



Influence Of Student-Teacher Attitude Towards Breakfast Meals In The Al-Faruq College Of Education

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Abstract

Skipping of breakfast among students and tutors of colleges of education is a global issue that requires stakeholders' intervention. The aim of the study was to assess the influence of student-teachers' attitude towards breakfast meals in Al-Faruq College of Education. A mixed method design was used for the study. Students and teachers represented the sample population. The researchers used the randomised stratified sampling method to select a sample size of 359 respondents, which represented 50.2% of the population. The respondents were selected using a purposive sampling technique. Questionnaires were used to collect quantitative data from students while interview schedule was used to collect qualitative data from teachers. Data from the questionnaires were analysed using IBM Statistical Package for Social Sciences (SPSS) version 25. The quantitative data collected was organised, numbered coded, and then entered using SPSS. The researchers used a combination of descriptive and inferential statistics to analyse data. Frequency tables and percentages were used to analyse the demographic characteristics of the respondents. The study established that skipping of breakfast is a common place in the Al-Faruq College of Education and as a result has led to 20% to 30% student-teachers developing negative attitudes toward breakfast meals served in the College. The study, therefore, recommended that dining hall and meals orientation of student-teachers should be organized, strict enforcement of dining hall rules and regulation, and the keeping of the dining hall clean to attract student-teachers.

Keywords: Meals, Breakfast, student-teacher attitudes, dining hall, global issues, Colleges of Education

Introduction

Food consumption plays a significant role in human life. Food may be taken in the morning (breakfast), afternoon (lunch), or evening (supper) (Yates, & Warde, 2017). This means that there is a timeline for taking food or meal in the life of an individual. Among the timeline for taking a meal, breakfast has been considered very significant because it is considered the first meal of the day (Stote, et al., 2007). It is important to note that studies done on breakfast, especially on students' academic performance have emphasized the significance and the need for students to take breakfast. For example, Kawafha, (2013) argues that the consumption of breakfast, which is an important meal of the day, has a positive and direct impact on various educational and overall academic achievements of students. This is because breakfast helps to kick start the morning by boosting the metabolism and providing energy for the activities of the day. The significance of breakfast has also been noted (Olst, 2013) that the time between a person's last meal of the day and the first meal the next day is about 11 hours which is long enough to drain the energy in the food consumed. In view of this Olsta contends that the body, especially the brain needs the energy to function. Therefore, there is the need to consume breakfast at the right time so to start the day's work.

Intiful, & Lartey, (2014) opine that breakfast is the first meal of the day and is typically taken no later than mid-morning. It is frequently branded as the most important meal of the day, owing to several benefits including prevention of overweight, obesity, and reduction in risk of cardiovascular diseases and meeting the day's nutritional needs. Children who consume breakfast are likely to meet their energy and overall nutrient requirement compared to those who do not have breakfast (Nicklas, Bao, Webber, & Berenson, 1993). In India, children between 10 and 15 years who consumed breakfast met about one-quarter to one-third of their daily energy and protein intake from the breakfast meal (Chitra, & Reddy, 2007). Breakfast consumption also contributes to increasing the intake of other nutrients. In a longitudinal study among girls 9-19 years, in which energy intake was adjusted for, breakfast cereal consumption was related to increased consumption of fiber, calcium, iron, folic acid, vitamin C, and zinc, and a decrease in fat and cholesterol intake (Barton et al., 2005).

When compared to the time interval between other meals, such as breakfast and lunch or lunch and dinner, the time interval between the last meal of the day and breakfast the next morning is often larger. The long time delay causes metabolic changes that impair cognitive function and academic performance. Among 9-11-year-old American children, those who took breakfast had higher mental arithmetic task performance, showed better creative thinking, and improved on the performance of tasks involving processing of complex visual displays. Breakfast consumption has been linked to better memory performance in other research. Students' breakfast is very important because their brain needs the energy to work

for effective learning (Dorio & Amparado, 2020). A confirmation of this statement has also been provided by Woolf (2007) who argues that the consumption of breakfast at the right time has a positive impact on the cognitive domain of an individual. It must therefore be stressed that eating breakfast by students must be taken seriously. Therefore, the school authorities must make every frantic effort to monitor the consumption of breakfast by the students at all levels of education in Ghana. Flowing from this, it is important to note that the government of Ghana and for that matter, the ministry of education has provided residential facilities for all colleges of education in a form of boarding with dining halls, which provide students with meals (Doku et al., 2013).

Despite this available catering facility whose cost is borne by the government, students often refuse to consume breakfast meals prepared for them (Mberia et al., 2017). Besides, a study by Kleinman, Hall & Green (2002) found that students who were at nutritional risk had significantly poorer attendance, punctuality, and grades at school, more behaviour problems, and children who were nutritionally vulnerable were less likely to have breakfast at school than children who were not. Also, McSweeney, Bradley, Adamson & Spence (2019) opine that the reason for poor attitude has to do with the perceived notion of poor quality breakfast meals in boarding schools leading to the development of poor attitudes among students towards the consumption of these meals. The development of students' attitudes towards breakfast meals is the current trend in research concerning attitude and other behavioural related issues, due to some concerns raised on the poor quality of these meals being served in the dining halls of boarding schools (Acham et al., 2012). Based on this, then it is possible that breakfast prepared for the schools is served at the right time, and has low quality in food nutrients. Another problem must also be attributed to the hygienic nature of the pantry, kitchen, dining hall, and the quantity of the food that is served on the dining hall table. The objective of the study was to assess student-teachers attitudes toward breakfast meals served in the dining hall of AL-FARUQ College of Education.

Methodology

Research Design

The study took a mixed-methods approach. According to Onwuegbuzie and Johnson (2006), mixed methods research is "a type of research in which the researcher combines quantitative and qualitative procedures, methodologies, approaches, concepts, or language in a single report" (Terrell 2012, 255). The value of mixed methods research is to "broaden understanding by incorporating both qualitative and quantitative research or to use one way to better comprehend, explain, or expand on the results of other approaches" (Creswell, 2009, p.205). Researchers that use a mixed-method approach may uncover data that would otherwise have been neglected or undiscovered (Viadero, 2005). It is based on the assumption that combining quantitative and qualitative methodologies yields a greater grasp of research challenges than each strategy alone.

The study area

Al-Faruq College of Education is located near Droboso, a Wenchi suburb, 2 kilometers from the town center. The College was founded in 1991 by the Kumasi-based Saudi NGO Iqra Foundation for Education and Development. The total land area received from the Wenchi Traditional Council is around 20 acres. In 2006, the school was shuttered, and in 2011, the facilities were turned into a Private College of Education. The College was incorporated by the Ghanaian government as a Public College of Education in June 2015, and students of all religious affiliations are welcome. Following that, the first admission took place in 2016. The National Accreditation Board (NAB) has granted the College accreditation to offer the Diploma in Early Childhood Education and Diploma in Basic Education.

Population for the Study

The target population according to Sekaran and Bougie (2013) is a well-defined collection of individuals or objects with comparable features. A population is a group of people or things that are very well defined for quantifiable purposes (Sekaran & Bougie, 2013). The population refers to the entire group of individuals being investigated. The study's participants include 359 students and three tutors at Al-faruq College of Education in Wenchi Municipality, Ghana's Bono East Region.

Sampling technique

The researchers used a purposive sampling technique for the study. The respondents were selected using a purposive sampling technique. Total population sampling, according to Saunders, Lewis & Thornhill (2012) is a type of purposive sampling technique where you choose to examine the entire population (i.e., the total population) that has a particular set of characteristics. In sampling, units are the things that make up the population. People, cases such as organizations, institutions, countries and data are examples of units. When employing total population sampling, these units are always persons. The units of interest in entire population sampling tend to have some properties that are not particularly common. It is crucial to note that only a few features are uncommon, but because they are the ones we were interested in, they have an impact on our decision. In this study, we assume breakfast is compulsory so every student is supposed to take part. This is the reason why the total population was used as the sample size. Researchers also used 3 tutors who teach food and nutrition to make sure that the food served is quality. The researchers used 366 respondents as the sample size.

Research Instrumentation

This study involved the use of both questionnaires and interviews. Questionnaires involve the use of written down items to which the respondent individually responds in writing. The items are in the form of statements or questions. Its merits include the possibility of using distant respondents. A well-designed questionnaire with open and close-ended questions was formulated and distributed to respondents to be filled and after a time, the questionnaires were collected for recording and analysis as a way of obtaining primary data. The study applied both closed and open-ended questions. This method helped the researchers to get detailed information from different sources as the respondents had a wider chance of giving detailed explanations. When conducting a qualitative interview, open-ended questions are typically used to engage participants in conversation and obtain information about a topic. Interviews are conducted with a sample from a population and the key characteristic they exhibit is their conversational tone. The researchers conducted an open-ended interview after the questionnaires have been collected.

Data collection strategy

The questionnaires were given to all the 363 students on the same day. The students were asked to sit in the assembly hall of Al-faruq College of Education. The researchers provided the students with the necessary information and guidelines. After that, the students were given about three hours to answer the questions. This allowed the researcher to retrieve the entire questionnaire from the 359 students within three hours. About the tutors, the questions were given to them at their offices. The researchers subsequently interviewed the quality assurance person and the dining hall tutors.

Data Processing and Analysis

The researchers adopted the description type of data analysis which involved a description of data collected. However, quantitative methods of the data analysis such as tables, percentages, and frequencies were used. Data from the questionnaires were analysed using IBM Statistical Package for Social Sciences (SPSS) version 25. The quantitative data collected was organised, numbered coded, and then entered using SPSS. The researchers used a combination of descriptive and inferential statistics to analyse data. Frequency tables and percentages were used to analyse the demographic characteristics of the respondents. Frequency tables and percentages were used to analyse the data extracted from the kinds of incentives teachers enjoy. Correlation and regression analysis were used to examine the significant relationship between the incentive (financial and non-financial) on the commitment levels and the performance of the teachers respectively. The questionnaire generated quantitative data which was analyzed. Quantitative means quantity, which means something that can be counted. Quantitative was used for statistical analysis because it produced lend numbers. It asked questions like how, when, where, and how often.

Validity and Reliability of Instruments

Validation of instruments enabled the researchers to find out whether the instruments generated the expected data or information and whether it is understandable, relevant, and meaningful. In this study, there was a try-out stage ambiguous items identified and detected were modified before being administered to the required sample. Try-out also allowed the researchers to establish or estimate the reliability and the validity of the research instruments chosen.

Ethical Consideration

Ethics in research refers to the appropriateness of a researcher's behaviour regarding the rights of those who become the subject of his or her work, or are affected by it (Saunders et al, 2004; Adam & Kamuzora, 2008). It aims at ensuring the researchers do not encourage or cause any physical or emotional pain, harm, or discomfort. Hence, the following ethical issues were taken into consideration to ensure that no violation of basic ethical principles during data collection. Firstly, research clearance was sought from the Al-faruq College of Education. Secondly, the head of departments and tutors were informed of the purpose and value of the study, and their willingness to participate was established. Thirdly, participants were encouraged to get involved fully and answer all the questionnaire and interview questions freely. Fourthly, the participants were informed that their information would be kept confidential and that their identity will not be revealed in any way in the resulting report and only the researcher had to keep such information. The code of conduct for research ethics warned researchers not to harm anybody physically, psychologically, or otherwise.

Results and Discussion

Demographic Characteristic of Respondents

Table 1 shows the distribution of respondents according to the gender and age of the sampled students. The study's respondents constituted both male and female students. Out of 359 students who took part in the study, the majority were females while few were males. This shows that female students outnumbered male students pursuing various programmes at Al-Faruq college of Education. The distribution, therefore, indicates gender inequality in favour of female students in the college. The implication is that, among the students in Al-Faruq College of Education, a large number of females are pursuing programmes to become teachers. This implied that more females tend to enrol in Colleges of Education than their male counterparts who prefer universities. The above result is supported by the fact that in 2012/13, the percentage of women in public universities was 33.6%, in polytechnics 33.1%, and in colleges of education 43.3% (Ministry of Gender, Children and Social Protection, 2014, p. 10).

With regards to the age distribution of respondents, the majority of the students 231 respondents aged between 20-25years as against 14 respondents aged below 19years. This

implies that student-teachers offering various programmes in the Al-Faruq College of education are young adults and have autonomy over their choices of food as well as when and how they want to eat it. At this stage if they are not mentored well about breakfast as an important meal of the day and as such develop a positive attitude towards its consumption, it may lead to many health complications such as obesity, ulcer, diabetes etc. Nicklas et al., (2004, p.35) stressed that breakfast consumption has a substantial effect on the overall nutrient adequacy. Nicklas et al. (2004) were of the view that people who did not consume breakfast were at an increased nutritional risk because the nutrients that were not consumed during breakfast were not remarkably replaced at later meals (Murphy, 2007).

Table 1: Demographic Characteristic of Student Respondents

Gender	Respondents	Percentage
Male	130	36.2
Female	229	63.8
Age		
Below 19	14	3.9
20-25 years	231	64.3
26-30 years	114	31.8
Above 30 years	0	0
Education		
First year student-teachers	90	25.1
Second year student-teachers	102	28.4
Third year student-teachers	167	46.5

Assessment on student-teachers attitude towards breakfast meals served in the dining hall of the Al-Faruq College of Education.

In table 2, some of the sampled respondents had developed the attitude of strongly disagreeing (11.7%), 14.5% and 6.1% agree and strongly agree respectively. Talking about respondents who are indecisive, 25.3% of the respondents said so. Therefore, these responses indicate that egg, cocoa beverage, and bread are not preferred breakfast meals for student-Teachers at Al-Faruq College of education. The researcher further sampled some of the respondents to enquire about their responses given, they indicated that they only take the egg and bread leaving the cocoa beverage because the saucepans that are used to serve spicy foods are also used to serve the cocoa beverage so it affects the taste of the beverage

that why they do not take it. Respondents when asked if they prefer taking rice porridge (rice water) and bread for breakfast, 24.5% being the majority strongly disagree and 17% being the minority said they agree. However, 16.4% disagreed, and 23.1% agreed with the statement while 18.9% remained undecided. On the issue of student-teachers developed attitudes regarding low consumption of breakfast served in the College dining hall because of their ethnic or cultural orientation, the study participants strongly disagreed (21.7%), disagreed (15.8%), agreed (25.3%), and strongly agreed (15.9%), while 21.4% remained undecided. On student-teachers developed attitude regarding low consumption of breakfast served in the College dining hall because of their social status in the school, 22.8% strongly disagreed, 14.8% disagreed, 21.2% agreed and 20.1% strongly agreed, while 21.2% remained undecided.

Concerning student-teacher developed an attitude toward low consumption of breakfast served in the College dining hall because of my family status/background, 7.5% strongly disagreed, 13.1% disagreed 28.7% agreed and 30.6% strongly agreed, while 20.1% remained undecided. In respect of student-teachers developed attitude regarding low consumption of breakfast served in the College dining hall because of its poor quality, 5.6% strongly disagreed, 13.4% disagreed, 28.1% agreed and 30.6% strongly agreed, while 22.3% remained undecided. On student-teachers developed attitude regarding low consumption of breakfast served in the College dining hall because of its poor taste, 18.9% strongly disagreed, 13.9% disagreed, 25.1% agreed and 21.4% strongly agreed, while 20.6% remained undecided.

Also, student-teachers developed attitudes regarding low consumption of breakfast served in the College dining hall because they always have the means of buying alternative such meals, 12.3% strongly disagreed, 13.6% disagreed, 30.9% agreed and 21.4% strongly agreed, while 21.7% remained undecided. Concerning student-teachers developed attitude on low consumption of breakfast served in the College dining hall because it is light (and they always prefer heavy meals in the morning), 9.7% strongly disagreed, 16.2% disagreed, 31.8% agreed and 21.7% strongly agreed, while 20.6% remained undecided. Regarding student-teachers developed attitude on low consumption of breakfast meals served in the college dining hall because one-way diets are mostly served, 11.7% were in strong disagreement, 14.2% were in disagreement, 26.7% were in agreement and 25.9% were in strong agreement, with 21.4% remaining undecided. On the issue of student-teachers developed attitudes regarding the feeling that they are allergic to most of the breakfast meals served in the College dining hall, 10.3% strongly disagreed, 12.3% disagreed, 27.3% agreed and 27% strongly agreed, whereas 23.1% remained undecided.

Concerning student-teacher developed attitude on low consumption of breakfast meals served in the college dining hall due to too much sugar/salt/pepper in it, 7.5% strongly disagreed, 12.8% disagreed, 27% agreed and 28.7% strongly agreed, while 24% remained undecided. Regarding student-teachers developed attitude on low consumption of breakfast meals served in the college dining hall because of the unkempt nature of the dining hall

facility, 6.7% strongly disagreed, 15% disagreed, 27.6% agreed and 28.4% strongly agreed, while 22.3% remained undecided.

The findings of this study indicate that the general disposition (attitude) of student-teachers towards breakfast per the views of lecturer respondents is that of not bad, (because few of them do not patronize breakfast meals since they have an alternative), variation (sometimes they are quick for the meals, sometimes they feel reluctant to go; according to certain periods within the semester and some patronize some breakfast meals when they like them) and some of the student-teachers see the breakfast to be boring, while others may not see the value for money in the meal that is being served. This finding is closely related to a developed attitude because it is formed out of behavioural beliefs and subjective outcome evaluations of the student-teacher's general disposition about breakfast meals (Ajzen, 1991). More importantly, another disposition of student-teachers toward breakfast meals is that of goodness, since as the first meal of the day, some may want to eat a meal that will generally make them feel good to begin the day's work than to have the same taste all the time. This phenomenon is supported by Taylor (2017) that people, especially the young adult who consume breakfast meals regularly are more likely to have the ability to learn normally in school and perform academically than those who do not.

Regarding student-teacher attitude (general disposition) toward breakfast meals, the study revealed that there is moderate satisfaction (49.6% positive), with a considerable number of them remaining indifferent (24.5%) on whether their attitude is negative or positive as also posited by Ajzen (1991) and Mahmoud (2013). Close to 29.5% of the expressed gross dissatisfaction (negative) towards such meals. The moderate satisfaction being student-teachers disposition or attitude toward breakfast meals is reflected in the kind of influence emanating from the Subjective Norm because they influence the student-teacher personally through other social factors (such as friends) and societal referents (such as mass media) (Ho, 2015). The study also revealed that a good number of student-teachers (52.9%) feel that breakfast meals served in the College dining hall were of good quality, with only 22% of them claiming that the meals are of poor quality. Others (25.1%) could not express any opinion on whether they are good or poor quality. The situation could be very worrying since almost half the student body could not vouch for the good quality of the meals. Other findings of the study revealed that some (52.1%) of the sampled respondents had developed attitudes of rating breakfast meals served in their College dining hall as lacking the right amount of nutrients with 19.5% thinking otherwise.

This implies that most of the student-teacher at the Al-Faruq College of Education have a developed disposition that breakfast meals are not generally nutritious. Therefore, they may resort to other meals to satisfy their hunger. For example, 52% of them have the feeling that the time breakfast is served is highly inconvenient for them. Also, 20.6% think the breakfast is served on time. This implies that breakfast meals are not served late in the morning by which time they might have already found an alternative meal to "quenching" their hunger. Again, 35.9% expressed their low consumption of breakfast meals because of their religious

inclination or orientation while a number of them (39.5%) expressed their disagreement with the breakfast which is served at the dining hall. This implies that some students do not go for breakfast because it goes against their religious beliefs and therefore, they prefer eating their religiously accepted meals. Close to 37.3% of the respondents expressed a developed attitude toward breakfast meals to their ethnic or cultural orientation with 37.5% expressing a contrary opinion. This implies that certain ethnic groups or cultures forbid their folks from consuming certain food items. They believe that low compliance to these belief systems may result in undesirable consequences for their indigenes who flout them. This makes them refrain from specific meals served in the College's dining hall.

Again, 42.2% expressed their developed attitudes towards breakfast meals to their social status in the school while 37.6% sharply expressed a contrary opinion. This implies that some of the student-teachers feel shy to patronize breakfast meals as a result of their status as prefects, females or males in their school. Respondent "C" reported that some student-teachers especially the females most often attempt "sneaking" their meals into their dormitories, which is highly forbidden in the College. This is because they feel shy to eat together with their male counterparts in the dining hall, and when they are unsuccessful in conveying the meals to their dormitories, they subsequently stay away, which is a reflection of the issue of Subjective Norm at play. This is because the Subjective Norm construct of the TPB (Ajzen, 1991) becomes a clear manifestation of some female student-teachers being socially bullied by the sheer shyness of their male counterparts in the dining hall. Another motivation for their shyness is triggered by the Theory of Planned Behaviour in a Meal Consumption context (Adapted and modified from Ajzen, 1991; Sanne & Wiese, 2018) where the Attitude construct helps in the formation of behavioural beliefs out of social pressure (subjective norm) leading the development of behavioural intentions to exhibit the actual behaviour (shyness) relative to the Perceived behavioural control in the TPB (Ajzen, 1991) because it describes as one's perceived ability to perform the behaviour, which varies across situations based on influences that either assist with or impede the performance of the behaviour (Ajzen 1991; 2006).

Some respondents (59.3%) also expressed their developed attitudes toward breakfast meals to their family status/background with 20.6% expressing a contrary view, implying that family background does not encourage them to go for breakfast meals served in the College's dining hall since they compare the quality of breakfast they eat at home to what is being served in the College; 52.9% expressed their developed attitudes towards breakfast meals to its poor quality with The implication of this is that most students do not patronize breakfast meals during the early days of the semester mainly because they have just returned to school from home and that they have enough money to spend on other meals instead of the breakfast served in the College's dining hall. Interestingly, one lecturer respondent recounts the many times students refuse to patronize dining hall meals just because they had returned not long ago. The majority (53.5%) of the student-teacher

respondents expressed their developed attitude on low consumption of breakfast to the fact that it is light, and that they always prefer heavy meals in the morning.

The implication is that a good number of them prefer heavy meals to be served as breakfast in the College’s dining hall. Most (52.6%) of the respondents also revealed that their developed attitude on low consumption of breakfast meals could be attributed to the issue of mostly serving only one-way diets, implying that there should be variations in the type of meals served during breakfast periods in the College. Again, some (54.3%) respondents expressed their developed attitude toward breakfast to the feeling of allergy to most of the meals served in the College dining hall with 22.6% expressing a contrary opinion, and this presupposes that people do not patronize breakfast in the College because of health heir health reasons. Also, 55.7% expressed their developed attitude on low consumption of breakfast meals to too much sugar/salt/pepper in it and as a result require to be recognized within the category of student-teachers on special diets.

Another remarkable observation made by some (56%) student-teachers regarding their developed attitude on low consumption of breakfast meals is the unkempt nature of the dining hall facility. Some lecturer participants also recount the untidy nature of the facility culminating in a section of student-teachers staying away from the facility for fear of food contamination and subsequently falling sick.

On whether the number of dining hall absentees during the breakfast period can be quantified, respondents generally observed that it will be very difficult to quantify, but somehow believed that a third and sometimes close half of the student body most of the time stay away from the dining hall during breakfast period. One lecturer participant indicated that during the peak season such as periods mid-way through the semester or the latter part of the semester, student-teachers massively patronize breakfast in the dining hall, with the percentage of patronage around 70% to 75%. She also indicated that generally; between 50% and 55% of student-teachers patronize breakfast meals served in the College’s dining hall. It can be deduced that the emanation of these influences from personal inclination can be attributed to one of the constructs (Individual Approach) of the Integrative Model of Absenteeism developed by Løkke Nielsen (2007), which attributes the personal cause of a phenomenon to demographic traits of a person in terms of sex, age, and other personal characteristics while 19% of them expressing opposing views.

Table 2: Questionnaire Responses by Student-teachers (Quantitative Data)

No.	Questionnaire Items Student-teachers’ attitude towards breakfast	Strongly Disagree 1	Disagree 2	Undecided 3	Agree 3	Strongly Agree 5
1	I feel very sleepy when I take corn	42 (11.7%)	51 (14.2%)	88 (24.5%)	118 (32.9%)	60 (16.7%)

	porridge as breakfast					
2	I feel very uncomfortable after taking capital letters (oblayo) for breakfast	31 (8.6%)	48 (13.4%)	90 (25.1%)	94 (26.2%)	96 (26.7%)
3	Millet porridge (Hausa koko) and bread makes me dull and weak	102 (28.4%)	100 (27.9%)	87 (24.2%)	14 (3.9%)	56 (15.6%)
4	Egg, cocoa beverage and bread for breakfast is the best	96 (26.7%)	98 (27.3%)	91 (25.3%)	52 (14.5%)	22 (6.1%)
5	I prefer taking rice porridge (rice water) and bread for breakfast	88 (24.5%)	59 (16.4%)	68 (18.9%)	83 (23.1%)	61 (17%)
6	I do not consume breakfast served in the College dining hall because of my ethnic or cultural orientation.	78 (21.7%)	56 (15.8%)	77 (21.4%)	91 (25.3%)	57 (15.9%)
7	I do not consume breakfast served in the College dining hall because of my social status in the school.	82 (22.8%)	53 (14.8%)	76 (21.2%)	76 (21.2%)	72 (20.1%)
8	I do not consume breakfast served in the College dining hall because of my family status/background.	27 (7.5%)	47 (13.1%)	72 (20.1%)	103 (28.7%)	110 (30.6%)

9	I do not consume breakfast served in the College dining hall because of its poor quality.	20 (5.6%)	48 (13.4%)	80 (22.3%)	101 (28.1%)	110 (30.6%)
10	I do not consume breakfast served in the College dining hall because of its poor taste.	68 (18.9%)	50 (13.9%)	74 (20.6%)	90 (25.1%)	77 (21.4%)
11	I do not consume breakfast served in the College dining hall because I always have the means of buying alternative breakfast.	44 (12.3%)	49 (13.6%)	78 (21.7%)	111 (30.9%)	77 (21.4%)
12	I do not consume breakfast served in the College dining hall because it is light (I always prefer heavy meals in the morning).	35 (9.7%)	58 (16.2%)	74 (20.6%)	114 (31.8%)	78 (21.7%)
13	I do not consume breakfast meals served in the college dining hall because one-way diets are mostly served.	42 (11.7%)	51 (14.2%)	77 (21.4%)	96 (26.7%)	93 (25.9%)
14	I do not consume breakfast meals served in the college dining hall because I am allergic to most of the meals served.	37 (10.3%)	44 (12.3%)	83 (23.1%)	98 (27.3%)	97 (27%)

15	I do not consume breakfast meals served in the college dining hall because of too much sugar/salt/pepper in it.	27 (7.5%)	46 (12.8%)	86 (24%)	97 (27%)	103 (28.7%)
16	I do not consume breakfast meals served in the college dining hall because of the unkempt nature of the dining hall facility.	24 (6.7%)	54 (15%)	80 (22.3%)	99 (27.6%)	102 (28.4%)

Source: Field Work (2020)

Interview Responses by Tutors (Qualitative Data)

This study sought to conduct an assessment of student-teachers' developed attitude (general disposition) towards breakfast meals served in the dining hall of the Al-Faruq College of Education. The section also sought to quantify the number of student-teachers who patronize breakfast meals served at the College's Dining Hall and again establish whether student-teachers normally exempt themselves from breakfast meals consumption to provide some tutors' responses to the question:

“What are the developed attitudes of student-teachers toward breakfast meals served in the dining hall of the Al-Faruq College of Education?”

Responses from interview guide administered on Tutor “A” - (Dining Hall Master of the College)

Response gathered from a respondent through interview indicates that the general disposition of student-teachers towards breakfast meals in the study area is not bad, because few of them do not patronize breakfast meals since they have alternatives. On whether the number of student-teachers who go to the dining for breakfast can be quantified or not, the participant stated that he cannot quantify since the numbers that come for breakfast meals fluctuate daily.

Responses from interview guide administered on Tutor “B” (Hall Mistress)

From the interview, the participant indicated that the attitudes of student-teachers toward breakfast served in the dining hall of the Al-Faruq College of Education vary because

sometimes they are quick for the meals, and sometimes they feel reluctant to go. On whether the number of student-teachers who go to the dining for breakfast can be quantified or not, the participant indicated through the interview that, though the number of student-teachers who attend dining hall for breakfast cannot be quantified majority of them patronize breakfast on campus since it is the first meal served during the day and is also served hot, at times some tutors even patronize due to its quality nature.

Responses from interview guide administered on Tutor “C” (Quality Assurance Officer)

When the interview guide was administered to the respondent, the participant was of the view that the general disposition or attitude of student-teachers toward breakfast meals varies according to certain periods within the semester. That is to say that some do not feel like patronizing breakfast meals because they have just arrived from home and as a result have enough money to go for an alternative. However, when it is getting closer to the end of the semester or mid-way through the semester they do go for breakfast in the dining hall because it is believed that their pocket money is draining or their provisions are getting finished. Some complain that specific meals served in the dining hall are not good for them so they skip such meals. They actually patronize some breakfast meals when they like them. The participant indicated that during the peak season (periods such as mid-way through the semester or the latter part of the semester when students massively go for breakfast in the dining hall) the percentage of patronage is around 70% to 75%. Generally, a percentage of 50% or 55% of student-teachers patronize breakfast meals served in the College’s dining hall.

Conclusion

The study revealed that there were three forms of disposition (attitude) of student-teachers toward breakfast meals served in the Al-Faruq College of Education dining hall such as “not bad”, “variation” and “goodness”. The study revealed that indeed the study also revealed that the meals on the College’s dining menu are actually what they are being served in the school dining hall per some observations conducted, and also that the general quality of the breakfast meals served at the College’s dining hall per the Nutritionist standpoint is that of one which does not meet the requirement of a standard breakfast for a healthy adult.

Recommendations

- a. There should be strict enforcement of dining hall rules and regulations at the College and stiffer punishment meted out to culprits who flout such rules; especially those who absent themselves without any tangible reasons will help student-teachers develop positive attitudes towards breakfast meals.
- b. There should be orientation and re-orientation of both in-coming and continuing student-teachers on the need to patronize dining hall meals, especially breakfast since it is the first

meal of the day which will help them increase their daily energy intake and promote good academic performance at school and further help them develop positive attitudes toward such meals.

c. Provision of a new and bigger dining hall and continuous keeping the dining hall environment clean will urge student-teachers to patronize dining hall meals, especially breakfast.

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