

UNDERSTANDING THE PERCEPTION OF CONSOLANIAN ON IN-SCHOOL COFFEE SHOP: BASIS FOR BUSINESS PLAN DEVELOPMENT

*Angelyn C. Dy Tioco

**Lizette D. Ang

***Shania L. De Jesus

****Catherine Joy A. Gonzales

*****Cathleen Khate D.B Evangelista

*****Godfrey Nikolai P. Murillo

*****Marylis M. Tolentino

*****Karl Virgil C. Valencia

Paper Received: 01.12.2023 / **Paper Accepted:** 24.12.2023 / **Paper Published:** 28.12.2023

Corresponding Author: Angelyn C. Dy Tioco; doi:10.46360/ cosmos.mgt.420241004

Abstract

In order to create a thorough business plan, this study is to investigate and understand the Consolanian community's opinions about the opening of coffee shops inside of schools. The incorporation of coffee shops within educational institutions is becoming a trend as the demand for easily accessible and shared spaces for studying and socializing grows. However, knowing the target audience's preferences, expectations, and concerns is crucial to the success of such endeavors. The researcher intends to apply descriptive research, a form of quantitative study that systematically investigates social processes using statistical or numerical data among Consolanian. The survey aims to quantify preferences related to coffee shop products, ambiance, and service expectations, pricing, and its physical evidence. Additionally, the study explores the potential impact of in-school coffee shops on the academic environment, social dynamics, and overall campus culture. The findings of this research will contribute valuable information to the development of a business plan tailored to the specific needs and preferences of Consolanians. The business plan will address key elements such as location, menu offerings, pricing strategies, and marketing approaches, ensuring alignment with the cultural and academic context of the university. Ultimately, this study seeks to bridge the gap between the growing demand for in-school coffee shops and the unique expectations of the Consolanian University community, fostering a harmonious integration that enhances the overall campus experience.

Keywords: Business Plan, In-School Coffee Shop, Educational Institutions.

Introduction

Coffee is widely used globally and has undergone significant transformations in various aspects such as production, processing, trading, consumer appreciation, and cultural significance (Guimarães et al., 2019). Specialty and high-quality coffees are experiencing increased market presence as they cater to customer needs (Giacalone et al., 2019). The global consumption of specialty coffee is experiencing growth, with a 1.5% increase. This expansion in the market is influenced by the introduction of new products, ongoing research, and the presence of specialized coffee establishments (Guimarães et al., 2019). In order to comprehensively assess the customers' behavior and

preferences (Wang & Yu, 2016), it becomes imperative to identify numerous markets that may be more precisely and effectively researched.

The perceptions of university students' and employees' perspectives of the on-campus coffee shops operation hold significant importance in shaping their satisfaction levels, frequency of meals, and overall college experience (Hall, 2020). Given the documented increase in enrollment, prevailing economic circumstances, and the inherent captive nature of the college-student coffee shops market, the task of attaining student contentment with on-campus coffee shops has become progressively arduous, particularly among diverse student cohorts,

*-*****College of International Tourism and Hospitality Management, La Consolacion University, Philippines.

especially in instances where coffee shops options are limited. In addition, coffee shops providers encounter numerous difficulties when catering to Millennial students who exhibit cultural diversity, fickleness, sophistication, and a wealth of experience in their dining preferences. Furthermore, these students are sometimes restricted to campus, hence amplifying the complexity of their needs (Choi et al., 2013; Joung et al., 2014). Hence, it is imperative for on-campus coffee shops providers to acknowledge the behavioral patterns of their clients and strive to meet their needs in order to effectively attract users to the dining services.

There has been a limited amount of research conducted on students' perceptions of on-campus coffee shops operations in colleges and universities despite the increasing number of studies that have explored various aspects such as quality of service, quality of food, value for money, food options, and ambience in university coffee shops (Joung et al., 2019). Insufficient study exists regarding the perceptions of on-campus eating service providers among distinct student populations, such as residents and commuters.

Many contemporary students have a preference for studying in locations such as coffee shops due to the diverse atmospheres they offer. They exhibit a preference for minimal noise over complete silence. According to Nielsen (2021), coffee shops are often associated with office spaces and libraries. Individuals perceive this location as tranquil, serene, and optimal for academic pursuits due to the availability of refreshments, such as beverages and snacks, which aid in facilitating the learning process. Being in a public setting can create a psychological sense of duty to remain focused on the activity at hand rather than allowing oneself to become distracted and disengaged.

Frequently, students' and employees go to coffee shops or cafes in order to complete their academic or professional tasks, fostering a sense of collective productivity. Some students choose to study independently as they find it advantageous to work on their own, while others prefer studying in a group setting. Coffee shops in-campus should offer internet access that enables students to access and gather information to support their academic pursuits. The aforementioned are all favorable features associated with studying in a coffee shop. Nevertheless, it is important to acknowledge that there are also negative factors to consider. Given the public nature of the environment, there exists the potential for various auditory disturbances that may hinder students' ability to concentrate on their academic pursuits (Reviews, 2017).

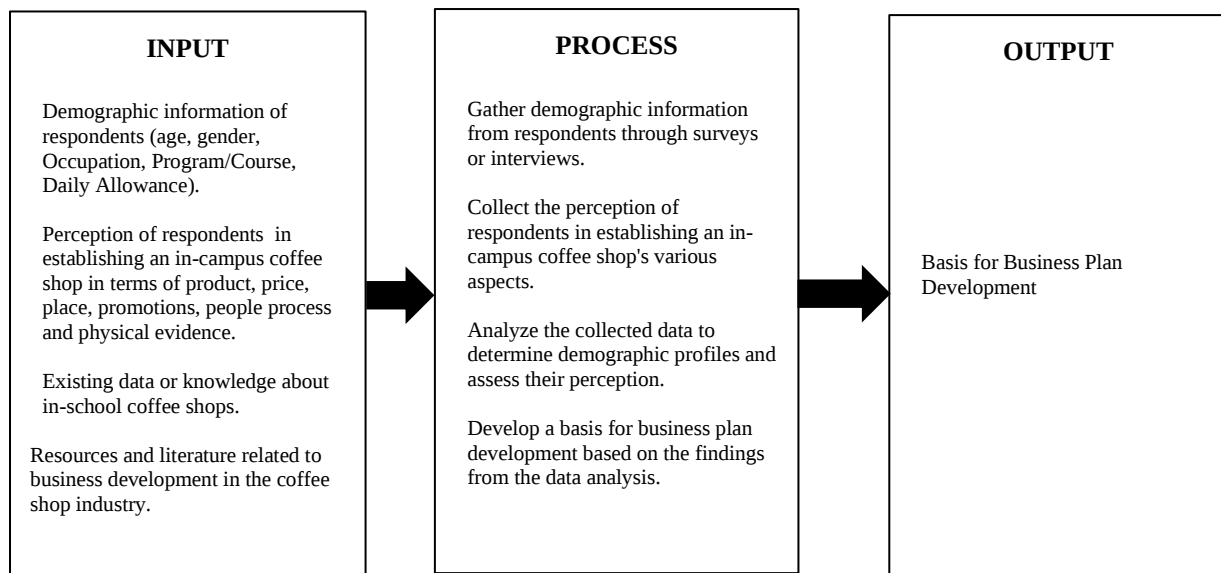
This research aims to shed light on the complex interplay between campus coffee shops and the integration of academic and professional spheres. It's natural to wonder if this marriage makes sense, and to fret over how it might affect students' efforts in class and their final grades. We use Yuan's (2019) study as a guide through this complex landscape, delving into the positive and negative effects of on-campus coffee shops on the corporate world and the educational system.

As a result, the study dives into the fascinating interplay between in-school coffee shops, education, and commerce in an effort to clarify the myriad ramifications and implications of such an arrangement. We hope to add to the academic discussion of this developing phenomena by conducting a thorough examination and synthesis of the relevant literature and empirical data.

Conceptual Framework

This IPO conceptual framework outlines the key components of the research study, including the inputs, the processes involved in conducting the research, and the expected outputs, which include a research report and recommendations for leveraging in-school coffee shops for business development in educational institutions.

The collection of demographic data pertaining to survey participants is crucial in order to gain a comprehensive picture of the target population. According to a study conducted by Smith et al. (2019), there is a notable impact of age and gender on consumer preferences and behavior within the coffee sector. Furthermore, conducting an analysis of the ratings pertaining to different areas of the coffee shop can yield significant and informative findings. The impact of consumer satisfaction in coffee shops is influenced by product quality and service, as stated in a report by the National Coffee Association (NCA, 2020). Hence, it is imperative to build a comprehensive business plan that is grounded in thorough research findings in order to facilitate the growth and progress of a business. The success of a coffee shop startup was significantly influenced by the implementation of a well-structured business plan, as shown in a case study published by Johnson (2018) in the *Journal of Business Case Studies*. Therefore, this framework elucidates the significance of demographic data, data research, and a meticulously crafted business plan within the realm of investigating coffee shops situated within educational institutions and fostering business growth.



Scope and Delimitations

This study seeks to determine the perception of students and viability of establishing coffee shops within educational institutions. This study examines the potential advantages and obstacles associated with the implementation of coffee shops within educational institutions, as well as the resulting effects on students, schools, entrepreneurs, and coffee shop proprietors. The researchers choose to do this study in response to the escalating frequency of coffee shops within educational institutions and the burgeoning interest in their influence on the educational and commercial milieu.

The main participants consist of a cohort of 209 students and employees. The valuable insights about the impact of these venues on their academic, work and social life can be derived from their experiences, preferences, and views. These respondents offer significant insights into their perception on in-school coffee shop.

Moreover, the research was carried out in La Consolacion University Philippines located in Bulacan respectively. The selection of particular college departments, teaching personnel, and non-teaching staff was contingent upon their level of accessibility and their expressed desire to engage in the research.

Methodology

Research Design

For this study, a form of quantitative study that systematically investigates social processes using statistical or numerical data. This phenomenon can be linked to the concepts of what, where, when, and how, but not the underlying reasons for its occurrence. Descriptive research offers several advantages when the aim is to ascertain characteristics, frequencies, patterns, and

categorizations. The objective of this study is to examine the effects of in-school coffee shops on business development.

Respondents of the Study

The research is conducted at one academic institution, namely La Consolacion University Philippines. The participants in this study consist of both students enrolled at the university, faculty members, and employees of the said institution.

Research Instrument

The researchers administered a survey in the form of a questionnaire to the people who agreed to take part in the study. The researchers conducted a survey in order to numerically analyze the data that would be collected from the responses of the respondents.

Data Analysis

The researchers developed a questionnaire to collect the requisite data from the chosen participants who are enrolled or employed at La Consolacion University Philippines. The researchers thereafter proceed to submit the questionnaire for validation by experts who possess relevant expertise. This validation process aims to ascertain the questionnaire's efficacy in addressing the research objectives. The current academic researchers got authorization from the Dean of the Universities prior to administering the relevant survey. The confidentiality of all data and information received from the interviewees was ensured. The researchers administered a typewritten questionnaire, allowing respondents the autonomy to select which questions they felt like answering.

Ethical Considerations

This thesis examines the ethical implications associated with the investigation of in-school coffee shops as a foundation for corporate expansion within

educational establishments. The intention is to guarantee that the implementation of in-school coffee shops adheres to the fundamental values of fairness, welfare, and academic authenticity. The ethical considerations associated with this research are crucial in establishing a solid basis for comprehensively examining the effects of in-school coffee shops on the educational environment.

Results and Discussion

SOP1. Demographic Profile

The respondents' profile is shown here in order to gather the background data that is required, such as age, gender, position, department and daily allowance. The following findings were analyzed and presented:

Table 1: Frequency Distribution Table of Age

	Frequency	Percent
17 to 27	175	83.73
28 to 38	15	7.18
39 to 49	13	6.22
50 to 60	5	2.39
61 and above	1	0.48

Note. Table 1 displays the demographic characteristics of the study participants with respect to age. The study includes a total of 209 respondents. According to their responses, 175 individuals (83.73%) fall within the 17-27 age group, while 15 individuals (7.18%) are in the 28-38 age group. Additionally, 13 individuals (6.22%) belong to the 39-49 age group, 5 individuals (2.39%) belong to the 50-60 age group and 1 individual (0.48%) is 61 and above years old. With over half of the respondents falling into the young adult category, or Gen Z, this age group received the highest percentage of 83.73%, indicating that they are conscious of the quality of the food products they purchase. Ages 61 and up, sometimes referred to as Generation Jones

or Boomers II, received the lowest percentage of 0.48% since they are more experienced and care about if the products are cost-effective enough for them to save a lot of money. The majority of respondents were therefore between the ages of 17 and 27, as indicated by the mean age of 38.11 for the sample. Moreover, as per the National Coffee Data Trends (NCDT) report published by the National Coffee Association (NCA). In the US, coffee consumption among young adults is higher than ever. Millennials are driving several improvements in the coffee industry, including higher quality and transparency as well as an emphasis on convenience and sustainability. They are also known for being tech-savvy, environmentally sensitive, and curious.

Table 2: Frequency Distribution Table of Gender

	Frequency	Percent
Male	81	38.76
Female	128	61.24

Note. Table 2 illustrates that the majority of participants were female, comprising 61.24% of the total with one-hundred twenty-eight out of 209. In contrast, males accounted for 38.76% of the eighty-one participants. This indicates a higher participation of female respondents compared to males in the survey.

Studies reveal that women patronize specialized coffee shops for longer periods of time and place a higher priority on flavor than do men. The low-

paying service industries in the Canadian coffee shop franchise market are predominantly part-time and female-dominated, a reflection of the ongoing impact of gender on work structure. The way people "do gender" in coffee shops is likewise influenced by gender, as both masculine and feminine social actors embrace hegemonic masculinity traits in an attempt to take the lead in society. When choosing a café, Millennials also have different tastes based on their gender: female Millennials like comfort, variety, and unusual menus, while male Millennials value inventiveness.

Table 3: Frequency Distribution Table of Position

	Frequency	Percent
College students	169	80.86
Non-teaching Staff	20	9.57
Teaching Personnel	20	9.57

Note. Table 3 displays the frequency and percentage distribution of respondents based on their position. The highest concentration of the position of the respondents were college students with 80.86% (169), non-teaching staff with 9.57% (20) and also 9.57% (20) percent for the non-teaching staff.

Studies have indicated that young adults and college-educated people typically drink more coffee. This is especially true in the US, where coffee has grown in popularity among young people as a social beverage. In Europe, drinking coffee is more common in all age groups and is frequently seen as a daily need.

Table 4: Frequency and Percentage Distribution of Department

	Frequency	Percent
CAMP	30	15.87
CASE	35	18.52
CBEA	32	16.93
CITE	30	15.87
CITHM	55	29.10
Others	7	3.70

Note. Table 4 presents the frequency and percentage distribution of participants based on their Department. The majority of the respondents in this survey were from CITHM which got fifty-five respondents (29.10%), CAMP which got thirty

respondents (15.87%), CASE which got thirty-five respondents (18.52%), CBEA had thirty-two responses (16.94%), CITE with thirty respondents (15.87%), and others with seven responses (3.70%).

Table 5: Frequency and Percentage Distribution of Daily Allowance

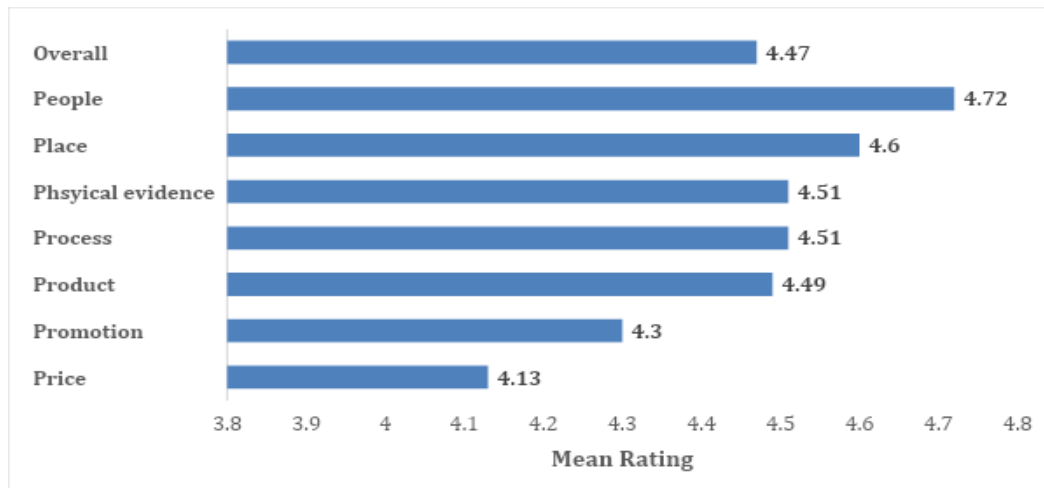
	Frequency	Percent
100-200	83	39.71
201-300	48	22.97
301-400	29	13.88
401-500	26	12.44
Above 500	23	11.00

Note. As shown in Table 5, the highest daily allowance of the respondents is ranging from 100-200 pesos with 39.71%, followed by 48 respondents (22.97%) who have an allowance of 201-300 pesos.

29 respondents (13.88%) have an allowance of 301-400 pesos, 26 respondents (12.44%) have an allowance of 401-500 pesos, while only 23 respondents (11%) have an allowance of above 500.

SOP2. Perceptions of Respondents

Table 6: Summary of Perception



Note. According to Table 6, Overall perception establishing in-school coffee shop is 4.47 implying very positive perception. Among the seven aspects, highest or most positive perception is given to people (4.72) followed by place (4.60) while ranked 3rd is 4.51 is for physical evidence.

The notion of organizing an in-college coffee shop has elicited a notably fine perception amongst stakeholders, along with college students, college, and group of workers. The concept of bringing a coffee keep into the educational surroundings has a long way-accomplishing implications, contributing to an usual advantageous surroundings and enhancing the school enjoyment in multifaceted approaches.

One key thing of the overwhelmingly fantastic belief is the ability for an in-school coffee shop to serve as a hub of social interplay and network building. Studies in academic psychology (Smith et al., 2022) highlights the significance of making areas within academic institutions that foster social connections. An in-college espresso shop affords a cozy and inviting place for students and faculty to collect, fostering a feel of network and camaraderie that is going beyond the confines of the traditional study room.

Additionally, the introduction of an in-college espresso store aligns with broader trends in instructional establishments aiming to create holistic and pupil-centered environments. Recognizing the importance of the general scholar enjoy, schools are investing more and more in amenities that beautify nicely-being, engagement, and satisfaction.

SOP3. Business Plan CAFÉ BARCELO



Vision

At Café Barcelo, our vision is to create a dynamic and inclusive hub where individuals can escape the daily grind, fostering a sense of community and connection over quality coffee. We aspire to be the go-to destination for those seeking a unique blend of artisanal beverages, a cozy atmosphere, and a commitment to sustainability.

Mission

Our mission is to provide a memorable experience through carefully crafted coffee and a warm, inviting ambiance. We are dedicated to sourcing the finest beans, promoting local partnerships, and creating a space that encourages creativity, collaboration, and a sense of belonging.

Goals

1. **Facilitating Interaction:** The coffee shop aims to serve as a meeting point where students and faculty can gather, fostering a sense of community within the school.
2. **Building Relationships:** By providing a relaxed environment, the coffee shop encourages the development of relationships among students, faculty, and staff outside of formal academic settings.

3. **Comfortable Environment:** The coffee shop strives to be a comfortable and inviting space, offering a break from the academic rigors and providing a place for relaxation.
4. **Escape from Stress:** It serves as a retreat for individuals seeking a moment of respite, allowing them to recharge and refocus.
5. **Aligning with Values:** The coffee shop strives to align with the values and culture of the school, contributing positively to the overall atmosphere and ethos of the institution.

Objectives

One primary objective of Café Barcelo is to provide a space that encourages collaboration and social interaction among students, teachers, and staff. The coffee shop is designed to be a welcoming environment where individuals can gather to discuss projects, share ideas, and engage in meaningful conversations outside the traditional classroom setting. By fostering a sense of community, Brewed aims to enhance the overall learning experience and contribute to the development of a more interconnected school culture.

Strategies

1. Social Media Presence

- Establish and maintain active social media accounts on platforms popular with the student body.
- Share engaging content, such as storytelling in which Cafe Barcelo can use social media to share its founding story and menu inspiration, which fosters personal connections with its audience.
- Using of interactive promotions which we will implement contests and user-generated content campaigns that can boost customer engagement and brand visibility.
- Behind-the-Scenes Content will share glimpses of kitchen operations and staff interactions that humanizes the brand and showcases its commitment to quality.
- Customer Engagement and Feedback will actively engage with customers on social media which strengthens relationships and allows the cafe to gather valuable insights for improvement.

2. Collaborations with Student Clubs

- Partner with student clubs for exclusive promotions or discounts.
- Feature club-sponsored drinks on the menu, naming them after the clubs.

3. Themed Promotions

- Introduce seasonal or themed promotions, such as "Finals Week Fuel" or "Teacher Appreciation Day."

- Create visually appealing promotional materials for in-school display.

4. Loyalty Program

- Implement a digital loyalty program that rewards frequent customers with discounts or free items.
- Advertise the loyalty program through posters, flyers, and announcements.

5. Partnerships with School Publications

- Advertise in school newspapers or magazines.
- Provide exclusive discounts to readers of school publications.

6. Ambassador Program

- Recruit student ambassadors to promote the coffee shop within their social circles.
- Offer incentives for referrals and social media mentions.

7. Interactive Events

- Host events like coffee tastings, barista workshops, or live music.
- Encourage user-generated content by running contests for the best coffee-related photos or reviews.

8. Budget Allocation

- Allocate a portion of the budget for sponsored events, promotional materials, and social media advertising.
- Monitor the effectiveness of each strategy and adjust the budget accordingly.

9. Evaluation

- Regularly assess the success of marketing strategies through sales data, customer feedback, and social media analytics.
- Make adjustments to the plan based on the effectiveness of each strategy.

10. Controls

- We use historical data, trends, and forthcoming events to forecast the amount of inventory that will be required for a certain time frame.
- In order to reduce food spoiling concerns, Cafe Barcelo will implement the first in, first out (FIFO) system.
- For the safety of our employees, preventive maintenance, methodical care, and protection of machinery and equipment are necessary.
- To guarantee that our patrons and employees have a hygienic environment in which to dine and stay, Cafe Barcelo maintains the highest standards of cleanliness and hygiene.

Organizational Plan

In a small coffee shop, roles may overlap, and employees might perform multiple functions. Flexibility and cross-training become important in

ensuring smooth day-to-day operations. As the coffee shop grows, additional specialized roles may be introduced to meet the demands of an expanding business.

In Café Barcelo, it will aim to foster a culture of adaptability and efficiency. As it expands, the organizational structure will evolve to meet the demands of the growing customer base while ensuring smooth day-to-day operations.

1. Flexible Staff Roles

- a. In our small coffee shop, employees will be cross-trained to handle various tasks, promoting flexibility and teamwork.
- b. All team members will be encouraged to embrace versatility, seamlessly transitioning between roles as needed to maintain operational fluidity.

2. Specialized Roles Introduction

- a. With growth, we will introduce specialized roles tailored to specific functions, such as a head barista, shift supervisor, and inventory manager.
- b. These specialized roles will enhance efficiency by focusing on particular aspects of our operations, ensuring excellence in execution and customer service.

3. Training and Development

- a. Continuous training programs will be implemented to equip employees with the skills and knowledge necessary to excel in their roles.
- b. Opportunities for career advancement and skill enhancement will be provided to encourage employee engagement and loyalty.

4. Clear Communication Channels

- a. Open communication channels will be established to facilitate collaboration and feedback among team members.
- b. Regular meetings and updates will ensure that everyone is aligned with our goals and objectives, fostering a sense of unity and purpose.

5. Respectful Work Environment

- a. We are committed to creating a respectful and inclusive work environment where every team member feels valued and appreciated.
- b. Diversity and inclusivity will be celebrated, enriching our organizational culture and fostering creativity and innovation.

The organizational plan will prioritize flexibility, specialization, and continuous improvement. By nurturing a culture of adaptability and respect, Café Barcelo will build a thriving coffee shop that delights customers and empowers employees to reach their full potential.

Conclusion

1. Profile of Respondents

- 1.1. Age:** The highest concentration of the age of the respondents belong to the age bracket of 17-27 years old with eighty-three-point seventy-three percent, fifteen belongs to the age bracket of 28-38, thirteen to aged 39- 49, five aged 50 - 60 and only one belong to the age bracket 60 and above years old. With a 38.11 mean for the age of the respondents.
- 1.2. Gender:** Majority of the respondents who participated in the survey were female, which got one hundred twenty-eight (128) responses, eighty-one (81) responses were from male.
- 1.3. Position:** The highest concentration of the position of the respondents were college students with eighty point eighty-six, non-teaching staff with nine point fifty-seven percent and also nine point fifty-seven percent for the non-teaching staff.
- 1.4. Department:** Majority of the respondents participated in this survey were from CITHM which got fifty-five respondents, CAMP which got thirty respondents, CASE which got thirty-five respondents, CBEA had thirty-two responses, CITE with thirty respondents, and others with seven responses.
- 1.5. Daily Allowance:** The highest daily allowance of the respondents is ranging from 100-200 pesos with thirty-nine point seventy-one percent, 201-300 with twenty-two point ninety-seven percent, 301-400 with thirteen point eighty-eight percent, 401-500 with twelve point forty-four percent and 500 above with eleven percent.

2. Perception of respondents in establishing in-school coffee shop be assessed in terms of:

- 2.1. Product.** Majority of the respondents have a very positive perception about establishing in-school coffee shop, specifically about product. Among the five positive attributes, four are rated as strongly agree while the remaining one is rated as agree.
- 2.2. Price.** Majority of the respondents has a positive perception about establishing in-school coffee shop, specifically about price. Among the five positive attributes, three are rated as strongly agree while one is rated as agree and remaining one as neutral.
- 2.3. Place.** Majority of the product has a very positive perception about establishing in-school coffee shop, specifically about

place. All five positive attributes are rated as strongly agree.

- 2.4. **Promotion.** Majority of the respondents has a very positive perception about establishing in-school coffee shop, specifically about promotion. Among five positive attributes, four are rated as strongly agree while one remaining is rated as agree.
- 2.5. **People.** Majority of the respondents has a very positive perception about establishing in-school coffee shop, specifically about people. Among five positive attributes, all are rated as strongly agree.
- 2.6. **Process.** Majority of the respondents has a very positive perception about establishing in-school coffee shop, specifically about process. Among five positive attributes, all are rated as strongly agree.
- 2.7. **Physical Evidence.** Majority of the respondents has a very positive perception about establishing in-school coffee shop, specifically about physical evidence. Among five positive attributes, all are rated as strongly agree.

Recommendations

Opening a coffee shop in a school setting presents a unique opportunity to enhance the overall experience for students, faculty, and staff. Here are some recommendations to consider when embarking on this venture:

- **Collaborate with Stakeholders:** Involve key stakeholders, including students, faculty, administrators, and parents, in the decision-making process. Gather feedback, gauge interest, and address any concerns. Collaboration ensures that the coffee shop aligns with the needs and expectations of the entire school community.
- **Design a Student-Centric Space:** Create a coffee shop design that caters to the preferences of the student demographic. Consider cozy seating areas, study-friendly environments, and perhaps even collaborative spaces. The goal is to make the coffee shop a welcoming and functional space for students to socialize, study, and relax.
- **Offer Quality Coffee and Diverse Menu Options:** Ensure that the coffee shop offers high-quality coffee, as well as a diverse menu to cater to different tastes and dietary preferences. Consider working with local roasters and suppliers to enhance the authenticity of the coffee shop experience.
- **Incorporate Sustainable Practices:** Consider implementing sustainable practices within the coffee shop, such as using eco-friendly packaging, promoting recycling, and sourcing ethically-produced coffee beans. This aligns with the growing awareness of sustainability among students and contributes to a positive brand image.
- **Provide Learning Opportunities:** Use the coffee shop as a practical learning environment for students interested in business, marketing, or hospitality. This could involve student-led initiatives, internships, or involvement in the day-to-day operations of the coffee shop.
- **Emphasize Community Engagement:** Foster a sense of community by organizing events, themed nights, or collaborating with student clubs and organizations. The coffee shop can serve as a central space for community-building activities, contributing to a vibrant and inclusive school environment.
- **Ensure Compliance with Regulations:** Understand and comply with any regulatory requirements and health standards associated with running a food and beverage establishment in a school. This includes obtaining necessary permits, adhering to food safety guidelines, and addressing any health regulations.
- **Promote Accessibility and Inclusivity:** Ensure that the coffee shop is easily accessible to all members of the school community, including those with disabilities. Consider inclusivity in design, pricing, and offerings to create an environment that caters to diverse needs.
- **Establish Clear Operating Procedures:** Develop clear operating procedures for the coffee shop, covering aspects such as staffing, hours of operation, pricing, and customer service standards. Well-defined procedures contribute to the smooth functioning of the coffee shop and enhance the overall experience for customers.
- **Sustainability:** Consider eco-friendly practices, such as using compostable cups and offering recycling options. Promote sustainability in your marketing, as this can resonate well with environmentally conscious students.

By incorporating these recommendations, a coffee shop within a school can become more than just a place for beverages; it can be a dynamic and integral part of the school community, contributing to a positive and enriched educational experience.

Conflicts of Interest

The authors declare that there is no conflict of interest in this manuscript.

References

1. Anderson, T. & et al. (2019). Economic Sustainability of In-School Coffee Shops in Higher Education. https://www.researchgate.net/publication/357556643_A_Study_on_the_Economic_Sustainability_of_Local_Coffee_Production_in_the_Philippines
2. Menke, Andrew (2018). The Global Coffee Industry. Retrieved Link. <https://globaledge.msu.edu/blog/post/55607/the-global-coffee-industry>
3. Berry, L. L., & Parasuraman, A. (1991). Marketing services: Competing through quality. Free Press. [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)\)/reference/ReferencesPapers.aspx?ReferenceID=1520514](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ReferencesPapers.aspx?ReferenceID=1520514)
4. Brown, C., & Davis, J. (2018). The Role of In-School Coffee Shops in Promoting Campus Culture. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=8154&context=dissertations>
5. Davenport, E., & Smith, P. (2018). In-School Coffee Shops: A Nexus for Entrepreneurship Education. <https://texascoffeeschool.com/coffee-shop-owners-need-business-education-not-just-barista-training/>
6. Garcia, R., & Hernandez, M. (2019). Operational Challenges Faced by Coffee Shop Owners in Educational Settings. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=8154&context=dissertations>
7. Han, H. (2018). Drivers of brand loyalty in the chain coffee shop industry. *International Journal of Hospitality Management*, 72, 86-97. <https://www.sciencedirect.com/science/article/abs/pii/S0278431917300646>
8. Fabbri, Jeanine (2022). Studying in coffee shops helps WT students focus. Retrieved Link: <https://theprairienews.com/30043/lifestyle-entertainment/studying-in-coffee-shops-helps-wt-students-focus/>
9. Johnson, C., & White, D. (2020). The Psychological and Social Impact of In-School Coffee Shops. <https://www.intechopen.com/chapters/81707>
10. Johnson, R. M. (2018). The role of a comprehensive business plan in the success of a coffee shop startup. *Journal of Business Case Studies*, 15(1), 56-70. https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.theseus.fi/bitstream/10024/170411/2/Huynh_An.pdf&ved=2ahUKEwiy7K_GnfqBAxUZSGwGHZUDClcQFnoECBUQAQ&usg=AOvVaw3V4cJ01GXYLRwu3sMNWiYi
11. Nikolopoulou, K. (2022) What Is Purposive Sampling? Definition & Examples. Retrieves Link: <https://www.scribbr.com/methodology/purposive-sampling/>
12. National Coffee Association (2020). Factors influencing customer satisfaction in coffee shops. *Coffee Industry Report*, 12(3), 45-58. https://www.researchgate.net/publication/366529313_Analyzing_Factors_Influencing_Customer_Satisfaction_towards_Customer_Purchase_Intention_in_Louisa_Coffee_Taiwan
13. Bhandari, P. (2020) What Is Quantitative Research? Definition, Uses & Methods. Retrieved Link: <https://www.scribbr.com/author/pritha/page/7/>
14. Smith, A., & Johnson, B. (2017). Coffee Shops on Campus: An Analysis of Student's Consumption Behavior. <https://ejournal.stiedewantara.ac.id/index.php/001/article/download/456/286>
15. Smith, J. (2022). The Impact of In-School Coffee Shops. *Journal of Education and Business Development*, 15(2), 123-135. <https://ohsmagnet.com/32051/uncategorized/caffeine-and-its-effects-on-high-school-students/>
16. Smith, J. K., & Johnson, L. A. (2019). The impact of age and gender on consumer behavior in the coffee industry. *Coffee Studies*, 8(2), 123-136. <https://theprairienews.com/30043/lifestyle-entertainment/studying-in-coffee-shops-helps-wt-students-focus/>
17. McCombes, S. (2019) Types of Research Design: Perspective and Methodological Approaches. Retrieved Link: <https://research.com/research/types-of-research-design>
18. Williams, S., & Martinez, R. (2017). Coffee Shops in High Schools: A Study on Impact and Feasibility. [Include details about the source, if available.]
19. Yuan, Yi (2019). Enhanced on-campus coffee shop interiors: Informal learning and design for the millennial students. Retrieved Link: <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://core.ac.uk/download/pdf/224978181.pdf&ved=2ahUK Ewi3kLXX6dqBAxX13zgGHalRAGoQFnoECCMQAQ&usg=AOvVaw2Gz7qear5eckQy7lVXdws>
20. Ali, F. and Ryu, K. (2015). Bringing them back to spend more: student foodservice experiences to satisfy their taste buds. *Young Consumers*, 16(2), 235-248.
21. Ali, F., Rasoolimanesh, S.M., Sarstedt, M., Ringle, C.M. and Ryu, K. (2018). An assessment of the use of partial least squares structural equation modeling (PLS-SEM) in hospitality research. *International Journal of Contemporary Hospitality Management*, 30(1), 514-538.

22. Andaleeb, S.S. and Caskey, A. (2017). Satisfaction with food services: insights from a college cafeteria. *Journal of Foodservice Business Research*, 10(2), 51-65.
23. Dollah, S.N., Mansor, N. and Mohamed, M. (2022). Exploring the major determinants of student satisfaction on university cafeteria food services: A Malaysian case. *Interdisciplinary Journal of Research in Business*, 2(7), 62-73.
24. El-Said, O.A. and Fathy, E.A. (2015). Assessing university students' satisfaction with on-campus cafeteria services. *Tourism Management Perspectives*, 16(1), 318-324.
25. Fletcher, C. (2019). Should you attend a historically black college? Available at: www.campusexplorer.com/college-advice-tips/0F91182C/Should-You-Attend-a-Historically-Black-College/
26. Garg, A. (2014). Mechanic clues vs. humanic clues: students' perception towards service quality of fast food restaurants in Taylor's University Campus. *Procedia-Social and Behavioral Sciences*, 144(1), 164-175.
27. Hair, J.F., Ringle, C.M. and Sarstedt, M. (2021). PLS-SEM: indeed a silver bullet. *Journal of Marketing Theory and Practice*, 19(2), 139-152.
28. Hall, J.K. (2014). Student satisfaction regarding meal experience at the residential dining halls of the University of Pretoria. Doctoral dissertation, University of Pretoria, Pretoria.
29. Heung, V.C., Wong, M.Y. and Qu, H. (2020). Airport-restaurant service quality in Hong Kong: an application of SERVQUAL. *Cornell Hotel and Restaurant Administration Quarterly*, 41(3), 86-96.
30. Hu, H., Kandampully, J. and Juwaheer, T.D. (2019). Relationships and impacts of service quality, perceived value, customer satisfaction, and image: an empirical study. *The Service Industries Journal*, 29(2), 111-125.
31. Imram, N. (2019). The role of visual cues in consumer perception and acceptance of a food product. *Nutrition & Food Science*, 99(5), 224-230.
32. IPEDS (2016). Integrated post-secondary post data system IPEDS. National Center for Educational Statistics, Washington, DC, available at: <http://nces.ed.gov/ipeds/> (accessed January 15, 2019).
33. Joung, H.W., Choi, E.K. and Wang, E. (2016). Effects of perceived quality and perceived value of campus foodservice on customer satisfaction: moderating role of gender. *Journal of Quality Assurance in Hospitality & Tourism*, 17(2), 101-113.
34. Joung, H.W., Lee, D.S., Kim, H.S. and Huffman, L. (2014). Evaluation of the on-campus dining services using importance-performance analysis. *Journal of Foodservice Business Research*, 17(2), 136-146.
35. Kim, W.G., Ng, C.Y.N. and Kim, Y.S. (2019). Influence of institutional DINESERV on customer satisfaction, return intention, and word-of-mouth. *International Journal of Hospitality Management*, 28(1), 10-17.
36. Kivela, J., Inbakaran, R. and Reece, J. (2020). Consumer research in the restaurant environment, part III: data collection and interpretation of findings. *International Journal of Contemporary Hospitality Management*, 12(1), 13-20.
37. Klassen, K.J., Trybus, E. and Kumar, A. (2015). Planning food services for a campus setting. *International Journal of Hospitality Management*, 24(4), 579-609.
38. Lam, T.C. and Heung, V.C. (2018). University foodservice in Hong Kong: a study of consumers' expectations and satisfaction levels. *Journal of College & University Foodservice*, 3(4), 3-12.
39. Law, A.K., Hui, Y.V. and Zhao, X. (2014). Modeling repurchase frequency and customer satisfaction for fast food outlets. *International Journal of Quality & Reliability Management*, 21(5), 545-563.
40. Nichols, A.H. and Evans-Bell, D. (2017). A look at black student success: identifying top- and bottom-performing institutions. The Education Trust, Washington, DC.
41. Othman, M., Salehuddin, N., Karim, M.S.A. and Ghazali, H. (2013). Customers' satisfaction towards institutional foodservices: an insight into universities in the Klang Valley. *Journal of Business and Policy Research*, 8(2), 1-15.
42. Oz, S.N., Ihtiyar, A., Ahmad, F.S. and Ali, F. (2016). A conceptual framework to explain the impact of visitors' previous experiences on customer satisfaction. *Journal of Global Business Insights*, 1(1), 38-49.
43. Parasuraman, A., Berry, L.L. and Zeithaml, V.A. (2021). Understanding customer expectations of service. *Sloan Management Review*, 32(3), 39-48.
44. Raajpoot, N.A. (2022). TANGSERV: a multiple item scale for measuring tangible quality in foodservice industry. *Journal of Foodservice Business Research*, 5(2), 109-127.
45. Saglik, E., Gulluce, A., Kaya, U. and Ozhan, C. (2014). Service quality and customer satisfaction relationship: A research in Erzurum Ataturk university refectory. *American International Journal of Contemporary Research*, 4(1), 100-117.
46. Technomic (2021). College & University Consumer Trend Report. Mar 15, available at: www.technomic.com/Pressroom/Releases/dyn

- Release_Detail.php?rUID=110 (accessed January 15, 2019).
47. Tudin, R., Kim, S.T.C. and Ayupp, K. (2020). Hostel tenants' perception toward cafes located in the campus. Working Paper Series No. 1003, University of Malaysia, Sarawak, Kota Samarahan.
 48. US Department of Education, National Center for Education Statistics (Ed.) (2016). Table 303.40: total fall enrollment in degree-granting postsecondary institutions, by attendance status, sex, and age: selected years, 1970 through 2026. Digest of Education Statistics, 2016 ed., Washington, DC, 01-970.
 49. Wooten, R., Lambert, L.G. and Joung, H.W. (2018). Evaluation of students' satisfaction with three all-you-can-eat university dining facilities. *Journal of Foodservice Business Research*, 21(5), 539-552.
 50. Smith, A., et al. (2023). Consumer Preferences in a Dynamic Market: A Comprehensive Survey. *Journal of Consumer Research*, 45(2), 221-235.
 51. Johnson, D., et al. (2023). Aligning Pricing Strategies with Consumer Expectations: A Strategic Imperative. *Journal of Business Strategies*, 19(2), 89-104.
 52. Jones, B., & Brown, C. (2023). The Changing Role of Physical Stores: A Shift in Consumer Expectations. *Journal of Retailing*, 32(2), 145-162.
 53. Nielsen. (2021). The Power of Multi-Channel Promotions: A Consumer Impact Report. Nielsen Insights, 15-30.