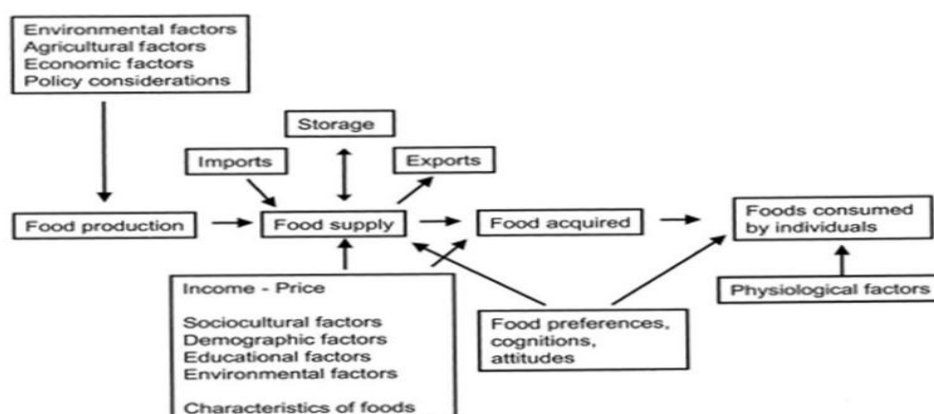
This model is relevant to the present study in that it acknowledges income, food prices, and prices of other goods, and availability of certain foods as factors influencing food preferences of customers like students at food establishments.

Moreover, a high concentration or availability of certain foods in establishments such as energy-dense snack foods, could make these foods appear more socially acceptable and thus influence consumers' preferences.



### **2.2.2 Conceptual Model for Understanding Factors Influencing Food Choice**

This model was developed by Krebs-Smith and Kantor (2001). It suggests that there are many points in the sequence of production to consumption that ultimately affect food choice and highlight where assessments are required. The model summarizes the methods of assessment about the food supply, foods acquired and foods consumed by individuals, especially as they pertain to fruits and vegetables, and reviews the surveillance data available on current levels and trends over time.



**Figure 2.1: Conceptual Model for Understanding Factors Influencing Food Choice**

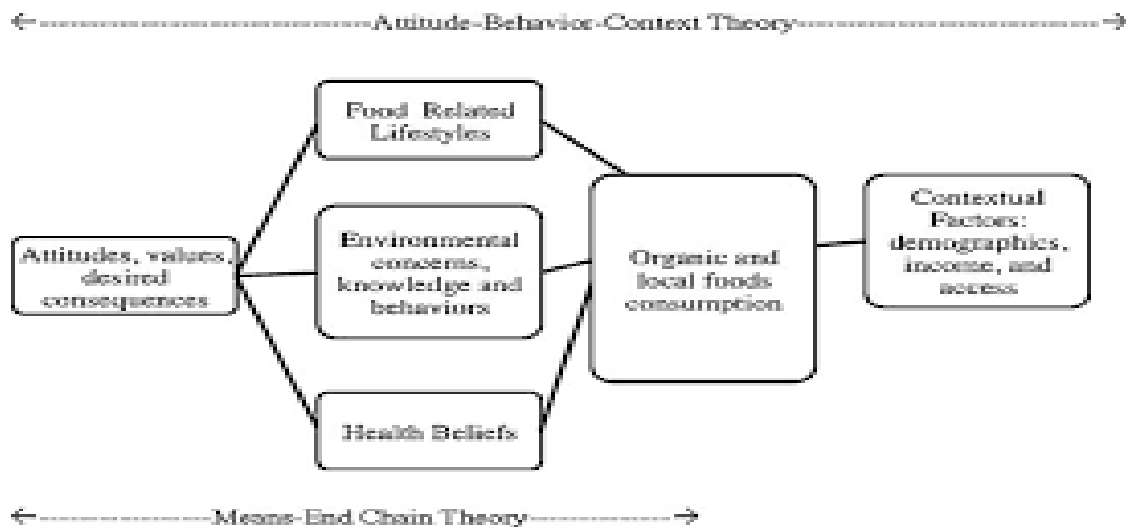
Source: Krebs-Smith and Kantor (2001)

The model provides a depiction of the interplay among agricultural, economic and social forces and the supply, acquisition, and consumption of foods. While there is much to learn from existing assessment measures such as data on food supply, food acquired and food consumption, much more data are required to develop an understanding of the intervening factors and their relationships to the food production/food consumption sequence.

### 2.2.3 Attitude-Behaviour-Context (ABC)

The attitude-Behaviour-Context theory which was developed by Nie and Zepeda (2011), is a sociological model of environmental behaviour which incorporates contextual factors that may influence or limit one's ability to act on their intentions.

Contextual factors include socioeconomic and demographic variables, and community characteristics, which may limit access to organic and local foods. Attitude-Behaviour-Context (ABC) theory as an overall framework that contains Means-end chain (MEC) theory and Food-related lifestyle (FRL) models.



**Figure 2.2: Conceptual Model for Attitude-Behaviour-Context (ABC)**

Source: Nie and Zepeda (2011)

The Means-end chain (MEC) theory assumes that consumers choose products whose attributes, consequences and values reflect the consumers' goals; in other words, they buy products for the functional and psychological benefits they provide.

Food-related lifestyle (FRL) model is an application of MEC theory. According to FRL, there are five components of lifestyle, which mediate between values and product attributes that motivate behaviour or intentions and which can be used to explain food purchases: ways of shopping, quality aspects, cooking methods, consumption situations, and purchasing motives.

Saba et al. (2009) Quality aspects refer to the attribute's consumers seek from products. Cooking methods refer to how much effort and time is put into meal preparation and who is responsible. Consumption situations address where and when food is eaten. Purchasing motives encompass the desired consequences of a meal.



## **2.2.4 Empirical Review**

Empirical research is based on observed and measured phenomena and derives knowledge from experience rather than from theory or belief. Description of the process used to study this population or phenomena, including selection criteria, controls, and testing instruments (such as surveys).

Kazdin (2008) indicated that Empirical Research is research that is based on experimentation or observation, i.e., Evidence. Such research is often conducted to answer a specific question or to test a hypothesis (educated guess).

### **2.2.4.1 Studies on Students' Satisfaction with Campus Canteen**

Consumers' satisfaction is important for the food industry to ensure product success. Determinants to food satisfaction are multifactorial and a method approaching the multiple determinants would provide a detailed picture of determinant behind consumers' hedonic food appreciation.

Andersen & Hyldig (2015) denotes that regarded as such "food satisfaction" can be described as a positive response to the food, after perceiving it and food-induced physical- and psychological well-being related sensations. High students' canteen needs is an important area that needs more research. While the importance of offering quality education is paramount, for many colleges that are embattled in their quest to retain students, attention to canteen s can be important (Andaleeb & Caskey, 2007).

In El-Said & Fathy (2015) study, the perceptions of different service attributes that have an impact on university students' overall satisfaction were examined. Students using different university cafeterias were selected through convenience samples of different college students at the university.

A total number of 543 valid questionnaires were used for statistical analysis. Results indicated that student satisfaction with different service attributes was below average. Moreover, all service attributes were found to have a significant and positive impact on overall student satisfaction.

Andaleeb & Caskey (2007) study examines college students' satisfaction with their canteen establishments. A model was built from available information and tested using data from a survey conducted at a college in north western Pennsylvania.

The results suggest that the three most important variables that explain student satisfaction include staff behaviour, food quality, and price. Other significant variables include atmosphere, responsiveness, and cleanliness. Attention to these variables could enable those in charge of canteens to deliver greater value and satisfaction to enhance students' overall educational experience.

Kim et al. (2012) studied College Students' Satisfaction with University Canteen this study aimed to provide the basic data and analysis to improve university canteen satisfaction by comparing demographic characteristics in Seoul, Korea.

The first survey (n = 600) found three factors: “food” ( $\alpha = 0.92$ ), “sanitation” ( $\alpha = 0.80$ ), and “service and amenity” ( $\alpha = 0.63$ ),” which were identified by exploratory factor analysis and Cronbach's coefficient analysis.

The college students' canteen satisfaction model, including the three dimensions, was also supported by structural equation modelling from the second survey (n = 180). These results showed that the students were satisfied with the university canteen offered at the cafeteria and were eager for the improvement of the quality of food factor.

Food satisfaction: Integrating feelings before, during and after food intake was also studied by Andersen & Hyldig in 2015. The aims of this study were (1) to develop

a method that could give detailed information about sensory- and food satisfaction (2) to study differences in sensory satisfaction in a case study, and (3) to study the factors related to food satisfaction. Focus group interviews and a literature study provided an overview of factors with the potential to affect food satisfaction.

The consumer study showed that sensory satisfaction was highly influenced by the liking of taste and appearance, whereas liking of odour and texture influenced sensory satisfaction moderately. Food satisfaction was influenced by factors measured during- and post intake; sensory satisfaction, the fulfilment of expectations, reason for ending intake, product performance relative to expectations, hunger and fullness after intake were found highly influential in food satisfaction. Pre-intake factors did not substantially influence food satisfaction. Though the use of multiple variables gave a detailed picture of factors involved in food satisfaction, there was still variation in food satisfaction that remained unaccounted.

#### **2.2.4.2 Studies on Students' Perceptions of Campus Canteen**

Students' perceptions and behaviour toward campus canteen operations were examined by Smith et al (2020). The purpose of their paper was to determine the students' perceptions of a campus canteen operation at an identified historically black college and university (HBCU) and its effect on their satisfaction and dining frequency.

A survey of 685 students was conducted to collect data. Partial least squares based structural equation modelling is used to test the proposed structural model with SmartPLS 3.0. Results confirm that quality of food, ambience, value for money, food and beverage options and service quality have a positive significant impact on students' overall satisfaction with the campus canteen operation and dining frequency. As such, all the hypotheses are supported.

The purpose of Ruetzler et al. (2012) study was to investigate whether the length of time spent in the USA impacts perceptions of international students studying in US schools regarding the service and food quality of on-campus canteen operations.

The researchers surveyed international students at one Southeastern and one Southwestern university in the USA regarding their perceptions of university canteen, divided into six factors, i.e., service and sanitation, food dislikes, selection and taste, drinks, value, and crowding. A two-way MANOVA test was performed using SPSS Version 17.0 to identify any significant differences between the six factors, time in the USA, and universities.

MANOVA testing indicated that there was a significant difference between the length of time in the USA and the ratings of the service and sanitation factor. The group that had been in the USA for less than six months rated the service and sanitation factor higher than the group who had been in the USA for over a year.

Assessment of university campus café service: The students' perceptions was a study by Shanka & Taylor (2005). This paper presents the results of a study conducted to examine the important attributes in canteen provision on a large Australian university campus. Ten café outlets (A to J to maintain the anonymity of the café outlets) positioned across a large university campus located in an urban residential area were surveyed.

A total of 410 students participated in the survey. Based on the frequency of patronage to the cafés results showed that five of the ten café outlets were more frequently visited in a given week. Results indicated that students considered quality, price and service as the most important attributes in patronizing a particular café on campus.

Results also indicated that students were most satisfied with important attributes such as convenience, ambience and quality during their visit to the café. Paired samples' T-test results showed statistically significant differences between the perceived importance and level of satisfaction with all attributes except the opening hours attribute.

#### **2.2.4.3 Studies on Students Challenges to Campus Canteen**

According to Mora et al (2018), Food production will increasingly be impacted by climate change, in particular from the increased frequency of storms, droughts and other extreme weather events. Food production is, in turn, a major contributor to greenhouse gas emissions as well as water scarcity and wider biodiversity issues and this is a challenge to consumers

Newell et al. (2010) also said one challenge to canteen has been food safety. Unfortunately, food safety concerns continue to grow. Both global and local product sourcing add risk to supply chains through unsafe handling, transportation and food-borne illnesses. Recalls and outbreaks of illnesses create high levels of reputational and financial risk. F&B companies are addressing these issues through heightened attention to their supply chains and employee training.

The purpose of Kang (2012) study was to explore hotel industry decision maker's perceptions of benefits and challenges of purchasing locally produced foods in a Midwestern state. The Theory of Planned Behavior provided the theoretical framework for this study.

Interviews were conducted with two full service and two limited-service hotels in Iowa. Mailed questionnaires were sent to 209 full service and limited-service hotels in five Iowa counties which had active local food initiatives.

Results showed that Perceived Behavior Control influenced decision-makers Behavioral Intention to purchase local foods. Purchasing local foods were perceived as beneficial to the business, but decision-makers experienced challenges such as lack of information, budget constraints, inconsistent quality, and lack of established refund policies when purchasing local foods.

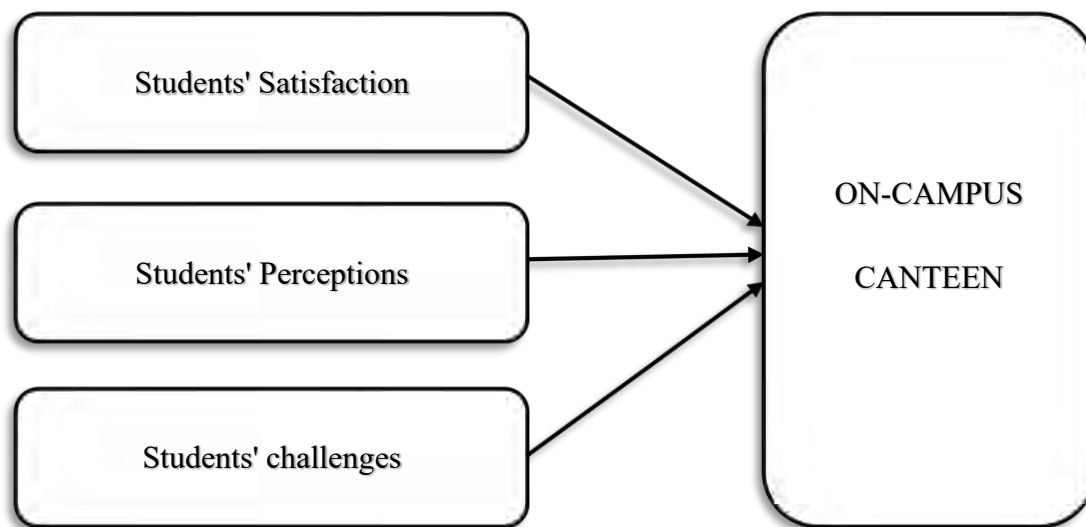
Based on a review of multidisciplinary literature, Lugosi (2019) paper explores the potential links between canteen provision on university and college campuses and students' wellbeing. The paper contends that campus canteen provision contributes to positive student experiences, which can improve their overall wellbeing.

It is argued that the majority of existing research on university canteen has focused either on satisfaction with products, services or service environments or the nutritional intake of students consuming campus food, including factors shaping their eating habits and their health implications. Research considering interactions between student wellbeing, food and drink has focused primarily on eating whilst at university (i.e., enrolled on a programme of study) rather than eating in university (i.e., accessing food on campus).

Given the relative absence of literature on this topic, the paper draws on insights from co-workplace design, service experience and hospitality management to identify areas for further research and constructive interventions.

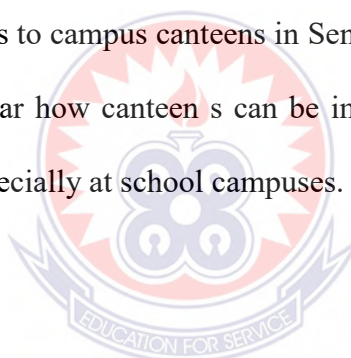
### **2.3 Conceptual Framework**

A conceptual framework illustrates what you expect to find through your research. It defines the relevant variables for your study and maps out how they might relate to each other. According to Gill et al. (2014), you should construct a conceptual framework before you begin collecting data and it is often represented in a visual format. The framework of this study is presented in figure 2.4 below



**Figure 2.3: Conceptual Framework**

As the arrows are showing, the study will examine the students' satisfaction, perception and challenges to campus canteens in Senior High School. The team to this research will bring to bear how canteens can be improved to provide the necessary service to customers, especially at school campuses.



## CHAPTER THREE

### METHODOLOGY

#### 3.1 Study Design

The study used descriptive research design. Descriptive research is appropriate since respondents required to address the research problem were selected from a cross-section of units of the students in Sankore Senior High School. In descriptive research design, the researcher is only interested in defining the condition or the case in their research. It is a method of design based on the theory which is generated by collecting, analyzing, and presenting the data collected. This lets a researcher offer insight into why and how research is conducted. Descriptive design assists others well understand the need for research. If the problem statement is unclear, you can do some exploratory research.

#### 3.2 Population Size

The general population is likely to be what researchers commonly identify and define, but without a description of the target population and accessibility, it makes no sense. According to Giller (2012) population is an entire community that needs to be identified with the same details. At least one single trait of concern for participants in the general population. This characteristic allows participants to be considered as members of the community.

The population, in general, is characteristically simplistic in that it includes participants whose inclusion in the sample is contradictory to the research purpose, conclusions, and/or contexts. The total population is characteristic raw in that sometimes some individuals will breach the analysis goal, conclusions, and/or the meaning if included in the sample. As shown in Table 3.1, the population of the study includes the 900 students of Sankore Senior High School.



**Table 3.1: Classes and Sample Distribution**

S/N	Class	Student Population	Sample-based Proportion	Percentage (%)
1	Form one	290	89	32
2	Form two	280	86	31
3	Form three	330	102	37
	<b>Total</b>	<b>900</b>	<b>277</b>	<b>100</b>

Source: Sankore High School (2020).

### 3.3 Sampling Technique

The sampling technique is the method or process of selecting respondents for a study. In this study, the sampling technique used is the probability technique called the simple random sampling method. Simple random sampling is a part of the sampling technique in which each sample has an equal probability of being chosen. A sample chosen randomly is meant to be an unbiased representation of the total population.

### 3.4 Sample Size

The sample size is a group of people or objects the researcher uses to generalize the findings of the study. By sample size, we recognize the group of subjects selected from the general population and are considered to be representative of the actual population for that specific study.

Based on the population, Marshal's (1995) formula for determining sample size with a confidence level of 95% was used as stated below.

$$= N/1+N (e)^2$$

Where N is the entire population of the three communities

e is the level of precision

$$\text{Therefore} = 900 / 1+ 900 (0.05)^2$$

$$= 277$$

Thus, the study sample 277 students of Sankore Senior High School. This figure was proportionately divided with 89 respondents for Form One, 86 for Form Two, and 102 for Form Three. On the sampling procedures, the study used a simple random sampling in selecting the students.

### **3.5 Data Collection Instruments**

Data Collection Instruments are the tools for data gathering. It helps the researchers to obtain relevant information or to acquire knowledge from others from which they learn to enrich the study. Various methods and instruments of data collection must be employed in this respect. To obtain the correct information to answer research questions, it is important to determine which tool or tool is better suitable for the study.

Questionnaires were used to collect data for this study. It consisted of a series of questions and other suggestions for collecting facts from respondents. The questionnaire consists of four sections and was all placed on five Likert scales. The questionnaire was all closed-ended questions. Closed-ended questions were used so the response choices can clarify question meaning for respondents.

### **3.6 Validity and Reliability of the Research Instrument**

In the production and testing of any instrument, validity and reliability are two important factors for use in a study (Cook and Beckman, 2006). The development of a valid and reliable instrument usually involves several pilot and test iterations, which can be intensive in terms of resources.

Validity means the degree to which an instrument tests what it wishes to measure truly. Simply put, validity refers to the extent to which an instrument measures what it is intended to evaluate.

Reliability refers to the extent to which an instrument is producing consistent results. Popular reliability indicators include the reliability of internal integrity, test-retest, and inter-rater. Reliability can be considered in many ways; the approach may depend on the type of instrument used for evaluation.

Two colleague students and two students were made to answer the questionnaire to consider if the question is understood and can be responded to devoid of ambiguity.

### **3.7 Data Analysis**

Data analysis is characterized as a process for cleaning, transforming, and modelling data to discover useful decision-making knowledge. Data Analysis aims to collect useful data information and decide on the basis of data analysis. Data analysis tools make it easier for users to process and manipulate data, analyse the relationships and correlations between data sets and also help identify interpretation patterns and trends.

All finished research instruments were gathered, marked, defined, and keyed into the computer. The Social Science Statistics Suite (SPSS) was used. Descriptive statistics including mean, standard deviations, frequencies, and percentages were used. Frequency distributions were also used to present the demographic data of the respondents.

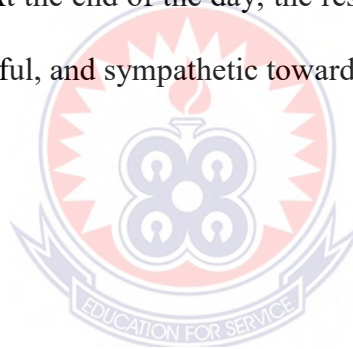
### **3.8 Ethical Considerations**

Research ethics includes the code of conduct governing the conduct of the researcher's activities. The researcher took several steps to ensure that acceptable ethical behavior is observed in the report. The researcher understood the causes and traditions of research ethics before beginning the research work. The researcher,

therefore, sought to follow the practices and procedures that led to the protection of human and non-human subjects.

Firstly, the researcher ensured that consent and voluntary engagement were notified. The canteen s concerned and the respondents who provided the correct information were sought confirmation. A letter was forwarded to ask for a research authorization.

Secondly, the researcher ensured that respondents were respectful of their privacy, confidentiality, and anonymity. All respondents have been told that the information they have received is kept private and used for academic reasons only. The findings of the study have been secretly reported and thus no researcher or canteen can be found in this report. At the end of the day, the researcher tried as much as possible to remain honest, respectful, and sympathetic towards all participants.



## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS, AND DISCUSSION OF RESULTS

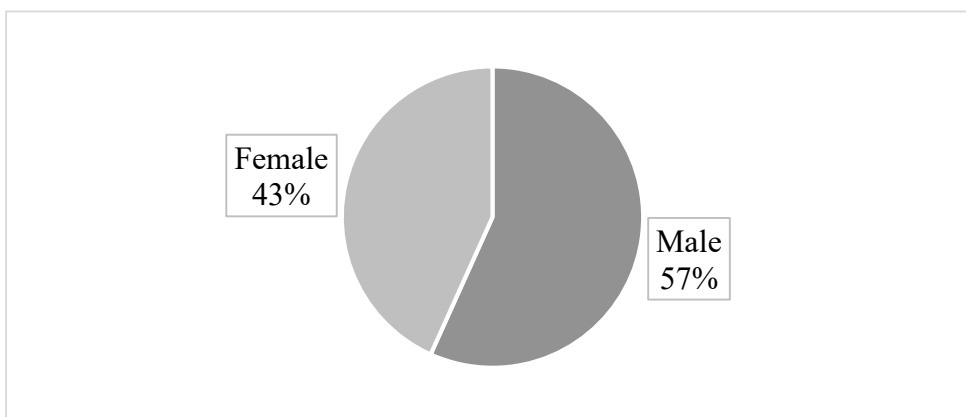
#### 4.1 Demographic Information

In order to understand the background characteristics of the respondents their Demographic Information was inquired. Two things were asked that is their gender and course of study.

##### 4.1.1 Gender of Respondents

The gender of the respondents was inquired. The majority of the respondents were Male which is 160 representing 57% of the respondents and the rest of 122 were female which is 43% of the respondents. By implication the majority of the respondents were male. This information is shown in Figure 4.1

In the Ghanaian social situation, gender is a significant variable that is influenced by any social or economic phenomenon and globalization is no exception. Integrating sex and gender is an important determinant of knowledge usage, testifying the effectiveness of implementation interventions and recommendations.

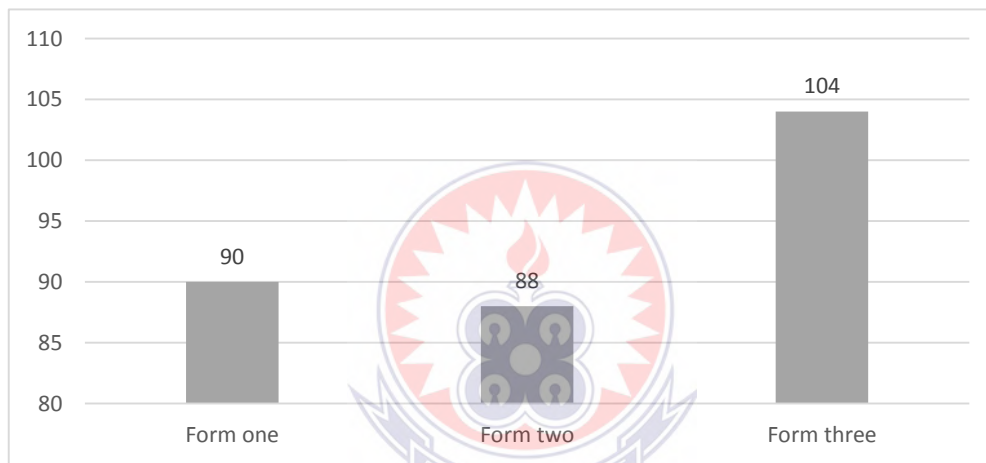


**Figure 4.1: Gender of Respondents**

#### 4.1.2 Class of Respondents

The classes of the respondents were also inquired and the results are presented in Figure 4.2. students in Form one were made up of 90 which represents 32%, those in Form two were also 88 representing 31%, and final which is form three were also 104 representing 37%.

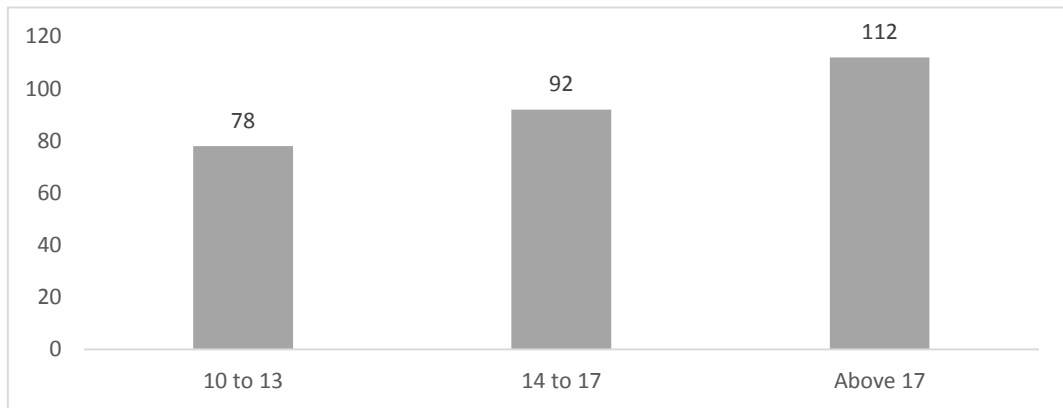
By this result it implies most of the students sampled for the study are in form three, this was good for the study since their study has been in the school for a long period of time and can provide good respondents.



**Figure 4.2: Class of Respondents**

#### 4.1.3 Age of the Respondents

The respondents' age is one of the most significant features in interpreting their views on the specific issues; by and large, age suggests the maturity level of individuals. In that sense age is a function of the quality of responses.



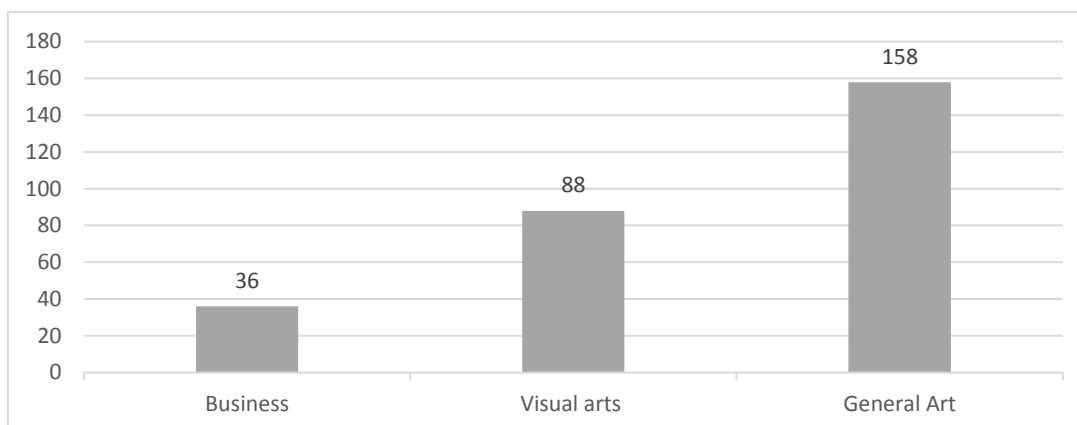
**Figure 4.3: Age of the Respondents**

From Figure 4.3, the majority of the respondents were above the age of 17. They numbered 112 representing 40%. Those between the ages of 10 - 13 recorded 78 representing 28%, while other respondents who were between the ages of 14 – 17 years were 92 representing 33%.

By this result, the majority of respondents are above the age of 17, which means the maturity of respondents is assured, and therefore there is the quality of data.

#### 4.1.4 Courses of Study

The school was pursuing courses in General Arts, Visual Arts, and Business. As shown in figure 4.4 are students who responded to the questionnaire, General Arts students were 158 representing 56% while Business and Visual Students were 36 and 88 which also represents 13% and 31% respectively. By implication, the majority of the respondents were General Arts students.



**Figure 4.4: Courses of Study**

## 4.2 Satisfaction with Campus Canteen

To find an answer to the research question in respect of the level of the students' satisfaction with campus canteen, about 4 statements were considered and the outcomes of the study are presented in Table 4.1. The statements were placed in order of the degree of their mean and standard deviation.

**Table 4.1: Satisfaction with Campus Canteen**

S/N	Statement	Mean	SD	Status
1	Satisfied with the dining facility	3.73	0.98	Accepted
2	Satisfied with the quality of service	3.32	1.06	Accepted
3	Satisfied with the overall dining experience	3.05	1.55	Accepted
4	The extent to which food and beverage services provided meet your expectations	3.01	1.59	Accepted
<b>Mean</b>		<b>3.278</b>		

All four statements were accepted by the students. The students indicated that they are satisfied with the dining facility they are provided with, the statement recorded the highest mean of 3.73 and a standard deviation of 0.98.



After the quality of the dining facility, the quality of services was also appreciated by the students. The students were satisfied with the quality of service (Mean= 3.32, SD= 1.06). It was also revealed that the students were also satisfied with the overall dining experience, a mean of 3.05 was recorded with a standard deviation of 1.55.

The services provided by the canteen also met the expectation of the students. They were asked to what extent the food and beverage services provided meet their expectations. The statement recorded a mean of 3.01 and a standard deviation of 1.59. According to Thaib (2018), consumers' satisfaction is important for the food industry to ensure product success. Andersen & Hyldig (2015) indicated that "food satisfaction" can be described as a positive response to the food, after perceiving it and food-induced physical- and psychological well-being-related sensations.

From the result in Table 4.1, the study recorded a mean of 3.278 for students' satisfaction with the campus canteen, based on the mean difference of 0.278, it can be concluded that the students are satisfied with the campus canteen. The result of the study is variance to the findings of El-Said & Fathy (2015). El-Said & Fathy (2015) found that indicated that student satisfaction with different service attributes was below average. Moreover, all service attributes were found to have a significant and positive impact on overall student satisfaction.

But Kim et al.'s (2012) results were similar to this study, the results showed that the students were satisfied with the university canteen offered at the cafeteria and were eager for the improvement of the quality of food factor.

### 4.3 Perceptions of Campus Canteen

The second objective of the study was to determine the students' perceptions of campus canteen. Here, seven statements were given to the respondents in the questionnaire to seek their views. It was also ranked in order of their mean and results presented in Table 4.2

The students did agree that the canteen workers were friendly, with a mean of 4.00 and a standard deviation of 0.85. Also, the students accepted that the canteen workers treat them the same as the other students (Mean= 3.91, SD= 1.44).

The Respondents did also agree that the canteen staff were able to answer their questions, a mean of 3.86 and a standard deviation of 1.49. In respect of the canteen staff understanding their questions, the mean recorded was 3.50 and a standard deviation of 1.12, this implies that the students agreed that the canteen staff did understand their questions when they ask.

In all the students disagreed with three statements out of the seven. The students did disagree that the areas where the food is cooked are clean, with a mean of 2.90 and a standard deviation of 1.02. This implies that the students believe that the areas where the food is cooked are not clean.

**Table 4.2: Perceptions of Campus Canteen**

S/N	Statement	Mean	SD	Status
1	The canteen workers are friendly	4.00	0.85	Accepted
2	The canteen workers treat me the same as the other students	3.91	1.44	Accepted
3	The canteen staff is able to answer my questions	3.86	1.49	Accepted
4	The canteen staff can understand my questions	3.50	1.12	Accepted
5	The areas where the food is cooked are clean	2.90	1.02	Rejected
6	The people who serve my food are clean	2.80	1.22	Rejected
7	The choices of foods permit me to meet my religious needs	2.70	0.96	Rejected
	<b>Mean</b>	<b>3.381</b>		

The people who serve the food to the students were not clean, a mean of 2.80 and a standard deviation of 1.22 was recorded. The students are indicated that the food choices don't take into consideration their religion when preparing. The choices of foods permit me to meet my religious needs recording a mean of 2.70 and a standard deviation of 0.96.

The second objective was to determine the students' perceptions of campus canteen. According to Ali and Ryu (2015) generally, students' perceptions of their campus canteen experience reflect their overall satisfaction with their dining experiences.

Recording a mean of 3.381. The results indicated that the students have a good perception about the services and the food been prepared by the canteen in the school. This may be due to the fact that the food meets the attribute requirement of the students. As indicated by Shanka & Taylor (2005) that students considered quality, price, and service as the most important attributes in patronizing a particular café on campus.

Similarly, Smith et al (2020) results confirm that quality of food, ambiance, value for money, food and beverage options, and service quality have a positive significant impact on students' overall satisfaction with the campus canteen operation and dining frequency.

Ruetzler et al. (2012) also investigated whether the length of time spent in the USA impacts perceptions of international students studying in US schools regarding the service and food quality of on-campus canteen operations. They found that there was a significant difference between the length of time in the USA and the ratings of the service and sanitation factor affecting students' perceptions.

#### **4.4 Challenges to Campus Canteen**

The final objective of the study was to examine student's challenges to campus canteen. In the case of the challenges, six statements were presented to the respondents. The result of their responses is presented in Table 4.2.

The students believe the amount of food their get served at the dining was too small for them, the mean and standard deviation recorded was 3.71 and 1.05 respectively. The students also did agree that the food is not served on time as a mean of 3.55 and a standard deviation of 1.59 were also recorded. They also agreed that the foods were too spicy (seasoned too much) (Mean = 3.18, SD=1.22).

**Table 4.3: Challenges to Campus Canteen**

S/N	Statement	Mean	SD	Status
1	The amount of food I get served is too small	3.71	1.05	Accepted
2	The food is not served on time	3.55	1.59	Accepted
3	The foods are too spicy (seasoned too much)	3.18	1.22	Accepted
4	There are not many fried foods on the menu	3.06	0.99	Accepted
5	The food doesn't taste sweet (has not much sugar in it)	2.94	1.55	Rejected
6	There is no much salt used in the foods	2.37	1.48	Rejected
	<b>Mean</b>	<b>3.135</b>		

The students agreed that there are not many fried foods on the menu recording a standard deviation of 0.99 and 3.06 as the mean. But students disagreed that the food tastes too sweet (has too much sugar in it), recording a mean of 2.94 and a standard deviation of 1.55. The student also disagreed that there is not much salt used in the foods a mean of 2.37 with a standard deviation of 1.48.

The third objective was to examine the challenges facing students in access campus canteen. As argued by Newell et al. (2010) that one challenge to canteen has been food safety and unfortunately, food safety concerns continue to grow.

With a mean of 3.135 it is accepted that the students in the Sankore Senior High School are facing challenges with the canteen. As argued in the Attitude-Behaviour-Context (ABC) by Nie and Zepeda (2011), that contextual factors include socioeconomic and demographic variables, and community characteristics, which may limit access to organic and local foods creating challenges to canteen. This in term goes to affect the consumers. Results from Kang (2012) showed that Perceived Behavior Control influenced decision-makers Behavioral Intention to purchase local foods.

The result of this study is similar to Lugosi (2019). Lugosi (2019) found the challenges facing university and college study on campuses. The study further revealed that that has affected the satisfaction of the student with their canteen.



## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

The section provides the summary of findings, conclusions, and recommendations of the research. It also highlights study limitations and finally provides proposals for future research studies.

#### 5.1 Summary of Findings

The main objective of the study is to assess the efficacy of school canteen in Senior high schools in Ghana. But specifically, to examine the students' satisfaction with campus canteen, to determine the students' perceptions of campus canteen, and to examine student's challenges to campus canteen.

The study found that the students were satisfied with the dining facility they are provided with and also, the quality of the dining facility was also appreciated by the students. The students were satisfied with the quality of service. It was also revealed that the students were satisfied with the overall dining experience as well.

The services provided by the canteen also met the expectation of the students. They were asked to what extent the food and beverage services provided meet their expectations.

The study also revealed that the canteen workers were friendly and also treats them the same as the other students. The Respondents did also agree that the canteen staff were able to answer their questions and it was also revealed that the canteen staff understood their questions when they are asked.

But it was also found that the areas where the food is cooked are not clean. Just like the people serving the food to the students were not clean. The students are indicated that the food choices don't take into consideration their religion when preparing. The choices of foods permit me to meet my religious needs.

The study found that the students believe the amount of food their get served at the dining was too small for them. That the food is not served on time at the dining and the foods were too spicy (seasoned too much).

It was also revealed that there are not many fried foods on the menu. But students indicated that the food tastes too sweet (has too much sugar in it) and also it was found that there is not much salt used in the foods.

## **5.2 Conclusion**

The study can conclude that the students are satisfied with the campus canteen. Schools' canteen is one of the largest segments of the canteen industry globally, with an increasing number of the captive college-student market using the canteen outlets on campus during their studies.

Again, it can also be concluded that the students have a good perception about the services and the food been prepared by the canteen s in the school. As the students believed the staff take into account their preferences and make sure their expectations are met.

Also, the study found that it is accepted that the students in the Sankore Senior High School are facing challenges with the canteen s. The challenge for the school canteen operator was to provide products and services that enhance and facilitate positive healthy food choices. Given the number of employees eating at their place of work.



Based on this finding it can be concluded that although challenges are facing the students in access the canteen s, it didn't have an impact on both the satisfaction and perception of the students.

Therefore, it is concluded that the food served in Sankore Senior High School was effective and provides the necessary satisfaction to the students as they have a positive perception of their services.

### **5.3 Recommendations**

Based on the results, several implications and recommendations could be derived for school's management to increase the efficacy of school canteen in Senior high schools:

1. School management should receive feedback from students expressing their opinions about the performance of the cafeteria operators, and they should inform the operators about students' opinions to solve any problems promptly. These opinions should be taken into consideration when contracting with cafeteria operators.
2. Canteen should focus on providing appropriate mechanisms to increase food quality at a reasonable price, as well as service quality provided at the school dining hall or canteen. School management charges large amounts of monthly rent from cafeteria operators and thus has a huge impact on their operational policies. These amounts should be reduced to be able to meet student needs
3. School management should put into consideration contracting branded operators to guarantee the level of product quality provided. School management should give special consideration to contracting the best operator, who gives attention to the following practices: training employees on the main

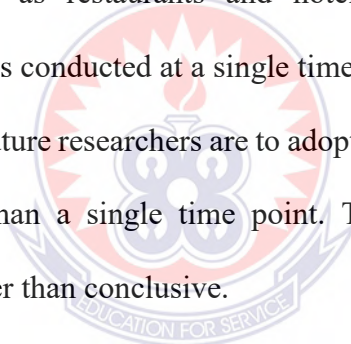
principles of providing good service; safety and sanitation management programs; ensuring a clean and attractive dining area; providing food and beverage items at reasonable prices; and providing a pleasant environment and atmosphere for students.

#### **5.4 Recommendation for Further Research**

Future studies can expand the sample and include more categories, such as university academics and administrative staff, to provide more representative results and to improve sample generalizability.

Other studies may compare these findings with other findings in other hospitality sectors such as restaurants and hotels. Moreover, because of time restrictions, this study was conducted at a single time point.

Suggestions for future researchers are to adopt a time-crossing methodology for research design rather than a single time point. The findings of the study were, therefore, indicative rather than conclusive.



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**APPENDIX A: QUESTIONNAIRES****UNIVERSITY OF EDUCATION, WINNEBA****DEPARTMENT OF HOSPITALITY AND TOURISM EDUCATION**

This questionnaire is designed to enable the researcher to obtain data for Assessing the Efficacy of School Canteen in Ghana. You are required to produce as accurate information as possible. The confidentiality of such information is guaranteed as the results are purely for academic purposes.

**Section A. Characteristics of Respondents**

1. Gender	A) Male	<input type="checkbox"/>
	B) Female	<input type="checkbox"/>
2. Class	A) Form 1	<input type="checkbox"/>
	B) Form 2	<input type="checkbox"/>
	C) Form 3	<input type="checkbox"/>
3. Age	A) 10 - 13	<input type="checkbox"/>
	B) 14 – 17	<input type="checkbox"/>
	C) Above 17	<input type="checkbox"/>
4. Course	A) Business	<input type="checkbox"/>
	B) Visual arts	<input type="checkbox"/>
	C) General Art	<input type="checkbox"/>



## Section B Satisfaction with Campus Canteen

Kindly indicate the extent to which you are satisfied with each of the following items using a Likert scale of 1 – 5 [where 1= **Very Dissatisfied**; 2= **Dissatisfied**; 3= **Neither**; 4= **Satisfied** and 5 = **Very Satisfied**].

S/N	Statement	1	2	3	4	5
1	Satisfied with the dining facility					
2	Satisfied with the quality of service					
3	Satisfied with the overall dining experience					
4	The extent to which food and beverage services provided meet your expectations					

## Section C Perceptions of Campus Canteen

Kindly indicate the extent to which you agree to each of the following items using a Likert scale of 1 – 5 [where 1=**Strongly Disagree**; 2=**Disagree**; 3=**Neutral**; 4=**Agree** and 5 =**Strongly Agree**].

S/N	Statement	1	2	3	4	5
1	The areas where the food is cooked are clean					
2	The people who serve my food are clean					
3	The canteen workers are friendly					
4	The canteen workers treat me the same as the other students					
5	The canteen staff is able to answer my questions					
6	The canteen staff can understand my questions					
7	The choices of foods permit me to meet my religious needs					

## Section D Challenges to Campus Canteen

Kindly indicate the extent to which you agree to each of the following items using a Likert scale of 1 – 5 [where 1=**Strongly Disagree**; 2=**Disagree**; 3=**Neutral**; 4=**Agree** and 5 =**Strongly Agree**].

S/N	Statement	1	2	3	4	5
1	There is too much salt used in the foods					
2	There are too many fried foods on the menu					
3	The food tastes too sweet (has too much sugar in it)					
4	The foods are too spicy (seasoned too much)					
5	The amount of food I get served is too small					
6	the food is not served on time					

