Degree project, 15 credits
Degree of Master (one year) in Food and Meal Science
Autumn Semester 2020
Department of Food and Meal Science

What is School Food Service Quality? (Part 1)
Exploring Perceptions of Service Quality among Children and Food Service Professionals in Sweden

Maria Trymell

Author
Maria Trymell

Title
What is School Food Service Quality? (Part 1)
Exploring Perceptions of Service Quality among children and Food Service Professionals in
Sweden

Swedish Title
Vad är skolmatens servicekvalitet? (del 1)
En explorativ studie av barns och måltidspersonals uppfattningar om servicekvalité i Sverige

Supervisor
Maria Nyberg

Examiner
Karin Wendin

Abstract
Background: Every year 260 million lunch meals are served in Swedish schools. To design sustainable meals that are eaten and appreciated by the children, not only the food is important but also to understand how the meeting between the Food Service Professionals (FSP) and the children, and part of the service provided, affects the children's overall meal experience.

Objective: The purpose was to explore the perceptions of food service quality among children, and how FSP in school perceive and work with service during meal situations.

Methods: The present study was the first qualitative phase of an exploratory mixed method study. Qualitative data was collected from six children $10 \leq 13$ years old, in five different Primary schools, and two FSP, from two different Primary schools, in south east of Sweden, through semi structured interviews. The quantitative study will be conducted spring semester 2021.

Results: The study result showed that among the children and the FSP, service was perceived in terms of being "functional", as well as "caring". Functional referred to the importance of maintaining hygienic order in the school canteen, and to be able to answer questions regarding the content of the food. Service was also described by the FSP in terms of caring for the children and listening to their special needs. The FSP believed that their presence, in the canteen, was important for making the right decisions at the right time. Artefacts like food labels and the menu were interpreted as important service markers among the FSP. However, the artefacts could be perceived in the reversed way, as an expression of poor service quality among the children. Clearly, if the information meant that children's desires and expectations were not satisfied; the perceived service quality could affect the overall meal experience in a negative way.

Conclusion: The children perceived that service in the school canteen was about the FSP maintaining a hygienic order, in the canteen. Also, being close to the children, to be able to answer questions about the food's content, based on the children's different needs, for example lactose-free, vegetarian, and pork-free. The FSP considered that the most important thing was to serve tasty food, prepared from scratch, and in doing that, include the different wishes from the children. In the meeting with the children, they stated that a commitment is created between the child, and that service quality was about having an eye for what needs to be done.

Abstract

Bakgrund: Varje år serveras 260 miljoner måltider i svenska skolor. Vid utformningen av en hållbar måltid är inte bara maten viktig utan det är också betydelsefullt att förstå mötet mellan personalen och barnen, och hur upplevelsen av service och bemötande påverkar den övergripande måltidsupplevelsen.

Syfte: Syftet var att utforska den upplevda servicekvaliteten bland barn i skolan, samt hur personal i skolmatsalen ser på och arbetar med service under måltidssituationerna.

Metod: Studien var den första kvalitativa fasen av en blandad metodstudie med en explorativ sekventiell design. Kvalitativa data samlades in genom intervjuer från sex barn 10 ≤ 13 år, i fem olika grundskolor och två skolmåltidspersonal, från två olika grundskolor i sydöstra Sverige.

Resultat: Resultatet av studien visade att service bland barnen upplevdes i termer av "funktionell" såväl som "omhändertagande". Funktionell hänvisade till vikten av att upprätthålla hygienisk ordning i skolmatsalen, samt att kunna svara på frågor gällande innehållet i maten. Service beskrevs också av måltidspersonalen i termer av att ta hand om barnen och lyssna på deras speciella behov. Måltidspersonalen ansåg att deras närvaro i matsalen var viktigt för att fatta rätt beslut vid rätt tidpunkt. Artefakter såsom skyltar och menyer uppfattades vara betydelsefulla servicemarkörer bland måltidspersonalen, men kunde anses som dålig servicekvalité av barnen. Om deras önskningar och förväntningar inte uppfylldes, så kunde den upplevda servicekvalitén påverka den övergripande måltidsupplevelsen negativt.

Slutsatser: Barnen upplevde att service i skolmatsalen handlade om att måltidspersonalen skulle upprätthålla hygienisk ordning i matsalen och vara nära barnen för att kunna svara på frågor om matens innehåll baserat på barnens olika behov, till exempel som laktosfri, vegetarisk och fläskfri. Måltidspersonalen ansåg att det viktigaste var att servera god mat tillagad från grunden och att tillmötesgå barnens önskningar och förväntningar. I mötet med barnen menar de att ett åtagande skapas i relationen till barnet och att servicekvalité handlar om att ha ett öga för vad som behöver göras i varje enskild situation.

Nyckelord
Food Service Management; servicekvalitet; matval; skolmat; bemötande

Table of contents

Table of figures

Table of tables

Preface

When I, as a ten-year-old girl, looked out over the potato fields on that sunny autumn day, in 1993, I could never believe that these potatoes would be the start of an eternal love for food. As food and meals are central to our lives, with great importance for both health and the environment, I felt that I wanted to contribute, from farm to fork. My previous experiences from the school world have motivated me to the present study, and to explore school food service quality. I hope that my work can become a part of the development of a sustainable food system.

I want to thank you, my supervisor Maria Nyberg, and lecturer Viktoria Olsson, who have contributed with concrete tips and ideas, and who have always found solutions to problems, that have arisen during the journey. This thesis would not have been possible without all the inspiring, committed participants that made this thesis possible, and my supportive family. Finally, I specially want to thank my former work colleague, and friend Anders Pettersson, who have always contributed with his wise thoughts and positive attitude.

Maria Trymell 2020

Introduction

Every year 260 million meals are served in Swedish schools (National Food Agency, 2019). National efforts to free school meals started in the early 1900s and included most Swedish children in the 1970s. The reason for introducing free school meals was to avoid poor eating habits and malnutrition; by serving nutritious meals (Osowsky, 2012). Since 2011 the Swedish School Law stipulates that school lunches must be nutritious, thus equal a third of the recommended daily intake of energy and nutrients (National Food Agency, 2019). Swedish municipalities are estimated to spend almost SEK (Swedish Krona) 30 billion per year on public meals (National Food Agency, 2017). However, National Food Agency (2017), declared that the most expensive are those thrown away as food waste. Plate wastes and other waste (storage, preparation and serving), in Sweden's school canteens, corresponds to an annual loss of 10,000 - 30,000 tonnes and a cost of SEK 1.1 million per day (National Food Agency, 2020). Not only is plate waste an indicator of inefficiency of the food service system, but it is also a waste of nutrients that should have been consumed by the children (Bergström, M-Jonsson, Prell, Wernersson & Åberg, 2015).

Food environments such as school canteens are a powerful lever for change because they influence what children eat, as well as for providing nutritional meals (Nordic Council of Ministers, 2021; Holmberg, 2019). From a global perspective, school meals are a relatively simple and cost-effective incentive to reduce inequalities related to gender, age, ethnicity, and social status (UNA, 2020). Public meals are an important part of a global food system and can help set norms around food choices, behaviour, and food culture (Nordic Council of Ministers, 2021). Food Service Professionals (FSP) are well-positioned to serve healthy and sustainable meals delicious by applying unique insights, skills and creativity to craft next-generation models of innovation in food service and hospitality (EAT, n.d). However, service and hospitality have traditionally not been in focus in the normative work within public meals and this constitutes a gap that needs to be filled (Magnusson-Sporre, 2015). The National Food Agency (2013) published the report *The School Meal - an important part of a good school;* with the implications of user-based quality, such as service and hospitality, school canteen environment (Servicescape), organization, and the importance of tasty food. The publication

highlighted that there is a failure to providing healthy meals in schools, since children often omit certain parts of the meal (Bergström et al., 2015). Therefore, children's perceptions of service, and food service quality, in the school canteen are examined, in this first qualitative part of a mixed-method study. In addition, the school food service professional's perceptions of service, in relation to the school meal, are also studied. The second quantitative phase will be conducted as a part of a two-year Master´s degree project in Food, Nutrition, and Culinary Science at Umeå University.

Objective

The purpose of this study is to explore children's, and food service professional's perceptions, of food service quality in relation to the school meal, and how the perceived service impact children's meal experience, in the school canteen.

Research Questions
- How is food service in relation to the school meal described?
- What is important in relation to providing food service, in the school canteen?

- How is the *quality* of service in relation to the school meal perceived, by children, and food service professionals?
- How does the perceived food service quality influence the children's meal experience?

Background

The following background will initially outline a short historical overview of the school meal in Sweden, which has developed from being something that should be filling to being nutritious but also today; where a greater focus is put on the meal environment, and the perception of the meal, as something more than the food on the plate. Then follows a description of the school canteen as a meal arena, as well as an outline about children as food and meal consumers, focusing on the school meal context. Thereafter, the theoretical framework of this study will be presented, with factors affecting meal experiences: Meiselman (2008), and Dahlgren (2010), as well as FAMM (2006), explaining how the

meal can be understood. The central concepts of service, service quality, and servicescape, are described as well as the notion of hospitality, closely related to the concept of service.

The School Meal from Diet to Sustainable Meal

Since July 1, 2011, the School Act in Sweden stipulates that school meals, in addition to being free, also should be nutritious (Skolmatsverige, 2019). Ever since schooling on a regular basis has existed in Sweden, authorities in charge of the education system have organized school meals (Gullberg, 2006). Between 1850s and 1940s, the purpose of public meals was primarily the public need to provide sufficient food energy, to lower socioeconomic groups. Although, since 1946, and a decision to introduce free school meals, these meals have become strong symbols of universal national welfare (Persson-Owosky et al., 2010). Though, School meals were also an attempt to create gender equality, described in a study by Gullberg, (2006, p. 348):

> "one important reason for the establishment of the free and general school meal program during and after World War II, in Sweden, was to bring the opportunity to women and mothers to join the work force instead of staying home to keep house, prepare lunch boxes, cook, and serve breakfast, lunch and dinner every day at different times".

Accordingly, through this welfare system, schools became responsible for the children's physical and social health. In the 1950s and 1960s, a growing population with an increase of families living in urban areas, resulted in a productionist paradigm (Nordic Councils of Ministers, 2020). More food was produced at lower cost, which affected children's production and consumption patterns. Childhood obesity and an increase of lifestyle diseases became common; in the 1970s, because of the efficiency of food production (Oostindjer et al., 2017). "At the same time, more children got enough calories in their diet, but many lacked the nutritional quality to live healthy lives" (Nordic Councils of Ministers, 2020, p. 35). As a response, discourses about children's food habits have risen in social media, during the last years; especially in relation to individual demands, and discussions around healthy, and unhealthy dietary habits. The ongoing debate has exposed the limitations of welfare state with inequalities, limited resources, and increasing demands of individual service, by the citizens (Trymell, 2020).

School meals is not specifically linked to sustainability and health outcome (Nordic Councils of Ministers, 2020). The challenges we face in today's society, are both complex and global. Whether they are about poverty, climate change, or health inequalities, individual efforts are not enough; and collaborations are needed (UNA, 2019; Galli et al. 2014). To make it possible to change the school meal system changes are required at several levels, both system level and individual level (Galli et al. 2014; Persson-Owosky et al., 2010; National Food Agency, 2020b). Through a government regulation (bill) (2016/17:104) the National Food Administration was commissioned to work for development of the public meals, within the framework *A food strategy for Sweden - more jobs and sustainable growth throughout the country.* In the strategy, a strong emphasis was placed on the involvement of children, school staff, and FSP, in the design of a sustainable school meal system. In recent years, the European term "co-production" has become relevant as well as the Swedish term "service design". Brandsen et al. (2018, p. 19) describes how "Co-production is about the interaction between service user and service providers—it is not the same as 'consumerism' or even user empowerment". The term refers to municipal residents being made active participants in developing a sustainable food system, "institutionalized co-production" (National Food Agency, 2020b). "The relationship between co-production and value creation in public services, focus upon value creation in relation to individual services users or citizens and not society as a whole" (Brandsen et al., 2018, p. 21-22). Co-production is currently one of the cornerstones of public policy reform across the globe (OECD, 2011, referred to in Brandsen et al., 2018).

Presently, Vinnova (2020), Sweden's innovation agency, announced that municipalities was able to apply to a national collaboration *"A new recipe for school meals"*; which included production, procurement of food for children's meal environment, and learning about sustainable eating habits (National Food Agency, 2020b). For instance, this was in line with the Canteen Committee (1999), in Pisa's guidelines, "with respect to the recommendations of the National Guidelines, and aim to increase transparency, in the management of the school meals service, and encouraging participation of children to improve quality, healthiness and appreciation of school meals" (Galli et al., 2014, p. 1654; EAT-Lancet Commission [EAT], n.d). By using the public kitchens as a platform, changes could be done towards a more sustainable food system; where new raw materials, products and services can be innovated and tested. 30 to 35 percent of the total social

expenditure today goes to services, in Sweden and other Nordic welfare states, as opposed to 5 to 15 percent on the European continent (Esping-Anderssen, p. 5, 2000).

>Brandsen et al. (2018) "refer to three types of value which are co-created in public service delivery by the iterative interactions of service users and service professionals ('co-production') with public service delivery systems. These are value derived from:
>
>• the meeting of children's economic/welfare needs,
>
>• the generation of children's well-being as part of a service interaction,
>
>• the creation of children's capacity to resolve problems in the future as a consequence of the above two value creation processes".

Sociological research about normative values in the service meeting are limited, since previous research; within service quality has a long tradition in business economics theory, of service production. From an interdisciplinary perspective, it is therefore of great importance to broaden the understanding of the service delivery process as a phenomenon.

The School Canteen as Meal Arena

In Sweden, approximately one million public meals are served every day (Swedish Association of Local Authorities and Regions [SALAR], 2020). Only Sweden and Finland serve free cooked meals to all children in all types and years of Primary school, irrespective of family income (Skolmatsverige, 2019). School meals are regulated by the Education Act, which states that free meals are served to children in the ages 7-16, and to most students aged 16-19, on an everyday basis. According to the Swedish National Food Administration, the school should be an arena for encouraging a healthy lifestyle and eating habits among children (National Food Agency, 2015; Persson-Osowsky et al., 2010). Previous research has shown that when the food and eating is pleasurable, it is more likely that the food ends up in the stomach and gives strength to play and learn (National Food Agency, 2015). In total, 1.4 tons of school food is discarded every year (Westöö, 2018; National Food Agency, 2020a).

Food environments, like the school canteen, may be illustrated by using the concept "foodscape", defined as "the places and contexts where children eat and come into contact with food, and the meanings and associations connected to them" (Osowsky, 2012, p. 19).

How children eat in the foodscape at school has been the focus in some Swedish and Scandinavian studies (Osowsky, 2012). School meals have often been associated with boring, or disgusting food, as well as a noisy meal environment (Persson-Osowsky et al., 2010). For example, one national survey about food showed that it was common to skip lunch in grade five (Osowsky, 2012, p. 20). Another example, Cardello, Bell and Cramer (1996) were able to show in a series of studies that people often have a negative attitude toward institutional foods, which may also be classified as institutional stereotypes (Meiselman & MacFie, 1996). Contrary, Jönsson and Knutsson (2009) found that even if children spoke well of their school meals, they preferred eating at home due to the different social context, better taste and having more influence over what is being served. Therefore, Cardello et al. (1996) concluded that institutional foodservices should address the causes and solutions to these attitudes, which may be lack of variety, food presentation and physical dining setting, with the media being a source of origin for the negative attitudes (Meiselman & MacFie, 1996). As Olsson and Waling (2016) argue, it is reasonable to believe that a holistic perspective is just as important, as the delivery of nutritious, pleasurable, and attractive school meals. This also includes acknowledging the place and context of the meal.

Moreover, several researchers have hypothesised that preference for a good food product is at least partially based on its perceived quality (Benedict & Steenkamp, 1986; Wimmer, 1975; Kupsch et al., 1978; Etgar & Malhotra, 1981; Jun & Jolibert, 1983). Accordingly, how much of the school meal that is consumed seems to be an important puzzle piece, when to evaluate the quality of a meal (Skolmatsverige, 2019). In 2013, the National Food Administration published the report *"The School Meal - an important part of a good school"* that clearly showed the importance of user-based quality such as service and hospitality, eating environment, organization, and the importance of tasty food (Magnusson-Sporre, 2015). Even so, there is today an uncertainty in what quality is, in relation to food service, and what characterizes a good service quality. It is argued that food quality, in the food service environment, should consider both food quality, and service quality (Meiselman, 2008; Ahlstrand & Nguyen, 2017). Also, Magnusson-Sporre, (2015) believes that quality is a concept where both measurability and immeasurability have their place.

One way to understand what influences consumers perceived quality is, for instance, to study criteria and scoring systems (Eldrimner, 2019). Influential guides such as Guide Michelin, and White Guide Junior review the overall meal experience: clarifying quality of the products, mastery of flavour and cooking techniques, and the personality of the chef in his cuisine (Holmberg, 2019). "The importance of soft values such as emotions, preferences and aesthetic considerations must; therefore, also be included in the discussion about service and service quality in relation to the school meal" (Magnusson-Sporre, 2015, p. 57). Accordingly, further studies are of importance, to find out what is affecting that diners really eat the food being served, and to understand how children perceive the school food service. Further, food consumption and service involve much more than the opportunity to consume food and meals; it is a refuelling process, and the entire meal experience needs to be considered if it is to be properly understood (Edwards, 2013).

Children as Food and Meal Consumers

Meal consumption is a practice in which children engage at least two or three times a day (Chitakunye & Maclaran, 2008). Although, it is also a practice that we tend to take for granted, as well as the rituals, habits and routines that accompany it (Waddingham et al., 2018). Children assume the role of consumer decision makers at a young age (Roedder-John, 1999). Waddingham et al. (2018) declare that understanding the decision-making criteria for meal consumption, is a starting point to develop effective health promotion interventions, to change the food environment and social norms in schools. The historical and conceptual insights on qualitative research on children's consumer behaviour, originates from USA in the mid-1960s.

> "A few marketing professors, Guber and Berry (1993), began to interview children directly about their consumption behaviour. Guber and Berry (1993) maintained that if people take time to listen to children, they could develop terrific and original new product ideas, product positionings, or advertising campaigns" (Guber and Berry, 1993, p. 38, referred to in Cook, 2009).

Cook (2009) describes how this new approach with children's perspectives; their views, preferences, and feelings, got a strong cultural and commercial position. However, direct research on children's consumer behaviour were limited, in both the academic, and

business worlds throughout the 1970s, and 1980s" (Cook, 2009; Roedder-John, 1999). Although, public policy concerns about marketing and advertising to children, gave focus to a new generation of researcher, studying children and their cognitive socialization into the consumer role (Roedder-John, 1999). In the early 1990s, James McNeal (1992), a marketing professor and pioneer in children's market research, made a strong claim for the persona of the child consumer (age 4-12), what he termed "Kid Kustomer" (Cook, 2009). The new approach was a start for a deeper understanding of children's consumption (Cook, 2009).

Meal consumption could from a sociological perspective be understood as the symbolism of eating; the food culture of societies, or ethnic groups (Chitakunye & Maclaran, 2008). For the child, meal consumption is typically an occasion of social interaction (Meiselman & MacFie, 1996). However, still only a few studies have looked at the social meaning of children's meal consumption (Osowsky, 2012). Some common elements have been found, for example social acceptability, eating context, texture, pleasure, and versatility (Waddingham et al., 2018). Meiselman & MacFie (1996) indicated that the social context of eating can result in positive or negative traits, in preferences, by flavour cues in food associated with physiological consequences. In a study by Wesslén et al. (2002) they found that the preschool children often preferred to discuss the foods that they liked rather than those they disliked. Moreover, children categorize food as "food" and "non-food", for instance, sweets, cake, and ice cream. This is similar to the classification of foods as healthy and unhealthy, which has been found in several studies on children and adolescents (Osowsky, 2012). To sum up, what is food and not, what is good or not, allowed and not allowed to eat, are shaped by and in various contexts, such as in preschool and school, but also in the home (Neuman, 2019). Furthermore, in our modern society, food, and meals, as well as the way they are consumed, have become symbols of social differentiation, a way to express oneself and one's individual preference, rather than merely a way of providing for the needs of the body (Gustafsson et al., 2006). Importantly, how children's entirety of a meal is perceived seems to depend on earlier experiences (Gustafsson et al., 2006).

Theoretical framework and central concepts

In this part the theoretical framework and central concepts of the study are outlined in more detail, initially presenting factors affecting meal experiences Meiselman (2008), Dahlgren (2010), and the five aspects meal model (FAMM) (Gustafsson et al., 2006). This follows by a presentation of the central concepts used in this study; service, perceived service quality, and servicescape, as well as hospitality.

Factors affecting Meal experiences

The simple word 'meal' presents complexity (Meiselman, 2008). Meiselman (2008, p. 13) describes how "the word 'meal' refers to both the event of eating as well as to what is eaten; "meal is both an event and a product". Dahlgren, (2010) describes how the perceptions about the meals, and the environment in the school canteen, are largely based on the social context, which also confirms what Meiselman opine. Furthermore, meals taken with friends has proven to be important for children (Meiselman, 2008). Before selecting a food, children evaluate the food, and the source from which the food is being selected (Dahlgren, 2010). This led to a hedonic response, on the selected food, which could be described in terms of sensory specific satiety (Meiselman, 2008). To avoid maximum sensory specific satiety is to alternate foods, and this has the consequence of enhancing variety in diets. Clearly, factors such as habitual behaviour, prior experiences, expectations, stereotypes could affect a children's preferences and behavioural for food (Trymell, 2019; Marshall, 1995).

Five Aspect Meal Model (FAMM)

Offering public meals requires professionalism in preparing, planning, and producing these meals (Gustafsson et al., 2006). However, Meiselman (2008) discuss how the setting (or room in the FAMM model) is more than the physical setting; it appears to involve the interaction of the people and the space. Further, this requires a new, more broad-based approach in the development of meals in public restaurants. Since 1993, the Grythyttan University of Applied Sciences, at Örebro University, has conducted teaching and research on FAMM - Five Aspects Meal Model, (see figure 1) (Dahlgren, 2010). The model could briefly be described as the room, the meeting, the product, the management

control system, and the atmosphere. The room is the place where the meal takes place, the meeting involves the interaction between the FSP and the children, as well as their classmates, and the product consists of the food and drink. The management control system comprises the FSP, rules, laws, economic and management resources that make the meal possible. Finally, the atmosphere describes the perception of the entirety of the meal.
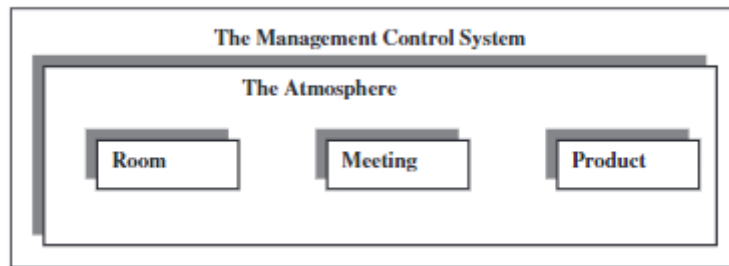

Figure 1. The Five Aspects Meal Model (Gustafsson et al., 2006)

The model is a planning and analysis tool for meals in restaurants but can also be transferred to other types of public meals, such as school meals and elderly meals. It takes a holistic approach to the meal experience where the child's best interests are in focus (Meiselman, 2001). Accordingly, the context must include the food product itself, the children, and the environment (Gustafsson et al., 2006). Though, Magnusson-Sporre (2015) maintains that skills and professionalism of the chefs or meal makers are important and decisive for how tasty the meal is perceived. Dahlgren (2010) mentions how a study conducted by Cardello et al. (1996) shows mainly negative judgments about the quality and sensory properties of food, as well as low expectations, of public meals. Therefore, Jönsson and Knutsson (2009) stress the importance that the entirety of a meal largely includes service quality, also when studying school meals.

The Concepts of Quality and Perceived Quality

In this study the concepts of service and perceived service quality are essential. Models of quality grew up in the 1980s, and the search for quality was probably the most important marketing trend of the 1980s (Meiselman, 2001; Parasuraman et al., 1988). Further, the concept of quality was primarily promoted by arguments about economic growth. Although the government's *development plan for preschool, school and adult education - quality and equivalence* (1996) can be seen as an official starting point for

quality thinking, in the Swedish school system (Bergh, 2011; Nytell, 2006). The Government (1996) wrote "Without quality, equality is emptied of content and inequality leads the quality discussion away from the goals of justice and democracy" (Governement bill, 1996). This idea of democracy and connected to participation of the children is directly connected to a view originated from Rousseau, who believed that the participation of each citizen was important for the state to function well (Brandsen et al., 2018, p. 244). However not until a regulation (2009/10:165) planning, implementation, and follow-up of the quality, of the school meal, became mandatory (National Food Agency, 2019). Berg (2011) describe how the various criteria applied to the concept of quality at this time, reflect a tension between democratic societal ideals, and an ambition to make Sweden more competitive. A few years later, product quality became the most common usage of the term quality, in quality assurance and quality control, on defect avoidance (Meiselman, 2001).

Quality is today one of the most often used words relating to food and food service, and to other products and services (Meiselman, 2001). However, the term quality is completely neutral and should therefore be combined with words that express something positive or negative (Magnusson-Sporre, 2015). *Objective quality* is measurable, where you can compare quality from one to another through different methods. As has been mentioned previously, the *subjective quality* cannot be reported with measured values but shows the child's individual's experience and expectations (Magnusson-Sporre, 2015). Hence, quality vary with setting or context, and the same meal can be judged differently in different contexts (Meiselman, 2001). For example, a fish finger meal might be judged better in a school restaurant than in a home or store setting. Meiselman, (2001) considering that an interdisciplinary/multidisciplinary approach will yield better prediction of quality: the product, the child, and the situation. Moreover, quality is situational and there is not necessarily 'one best quality' for all children (Benedict & Steenkamp, 1986; Kawlath 1969; Box 1984; Kotler 1984).

"*Perceived quality* is usually defined as 'the degree to which a product or services fulfils its functions, given the needs of the consumer (child)' (Benedict & Steenkamp, 1986)". To emphasize this aspect, the term 'perceived quality' rather than just 'quality' could be used (Benedict & Steenkamp, 1986). However, the researchers maintain the importance

to find out what is affecting that the child really eat the food being served (Kyung-Eun, 2019). In addition, they highlight, that it is not the lack of knowledge about what food to serve the child, but more about how to get the food to reach the child (Lucas et al., 2019). Children's experience of quality could be divided into two main dimensions: 1) *Technical quality* – what the child gets out of the service and, 2) *Functional quality* – how the child feels that it is performed (Dahlgren 2010). Transferred to school meal activities, the technical quality consists of the served school lunch for a positively perceived overall quality. Treatment from FSP, logistics in queues, hygiene, noise level are examples of functional quality aspects. To sum up, FSP can often offer the same technical quality, while the functional quality is unique (Dahlgren, 2010). Benedict and Stenkamp (1986) declare that perceived quality and preference are closely related concepts. However, valid result of the perception of the food service are limited, for example serving food that children prefer, pleasant room temperature, serving food on a neat dish, the provision of information on food and menus, and attitudes toward school meals (Kyung-Eun, 2019). As described earlier, there are different views on, and definitions of, the service meeting. This study will focus on the child's private experience of the service meeting. Moreover, the child's subjective expectations, experiences, and perceptions.

The Concepts of Service and Servicescape

In the private restaurant sector, service is one of the most important factors for the restaurant experience. Being service minded and having the guest (child) in focus is part of the restaurant business' tradition and practice. Measuring and comparing revenues and costs of material things can be much easier than to determine subjective feelings of service and hosting (Andersson & Jern, 2019). Accordingly, Olsson and Waling, (2016) and Wilbois, (n.d.) intend the need to develop the level of service around the meal experience itself. Also, Bergström et al. (2015) stress the FSP as fundamental, since they are at the front of the meal chain, and because of their impact on the child's food choices. Previous studies on service management in public meals show the importance of well-functioning logistics with the serving line, the tables, and the submission of meals (Dahlgren, 2010).

To conceptualize service quality is to consider all the aspects of children's perceived service quality. Sureshandar et al. (2002) declare that service quality includes perceptions

of value, likely to be influenced by variables such as forms of communication and the experience of others. Also, service is considered to have a distinct purpose with the meeting itself and it takes place over a shorter time frame. Service can also be explained as an activity or measure performed for the purpose of serving children (Dahlgren, 2010). Surechandar et al., (2002) identified important factors of service quality as critical from the children's point of view: having a greater number of options of meals with detailed information, willingness and understanding of the needs of their children's, structured meal delivery process, the importance of the service scape, and equal treatment. Moreover, in the discussion of service quality, sometimes the children's satisfaction is mentioned. *Children's satisfaction,* like service quality, is likely to be multidimensional.

The term "servicescape" was explicitly first mentioned in 1992 in Mary Jo Bitner's article "Servicescapes: The Impact of Physical Surroundings on Customers and Employees" in the Journal of Marketing (Corvellec & Lindquist, 2005; Bitner 1992), and inspired by the concept "foodscape". The concept of servicescape is sometimes used to describe the physical school environment where the service occurs (Lin & Matilla, 2010). It is composed of numerous elements such as the colour, music, scent, and layout and design in a physical environment (Lin & Matilla, 2010). These environments are covered with policy, economic and sociocultural signals that influence children to choose certain foods (Nordic Council of Ministers, 2020). Examples of these signals could be labelling's, food signs, and norms around the meals, in the school canteen. Research has shown that Food labelling influences food choices by informing children on ingredients, health, safety, and nutrient content of a meal (FAO, 2017). Once received and processed by an individual, a signal (stimulant) can guide expectations and perceptions regarding the servicescape (Avan et al., 2019). Ryu et al. (2012) argues that servicescape has a direct relationship with cognitive responses, such as children's beliefs and perceptions. Previous studies emphasize the relationship between servicescape and children's perceived quality as a linear one (Lee et al., 2014). Hence, children evaluate service experiences in a holistic manner, by paying attention to both the servicescape and the interactions with the food service professionals (Lin & Matilla, 2010). Since children expect the physical environment to fit the product or the service, satisfaction with a consumption experience is partially determined by the perception of overall "goodness of fit" (Lin & Matilla, 2010). In the restaurant context, the physical environment, such as décor, ambient

condition, and seating comfort, provides children with cues of the expected service offerings' nature and children perceived value (Ryu et al., 2012). In sum, organizations that provide a combination of both service encounter and servicescape components most likely achieve competitive success (Lin & Matilla, 2010).

Hospitality

In relation to service and service quality, the concept of "hospitality" can be used, often categorized as silent knowledge (Boström, 2014; Lashley, 2015). In comparison with service, hospitality can be a much longer relationship that includes exchanges of knowledge, feelings and actions between child and FSP (Boström, 2014). A similarity between service and hospitality is that interaction and exchange is required between the FSP and a child (Boström, 2014). K. Andersson and Jern (2019) describes how service deals with action and hospitality deals with mood, but that these two have great cooperation in a meal experience. Hospitality has been synonymous with hospitality management and the hospitality industry (Lashley, 2015). This has been further supported with the publication of "Hospitality and hospitableness" (Lashley, 2015) argue that hospitality research has gained a more multidisciplinary perspective (Lashley, 2015). It presented three issues: the social settings in which the act of hospitality take place; the provision of hospitality as an economic activity providing food and drink; moral philosophy of hospitality from the perspective of the child and FSPs relationship; and the use of language in hospitality provision and consumption (Lashley, 2015). Lashley (2015, p. 2) considers hospitality to be a moral virtue and states that genuine hospitality can be seen as generosity. Hospitality, he writes:

> "is about listening, about allowing people to be themselves, and about giving them room to 'sing their own songs, speak their own languages, dance their own dances … not a subtle invitation to adopt the lifestyle of the host, but the gift of a chance to find their own'; it is 'about inviting guests into our world on their terms'".

FSP are the main contact between the school canteen and the guests, which in this case are the children. The quality of the service and the hospitality will affect child's satisfaction (Gustafsson et al., 2006). Moreover, K. Andersson and Jern (2019) highlight the importance of that the child is welcomed, and that the FSP shows that the child is important to them. Johansson (2020) describes how "good hospitality" comes from a

welcoming approach, and that hospitality is a practical philosophy based on our own and others' experiences from reality. Further, he implies that opportunities and challenges should be seen as they are, without being filtered through our preconceived notions, assumptions, and experiences (Johansson, 2020). Interaction with children is about an emotional atmosphere for the FSP, to be able to create and radiate a feeling via facial and body expressions to the individual (K. Andersson & Jern, 2019). This is to be able to satisfy children in the best way, and meet the individual with generosity, a smile, care, and openness (K. Andersson & Jern, 2019). Further, when it regards hospitality, D. Andersson & Mossberg (2015) believes that non-verbal communication can be just as important as the verbal. Also, posture and facial expressions can give an impression or send signals without words being exchanged (K. Andersson & Jern, 2019).

Material and Method

Research Design

The present study was the first phase of an exploratory mixed method study and was conducted as the first part of a one-year Master´s degree in Food and Meal Science at Kristianstad University, Sweden (see figure 2 below). This mixed method research addresses the meal as a social phenomenon for children in middle stage in Primary school, Sweden. The qualitative phase invites to personal closeness, and a sense of belonging with the people being studied. "This tendency can be strengthened by what Becker (1967) believed is typical of sociologists, namely that they often have a positive attitude towards weak and oppressed groups" (Bryman, 2002, p. 37).
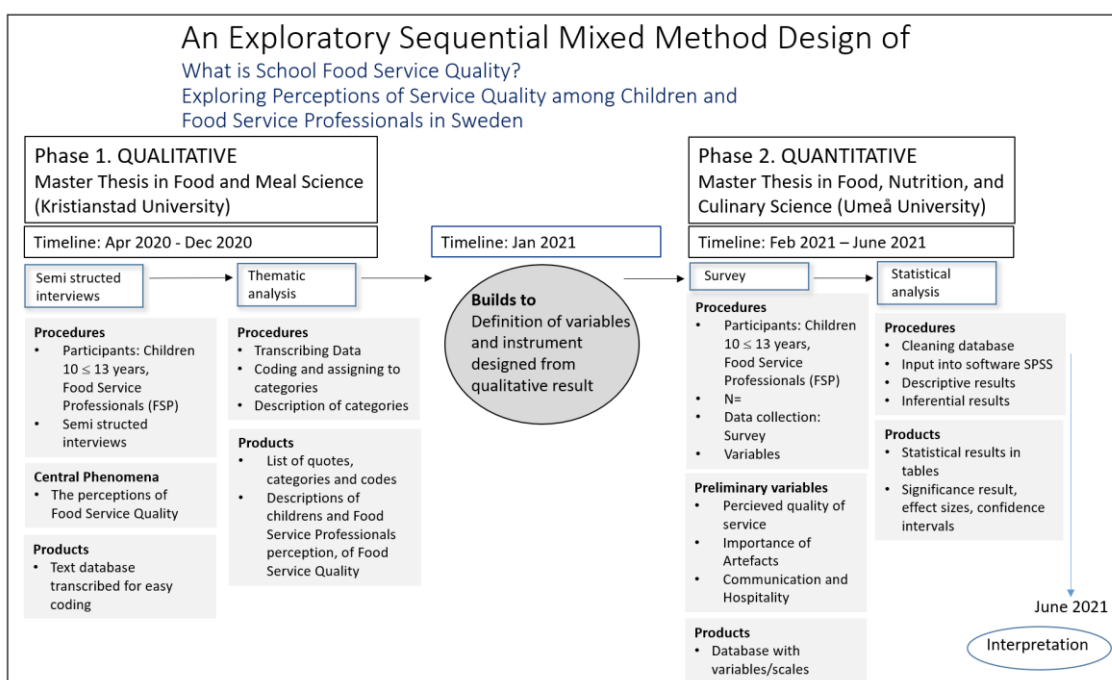
Figure 2. Procedural diagram of an exploratory sequential mixed method design (Creswell, 2015; Norman, 2012)

Qualitative research design was suitable for testing the theories around the FAMM model, but also for collecting data on individuals' perceptions. In the first phase, data was collected through semi-structured individual interviews. The qualitative research design placed emphasis on how individuals perceived and interpret their social reality, in this case in the school environment (Bryman, 2002). The research role in the qualitative study involved an interpretation of the respondent's interpretations of reality, the perception of the canteen. But the researcher's values also became part of the interpretations, regarding the

framing of questions, implementation, analysis, and interpretation of data. "Values reflect the researcher's own personal opinions and feelings" (Bryman, 2002, p. 37).

Literature Search Strategies

The literature was searched through Kristianstad University's database Summon. Search words were *school food, school meal, service quality, perceived quality, food choice, food service management, hospitality*. Some articles were found via the reference list of other articles. A few articles highlighted the FAMM model, but also rules and guidelines regarding Swedish school food. Further, a selection of studies examined how the eating environment influenced food and meal acceptance. Several studies about the Swedish school meal, and service quality, were found through Gothenburg University database GUPEA, and through DiVA Digital Scientific Archive. In addition, several of the National Food Administration's reports, regarding the school meal was used.

Participants and Settings

Initially, seven municipalities in south east of Sweden were asked to participate in the study. Since none of the municipalities answered the request, personal contacts were used to recruit participants, and a convenience sample was made, based on geography, age, and gender (Creswell, 2014). The study was conducted in five villages and two towns of between 1 300 and 67 000 inhabitants (Table 1). Six children, four girls and two boys, 10-13 years of age from three municipalities in south east of Sweden were asked to participate in the study (see table 1 below).

Table 1. Background data of participating children, including age, type of school, type of place, and gender

Participants	Age	Type of school	Type of place	Gender
Participant 1	13	Large, with a rural catchment area	Medium village	Male
Participant 2	11	Small, with a rural catchment area	Large village	Male
Participant 3	10	Medium size, with a local urban catchment area	Small town	Female
Participant 4	10	Medium size, with a local urban catchment area	Medium size town	Female
Participant 5	11	Small, with a large rural catchment area	Small village	Female
Participant 6	13	Large, with a large urban catchment area	Medium village	Female

Moreover, two interviews were conducted with two FSP, one from a small village and one small town (see table 2). These worked in the school canteen having assignments such as cooking, budget follow-up, meetings and serving food to the children. They were also involved in parent meetings, daily administrative tasks such as self-monitoring, ordering goods, menu planning, and nutrition calculation in diet computer systems. The FSP were included, and interviewed, since they meet the students on a nearly everyday basis.

Table 2. Background data of participating Food Service Professionals, including gender, type of school, type of place, and years of professional experience (food sector)

Participants	Gender	Type of school	Type of place	Years of professional experience
Participant 7	Male	Small, with a rural catchment area	Small village	32
Participant 8	Male	Medium size, with a local urban catchment area	Small town	25

Data Collection

After agreeing to participate in the study, the participants were contacted to determine a time for conducting the interview. The interviews with the children were made and recorded through the software Zoom, a digital communication tool. The interviews with the FSP were made physically nearby the school canteen. All interviews took approximately 20-30 minutes. The qualitative data for the present study was collected using semi structured interviews with the primary objective of capturing the feelings, emotions, and viewpoints of both children and the FSP, in the school canteen. In this phase, the tentative plan was to explore the children's meal experience, in the eating environment, and the context on perceived service quality. During the interviews, an interview guide was used (appendix 2-3) with questions regarding perceptions of service quality and its impact on food choice in the school canteen. Those questions allowed the participants to describe the unique set of factors that shaped their mealtime experiences, with a focus on perceived food service quality (Negash, 2003; Lindvall & Strandberg, 2015).

Thematic Analysis

Thematic analysis was made with software Microsoft PowerPoint according to guidelines of Braun and Clarke (2006) (see table 3 below). Thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. The thematic analysis involved the searching across a data set, in several interviews to find repeated patterns of meaning. Thematic analysis also seeks to theorize the sociocultural contexts.

Table 3. Phases of thematic analysis (Braun & Clarke, 2006)

Phase	Description of the process
1. Familiarizing yourself with your data	Transcribing data, reading and re-reading the data, noting down initial ideas.
2. Generating initial codes	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

The analysis was based on a theoretical understanding of children as meal consumers and children's experiences with food and meals. Moreover, the concepts service and perceived service quality was used to understand and analyse the material. The different themes were conceptualised trough a mind-mapping technique (as an example see figure 3 below, also appendix 1 for the other mind maps).
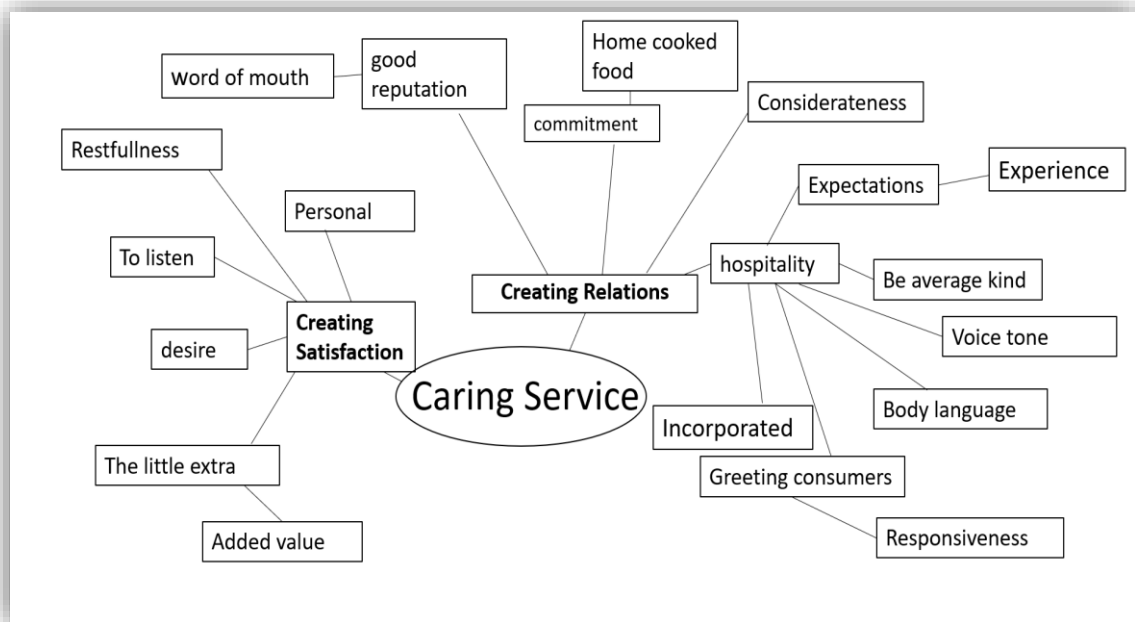
Figure 3. Caring Service theming constructed trough mind-mapping technique (Braun & Clarke, 2006)

Ethical Considerations

In this study, video was used for the semi-structured interviews with the children. The interviews with the FSP were recorded only on audio. Participation in the study meant that an interview was conducted with the child. The research aimed to get closer to the consumer and develop the dialogue, to understand what affects school restaurant guests' choice of meal, referring to "Soft values", such as putting hospitality and service in focus (K. Andersson & Jern, 2019). In response letters children, parents, and FSP were informed about the ethical research principles, and that the entire interview was stored in the GDPR-secured platform Google drive. The interviews were treated confidentially, which meant that the interviews were deidentified and processed in accordance with the provisions of the Data Protection Ordinance. Participation was voluntary and could be cancelled at any time. The research was performed in accordance with The Swedish Research Council (2017) regulations and the General Data Protection Regulation (GDPR) (2016): The research participants were informed that he or she was the subject of the research. Informed consent was obtained, the informant must certify that he or she had received information that it is possible at any time to withdraw the consent, for the

researcher to be allowed to analyse, use, and display the data. First the parents were asked to get their informed consent, then the children were asked (See appendices 4-6).

Results

The results are presented based on the three main themes and six subthemes that emerged in the analyses, which were Functional Service, Caring Service, and the Importance of Service Artefacts (see table 4). Quotes from the interviews are used to illustrate these themes. Interviews with participant one to six were conducted with children, and seven to eight with FSP.

Table 4. Summary of result from thematic analysis

Themes and subthemes	Brief description
Functional Service	The individual experience and expectations of how the school food service fulfilled its functions, given to the needs of the consumer.
Service as a daily task	Consisted of preparing and serving the food, special diets, cleaning and doing the dishes.
The Service Meeting	Associated with expectations, satisfaction, trust, and responsiveness.
Caring Service	Care giving and receiving as a value-creating meeting.
Creating Satisfaction	Facial expressions, voice, as well as the body language that affected children's sense of satisfaction.
Creating Relations	Cognitive response on the FSPs ability to solve problems, and were based on issues of trust, assurance, and responsiveness.
The Importance of Service Artefacts	The impact of physical surroundings, in relations to behavioural responses of the children, and their overall meal experience.
The Servicescape	A physical meal setting, to fulfil children's physical and social needs.
The Signs	Signals to communicate about the food content, or to communicate rules of behaviour.

Functional Service

This category relates to the individual experience and expectations of how the school food service fulfilled its functions, given to the needs of the consumer. It is described through the subthemes "Service as a daily task", and "The service meeting".

Service as a daily task

In all interviews, the participants considered that the central tasks within service quality consisted of preparing and serving the food. Special diets as well as cleaning and doing the dishes were also part of the daily tasks. Keeping order and looking after the children seemed to be a big part of the FSP's daily work.

All of the participants, both children and FSP maintained that keeping order was one of the most important part in providing good service during the meals. However, the work was also about reaching a high standard of functional *quality*, and there was an unspoken norm in terms of expectations to what quality should be maintained. The children also often expressed very high expectations that the FSP should keep the area around the buffet and the dining environment clean and fresh.

> *"Yes, and according to the quality you try, kind of, to keep clean in the serving line so that children do not forget their plates and glasses. If you do not keep it clean, it is not nice for the next class".* [Participant 7]

> *"I think most of all that they try to keep clean if you (..) break a glass on the floor or if there is food on the floor."* [Participant 3]

> *"If the food needs to be refilled, if it gets messy, or if someone drops something, if they happen to spill spaghetti."* [Participant 3]

Moreover, the FSP said that it was logistically important that the canteen and the kitchen are close to each other as this make it easier to be in place quickly if something unexpected happened. The children also expressed thoughts about this functioning logistics, in terms of refill the buffe, and an unspoken expectation that the FSP should be able to respond to

information about the content of the food. Furthermore, an important part of the job of the FSP was perceived by the children, to be to satisfy all diet-specific problems such as allergies, but also informing about the product content of the various dishes.

> *"I do not tolerate eggs, coconut, and carrot, so I use to ask; what does this salad contain?"* [Participant 1]

> *"Eh, so if the food looks strange, then I usually ask like this; what is this?* [Participant 3]

The Service Meeting

The results showed that the experience of the service meeting included many different values that were considered as good service, from both service providers and service recipients (then FSP and child). They could be associated with expectations, satisfaction, trust, and responsiveness.

Children's needs seemed to change over time. The FSP believed that a lunch meal also meant creating conditions, for the children, to enjoy a tasty meal. The FSP believed that their presence in the canteen were important for making the right decisions at the right time. It could include giving information about how many loaves of bread that are calculated for one person when serving soup. Also, to create conditions for eating the meal in peace and quiet. The meal was described in the form of a break, and a time for environmental exchange. But it was also about an ability to satisfy, and preferably exceed the customer's stated and implied needs, and expectations.

Functional service meant an unspoken expectation of specific areas of responsibility, which requires a certain kind of competence. Social skills and service awareness were two of these unspoken skills.

> *"Service is about communication and having an eye for things. You can see what you need to refill, fix that or wipe that off"* [Participant 7]

In the meeting between guest and the FSP, the FSP said that good service can only be

performed if you have a good feeling to see what the guest needs, and what needs to be done at the moment.

> *It's kind of a feeling to be service minded when you cook the food or serve the food. It is about giving a good impression when they arrive, at the serving line, otherwise there will be no good service. You keep the buffet clean and try to make it look nice.* [Participant 7]

Several children declared how a good response, with a hello and a smile, gave the impression of being positive to meet the children's needs, to a greater degree, than a staff that does not show these attributes.

> *"They say nothing but, uh (..) they do their job well. Check that there is enough glass and cutlery and salad and food, so they refill there if it is not available"* [Participant 1].

Caring Service

This category relates to care giving and receiving as a value-creating meeting. Also, how service was perceived and defined as an act of caring. This theme is presented by the sub-themes "Creating satisfaction" and "Creating relations".

Creating satisfaction

In the act of creating satisfaction, it has been shown that a good ability to listen, respond, and to be flexible to children provides added value to the personal social meeting. The participants, in the study, identified several different factors that may affect their sense of satisfaction. The children described how they listen and look at facial expressions, voice, as well as the body language of the FSP. A facial expression could be interpreted based on the feelings angry, or careless and seen as a lack of goodwill, which in turn affects the feeling of satisfaction.

> *"They tend to be a little happy in their voices, but sometimes it feels like not everyone really cares. They look kind of angry in the face, yes, anyway that is my*

opinion. Like if they had not answered, you feel a little (..) eh (…) like this just; ah ok she does not answer but I try to talk to her (…) it does not feel good". [Participant 4].

The children expressed that they had expectations of being met with politeness from the FSP. It could be a simple practical gesture such as dividing a meatloaf into smaller parts in the buffet. However, the meeting with the children was described as central, where the interaction between the guest and the FSP was expressed as being a one-way verbal communication. But even if the oral communication was one-way, the feeling of creating satisfaction was at least as important among the FSP, in the meeting with the children, to deliver service of high quality. The FSP said that it was important to listen to children's needs. Hence, if one child said that they wanted to change something, the FSP explored if it could be arranged. Furthermore, they believe that as the need for service is constantly changing, presence is required to create satisfaction.

"I think it's more about us, being available here throughout the day. If they like to buy an apple, or it can be anything, peel an orange or like the children sometimes come in and borrow pencils and rubber as well". [Participant 8].

A FSP who did not communicate, was seen as an unpolite person by the children, with a more practical intention rather than wanting to meet the children's need for service.

Creating relations

The foundation of the service meeting was about ensuring that all children got something tasty based on preferences and health. The children expected the food to taste good and had high expectations that the FSP would deliver a meal that they recognized and liked.

One of the FSP was concerned about serving food that, if possible, did not reach a desired quality due to financial restrictions. A good sense of creativity and taste security was required to be able to prepare good, nutritious, and healthy food that reached the children's preferences.

"No, it's kind of I care that the food should always taste good. It's like, after all, that all chefs must have that intention, but it may not always be that (..). It should be both taste good and we have our budgets, and it is quite boring with a budget and so on, but you have to try to stay within certain limits and when you succeed with that, they are happy and they like the food". [Participant 8].

If the food did not reach the desired preferences one day, the children suggested that good service contains suggestions for other alternatives. If the children perceived the FSP to be helpful and responsive, greater levels of pleasure was experienced.

"That there is crispbread if you do not like the food. Crispbread and vegetables or some other alternative." [Participant 6]

The FSP in turn expressed a mutual responsibility, on both sides, when trying new foods and taste without any demands. It was expressed as responsible eating and awareness of not throwing away foods. The children appreciated variety but within their taste preferences. Some of them wanted more variety in dishes. One of the children described it as there were about only 20 different dishes and she wanted at least 50. Several children maintained that a class rarely gets the opportunity to decide food. Therefore, listening to the children's' wishes and serving the desired dish were seen as parts of a good service relationship, but at present, it seemed to be rare.

When talking about hospitality in relation to food service, the FSP believed that hospitality was about meeting the child's expectations and happily exceed them. The food and food quality were described as the primary focus, and the FSP saw it as important that everything should be cooked from scratch. The foundation was the food, and that the children always should feel welcomed in the canteen and to have a nice lunch break. However, the FSP expressed that they never could reach the meal quality as in an ordinary restaurant visit. But, as with a restaurant visit, a good reputation was just as important, for creating good relationships with the guest.

Good relationships require that the FSP has knowledge of its guests, in order to be able to act according to the children's needs and wishes. The FSP ability to satisfy

physiological needs by relieving hunger, *social needs* and *intellectual needs,* through novel and delicious dishes lead the children to feel pleasure or unpleasure. Further, individual response, to the FSP behaviour, based on levels of human needs, affected the children's sense of well-being.

One of the children talked about how a feeling of unease once aroused when he asked the FSP for a favour.

> *"Once when we had pasta salad, then we had not read that it said cold pasta salad and then we went to the kitchen and asked if they could heat it and then they replied that then you get enough, or first they said it says cold pasta salad you want it warm, you can go to the desert".* [Participant 6]

The child's service quality perceptions gave a cognitive response on the FSPs ability to solve problems, and were based on issues of trust, assurance, and responsiveness.

In addition, the children expressed how they, preferably, wanted more service in the canteen, but mainly when it came to help with things of a more practical nature, for example to pour water and to set the table. The FSP, however, pointed out how smaller children often required help and service in the buffet. The children felt that hospitality included keeping a good tone, in the meeting, in the moment. A friendly gesture seemed to do extremely much, for the relationship, in the service meeting.

> *"Uh (..) like this once when I had received glass and plate and everything like this (..) and then I could not open the door, and then the girl who works there came and opened the door for me."* [Participant 5]

The Importance of Service Artefacts

This category relates to the impact of physical surroundings, in relations to behavioural responses of guests and their overall meal experience. This theme is presented using the subthemes "The servicescape" and "The signs".

The Servicescape

The role of servicescape related to terms of spatial layout, functionality, and aesthetics. In the service landscape, the environment created expectations of the children, which affected the evaluation of the service quality. The servicescape was expressed as a physical meal setting, to fulfil children's physical and social needs.

> *"It's kind of a feeling, I would like to say. It is calm, a break in some way, to step in and eat."* [Participant 8]

In some cases, signs were used to satisfy social needs, based partly on the sense of belonging to the group that the child wished to belong to. The response to the physical environment became part of children's social identities and could contribute to strength one's identification with the class.

> *"At the stage there is a board that you can put up pictures on in the classes and so on. Our class and other parallel classes, we have put up flags on the ceiling."* [Participant 3]

There were also exceptions where children did not read the menu. In those cases, there was often someone in the class reading the menu, and then informing the rest of the class about what was being served. Children's engagement in group consumption, and the emotions of others in the servicescape, could affect the meal experience. The physical environment produced effects on positive or negative word-of-mouth, further affected the reliability to the service provided. The FSP saw the food menus as information's signs for creating good relationships.

> *"They are referred to eat in my (school) restaurant, if we are considerate of the diners then they are considerate back. There are almost two or three generations who trust us. Even the parents ate my food when they went here, so did their grandparents, it indicates something".* [Participant 8]

The servicescape also had socio-collective meanings to the children. The children

expressed dimensions of ethical group belongings, referring to the design of the servicescape, and this awareness influence the children's food consumption- and avoidance behaviour.

> *"The difference between them is that some think about the climate, some do not think about those who are vegetarians. There are some who do not think at all, and about those who are vegetarians."* [Participant 3]

The social responsibility factor and the ethical behaviour of the service provider was important in relation to a welcoming attitude. Moreover, the socio-ethical perspective includes a social context where values took a central position. One of the children thought that reading the menus sometimes could be an experience, if the meal were something that you longed for. Service quality judgements were made by children, referring to the FSP abilities to provide social facilitation, in accordance to satisfy the children's cultural food differences; what they eat and with whom they eat. It was important that the menus described the different ingredients and had something to satisfy every child's needs.

> *"They usually put a piece of tape as it says just two pieces. If you are hungry, it's not that great."* [Participant 6]

To sum up, the children were most often positive for labelling different foods and meals. In fact, they wanted even more labelling's around the buffet. Especially in the vegetable buffet. The reason for this was that they want to be able to identify the foods and relate this to if they like the product or not.

The Signs

Artefacts like labels in the school food buffet and the menu, were primarily used to inform the children and indirectly satisfy their varying physiological, and hedonic needs and desires. The artefacts served as signals to communicate about the food content, or to communicate rules of behaviour (for example take maximum two pieces of beef). The signs acted as quality attributes in the children's perception process.

The artefacts were used and perceived differently by the children and the FSP. The FSP

used these artifacts as a way to provide service, and to inform the children about the food, in order to prevent misunderstandings about the food.

> *"I write it on a blackboard as I print out what it is that I serve, and it says as well as what allergens and what it may contain so that people know a little about what they can eat."* [Participant 8]

Some allergens were described to be of a slightly more serious nature, for example gluten and lactose intolerance, which was why this information was emphasized on the labels used at the buffet. Sometimes the signs were used to inform about seasonal foods such as a little roasted cabbage.

Pictures and fonts were also used on the menu for the children, who interpreted the meal they would encounter in the form of the seasoning of the food, the content of foods that they may want to avoid, and whether the dish will satisfy a specific desire. The children evaluated if there was something for everyone's tastes and needs. One of the children thought that reading the menus sometimes could be an experience if the meal was something that you longed for. It was important that the menu described different ingredients and had something to satisfy every consumer needs.

> *"Uh, (..) aa. The ones I liked the most, (…) I take that first for example, eh (…) Monday, I like pasta, and chicken also eh (…), and sun-dried tomatoes, and I like tomato, and I like a little bit of everything. You can take a little of what you want, if you are a vegetarian, you can take vegetarian food."* [Participant 5]

Interestingly, these artefacts could also be interpreted as an expression of negative service, if the information meant that children's desires were not satisfied. Furthermore, they acted as experience quality attributes to evaluate the food in taste, freshness, convenience, flavour, and texture.

Discussion

The purpose of the study was to explore the perceptions of food service quality among children in the school meal setting, and how Food Service Professionals (FSP) in schools perceive and work with service during meal situations. The main findings of the study showed that service in relation to the school meal was perceived in terms of being functional as well as caring, but also that artefacts such as the menu and different labelling were important in providing information about the food to the children. Quality in relation to service was defined as the child's experience and expectations of how the school food service fulfilled its functions, given to the needs of the child. The study also showed that perceived food service quality influenced children's meal experiences, further, in terms of providing social facilitations for food choices as value-creating, socio-ethical group choices.

How is food service in relation to the school meal described?

The FSP put a lot of effort in creating the right conditions in the service delivery process. Service *as a daily task* was described as preparations of the meals, keeping order in the serving line and in the buffe, cleaning and doing the dishes. The complexity of serving a meal included detailed preparing, planning, and producing the food that was being served, to satisfy all diets and preferences. The school meal was described as an important opportunity of a refuelling occasion, to consume a meal, and to meet the child's expectations. Moreover, the degree to which a product fulfils its functions, given the needs of the child (Benedict and Steenkamp, 1986). The National Food Agency (2013) emphasize that serving school meals implies the importance of user-based quality, such as service and hospitality, school canteen environment (Servicescape), and organization (The National Food Agency, 2013). The entire meal process was described as a break, an environmental exchange in peace and quiet. For the child, food service is more than the food on the plate and, meal consumption is typically an occasion of social interaction (Meiselman & MacFie, 1996). In contrast, a study in a Pre-School setting, demonstrated how the child used food as a symbol of control and power, moreover, associated food and eating with rules and norms (Wesslén, 2002). Listening to the child's voice, is important not only to encouraging a healthy lifestyle among the children, but also because of the power of the public sector in enhancing sustainable consumption, and production

practices (National Food Agency, 2015; Persson-Osowsky et al., 2010; Galli et al., 2014).

Service or service quality is seen as a 'meeting' between the child and the FSP, but also a meeting between other children in the school canteen. *The Service Meeting* included many different values that were considered as good service, from both service providers and service receiver. This finding corresponds with a study by Sureshandar et al. (2002) which declared that service quality includes perceptions of value, likely to be influenced by variables such as forms of communication and the experience of others. Just like the result found in the study by Dahlgren (2010), school food service quality could be divided into two different main dimensions; what the child gets out of the service *(technical quality)* and how the child feels that it is performed *(functional quality).* However additionally, technical quality could also be related to the essence of functional service as an instrumental activity of doing the job that you were supposed to do, including keeping clean and serving the food. According to Dahlgren (2010) *functional quality, on the other hand,* meant an unspoken expectation of specific areas of responsibility, which requires a certain kind of competence. This quality dimension has more similarities with the caring aspect of service expressed in this study, which also suggest that serving meals requires professional skills; personal skills (Responsibility), social skills (service awareness, communication) and methodical skills (problem solving-skills). In this study, caring service related to care giving- and receiving as a value-creating meeting. This could also be found in a study by Adelaide et al. (2010) that declared how the core of service includes the relationship between the child, FSP, and management. This also means that the caring aspect of service can be seen as related to the concept of hospitality, perceived and defined as an act of *Caring Service.*

Hospitality, like service quality, could be expressed as a moral philosophy with an exchange of knowledge, feelings and actions between child and FSP. Andersson and Jern (2019) describes how service deals with action and hospitality deals with mood, but that these two have great cooperation in a meal experience. In relation to the interaction between the child and the FSP, it has been shown that a good ability to listen, respond, and to be flexible to individuals may affect the child's sense of satisfaction. In this study the children described how they listen and look at facial expressions, voice, as well as the body language of the FSP. A facial expression could be

interpreted based on the feelings angry, or careless and seen as a lack of goodwill, which in turn affected the feeling of satisfaction. When talking about hospitality in relation to food service, the FSP believed that hospitality was about meeting the child's expectations and happily exceed them. Furthermore, the FSP believed that the need for service is constantly changing, and presence is required to create satisfaction. In conclusion, Brandsen et al (2018, p. 34) maintain that "if governments want to enlist more children's participation in public service provision, it is important to recognize the variation in the roles associated with different public administration regimes and to calibrate policy expectations of the children and the FSPs behaviour".

What is important in relation to food service in the school canteen?

In this study, the FSP said that good food service can only be performed if you have a good feeling *to see* what the child's needs, and what needs to be done at the moment in meeting the child. The children had expectations of being met with politeness from the FSP. In this study several children declared how a good response, with a hello and a smile, gave the impression of being positive to meet the child's needs, to a greater degree, than a staff that does not show these attributes. Moreover, the children in the study appreciated that the FSP was keeping a good tone in the meeting. A friendly gesture seemed to do extremely much for the relationship in the service meeting. Good food service was also in the study expressed by the children as having suggestions for other alternatives, if they did not like the food. Cardello et al. (1996) concluded that institutional foodservices should address the causes and solutions to negative attitudes, which may be lack of variety, food presentation and physical dining setting (Dahlgren, 2010).

Food environments, like the school canteen, may be illustrated by using the concept "foodscape", defined as "the places and contexts where children eat and come into contact with food, and the meanings and associations connected to them" (Osowsky, 2012, p. 19). However, Meiselman (2008) discuss how the setting (or room in the FAMM model) is more than the physical setting; it also involves the interaction of the people and the space, in relations to behavioural responses of guests (children) and their overall meal experience. This is also in line with the result in this study, since the servicescape also had socio-collective meanings to the children. Therefore, FSP needs to be aware of how service quality judgements, are made by children, referring to the FSP abilities to provide

social facilitation, in accordance to satisfy the children's cultural food differences; what they eat and with whom they eat. Further, this suggests that the foundation of the service meeting is about ensuring that every child got something tasty based on preferences and health. Consequently, the food culture influences and is influenced by children's food environments (Nordic Councils of Ministers, 2018). These overlaps have been studied by Nordic Councils of Ministers (2018, p. 24) and reflect the interconnected nature of the food system components and show that we need to take a systemic approach to transforming our food systems. Moreover, it could be challenging in the service meeting, since an important part of the service quality is about normative, non-tangibles, and subjective feelings. In a study Surechandar et al. (2002) defined it as willingness and understanding of the needs of the child. Moreover, the FSP believed that their presence in the canteen were important for making the right decisions at the right time. It could include giving information about how many loaves of bread that are calculated for one person when serving soup. Also, to create conditions for eating the meal in peace and quiet. The children also expressed thoughts about this functioning logistics, in terms of refill the buffe, and an unspoken expectation that the FSP should be able to respond to information about the content of the food.

How is the quality of service, in relation to the school meal, perceived by children and food service professionals?

In all interviews, the participants considered that the central tasks within service quality consisted of preparing and serving the food. Previous studies have shown that the context of a meal is important for the acceptance and consumption of a meal. Gustafsson et al. (2006) maintain that three factors, the food product itself, the child, and the environment, need to be considered, in planning service delivery to enhance satisfaction. However, in public school settings the balance between these factors is unequal. Clearly, the delivery of food is central, with the meal experience, and the child's best interests in focus. From the child's point of view, service was perceived as a distinct occasion, with a purpose of the service meeting itself, in a short time frame. Benedict and Steenkamp, (1986) found that "Perceived quality were usually defined as the degree to which a product or services fulfils its functions, given the needs of the consumer (Child)" (Benedict & Steenkamp, 1986). This perceived service quality was defined as subjective quality, which cannot be reported with measured values but shows the child's experience and expectations

(Magnusson-Sporre, 2015). To put this into perspective, the FSP described perceptions of service quality as *a strong relationship.* Recent studies have also indicated that service is perceived as a relationship that includes exchanges of knowledge, feelings, and actions between child and FSP (Boström, 2014). This gets clear, since the FSP in turn, expressed a mutual responsibility, on both sides, expressed as responsible eating and awareness of not throwing away foods. However, listening to the child's wishes and serving the desired dish was seen as part of a good service quality relationship. Thus, in detail this mean to be to satisfy all diet-specific problems such as allergies, but also informing about the product content of the various dishes. In conclusion, as in the study by Branden et al., (2018) the quality and performance of the service process was shaped primarily by the expectations of the child, their active or passive role in the service delivery, and their subsequent experience of the process.

How does the perceived food service quality influence the children's meal experience?

In this study, the servicescape had socio-collective meanings to the children. The servicescape was expressed as a physical meal setting, to fulfil children's physical and social needs. The FSP believed that a lunch meal meant creating conditions form a tasty meal. For the child, meal consumption was typically an occasion of social interaction (Meiselman & MacFie, 1996). The canteen where the meal takes place (the Room) involves interaction, in meetings between the FSP and the child, as well as between classmates (Gustafsson et al., 2006). In this study, the children expressed dimensions of ethical group belongings, referring to the design of the servicescape, and this awareness influenced the child's food consumption- and avoidance behaviour. In some cases, signs were used to satisfy social needs, based partly on the sense of belonging to the group that the child wished to belong to. Also, the FSP saw the food menus as information's signs for creating good relationships. One participant in the study meant that the artefacts could be interpreted as an expression of negative service, if the information meant that child's desires were not satisfied. However, one of the children talked about how a feeling of unease once arose when he asked the FSP for a favour with an unexpected response. The response to the physical environment became part of children's social identities and could contribute to strength or weaken one's identification with the class.

Meals taken with friends has proven to be important for children (Meiselman, 2008). In a study Dahlgren (2010) found that going to the school restaurant alone often was experienced negatively, and less positive reviews about school meals were met with scepticism, which meant that students sometime omit special parts of the school meals. Children's engagement in group consumption, and the emotions of others in the servicescape, seemed to affect the meal experience. This goes in line with Meiselman (2008) who described how the word 'meal' refer to both the event of eating as well as to what is eaten; meal was seen both as an event and a product. The participants in the study described how they expected the food to taste good and had high expectations that the FSP would deliver a meal that they recognized and liked. The FSP ability to satisfy physiological needs by relieving hunger, social needs, and intellectual needs, through novel and delicious dishes lead the children to feel pleasure or unpleasure. The Child's service quality perceptions gave a cognitive response on the FSP ability solve problems, and were based on issues of trust, assurance, and responsiveness. The physical environment in this study, produced effects on positive or negative word-of-mouth, which affected the reliability to the service provided. Further, individual response, to the FSP behaviour, based on levels of human needs, affected the child's sense of well-being. Previous research has shown that when the food and eating is pleasurable, it is more likely that the food ends up in the stomach and gives strength to play and learn (National Food Agency, 2015). Food culture could be described as a rich stew of preferences, norms and practices that influence children produce, consume and waste food. Furthermore, reducing food waste could be sin as an entry point for sustainable food practices, a big part of circularity, and nutrient recycling (Nordic Councils of Ministers, 2018)

Methodological considerations

Research design

Mixed methods research, in its recent history in the social and behavioural or human sciences, started with researchers and methodologists who believed that qualitative and quantitative viewpoints and methods were useful as they addressed their research questions (Agency for Healthcare Research and Quality (AHRQ), 2013). The area of

quality and service has, from a historical research perspective, been based on an economical, marketing approach. Common in this research has been about service design and consumption. In the consumption of services, service meetings arise which have been investigated in service research since the 1970s- 1980s. Internationally, one of the most talked about models is the Servqual-model, developed by Parasuraman, Valarie Zeithaml and Leonard L. Berry, to measure quality in the service sector. This quality measurement has been of a quantitative strand, based on the notion that there may be a gap between customers' (children's) experience and their expectations of a service. Also, the focus in service research, that is internationally known as the Nordic School of Service Management, emphasizes the importance of interactions in service activities. Important factors that have been highlighted in the service meeting, is that the frontline staff can handle the social interaction with the customer (child). Despite this, there are today a limited number of perspectives on the processes that take place in the service meeting (Corvellec & Lindquist, 2005).

According to Kwok (2012) and Creswell (2014), an exploratory design is appropriate for measures or when instruments are not available, when the variables are unknown, and/or there is no guiding framework or theory. When using the mixed method research design, the different perspectives form a richer contextualisation. Further, this can broaden the understanding of the service meeting as a phenomenon, than is usually found in hospitality and marketing contexts. Therefore, a mixed method exploratory study is of high relevance. Building from the exploratory results, the data research follows up by a second, quantitative phase, to test or generalize the initial findings. The researcher then interprets how the quantitative results build on the initial qualitative results (Creswell, 2014). An explanatory sequential design was originally considered for this thesis only, but after reviewing some literature in the service sector, realizations were made that more knowledge was needed to understand in more depths what the service landscape in the school canteen looked like, and to learn more about the perceptions and understandings of what service and food service quality might be in a school meal setting. Based on this, a qualitative interview study was decided on in this first study. The design has also been labelled as the instrument development design, and the mixed method exploratory research design was chosen instead (Kwok, 2012).

Recruitment and trustworthiness

The recruitment process started with a recruitment commercial, on LinkedIn. This commercial informed about the research, why the subject was of relevance, and how to participate in the study. During this period, municipalities in the south of Sweden were contacted through phone or e-mail. Since no one responded, a convenience sample, based on private contacts, were conducted where six children were recruited to the study. "Convenience sampling is a type of nonprobability sampling in which people are sampled simply because they are "convenient" sources of data for researchers" (Lavrakas, 2008, p. 1). Initially, focus group interviews were considered in this qualitative study. However, that idea had to be changed, and replaced by individual interviews via Zoom, since a prevailing pandemic made it difficult to conduct focus groups, on schools. Though, Bryman (2002) declare that interviewing children in unnatural environments such as zoom, instead of in their natural school environment, could affect the validity of the result. However, in this case the individual interviews, gave greater abilities, for everyone in a quiet environment, to express details. Creswell (2014) describes how researchers should recognize that the qualitative research will take more time than quantitative studies. But, even if the Zoom-meetings were more time saving than travel to the schools, it took longer time than predicted to transcribe the interviews.

A full description of the content analysis is needed to evaluate the trustworthiness of the qualitative result (Elo et al., 2014). Therefore, a brief description of the sampling method was provided below. The selection of respondents was made with a focus on maximum dissemination in terms of demographic, socio-economic and cultural differences (Eustachio et al., 2020; Weible, 2013; Cooke & Wardle, 2005). Bryman (2002, p. 115) believes "that the approach is a good example of an attempt to create a varied selection, if the convenience selection of the respondents were selected based on (the) specific (three) criteria's" above (not randomly). The sample of children in the study differs in previous mentioned terms (socio-economic, demographic, and cultural differences). Moreover, some of the children went to school in the countryside, others in cities, and went to school in areas with variations in socio-economic differences. Weible (2013) declare how consumption behaviour also is affected by social environmental factors, and school food policies. However, Eneroth and Björk (2015) believed that children of parents with a high level of education and good finances ate healthier, which is a factor that has

not been considered in this report.

Elo et al. (2014) maintain that there is no commonly accepted sample size for qualitative studies, because the optimal sample depends on the purpose of the study, research questions, and richness of the data. Applied to this study, some imbalance in the data was noticed, since only two of six children were boys, and both the FSP were men. However, several reports have found that there are few gender differences in children's consumption trends, eating patterns, and food preferences (Cook & Wardle, 2005, referred to in Lyle et al., 2000; Perez-Rodrigo et al., 2003; Wardle et al., 2001; Reynolds et al., 1999: Diehl, 1999; Lien et al., 2001). Despite, Becker and Enghardt-Barbiere (2013) described in a study that in year five, it was common to skip a school lunch, especially among girls. Which means that the over-representation of girls in this convenience sample could rather be beneficial, since the purpose of the study was to collect data and variables for the in the design of an instrument in phase two of the study. The choice of interview children's respondents' age range is based on the fact that little is known about food, and eating among children, in this age group. Moreover, a newly conducted study done in Asia has shown that children aged 10 to 13 throwed more school food than children older than 13 years (Kyung-Eun, L., 2019). A Swedish study has also shown that the prevalence of neophobia (pickiness and refusal to eat) occurs in young children but is relatively uncommon by older children (Wesslén et al., 2002). The National Food Agency´s studies also showed that children do not reach the desired intake of vitamins D and iron, in grade five (Nordic Councils of Ministers, 2014).

The FSP were booth chiefs, one worked in a small village, and one worked in a small town. It would have been preferable to also have a woman that worked in the school canteen, participating in the study. However, Elo et al. (2014) describes how this is a common scenario when interviews are based on voluntary participation. Likewise, Kwok (2012) discusses how the strengths of a single method may be able to compensate the weaknesses or overlap the strengths of another method; and bring greater scope, depth, and power of a research study. With that said, the purpose of this design was receiving different views, of the research area, to get an overall picture of the research problem (Creswell, 2014). The data collected provided answers to all research questions. According to Elo et al. (2014, p. 3-6), "the advantage of qualitative research is the richness

of the collected data, and such data need to be interpreted and coded, in a valid and reliable way".

Ethical perspectives

Ethical principles were considered during the data collections. Before the interviews, the participants received information about how the study would be conducted. The information was then repeated during the beginning of the interviews. Before the interviews with the children, they tested the digital technology, received information, and asked questions, about ten minutes one or two days before the regular interview. The reason for this was that children of school age are often are a bit careful and sometimes shy at the first meeting with new people. The purpose of a first meeting was that the children should feel safer at the interview, and to make them answer the questions more honestly. Through semi structured interviews open questions was used, which is to be considered a respectful approach where the information children give is based on what they can and want to tell. Cederborg (2013) argues that the children's participation in the research is necessary and will contribute to new knowledge about how young individuals perceive different aspects of the meal situation, and understanding of how it is affects their intake of food. Children who have experienced more secure attachments have better ability to regulate emotions, transform experiences into memory and tell them (Goodman et al., 1997, referred to in Cederborg, 2013).

Relevance for the subject Food and Meal Science

Public kitchens and food service professionals are an important driving force in the global food system, both in terms of the large amount of food purchased and, in their contribution, to change of attitudes and behaviours towards sustainable and healthy eating habits. The school meal consists of several parts, such as the canteen, the company, and the atmosphere, and is characterized by human interaction through meetings. The present study gives a richer contextualisation of the service meeting, than is usually found in business economics contexts. It also provides added knowledge of how service is perceived in relation to the school meal. To create a good meal that is eaten by the child, requires an understanding of how the social context of eating can result in positive or negative traits in preferences, and both quantitative and qualitative methods are therefore needed. Processes and logistics in the public meal sector value chain, from purchasing to

preparing, as well as food waste control could be optimised, by awareness of how the perceived food service quality influence the child's meal experience. This study is useful for individuals in the social, behavioural, and health science, but also among chefs, diet managers, meal developers, food service professionals, diet scientists, food informants, nutritionists, and dieticians who wants to learn more about the service aspect and how it can be perceived as part of the meal experience in a school meal setting.

Future research suggestions

This study was conducted to collect data and explore children's and food service professional's perceptions, of food service quality, in relation to the school meal. The result is aimed to further be used for a quantitative research, to explore if the children's perceptions correspond to what the school food service professionals think the children expect. Also, to identify if any identified service gaps may cause the children to experience poor service quality. The involvement of children and FSP in the design of the school meal system is needed, so that all children in Sweden have the same conditions to eat good and sustainable food regardless of local conditions. Therefore, further studies on sustainable food and meals, are needed from the users' perspective, by involving the user (child) in the development work.

Conclusion

In this study, the central concepts of service, service quality, and servicescape, were described as well as the notion of hospitality, closely related to the concept of service. The perceptions of service quality were associated with different subjective values; expectations, satisfaction, trust, and responsiveness, that were considered as good service. The main findings of the study showed that service, in relation to the school meal; was perceived in terms of being functional, as well as caring. In all interviews, the children, and the Food Service Professionals (FSP) considered that the central tasks within functional quality consisted of preparing and serving the food. Caring service was associated with the FSPs ability to satisfy physiological needs: by relieving hunger, social needs, and intellectual needs; through novel and tasty meals, which also affected the children's sense of well-being. In the Servicescape (school canteen), policy, economic

and sociocultural signals generated a need of Service artefacts; labelling's, and signs, to communicate about the food content, or to communicate rules of behaviour. Critical factors in planning high-quality service delivery, require an understanding of children's individual needs, religion, culture, and individual diets; to determine appropriate foods and meals, in accordance with financial resources. A shift towards sustainable food practices with public school meals as an entry point, in a global food system, call for a collaborative approach with the children. Moreover, it is of importance to engage the children who consume the meals, to ensure that meals are tasty. In total, by following these recommendations, sustainable food production, and equality is promoted; to ensure that every child has access to sustainable, tasty school meals.

References

Adelaïde, C., Kraitiss, K., & Malinowski, A. (2010). *Att gå i gästens skor: En studie om hur hotellföretag arbetarmed att möta gästernas kvalitetskrav.* [master thesis, Lund University]. Lund University Libraries. https://lup.lub.lu.se/luur/download?func=downloadFile&recordOId=1619797&fileOId=8961143

Agency for Healthcare Research and Quality (AHRQ). (2013). *Mixed Methods: Integrating Quantitative and Qualitative Data Collection and Analysis While Studying Patient-Centred Medical Home Models.* AHRQ Publication. https://pcmh.ahrq.gov/sites/default/files/attachments/MixedMethods_032513comp.pdf

Ahlstrand, L., & Nguyen, T. (2017). *Hur bör kvalitet definieras? – En tvärsnittsstudie om kvalitetstolkning inom offentlig respektive privat sektor.* [bachelor's thesis]. DiVA, Digitala Vetenskapliga Arkivet. http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1196583&dswid=5980

Andersson, D., & Mossberg, L. (2004). The dining experience: do restaurants satisfy customer needs? *Food Service Technology, 4*(4), 171-177. https://doi-org.ezproxy.hkr.se/10.1111/j.1471-5740.2004.00105.x

Andersson, K., & Jern, E. (2019). *Vikten av service och värdskap? Ur perspektiv i restaurangverksamheter.* [bachelor's thesis]. DiVA. https://www.diva-portal.org/smash/get/diva2:1352309/FULLTEXT01.pdf

Ashe, L., & Sonnino, R. (2013). At the crossroads: new paradigms of food security, public health nutrition and school food. *Public Health Nutrition, 6*(16), 1020-1027. http://dx.doi.org.ezproxy.hkr.se/10.1017/S1368980012004326

Avan, A., Uyar, A., Zorlu, Ö., & Özmen, A. (2019). The effects of servicescape on the emotional states and behavioural responses of hotel guests. *Anatolia, An International Journal of Tourism and Hospitality Research, 30*(3)*,* 303-315. https://doi-org.ezproxy.hkr.se/10.1080/13032917.2019.1575885

Becker, W., & Enghardt-Barbieri, H. (2004). Svenska barns matvanor 2003 – resultat från enkätfrågor. Avdelningen för Information och Nutrition, Livsmedelsverket. https://www.livsmedelsverket.se/globalassets/matvanor-halsa-miljo/kostrad-matvanor/matvaneundersokningar/barns-matvanor-2003-resultat-enkat1.pdf

Benedict, E-M., & Stenkamp, J. (1986). Perceived quality of food products and its relationship to consumer preferences: Theory and measurement. *Journal of food quality, 9(*6), 373-373. https://doi.org/10.1111/j.1745-4557.1986.tb00807.x

Berg, A. (2011). Why Quality in Education – and What Quality? –A Linguistic Analysis of the Concept of Quality in Swedish Government Texts. *Education enquiry, 2*(4), 709-723. http://oru.diva-portal.org/smash/get/diva2:484135/FULLTEXT01.pdf

Berggren, L., Talvia, S., Fossgard, Eldbjorg., Arnfjörð-Björk, U., Hörnell, H., Ólafsdóttir, A-S., Gunnarsdóttir, I., Wergedahl, H., Lagström, H., Waling, M., & Olsson, C. (2016). Nordic children's conceptualizations of healthy eating in relation to school lunch. *Health education. 117*(2), 130-147. https://doi-org.ezproxy.hkr.se/10.1108/HE-05-2016-0022

Bergström, K., M-Jonsson, I, Prell, H., Wernersson, I., & Åberg, H. (ed.). (2015). *Mat är mer än mat: Samhällsvetenskapliga perspektiv på mat och måltider.* Göteborgs universitet, Institutionen för kost- och idrottsvetenskap. https://gupea.ub.gu.se/bitstream/2077/39007/2/gupea_2077_39007_2.pdf

Björkman, L. (ed.). (2016). En hel tidning om mat. *Kamratposten, 15.* Bonnier tidskrifter.

Boström, S. (2014). *Värdskapets betydelse: En vinstdrivande faktor i hospitalitybranschen?* [bachelor's thesis]. DiVA. https://www.diva-portal.org/smash/get/diva2:789362/FULLTEXT01.pdf

Brandsen, T., Steen, T., & Verschuere, B. (2017). Co-Production and Co-Creation: Engaging Citizens in Public Services. https://library.oapen.org/bitstream/handle/20.500.12657/25001/9781138700116_text.pdf?sequence=1&isAllowed=y

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Brembeck, H. (2013). Exploring children's foodscape. *Children's Geographies. 11*(1), 74-88. https://doi-org.ezproxy.hkr.se/10.1080/14733285.2013.743282

Bryman, A. (2002). *Samhällsvetenskapliga metoder.* (1:2). Liber. (n.d.)

Cederborg, A-C. (2013). *Att intervjua barn – vägledning för socialsekreterare* (2). Stockholms Universitet, Institutionen för Barn och Ungdomsvetenskap. http://www.allmannabarnhuset.se/wp- content/uploads/2013/11/Att_intervjua_barn.pdf

Chitakunye, D., & Maclaran, P. (2008). The everyday practices surrounding young people's food consumption. *Young consumers, 9*(3), 215-227. https://www-emerald-com.ezproxy.hkr.se/insight/content/doi/10.1108/17473610810901642/full/pdf?title=the-everyday-practices-surrounding-young-peoples-food-consumption

Cook, D. (2009). Knowing the child consumer: historical and conceptual insights on qualitative children's consumer research. *Young consumers, 10*(4)*,* 269-282. https://www.semanticscholar.org/paper/Knowing-the-child-consumer%3A-historical-and-insights-Cook/5c651e38e99945ba773223a12b32e738a16fd518

Cook, L., & Wardle, J. (2005). Age and gender differences in children's food preferences. *The British Journal of Nutrition, 93*(5), 741-746. http://dx.doi.org.ezproxy.hkr.se/10.1079/BJN20051389

Corvellec, H., & Lindquist, H. (2005). *Servicemötet – multidisciplinära öppningar.* Liber. https://portal.research.lu.se/portal/sv/publications/servicemoetet--multidisciplinara-oeppningar(0b3ec008-049f-4235-805a-9d5d746eae92).html

Creswell, J. (2014). *A Concise Introduction to Mixed Methods Research.* SAGE Publications, Inc. (n.d.)

Creswell, J. (2015). *Research design: qualitative quantitative and mixed methods approaches.* (4 ed). SAGE Publications, Inc. (n.d.)

Dahlgren, S. (2010). *Skolmaten –"så här vill vi ha det", säger gymnasieelever.* [master thesis, Gothenburg University]. Göteborgs universitets publikationer, GUPEA. https://gupea.ub.gu.se/bitstream/2077/24728/1/gupea_2077_24728_1.pdf

Dernmar, M. & Wessberg, A. (2012). *Barns kostvanor* [bachelor's thesis]. DiVA. https://uu.diva- portal.org/smash/get/diva2:602520/FULLTEXT01.pdf

EAT-Lancet Commission [EAT]. (n.d). *Brief for Food Service Professionals.* https://eatforum.org/lancet-commission/food-service-professionals/

Edwards, J-S-A. & Meiselman, H-L. (2005). The influence of positive and negative cues on restaurant food choice and food acceptance. *International Journal of Contemporary Hospitality Management, 17*(4), 332-344. https://doi-org.ezproxy.hkr.se/10.1108/09596110510597598

Edwards, J. (2013). *The foodservice industry: Eating out is more than just a meal. Food Quality and Preference, 27*(2), 223–229. 10.1016/j.foodqual.2012.02.003

Eldrimner. (2019). *Förstudien.* [En förstudie kring hur visionen om ett framtida nationellt gastronomiskt center i Sverige kan förverkligas]. Nationellt Gastronomiskt Center. https://www.eldrimner.com/core/files/F%C3%B6rstudie_NGC_20190225.%20Leverans.pdf

Elo, S., Kääriäinen, M., Kanste, O., Pölkki, T., Utriainen, K., & Kyngäs, H. (2014). Qualitative Content Analysis: A Focus on Trustworthiness. *Sage Journals,* 1-10. https://doi.org/10.1177/2158244014522633

Eneroth, H., & Björck, L. (2015). *Bra livsmedelsval för barn 2–17 år* (11/2015). Livsmedelsverket. Hämtad från: https://www.livsmedelsverket.se/bestall-ladda-ner-material/sok-publikationer/artiklar/2015/2015-nr-11-bra-livsmedelsval-for-barn-2-17-ar-baserat-pa-nordiska-naringsrekommendationer-2012

Esping-Andersen, G. (2000). The Sustainability of welfare states into the twenty-first century. *International Journal of Health Services,* 30(1), 1–12. https://journals-sagepub-com.proxy.ub.umu.se/doi/pdf/10.2190/H6PN-9R5J-MD9X-P10T

Eustachio-Colombo, P., Patterson, E., Elinder, L.-S., & Lindroos, A.-K. (2020). The importance of school lunches to the overall dietary intake of children in Sweden: a nationally representative study. *Public Health Nutrition, 23*(10), 1705-1715. https://doi.org/10.1017/S1368980020000099

Food and Agriculture of the United Nations [FAO]. (2017). *Nutrition-sensitive agriculture and food systems in practice: Options for intervention.*
http://www.fao.org/3/a-i7848e.pdf?fbclid=IwAR3RUnD4-gm48w-z1qhMTTJ1Z60ex20Qj8wVt301Qf59UbMtMR93jp6-_ww

Galli, F., Brunori, G., Di-Iacovo, F., & Innocenti, S. (2014). Co-Producing Sustainability: Involving Parents and Civil Society in the Governance of School Meal Services. A Case Study from Pisa, Italy. *Sustainability* 6(4)*, 1643-1666, 1643-1666.
http://dx.doi.org.ezproxy.hkr.se/10.3390/su6041643

General Data Protection Regulation (2016/679). The European Parliament.
REGULATION (EU) 2016/ 679 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL - of 27 April 2016 - on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/ 46/ EC (General Data Protection Regulation) (europa.eu)

Goverment bill (1996/97:112). Development plan for preschool, school, and adult education - quality and equivalence.
https://www.regeringen.se/49b715/contentassets/97c6a5306b2f4d3aa3be2fdbadcb616a/skr.-199697112

Goverment bill (2016/17:104). Governement Offices of Sweden: Minestry of Enterprise and innovation. https://www.government.se/information-material/2017/04/a-national-food-strategy-for-sweden--more-jobs-and-sustainable-growth-throughout-the-country.-short-version-of-government-bill-201617104/

Graham, A., Powell, M., Taylor, N., Anderson, D., & Fitzgerald, R. United Nations Children's Fund [UNICEF]. (2013). *Ethics with children research* (Eric). https://childethics.com/wp- content/uploads/2013/10/ERIC-compendium-approved-digital-web.pdf

Grausne, J., & Quetel, A-K. (2018). *Fakta om offentliga måltider: Kartläggning av måltider i kommunalt drivna förskolor, skolor och omsorgsverksamheter*. Livsmedelsverket. https://www.livsmedelsverket.se/globalassets/publikationsdatabas/rapporter/2018/2018-fakta-om-offentliga-maltider-2018.pdf

Gullberg, E. (2006). Food for Future Citizens. *Food, Culture & Society*, *9*(3), 337-343. https://doi.org/10.2752/155280106778813279

Gustafsson, I.-B., Öström, Å., Johansson, J., & Mossberg, M. (2006). The Five Aspects Meal Model: a tool for developing meal services in restaurants. *Journal of Foodservice*, *17*(2), 84-93. https://doi-org.ezproxy.hkr.se/10.1111/j.1745-4506.2006.00023.x

Hesse-Bieber. S. (2010). *Qualitative Approaches to Mixed Methods Practice: Qualitative Inquiry, 16*(6), 455–468. https://journals.sagepub.com/doi/pdf/10.1177/1077800410364611

Holmberg, M. (2019). *Inblick i forskning kring offentliga måltider* (Rapport 2019:39 ISBN: 978-91- 88907-66-0 Göteborg/2019). RISE Research Institutes of Sweden AB [RISE]. https://maltidsverige.se/34567_wp-uploads/2019/06/Rapport-Inblick-i-forskning- kring-offentliga- m%C3%A5ltider-RISE-2019_39.pdf

Johansson, J. (11 November 2020). Vad är värdskap?. *Värdskapet Sverige*. https://www.vardskapet.se/

Jönsson, P & Knutsson, H. (2009). Management control of a meal experience: comments on the Five Aspects Meal Model. Journal of foodservice, *20*(4), 181-188. https://doi-org.ezproxy.hkr.se/10.1111/j.1748-0159.2009.00137.x

Kim, W., & Moon, Y. (2009). Customers' cognitive, emotional, and actionable response to the servicescape: A test of the moderating effect of the restaurant type. *International Journal of Hospitality Management. 28*(1), 144-156. https://www-sciencedirect-com.ezproxy.hkr.se/science/article/pii/S0278431908000534

Kyung-Eun, L. (2019). Students' dietary habits, food service satisfaction, and attitude toward school meals enhance meal consumption in school food service. *Nutritional Research and Practice, 13*(6), 555–563. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6883234/?tool=pmcentrez&report=abstract

Kwok, L. (2012). Exploratory-triangulation design in mixed methods studies: A case of examining graduating seniors who meet hospitality recruiters' selection criteria. *Tourism and Hospitality Research, 12*(3), 125–138. https://journals-sagepub-com.ezproxy.hkr.se/doi/pdf/10.1177/1467358412466669

Lavrakas, P. (2008). *Convenience Sampling.* Sage Publishers. https://dx.doi.org/10.4135/9781412963947.n105

Lashley, C. (2015). Hospitality and hospitableness. *Research in Hospitality Management, 1*(1-7), 2415-5152. https://doi.org/10.1080/22243534.2015.11828322

Lee, C.-J., Cai, D.-C., & Sung, T.-J. (2015). The study of non-linear relationships in theme restaurant servicescape attributes. *The Science of design: Bulletin of JSSD, 62*(1). https://www.jstage.jst.go.jp/article/jssdj/62/1/62_1_29/_pdf/-char/en

Lin, I.-Y., & Matilla, A.-S. (2010). Restaurant Servicescape, Service Encounter, and Perceived Congruency on Customers' Emotions and Satisfaction. *Journal of Hospitality Marketing & Management, 1*9(8), 819-841. https://doi.org/10.1080/19368623.2010.514547

Lindvall, M., & Strandberg, M. (2015). *Tjänstekvalité – Ett möte mellan förväntningar och prestationer.* [bachelor's thesis]. DiVA. http://www.diva-portal.se/smash/get/diva2:820078/FULLTEXT01.pdf

Lucas, P.-J., Patterson, E., Sacks, G., Billich, N., & Evans, C.-E.-L. (2019*).* Preschool and School Meal Policies: An Overview of What We Know about Regulation, Implementation, and Impact on Diet in the UK, Sweden, and Australia. *Nutrients*. *9*(7), 736. https://search-proquest- com.ezproxy.hkr.se/docview/2108575486?pq-origsite=summon

Magnusson-Sporre, C. (2015). *Måltidsgörarens utmaningar: komplexiteten i det medvetna måltidsgörandet.* [doctoral thesis, Örebro University]. DiVA. http://oru.diva-portal.org/smash/record.jsf?pid=diva2%3A857507&dswid=-5500

Marshall, D. (1995). *Food Choice and the Consumer.* Boston: Springer Science & Business Media.

Meiselman, H.-L., & MacFie, H.-J.-H. (1996). Food choice, Acceptance, and Consumption: The contextual basis for food acceptance. Springer, Boston, MA: Springer-Verlag US.

Meiselman, H-L. (2001). Criteria of food quality in different contexts. *Food Service Technology, 1*(2), 67-77. https://doi.org/10.1046/j.1471-5740.2001.00012.x

Meiselman, H-L. (2008). Dimensions of the meal. *Journal of Foodservice, (19)*1, 13-21. https://doi.org/10.1111/j.1745-4506.2008.00076.x

National Food Agency (Livsmedelsverket). (2013). *Skolmåltiden– en viktig del av en bra skola: Stöd och inspiration till skolledare.* https://www.skolverket.se/download/18.6bfaca41169863e6a65ac75/1553965391327/pdf3174.pdf

National Food Agency (Livsmedelsverket). (2015). School lunches. https://www.livsmedelsverket.se/en/food-habits-health-and-environment/maltider-i-vard-skola-och-omsorg/skola

National Food Agency (Livsmedelsverket). (2017). *Den värdefulla måltiden i vården, skolan och omsorgen* (n.a). (https://www.livsmedelsverket.se/globalassets/publikationsdatabas/broschyrer/slv-folder-den- vardefulla-maltiden-2017.pdf

National Food Agency (Livsmedelsverket). (2019). *Bra måltider i skolan: Råd för förskoleklass, grundskola, gymnasieskola och fritidshem* (ISBN: 978-91-7714-266-9). https://www.livsmedelsverket.se/globalassets/publikationsdatabas/broschyrer/bra-maltider-i- skolan.pdf

National Food Agency (Livsmedelsverket). (2020a). *Fakta om offentliga måltider 2019: Kartläggning av matsvinn i kommunalt drivna förskolor, skolor och äldreboenden.* https://www.livsmedelsverket.se/globalassets/publikationsdatabas/rapporter/2020/l-2020-nr- 01--- fakta-om-offentliga-maltider-2019.pdf

National Food Agency (Livsmedelsverket). (16 September 2020b). *Ett nytt recept för skolmåltider – hur blir hela matsystemet hållbart?* https://www.livsmedelsverket.se/om-oss/samarbeten/projekt2/ett-nytt-recept-for-skolmaltider

Negash, S., Ryan, T., & Igbaria, M. (2003). Web-based customer support interface: Determinants and indicators. *Information & management, 40*(8), 757-768. https://search-proquest-com.ezproxy.hkr.se/docview/230894747?pq-origsite=summon

Neuman, N. (ed). (2019) *Mat och ätande: Sociologiska perspektiv* (1:1 ed.). Studentlitteratur AB.

Nordic councils of ministers (2014). *Nordic Nutrition Recommendations 2012: Integrating nutrition and physical activity.* DiVA. http://norden.diva-portal.org/smash/record.jsf?pid=diva2%3A704251&dswid=2939

Nordic Council of Ministers. (2020). *Cookbook for systems change: Nordic innovation strategies for sustainable food systems.* https://pub.norden.org/nord2020-048/nord2020-048.pdf

Norman, G-R (2012). *Biostatistics: The Bare Essentials.* (3 ed.). USA: B.C. Decker Publications.

Olsson, C. Waling, M. (2016). School meals do not have a given place in Swedish school's quality management. *SAGE journals, 75*(8), 961-971. https://doi.org/10.1177%2F0017896916644000

Oostindjer, M., Aschemann-Witzel, J., Wang, Q., Skuland, S-E, Egelandsdal, B, Amdam, G., Schjøll, A., Pachucki, M., Rozin, P., Stein, J., Lengard-Almli, V., & Van-Kleef, E. (2017). Are school meals a viable and sustainable tool to improve the healthiness and sustainability of children ́s diet and food consumption? A cross-national comparative perspective. *Critical Reviews in Food Science and Nutrition, 57*(18), 3942-3958, https://doi.org/10.1080/10408398.2016.1197180

Osowsky, C. (2012). *The Swedish school meal as a public meal.* DiVA. http://uu.diva-portal.org/smash/get/diva2:544062/FULLTEXT01.pdf

Parasuraman, A., Zeithaml, V-A., & Berry, L-L. (1988). SERVQUAL: a multiple-item scale for measuring consumer perceptions of service quality. *Journal of Retailing, 64*(1), 12–40. https://bit.ly/3rNyuI1

Persson-Osowski, C., Göranzon, H., & Fjellström, C. (2010). Perceptions and Memories of the Free School Meal in Sweden. *Food, Culture & Society*, *13*(4), 555-572. https://www.tandfonline.com/action/journalInformation?journalCode=rffc20

Roedder-John, D. (1999). Consumer Socialization of Children: A retrospective look at twenty-five year. *Journal of Consumer Research, 26*(3), 183–213. https://doi.org/10.1086/209559

Ryu, K., Lee, H-R., & Kim, W-G. (2012). The influence of the quality of the physical environment, food, and service on restaurant image, customer perceived value, customer satisfaction, and behavioral intentions. *International journal of contemporary hospitality management, 24*(2), 200-223. https://doi-org.ezproxy.hkr.se/10.1108/09596111211206141

Skolmatsverige. (2019). Att mäta konsumtion. *SkolmatSverige.se.* http://www.skolmatsverige.se/konsumtionsmatning

Solomon, M., Surprenant, C, Czepiel, J, Gutman, E. (1985). Role Theory Perspective on Dyadic Interactions*:* The Service Encounter. *SAGE Journals, 49*(1), 99-111. https://doi.org/10.1177%2F002224298504900110

Spence, C., Piqueras-Fiszman, B., & Blumenthal, H. (2014). *The Perfect Meal: The Multisensory Science of Food and Dining*. Wiley-Blackwell. https://ebookcentral-proquest-com.db.ub.oru.se/lib/universitetsbiblioteket-ebooks/detail.action?docID=1732296

Sureshchandar, G.-S., Rajendran, C., & Anantharaman, R.-N. (2002). The relationship between service quality and customer satisfaction – a factor specific approach. *Journal of Services Marketing, 16*(4), 363-379. https://www-emerald-com.ezproxy.hkr.se/insight/content/doi/10.1108/08876040210433248/full/html#loginreload

Swedish Association of Local Authorities and Regions (SALAR). (16 September 2021). Skolmat. https://skr.se/skolakulturfritid/forskolagrundochgymnasieskola/elevhalsaskolmat/skolmat.2062.html

Swedish Research Council (Vetenskapsrådet). (2017). *God forskningsed.* Vetenskapsrådet. https://www.vr.se/download/18.2412c5311624176023d25b05/1555332112063/God-forskningssed_VR_2017.pdf

Trymell, M. (2019). *Public Meal from a Consumer Perspective: Sustainable school meals.* [academic paper].
https://hkr.instructure.com/courses/1381/assignments/7354. Canvas.

Trymell, M. (2021). *Give them Meat: The Proper School Meal Contradiction.* [academic paper].
https://www.canvas.umu.se/courses/998/assignments/2271/submissions/69753. Canvas.

UNA Sweden. (2019). *School food: The project that gets children to school.* https://fn.se/vi-gor/vi-stodjer-viktiga-fn-projekt-i-varlden/skolmat/

Waddingham, S., Shawb, K., Van-Dama, P., & Bettiola, S. (2018). What motivates their food choice? Children are key informants. *Appetite, 1*(120), 514-522. https://www-sciencedirect-com.ezproxy.hkr.se/science/article/pii/S0195666316305888

Wakefield, K., & Blodgett, J. (2016). Retrospective: the importance of servicescapes in leisure service settings. *Journal of Services Marketing, 30*(7), 686-691. https://doi.org/10.1108/JSM-08-2016-0291

Wakefield, K., & Blodgett, J. (2019). Customer response to intangible and tangible service factors. *Psychology & Marketing, 16*(1), 51-68. https://onlinelibrary-wiley-com.ezproxy.hkr.se/doi/abs/10.1002/(SICI)1520-6793(199901)16:1%3C51::AID-MAR4%3E3.0.CO;2-0

Warde, A. & Martens, L. (2000). *Eating out. Social differentiation, consumption, and pleasure.* Cambridge University Press, Cambridge, UK.

Weible, D. (2013). Gender-Driven Food Choice: Explaining School Milk Consumption of Boys and Girls. *Journals of Consumer Policy, 36*, 403-423. https://doi-org.ezproxy.hkr.se/10.1007/s10603-013-9225-1

Wesslén, A., Sepp, H., & Fjellström, C. (2002). Swedish preschool children's experience of food. *International journal of consumer studies, 26*(4), 264-271. https://doi-org.ezproxy.hkr.se/10.1046/j.1470-6431.2002.t01-1-00227.x

Westöö, A.-K., Jensen, C., Viklund, L., Sörme, L., & Stenmarck, Å. (2018). *Matavfall i Sverige: Uppkomst och behandling 2016.* Naturvårdsverket. https://www.naturvardsverket.se/Documents/publikationer6400/978-91-620-8811-8.pdf?pid=22466

Wilbois, M. (n.d.). *Måltidskvalitét: Värdskap och bemötande - mer än det som finns på tallriken* [PowerPoint-presentation]. Skolverket. https://bit.ly/3o6XoA9
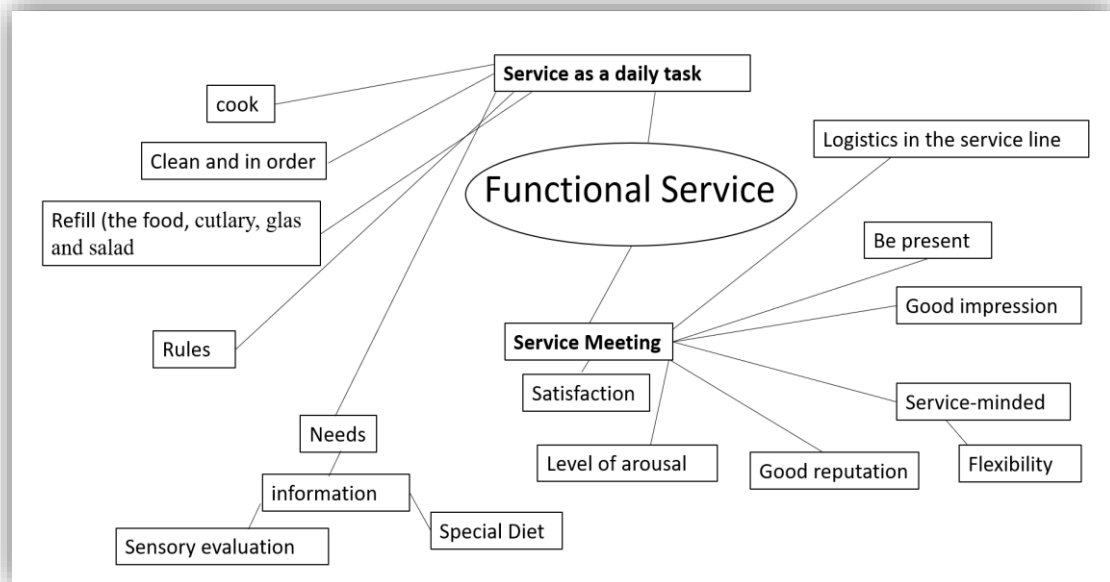
Appendices

Appendix 1: Thematic analysis

Figure 4. Functional Service theming constructed trough mind-mapping technique.
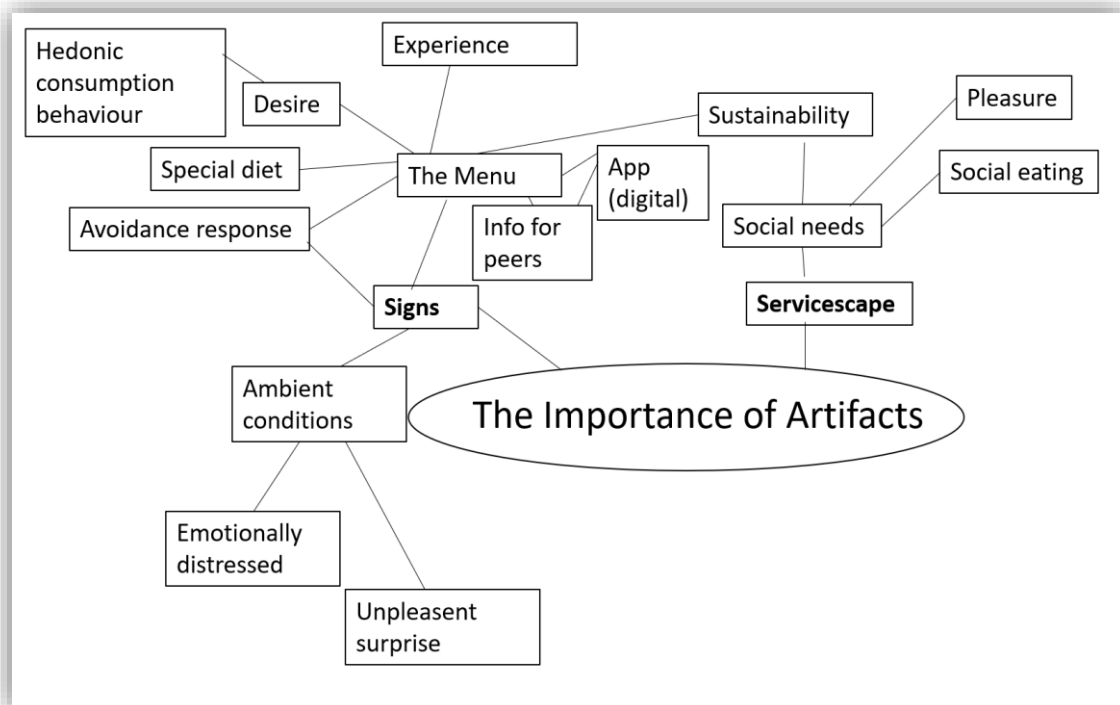
Figure 5. The Importance of Artifacts theming constructed trough mind-mapping technique.

Appendix 2: Food service professionals interview guide

Den här intervjun kommer att handla om servicekvalitet och bemötande i matsalen och gentemot eleverna.

Först skulle jag vilja ställa några bakgrundsfrågor:

Hur länge har du arbetat i köket här på skolan? Har du arbetat i andra kök tidigare?

Vad har du för utbildning?

Hur ser er arbetsfördelning ut? (vem gör vad? /vem ansvar för vad?)

Vad har ni för policy kring den maten som lagas?

Perceived quality of service

Livsmedelskvalitet är ett komplext begrepp. Förenklat kan man säga att kvalitet är en produkts förmåga att tillfredsställa en persons förväntningar (KSLA, 2008).

Mäter ni kvalitén på något sätt? Vilken typ av kvalité är det i så fall ni mäter? Hur gör ni?

Till begreppet servicekvalitet hör det bemötande och den service kunden får under ett restaurangbesök.

Vad skulle kunna ingå i begreppet servicekvalité i ett skolmåltidsbesök, enligt dig?

Vilka krav ställs på er och på de som ni arbetar med? Är servicekvalité ett förekommande begrepp?

Hur gör ni egentligen på er egen arbetsplats när ni ger service? Vad tycker ni att ni är speciellt bra på när det gäller service?

Har ni fått någon speciell utbildning om det här med service och bemötande?

Finns det något ni känner att ni hade velat utveckla?

Har ni hört något om hur arbetar andra med service?

Hospitality, communication and consumer experiences/expectations

Menyer och matspråk

Det finns en tydlig trend mot att restauranggäster blir allt mer intresserade av vad maten de äter innehåller.

Märker du av detta även i skolan?

Hur du gör för att presentera "Dagens meny"?

Ser ni menyn som ett serviceverktyg?

Övrig information i matsal och kring maten?

Digital närvaro beskrivs ofta som viktig och många restauranggäster utgår allt mer från vad de hittar på internet.

Arbetar ni med digital närvaro på något sätt, använder ni er av Sociala medier? Termins/månads/veckomeny?

Arbetar ni på något annat sätt med marknadsföring? grafisk profil?

The multisensory science of food and Dining: sensory characteristics

Ett annat begrepp som ibland används i relation till service är "värdskap".

Vad betyder det för dig?

Är det någon skillnad mellan service och värdskap?

Om man nu ser eleverna som gäster i en skolmatsal – hur tänker du att man kan göra för att gästen ska känna sig sedd, bekräftad och omtyckt?

Har kroppsspråket någon påverkan tror du? Hur påverkar det vårt sätt att möta gäster, kollegor och personal?

Vi har tidigare pratat om Menyn som ett kommunikationsverktyg, finns det några andra verktyg för att kunna kommunicera värdskap.

Vilket intryck vill ni skapa i ert kök och matsal?

Har ni någon speciell strategi kring bemötande?

Kan värdskap och bemötande skapa ett mervärde till måltiden? Om ja, på vilket sätt?

Till sist, vi befinner oss nu i en pandemi med Covid 19. Hur märker ni av detta inom er verksamhet? Har covid 19 förändrat ert sätt att bemöta skolmåltidsgästerna och den servicen ni har möjlighet att ge dem?

Appendix 3: Children's interview guide

The Multisensory Science of food and Dining: Sensory characteristics

Beskriv hur det ser ut i din skolmatsal? Vad gör folk i matsalen under tiden en måltid pågår?

Skolmatsal, (Björkman, 2016)

Hur skulle du vilja beskriva matsalspersonalen på din skola?

Tycker du att det är en upplevelse att gå till matsalen?

Vad tycker du är speciellt bra med din matsal. Hur ser det ut? färg på väggarna, hur många bord har den, finns det musik eller ljud?

Hur många elever kan och brukar äta samtidigt?

Vad skulle du vilja förändra och du fick bestämma?

Hur många är det som arbetar där?

Hur ser matsalspersonalen ut på din skola? Kan du beskriva dem? (Har de likadana kläder? Eller finns det någon gemensam färg eller reklammärke?)

Vad brukar personalen göra när du kommer in i matsalen?

Pratar du någon gång med matsalspersonalen? Hälsar personalen? Känns det som om personalen känner igen dig och du dem?

Är de intresserade av elevers önskan och behov. Ställer de frågor?

Är de glada i att hjälpa till om man har frågor eller vill ha hjälp med något i matsalen?

Tycker du att det är viktigt att personalen i matsalen hälsar och pratar?

Vad gör andra i matsalen? Hur ser det ut? Hur luktar det? Vad är det för ljud i matsalen?

Möte med skolmatsalspersonal

JAG TÄNKTE VI SKULLE PRATA OM DET HÄR SOM KALLAS SERVICE…låt oss titta på den här lilla serien

Servicemötet, (Björkman, 2016)

Vad tanker du på när jag säger service och skolmatsal?

Vad betyder service för dig? Finns det något i kroppsspråket, kläder, gemensam klädkod etc som kan signalera servicekvalitet tycker du?

Vad är "bra service" i relation till skolmåltiderna? Hur vill du bli bemött?

Påverkar bemötandet från personalen den mat man väljer (motivera svaret)? (finns det något som kan göra att man till exempel tar mer eller mindre mat, eller att man väljer en rätt framför en annan?)

Hur presenteras "Dagens meny"? Kan man hitta information på internet eller andra sociala medier? Kan man läsa menyn i skolrestaurangen? På papper? Skyltar? Finns det någon Termins/månads/veckomeny? Finns det några andra skyltar i matsalen? Övrig information i matsal och kring maten?

Perceived quality of service

Här ser du några menyer:

Vad tycker du att de olika menyerna signalerar?

Är det någon av menyerna som kan tänkas ha högre servicekvalitet än de andra? Varför är det så?

Får menyerna som jag visar dig, *(bilderna som visas får inte publiceras på grund av ofullständiga bildrättigheter)* att tänka kring hur maten som serveras i matsalen kommer att se ut och smaka? På vilket sätt då? (Är det så att menyn kan skapa förväntningar på ett visst servicebemötande?)

Hospitality, communication, and consumer experiences

Menyer och matspråk

Många elever är nyfikna på vad de äter? Frågar du eller har du hört någon annan fråga något om vad det är för mat och vad den innehåller? Hur brukar personalen svara och beskriva maten?

Har du märkt av någon förändring i skolmatsalen efter att pandemin Corona (Covid 19)

Appendix 4: Parental consent form

School Food Service Quality: Exploring Perceptions of Service Quality in Primary School

My name is Maria Trymell, and I am studying for a master's degree in Food and Meal Science at Kristianstad University. The education includes conducting a degree project entitled "School Food Service Quality: Exploring Perceptions of Service Quality in Primary School", with the aim of examining the perceived service quality among students aged 10-13 years, and how staff in the school canteen perceive service during meal situations. The results can be used further to help raise the quality of public gastronomy, and to contribute to an increased understanding of what provides service quality, among children in school.

Participation in the study means that an interview will be conducted with your child. The interview will be conducted via the digital tool Zoom, alternatively via Google Meet, and is estimated to take about 30 minutes. The entire interview will be recorded digitally and stored in the GDPR-secured platform Google drive. The interviews will be treated confidentially, which means that the interviews will be deidentified and processed, in accordance with the provisions of the Data Protection Ordinance. Participation is voluntary and can be cancelled at any time. If you agree that your child participates in the study, your child will also be contacted for information and consent. You will then be contacted to determine a time for conducting the interview.

If you have any questions or concerns, you are of course welcome to contact me for more information.

Maria Trymell, student in the Master's Program in Food and Meal Science, Kristianstad University, trymell83@gmail.com

Supervisor: Maria Nyberg, Assistant Professor of Sociology in the subject of Food and Meal Science, Kristianstad University, maria.nyberg@hkr.se

Appendix 5: Children's consent form

School Food Service Quality: Exploring Perceptions of Service Quality in Primary School

My name is Maria Trymell, and I am studying Food and Eating.

In the education I will write a work about what children think, about being a guest in the school canteen.

I will do some interviews to see what children think. The interviews are made via the computer, with headphones and a microphone, and take about 30 minutes. It is voluntary to participate. If you regret your participation, and do not want to join anymore, just let me know. Everything said during the interview is anonymous, and no names will be written in the work. Facts will be used to make school meals as enjoyable as possible. If you say yes to participating, we will book an appointment for an interview.

If you have any questions or concerns, just call, or e-mail me.

Maria Trymell, student in the master's program in Food and Meal Science,
Kristianstad University trymell83@gmail.com

Supervisor: Maria Nyberg, Assistant Professor of Sociology in the subject of Food and Meal Science, Kristianstad University, maria.nyberg@hkr.se

I give my consent to participate in the study of experiences of Service Quality in School Meals.

The consent means that I:

• have read the information about the study, and is aware of the research process, and the time it takes in account.

• had the opportunity to have my questions regarding the study answered before it started and know who to turn to with questions.

• participates in this study is completely voluntarily, and I have been informed about why I have been asked to participate, and what the purpose of the participation is.

• am aware that I can cancel my participation at any time, during the study, without having to explain why.

• gives my consent to store and process the information collected during the study.

• gives this consent provided that no one other than the study leader, supervisor and examiner associated with the study will take part in the collected material.

City……………… … / … 2020

…………………………………… ……………………………………
Signature/parent   Name clarification

My parent or another adult has explained what I should do in the study.

I think that it is OK to participate.

…………………………………. ………………………………………….
Signature/child

Appendix 6: Collection of personal data consent form

The information is collected by Maria Trymell, and Maria Trymell is responsible for the personal data. Your personal information is shared with supervisor Maria Nyberg, Assistant Professor of Sociology, in the subject of Food and Meal Science, Kristianstad University.

The consent is valid until further notice. You have the right to withdraw your consent at any time. You do this by contacting Maria Trymell, trymell83@gmail.com, 070-6585810. Please note, however, that a revocation of your consent does not affect the legality of the processing before the consent was revoked.

You also have the right to contact Maria Trymell, to get information about what information is processed about your child or to request correction, transfer, deletion, or restriction of your personal information.

I agree with the information above
City……………… … / … 2020

Name of the child ……………………………………………

………………………………… ……………………………………
Signature/parent   Name clarification