

SCHOOL CANTEEN SERVICE MANAGEMENT AND STUDENT SATISFACTION: A QUALITATIVE STUDY

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ABSTRACT

This study describes the management of school canteen services at SMP Negeri 19 Ambon and examines how the service supports student satisfaction, food safety, nutritional awareness, and a healthy school environment. The study was motivated by the role of the school canteen as a special educational service that provides food and beverages while also functioning as a medium for health education, character formation, and social interaction among students. This research employed a qualitative descriptive design. Data were collected through direct observation of canteen facilities and service practices, semi-structured interviews with the school principal, canteen manager, teachers involved in supervision, school infrastructure personnel, and student representatives, as well as documentation of school policies and canteen-related records. Data were analyzed through data condensation, thematic categorization, data display, and conclusion drawing, supported by source and technique triangulation. The findings show that canteen management at SMP Negeri 19 Ambon has been implemented through basic planning, the formation of a supervisory team, daily food service operation, price control, and monitoring of food safety. Students generally expressed satisfaction with the affordability, taste, and accessibility of the food. However, several aspects still require improvement, including limited dining space, insufficient tables and chairs, occasional shortages of favorite menus, limited vegetable-based dishes, and the need for more systematic student feedback. The study concludes that the canteen has contributed positively to student welfare and school health culture, but its management should be strengthened through written service standards, menu diversification, facility improvement, nutrition education, and periodic evaluation of student satisfaction.

Keywords: Food Safety; Healthy School Canteen; School Canteen Management; Special School Services; Student Satisfaction.

INTRODUCTION

Education is not only concerned with the transmission of knowledge but also with the development of healthy, disciplined, and socially responsible students. In the school context, student welfare is shaped by both instructional and non-instructional services. One of the non-instructional services that directly affects students' daily lives is the school canteen. A school canteen provides food and beverages for students, teachers, and education personnel, but its significance extends beyond food provision. When properly managed, the canteen becomes a learning space for healthy eating habits, hygiene, discipline, social interaction, and responsible consumption.

The need for healthy canteen management is closely related to the nutritional needs of adolescents. School-age adolescents are in a phase of rapid growth and development; therefore, they require adequate, balanced, and safe food intake (Badan Pengawas Obat dan Makanan Republik Indonesia, 2013). Eating patterns established during adolescence may influence health conditions in adulthood. Diets dominated by processed foods, flour-based snacks, fast food, excessive sugar, salt, and fat have been associated with increased risk of overweight, obesity, and metabolic problems among children and adolescents (Kelishadi et al., 2018; Zhen et al., 2018). In Indonesia, the trend of overweight and obesity has also increased across several age groups, including adolescents (Kementerian Kesehatan Republik Indonesia, 2018; Rachmi et al., 2017). This situation makes the school food environment an important concern in educational management.

Students spend a considerable amount of time at school, and many of them consume snacks or meals during school hours. School snacks are expected to contribute energy and nutrients needed for growth and learning activities (Hamida et al., 2012). However, students often buy snacks based on taste, price, and preference without sufficient knowledge of nutritional content or food safety. This can expose them to unhealthy food choices, unsafe additives, contaminated food, or excessive intake of sugar, salt, and fat.

Therefore, the school canteen should not be treated merely as a commercial facility, but as an educational service that requires planning, supervision, and continuous improvement.

Within the framework of school management, canteen services are part of special services that support the implementation of education. Zulkarnain (2018) explains that school canteen service is intended to provide food and beverages needed by students and other school community members. The school canteen also has normative, educative, and preventive functions. Its normative function helps students learn proper eating behavior and social etiquette. Its educative function provides opportunities for students to understand nutrition, hygiene, and social interaction in a real-life setting. Its preventive function protects students from consuming unsafe food or leaving the school area to buy snacks from uncontrolled sources. Thus, canteen management is closely connected to student health, character education, and school discipline.

In the context of SMP Negeri 19 Ambon, the school canteen has been reactivated and managed to support students' daily consumption needs. The canteen provides various foods and beverages, including rice-based meals, snacks, mineral water, tea, fruit juice, and milk. The school has also formed a canteen supervisory team to monitor food quality, food safety, and service practices. Nevertheless, initial observations and interviews indicate that several problems remain, such as limited dining space, inadequate seating, limited vegetable-based menus, and occasional shortages of certain preferred foods during break time. These conditions show that the canteen has already played an important role, but its management still needs to be improved in order to strengthen student satisfaction and healthy school culture.

Previous discussions on school canteens often emphasize hygiene, nutrition, and food safety. However, fewer studies discuss the canteen as an integrated school management service that combines planning, organizing, implementation, supervision, and student satisfaction. This study therefore focuses on the management of canteen services at SMP Negeri 19 Ambon by examining how the canteen is planned, organized, operated, supervised, and perceived by students. The study aims to describe the implementation of school canteen service management, identify the strengths and constraints of the service, and formulate practical recommendations for improving student satisfaction and healthy canteen practices.

School Canteen as a Special School Service

A school canteen is a special service within the school system because it supports the physical, social, and educational needs of students. Unlike ordinary food stalls, a school canteen operates under the responsibility of the school and should be aligned with educational goals. The canteen is expected to provide safe, nutritious, affordable, and accessible food while also supporting the development of healthy habits. Kusmintardjo, as cited in Karwanto (2014), emphasizes that food services in schools can help students learn how to choose healthy food, understand nutrition in practical ways, practice hygiene, demonstrate politeness, and avoid food whose safety cannot be guaranteed.

From a school management perspective, the canteen must be treated as an integral part of the school program. It should not be managed only for economic profit, but also for educational and health purposes. This means that the principal, teachers, canteen managers, and supervisory team need to share responsibility for maintaining food quality, cleanliness, affordability, and comfort. Canteen management therefore requires coordination among school actors and clear service standards.

Healthy Canteen and Food Safety

A healthy school canteen should provide food that is safe, nutritious, hygienic, and appropriate for students' needs. Food safety includes the prevention of physical, biological, and chemical hazards. In the context of school snacks, attention should be given to food additives, food storage, cooking practices, packaging materials, and the cleanliness of utensils and facilities. Unsafe packaging, excessive artificial additives, expired products, and uncontrolled use of plastic or styrofoam may increase food safety risks (Badan Pengawas Obat dan Makanan Republik Indonesia, 2020; Food Safety Knowledge Centre, 2022).

Food safety also includes temperature control. Godwin et al. (2012) describe the danger zone concept, namely the temperature range between 5 and 60 degrees Celsius that enables microorganisms to grow rapidly. Although school canteens may not always have complex food service equipment, they should still apply basic principles of safe food handling, including serving freshly prepared food, protecting food from contamination, maintaining clean utensils, and limiting the time food is displayed before consumption. A

healthy canteen should also limit excessive sugar, salt, and fat, and provide more balanced choices such as fruits, vegetables, and protein-rich foods (Kementerian Kesehatan Republik Indonesia, 2014).

Student Satisfaction in Canteen Services

Student satisfaction refers to students' positive evaluation of canteen services based on their expectations and actual experiences as service users. In a school canteen, satisfaction is not determined only by taste. It also includes price affordability, menu variety, portion size, hygiene, food safety, service speed, seller friendliness, food availability, and the comfort of the dining area. A student may be satisfied with affordable prices but less satisfied with limited seating or lack of vegetable choices. Therefore, student satisfaction should be examined as a multidimensional service outcome.

In this study, student satisfaction is understood through several qualitative indicators: perceived affordability of food and drinks, perceived suitability between price and portion, perceived taste and menu variety, perceived cleanliness and safety, convenience of access during break time, and comfort of facilities. These indicators are used to interpret how students experience the canteen and how management practices influence their level of comfort and satisfaction.

Analytical Framework of Canteen Service Management

The analysis of canteen service management in this study is organized around five management functions: planning, organizing, implementation, supervision, and evaluation. Planning refers to the school's efforts to set the purpose, rules, service standards, menu considerations, pricing principles, and facility development for the canteen. Organizing refers to the distribution of roles among the principal, supervisory team, canteen manager, teachers, infrastructure staff, and sellers. Implementation refers to the daily operation of food service, including menu provision, food preparation, cleanliness, service process, and price application. Supervision refers to monitoring food quality, product eligibility, hygiene, packaging, and compliance with school rules. Evaluation refers to the school's effort to identify problems, collect feedback, and improve services continuously.

METHOD

Research Approach and Design

This study used a qualitative descriptive approach. The approach was selected because the study sought to understand canteen management practices, the meanings attached to these practices by school actors, and students' experiences as users of the canteen service. A qualitative descriptive design is appropriate when the purpose of research is to provide a detailed and contextual description of a social or educational phenomenon without manipulating variables or testing statistical hypotheses. In this study, the school canteen was examined as a bounded service system within SMP Negeri 19 Ambon.

Research Site and Context

The research was conducted at SMP Negeri 19 Ambon. The site was selected because the school has a canteen that serves students and school personnel and because the school has attempted to organize canteen supervision through a formal team. The canteen provides daily food and beverage services during school hours and is used by students for breakfast replacement, snacks, drinks, and social interaction during break time. This context made the school relevant for examining how canteen service management supports student satisfaction and healthy school practices.

Informants and Data Sources

Informants were selected purposively based on their direct involvement in, responsibility for, or experience of canteen services. The informants included the school principal as the person responsible for school policy, the canteen manager as the person responsible for daily operations, teachers involved in canteen supervision, school infrastructure personnel, and student representatives as the primary users of the service. These groups were considered capable of providing complementary information about policy, management, supervision, facilities, food provision, and satisfaction.

The study used three main sources of data. The first source was observational data related to canteen facilities, cleanliness, seating availability, food display, service flow, waste bins, handwashing facilities,

and student activities in the canteen area. The second source was interview data obtained from school actors and students. The third source was documentation, including canteen-related records, school policies, assignment letters for the canteen management team, photographs, and other relevant documents.

Data Collection Techniques

Data were collected through observation, semi-structured interviews, and documentation. Observation was conducted to examine the physical condition of the canteen, the availability of supporting facilities, the types of food and beverages sold, hygiene practices, and student behavior during canteen visits. Semi-structured interviews were used to explore the perceptions of the principal, canteen manager, teachers, infrastructure staff, and students. The interview questions focused on canteen planning, service operation, menu selection, food safety, price affordability, supervision, obstacles, and student satisfaction. Documentation was used to verify information obtained through observation and interviews, particularly information related to the canteen supervisory team and school policies.

Data Analysis

Data analysis was conducted interactively through data condensation, data display, and conclusion drawing. First, the researchers reviewed field notes, interview results, and documents to identify information relevant to canteen service management and student satisfaction. Second, the data were categorized into themes, including canteen planning, organization of management roles, daily service implementation, food safety supervision, menu and nutrition, facilities and comfort, price affordability, and student satisfaction. Third, the categorized data were displayed in narrative form and interpreted in relation to the theoretical framework and relevant literature. Finally, conclusions were drawn by identifying recurring patterns, management strengths, service constraints, and improvement needs.

Trustworthiness and Ethical Considerations

To strengthen trustworthiness, the study used triangulation of sources and techniques. Source triangulation was conducted by comparing information from the principal, canteen manager, teachers, infrastructure personnel, and students. Technique triangulation was conducted by comparing interview data with observation and documentation. The researchers also reviewed the consistency of findings across different data sources before formulating conclusions. Ethical considerations were addressed by obtaining permission from the school, explaining the purpose of the study to informants, protecting the identity of informants through coding, and using the data only for academic purposes. Interview excerpts in this article are presented using codes such as P-01 for the principal, CM-01 for the canteen manager, T-01 for teachers, IS-01 for infrastructure staff, and S-01 for students.

RESULTS AND DISCUSSION

Students' Reasons for Using the School Canteen

The findings show that students used the school canteen for various practical and social reasons. Some students visited the canteen because they had not had breakfast at home, while others bought favorite snacks or drinks during break time. The canteen was also used as a social space where students gathered and talked with their friends. Observation showed that several students visited the canteen before classroom learning began, indicating that the canteen functioned as an important support service for students' daily school routines.

This finding confirms that the canteen is not merely a place for economic transactions. It is part of the school environment that supports students' physical and social needs. The canteen helps students meet immediate food and drink needs, but it also provides an informal space for social interaction. This supports the idea that the school canteen has educative and social functions, as it allows students to practice communication, politeness, queueing, cleanliness, and responsible food choices (Hartatik, 2014; Yulianti & Hartatik, 2014). Therefore, canteen management should consider not only food availability but also the social and educational experiences created in the canteen area.

Planning of Canteen Services

Planning is an essential first step in canteen service management. At SMP Negeri 19 Ambon, the school reactivated canteen activities to make food and beverages more accessible to students and school personnel. The school provided a canteen building and supporting facilities such as a handwashing area, waste bins, tables, and chairs. The school also encouraged sellers to provide food and beverages that were affordable and acceptable to students while paying attention to cleanliness and food safety.

The planning aspect is evident in the school's attempt to regulate what may and may not be sold in the canteen. Based on interviews, the school discouraged the sale of products with excessive monosodium glutamate and carbonated drinks. The school also encouraged the reduction of unsafe food packaging and required food to be halal, clean, healthy, and appropriate for student consumption. These efforts indicate that the canteen was planned not only as a food-selling facility but also as part of the school's health and character education environment.

Nevertheless, planning still needs to be strengthened through written standards and measurable service indicators. A healthy canteen requires clear guidelines on menu composition, food safety, serving practices, price control, facility arrangement, waste management, and evaluation mechanisms. The current planning has provided a basic foundation, but it should be formalized into standard operating procedures so that canteen services remain consistent even when personnel or sellers change.

Organization of Canteen Management and Supervision

The school has organized canteen management by forming a canteen supervisory team through an official assignment letter. The principal acted as the person responsible for the Canteen Management Team for the 2024/2025 academic year. The team involved teachers and infrastructure personnel who were assigned to supervise canteen operations. One of the team's main responsibilities was to monitor the food and beverage products sold in the canteen and ensure that they complied with school rules.

Interview data indicate that the management structure included a secretary, treasurer, and product supervision team. One informant explained that "the canteen management structure involves several parties, including a secretary, treasurer, and product supervision team that monitors the goods or food sold in the canteen" (T-01). This structure shows that the school has recognized the need for shared responsibility in managing the canteen. The presence of a supervision team is a strength because it prevents the canteen from being managed informally without school control.

The role of the principal is particularly important. As the supervisor of school services, the principal is responsible for policy direction, coordination, and guidance. Arfin (2019) argues that the principal's role in canteen management includes controlling, organizing, and guiding canteen actors to provide healthy food, maintain cleanliness, manage waste, and create comfort for buyers. In this study, the principal's role was reflected in the formation of the supervisory team and in the school's effort to monitor food quality. However, the effectiveness of the organization can still be improved by clarifying the frequency of supervision, developing monitoring instruments, and recording follow-up actions systematically.

Implementation of Food and Beverage Services

The daily implementation of canteen services at SMP Negeri 19 Ambon includes the provision of meals, snacks, and drinks. The canteen sells several types of food, including yellow rice, mixed rice, fried noodles, and fried snacks such as vegetable fritters, stuffed tofu, and fried bananas. Drinks include mineral water, sweet tea, fruit juice, and boxed milk. The canteen therefore provides both heavier meals and lighter snacks that students can purchase according to their needs and preferences.

A canteen manager explained, "The school canteen provides various food choices, ranging from heavy meals to light snacks. Common menus include yellow rice, mixed rice, fried noodles, and fried snacks. For drinks, mineral water, sweet tea, fruit juice, and boxed milk are available. The school also applies a policy that the canteen should not sell food with excessive MSG or carbonated drinks in order to protect students' health" (CM-01). This quotation shows that the canteen has attempted to balance student preference and school health policy.

From a management perspective, the implementation of food and beverage services has been reasonably responsive to student demand. Students generally find the food accessible and suitable for their daily needs. However, the menu still reflects a tension between student preferences and healthy canteen principles. Fried

foods, fried noodles, and sweet drinks remain common choices. This does not mean that the canteen fails to support health, but it indicates that gradual menu improvement is necessary. The school should encourage menu rotation, reduce excessive fried foods, add more vegetables, and promote water, fruit, and balanced meals as attractive options.

Food Safety, Hygiene, and Packaging Control

Food safety and hygiene are central components of canteen service management. The study found that the school paid attention to food cleanliness, product eligibility, and restrictions on unsafe food products. The supervisory team monitored the types of food and drinks sold and warned sellers when products did not comply with school expectations. This monitoring was especially important during the initial period of canteen reactivation, when some instant food or drink products still needed to be controlled.

Observation indicated that the canteen had several rules related to food and beverage selection. These included the use of plates, glasses, tongs, spoons, and forks made from safer materials; the reduction of plastic and styrofoam packaging; the obligation to sell halal, healthy, and nutritious food; the prohibition of products containing unsafe preservatives, coloring, soda, or non-standard flavoring; and the prohibition of contaminated or expired food. These rules are consistent with food safety principles and with the need to protect students from chemical and biological hazards.

The use of safe packaging also requires attention. Food containers should be appropriate for food contact and should not release harmful substances. BPOM RI (2020) emphasizes the importance of safe food packaging, while the Food Safety Knowledge Centre (2022) notes that improper use of additives and unsafe packaging can create chemical risks. In addition, the danger zone concept indicates that foods held between 5 and 60 degrees Celsius may allow rapid microbial growth (Godwin et al., 2012). Although school canteens often operate with limited facilities, they should still apply basic food safety practices, such as covering food, separating clean and dirty utensils, avoiding repeated use of unsafe packaging, and controlling the length of time food is displayed.

Nutritional Quality and Menu Variation

The nutritional aspect of the canteen service has both strengths and limitations. The availability of rice-based meals and milk provides students with practical food choices during school hours. The canteen also provides fruit in the form of fresh juice. However, the availability of vegetable-based dishes remains limited. Vegetables are usually served only as complementary ingredients in one-dish meals such as yellow rice, fried rice, rice with fish, rice with chicken, or soup. Independent vegetable dishes such as spinach soup or stir-fried water spinach were not yet commonly available.

One informant stated that “fruit is usually available in the form of fresh juice, while vegetables are limited and usually appear only as complements in meals such as yellow rice, rice with fish, fried rice, rice with chicken, and soup. The vegetables used are also limited, for example mustard greens, while separate vegetable dishes such as spinach or stir-fried water spinach are not yet available” (CM-01). This finding is important because a healthy canteen should support balanced nutrition, not merely provide food that is filling and affordable.

The limited vegetable menu indicates the need for more systematic menu planning. The Indonesian balanced nutrition guideline recommends varied food consumption, including adequate vegetables and fruits (Kementerian Kesehatan Republik Indonesia, 2014). Therefore, the school should work with canteen sellers to introduce vegetable-based menus that remain affordable and appealing to students. Menu diversification may be introduced gradually, for example by adding vegetable soup, boiled vegetables, stir-fried greens, fruit pieces, or simple balanced meal packages. Nutrition education should accompany this change so that students understand why healthier choices matter.

Facilities, Comfort, and Service Environment

Physical facilities strongly influence student comfort and satisfaction. The study found that the canteen area at SMP Negeri 19 Ambon was not sufficiently spacious. Although facilities such as a handwashing area, waste bins, tables, and chairs were available, the number of tables and chairs was limited. This condition made it difficult for students to eat comfortably during busy break times. The limited space could

also cause students to eat quickly or stand while consuming food, reducing the comfort of the service experience.

An observation note recorded that “the canteen of SMP Negeri 19 Ambon is not spacious. It has a handwashing facility, waste bins, and several tables and chairs, but the limited number of seats becomes an obstacle to students’ comfort when eating” (OBS-01). This finding shows that student satisfaction is not determined only by food taste or price. A canteen that offers affordable food may still be considered less comfortable if the physical space does not support students’ needs.

Facility improvement should therefore become a priority in canteen development. The school may consider adding tables and chairs, arranging the queueing area, providing shaded alternative eating spaces, improving waste separation, and ensuring that the handwashing facility is easy to access. A comfortable canteen environment can increase students’ willingness to eat at school, reduce the tendency to buy food outside the school, and strengthen the canteen’s role as a safe and supervised service area.

Price Affordability and Student Satisfaction

Price affordability is one of the strongest aspects of canteen service at SMP Negeri 19 Ambon. Interview data show that food prices generally ranged from Rp5,000 to Rp10,000 per portion, while drinks ranged from Rp1,000 to Rp7,000. Most students considered these prices affordable and appropriate to the quality of the food. This indicates that the canteen has attempted to adjust prices to students’ purchasing power.

A student explained that “food prices in the canteen are quite affordable for students. On average, meals are around Rp5,000 to Rp10,000 per portion, while drinks are around Rp1,000 to Rp7,000. Most students feel that the prices are appropriate for the quality, although some foods are still considered slightly expensive” (S-01). This quotation shows that students’ satisfaction is generally positive but not uniform. Some students still expect lower prices or larger portions.

In terms of satisfaction, students generally expressed positive perceptions of taste, price, accessibility, and menu availability. The canteen also helped students who had not eaten breakfast at home and provided a supervised place to buy food during school hours. However, satisfaction was reduced by several service constraints, including limited dining space, limited seating, insufficient vegetable menu, and occasional shortage of favorite foods. Therefore, student satisfaction should be interpreted as “reasonably good but not yet optimal.” The canteen meets basic needs, but it still needs improvement in service quality and comfort.

Evaluation and Continuous Improvement

Evaluation is an important component of sustainable canteen management. The school has carried out monitoring through the canteen supervisory team, particularly in relation to product control and price affordability. However, the evaluation system still needs to be made more systematic. At present, student satisfaction appears to be understood through informal impressions and interviews rather than through a regular feedback mechanism.

A stronger evaluation system could include a simple student satisfaction survey, suggestion box, periodic menu review, hygiene checklist, price review, and monthly meeting between the supervisory team and canteen sellers. These mechanisms would allow the school to identify problems early and respond to students’ needs more accurately. Evaluation should also include follow-up actions, such as adjusting menu variation, improving seating arrangements, training sellers in food safety, and reviewing whether the canteen continues to comply with healthy canteen standards.

Continuous improvement is particularly important because the canteen serves a dynamic group of students whose preferences, needs, and purchasing power may change. By institutionalizing evaluation, the school can ensure that canteen management does not depend only on individual initiative but becomes part of the school’s quality assurance culture.

Synthesis of Findings

The findings indicate that canteen service management at SMP Negeri 19 Ambon has several strengths. First, the school has recognized the canteen as a formal school service by reactivating it and providing basic facilities. Second, the school has formed a supervisory team, which demonstrates organizational responsibility. Third, the canteen provides affordable food and beverages that meet students’ daily needs. Fourth, the school has introduced restrictions on unhealthy and unsafe products, including excessive MSG,

carbonated drinks, unsafe additives, and inappropriate packaging. Fifth, students generally perceive the canteen positively because it provides accessible, affordable, and familiar food choices.

At the same time, the management has several limitations. The planning process has not yet been fully formalized into written operating standards. Supervision exists but needs clearer instruments and periodic records. Food provision still tends to favor popular and practical menus rather than nutritionally balanced menus. Facilities are not yet sufficient to ensure comfort during peak hours. Student satisfaction is generally positive, but it has not yet been measured or evaluated systematically. These limitations suggest that the canteen is functioning well at a basic operational level but still requires development to become a fully healthy, comfortable, and educational school canteen.

The canteen's contribution to student satisfaction is therefore indirect and multidimensional. Good management contributes to satisfaction by ensuring that food is available, prices are affordable, hygiene is maintained, and students feel safe buying food inside the school. However, satisfaction will be stronger if the school improves seating capacity, menu diversity, vegetable availability, food safety documentation, and feedback mechanisms. In this sense, canteen management should be understood as a continuous process of service quality improvement rather than a one-time administrative arrangement

CONCLUSION

This study concludes that the school canteen at SMP Negeri 19 Ambon plays a strategic role in supporting student welfare, health, comfort, and social interaction. The canteen functions not only as a place to buy food and beverages but also as a special school service that contributes to healthy living habits and character education. Canteen management has been implemented through basic planning, role organization, daily service operation, food safety monitoring, price control, and supervision by a formal canteen management team.

The findings show that students generally feel satisfied with the affordability, taste, accessibility, and basic availability of food and drinks in the canteen. However, satisfaction is not yet optimal because several aspects still require improvement, especially limited dining space, insufficient tables and chairs, limited vegetable-based menu options, and occasional shortages of favorite foods. The canteen has applied several healthy canteen principles, such as limiting unsafe products, discouraging carbonated drinks and excessive MSG, monitoring food eligibility, and reducing unsafe packaging. Nevertheless, these efforts need to be strengthened through written standards, systematic monitoring, and regular evaluation.

Overall, canteen service management at SMP Negeri 19 Ambon has been implemented reasonably well, but it still needs continuous development. The canteen has the potential to become a center for nutrition education, hygiene practice, social learning, and student welfare if school management strengthens planning, supervision, facility provision, menu diversification, and student feedback mechanisms.

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