

**EVALUATING FACTORS INFLUENCING SUSTAINABLE FOOD  
CONSUMPTION AMONG INTERNATIONAL STUDENTS IN  
IRELAND**



**GRIFFITH COLLEGE**

Research dissertation presented in partial fulfilment of the requirements  
for the degree of  
**MSc in Procurement and Supply Chain Management**

Griffith College Dublin

Dissertation Supervisor: **Turlough Kieran**

**Student Name: Ngoc Anh Nguyen**

**6<sup>th</sup> September 2024**

## Candidate Declaration

Candidate Name: Ngoc Anh Nguyen

I certify that the dissertation entitled:

submitted for the degree of: **MSc in Procurement and Supply Chain Management** is the result of my own work and that where reference is made to the work of others, due acknowledgment is given.

Candidate signature:



Date: 6<sup>th</sup> September 2024

Supervisor Name: Turlough Kieran

Supervisor signature:

Date:

## **Dedication**

This dissertation is dedicated to my beloved family, whose unwavering support, encouragement, and love have been my constant source of strength throughout this journey. Your belief in me has made all the difference.

## **Acknowledgements**

I would like to express my deepest gratitude to everyone who has supported me throughout the completion of this dissertation.

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Finally, I would like to acknowledge the Graduate Business School for providing me with the guidance and resources to pursue this research.

## Abstract

### Evaluating Factors Influencing Sustainable Food Consumption among International Students in Ireland

*Ngoc Anh Nguyen*

As worries about the environment and resource scarcity have grown, sustainable practices have become more important not only for organizations but also for the global society. International students represent a diverse population who contribute significantly to the food system in Ireland. This dissertation investigated the factors that influence the consumption of sustainable food among international students in Ireland, with a focus on the motivations driving their choices as well as the barriers they face. The study used mixed-methods, combining quantitative surveys in the form of questionnaire collected from 54 international students in Ireland, and qualitative interviews within 4 other students to gain a thoroughly understanding of their attitudes, behaviours, and challenges.

The findings revealed that key motivations for sustainable food consumption include health consciousness, environmental consciousness, and social influences, particularly the alignment with the values of the society they live within. The study also highlighted the role of institutional supports and the influence of pride/guilt feelings on students' purchase intentions. Besides, although students' diet is strongly shaped and influenced by their cultural background, they are also receptive to sustainable eating habits from other cultures.

On the other hand, barriers to their sustainable food consumption intention include the high price of sustainable food products, and the mistrust in the sustainable labelling system, while unavailability does not seem to be a significant barrier that prevents international students in Ireland from making more sustainable food choices.

Based on the findings, the dissertation offered several recommendations for stakeholders. For policymakers, the emphasis is on creating policies that enhance the accessibility and affordability of sustainable food. Educational institutions are encouraged to integrate sustainability into their curricula and campus life. Food service providers are urged to offer more culturally diverse and affordable sustainable food options.

In conclusion, this research contributed to the understanding of sustainable food consumption in a multicultural context and offered practical recommendations to support international students in making sustainable food choices. Reflecting on this research journey, the author has gained significant insights into the complexities of sustainable food practices and the importance of interdisciplinary approaches in addressing global challenges.

**Keywords:** *sustainable food, consumption intention, consumption behaviour, supply chain, environmental awareness, ethical awareness, international students, motivation, barriers.*

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## List of Abbreviations

<i>Acronym</i>	<i>Meaning</i>
<b>SDGs</b>	Sustainable Development Goals
<b>VBN</b>	Value-Belief-Norm Theory
<b>NAM</b>	Norm Activation Model
<b>TPB</b>	Theory of Planned Behaviour
<b>IBG</b>	Intention-Behaviour Gap
<b>ESG</b>	Environment, Social, and Governance

## **CHAPTER 1: INTRODUCTION**

### **1.1 Overview**

In recent years, the global food system has faced significant scrutiny due to its environmental impact, social implications, and economic sustainability. Natural resource depletion driven by economic growth has led to a growing emphasis on sustainable production and consumption by both governments and society (Camilleri et al., 2023). Additionally, production activities under unfair working conditions and child labour occurring every day around the world also raise ethical concerns (Toussaint et al., 2021). The concept of sustainable food consumption has emerged as a critical area of study, advocating for dietary choices that are environmentally friendly, economically viable, and socially equitable. United Nation (2015) classified “Responsible Consumption and Production” as one of the Sustainable Development Goals to eradicate poverty, lessen inequality, and create more peaceful, affluent society by 2030. This dissertation focuses on evaluating the factors that influence sustainable food consumption among international students in Ireland, a group that represents a unique intersection of cultural diversity and adaptability in dietary habits.

International students, defined as individuals who travel to a foreign country for the purpose of higher education, often experience significant changes in their dietary practices due to new environments, availability of different food options, and economic constraints. Students, in particular, are often more open to changing their eating habits and demonstrate a greater environmental consciousness compared to older generations (Fernández-Manzanal et al., 2007). These students are an ideal population for studying sustainable food consumption due to their exposure to diverse food systems and their potential for influencing future global food trends. According to HEA (2023), international students account for 13.7% of Ireland's student population with more to come, especially in the context of globalization when academic boundaries between countries are gradually blurred. They are young and they are the future. Understanding their consumption patterns can provide valuable insights into the challenges and opportunities for promoting sustainable food practices in a globalized context.

Ireland, known for its rich agricultural heritage and vibrant academic community, serves as an excellent setting for this study. On the one hand, the country has made substantial efforts to promote sustainable practices in various sectors, including food production and consumption, demonstrated through the ambition to become a world leader in the field of Sustainable Food Systems within the next ten years mentioned in Food Vision 2030 (Department of Agriculture, Food and the Marine, 2022). On the other hand, with governmental policy highlighting the promotion of Ireland as an attractive destination for international students, more and more students from overseas are coming to Ireland for their studies. There were over 35,000

international students enrolled in Irish universities in 2022/23, representing an average increase of 11% per year (O'Shea, 2023). By focusing on international students in Ireland, this research intends to add more insights into the larger conversation on sustainable food systems and inform policy and educational strategies that can foster sustainable dietary habits among diverse populations.

## **1.2 Research Purpose**

The primary purpose of this research is to evaluate the factors influencing sustainable food consumption among foreign students in Ireland. Sustainable food consumption encompasses various dimensions, including environmental impact, health benefits, cultural preferences, and economic considerations. A lot of research has been done previously regarding sustainable food choices among general consumers, but only a few studies have focused on students, especially international students in a particular setting of Ireland. This study aims to identify more key determinants, in addition to the factors pointed out in previous studies, especially in terms of cultural background, social influence and personal feelings, that drive or hinder sustainable food choices among international students, considering their unique circumstances and diverse backgrounds.

By exploring the motivations, barriers, and facilitators of sustainable food consumption in this population, the research seeks to develop a comprehensive understanding of how international students navigate their dietary choices in a foreign context. As the customer, by their decisions and behaviours, is a key player in the advancement of sustainable food systems (Lim et al., 2019), this understanding will help in identifying effective strategies to promote sustainable food practices and enhance the overall well-being of international students. Furthermore, the findings can provide valuable insights for institutions, policymakers, and food providers aiming to support sustainable consumption patterns within multicultural settings..

## **1.3 Significance of the Study**

This study is significant because it has the potential to add to the expanding body of information on sustainable food consumption, particularly in the context of international students. There are several reasons why this research is important:

### ***Addressing Global Sustainability Goals***

Sustainable food consumption is an important component of the United Nations Sustainable Development Goals (SDGs), particularly Goal 12, which focuses on responsible consumption and production. As mentioned above, there were over 35,000 international students enrolled in Irish universities in 2022/2023 with more to come. With their spending for food ranging from €70 to €100 per week (ICOS, 2024), these students contribute approx. €168 million annually towards

food consumption in Ireland. By understanding the factors that influence sustainable food choices among international students, this research can contribute to efforts aimed at achieving these global sustainability targets.

### ***Informing Policy and Practice***

This study's findings can inform policymakers, educational institutions, and food service providers about the specific needs and preferences of international students regarding sustainable food consumption. This information can guide the creation of focused interventions, policies, and programs that promote sustainable dietary practices within academic institutions and beyond.

### ***Enhancing Student Well-being***

Dietary choices have a significant impact on people's health, both physically and mentally. By promoting sustainable food consumption, which often aligns with healthier dietary practices, this research can contribute to the well-being of international students. Improved dietary habits can enhance academic performance, reduce stress, and support overall health and well-being.

### ***Fostering Cultural Exchange and Understanding***

International students bring diverse cultural perspectives and practices to their host countries. Understanding their food consumption patterns can foster cultural exchange and mutual understanding. This research can highlight the ways in which international students adapt their dietary habits while maintaining their cultural identity, contributing to a more inclusive and diverse food environment.

### ***Contributing to Academic Literature***

While the amount of research on sustainable food consumption is increasing, research specifically focusing on international students is limited. To fill this gap, this study seeks to provide actual data on the factors influencing sustainable food choices in this unique population. The knowledge gathered from this study can contribute to the academic discourse on sustainability, food systems, and multiculturalism.

## **1.4 Research Objective**

The overarching objective of this research is to evaluate the factors that influence the consumption of sustainable food among international students in Ireland. This broad objective can be broken down into the following specific aims:

- ❖ To explore the factors that motivate the intention to consume sustainable food among international students in Ireland.
- ❖ To identify the barriers that hinder international students from translating their intention into purchase behaviour.
- ❖ To provide recommendations for policymakers, educational institutions, and food service providers on how to support and enhance sustainable food consumption among international students. These recommendations will be based on the findings of the research and aimed at creating a more sustainable and inclusive food environment.

*Research Questions:*

What are the key factors that affect sustainable food consumption among International Students in Ireland?

## **1.5 Structure of the Study**

This dissertation is divided into five chapters to address different aspects of the research:

*Chapter 1: Introduction*

This chapter provides an overview of the study, outlines the research purpose, significance, objectives, and presents the structure of the dissertation.

*Chapter 2: Literature Review*

This chapter critically assesses existing research on sustainable food consumption. It reviews key theories, models, and empirical studies that inform the research and identifies gaps in the current literature.

*Chapter 3: Methodology*

This chapter outlines the research design, strategies and data collection methods along with sampling methods and data analysis plan.

*Chapter 4: Data Analysis, Findings and Discussion*

This chapter provides the data analysis for the data collected during the study. Qualitative and quantitative data are presented and explained systematically and discussed based on previous

literature to identify the key factors influencing sustainable food consumption among foreign students in Ireland.

*Chapter 5: Recommendations and Conclusion*

The last chapter outlines the main findings of the study, discusses its contributions to the field, and provides practical recommendations for policymakers, educational institutions, and food service providers. It also suggests areas for future research and reflects on the limitations of the study.

## **CHAPTER 2: LITERATURE REVIEW**

### **2.1 Overview**

The literature review is important to any research study, providing a comprehensive overview of existing knowledge and building the foundation for the research. In this chapter, we will explore the current literature related to sustainable food consumption, with a focus on the factors influencing such behaviours among international students in Ireland. Considering how crucial sustainability is becoming to food systems and the unique position of international students as cultural intermediaries, this review will synthesize findings from various domains to inform and contextualize the current study.

This chapter begins by defining key terms and discussing foundational theories of sustainable food consumption. Following this, the author will delve into specific factors influencing sustainable food choices, including environmental awareness, health motivations, economic considerations, cultural influences, and social pressures.

The chapter then narrows its focus to international students, reviewing existing research on their dietary habits and the challenges they face in new cultural environments. This section aims to highlight how international students' unique circumstances may impact their food consumption patterns, with an emphasis on sustainability.

Additionally, the author will provide an overview of the sustainable food landscape in Ireland, discussing national policies, programs, and the availability of sustainable food options. By examining the context in which international students in Ireland make their food choices, we can better understand the interaction between people, social, and environmental factors.

The review will also identify gaps in the current literature, underscoring the need for research specifically focused on sustainable food consumption among international students in Ireland. Finally, the author will propose a conceptual model for this study, linking the identified factors to the research question and research objectives.

In summary, this chapter sets the stage for the empirical investigation by critically evaluating existing literature and highlighting the significance of the research focus. Through this comprehensive review, the author aims to build a robust theoretical and contextual foundation for understanding the factors that influence the consumption of sustainable food among international students in Ireland.

## 2.2 Sustainable Food Consumption

### 2.2.1 Definition and Key Components of Sustainable Food Consumption

The idea of *food sustainability* has been a focal point of research for many years, gaining increasing attention in recent times. While there is no legal definition of "sustainable food", certain terms like organic or fairtrade are clearly outlined. Sustain (2024) defines good food as one produced, processed, distributed and disposed of in ways that "protect the diversity of both plants and animals and the welfare of farmed and wild species; avoid damaging or wasting natural resources or contributing to climate change". The Spruce Eats (2024) gives the definition of "Food sustainability" as producing food in a way that "protects the environment, makes efficient use of natural resources, enhances the quality of life in communities that produce food, including the animals as well as the people".

Numerous research on sustainable food consumption have been published in the last few decades, in which, a wide range of issues are covered, including fair trade, animal welfare, and the environment (Grunert and Juhl, 1995; Barr and Gilg, 2006; Raynolds, 2002). Studies on animal welfare are especially focused on the living circumstances and overall health of the animals (Hansen et al., 2003), whereas fair trade (Raynolds, 2002) emphasizes reasonable working conditions, fair prices for goods and services, and a promise from consumers to provide enough security for the producers (Fairtrade International, 2024). Research on choosing eco-friendly foods is particularly carried out with an emphasis on organic food items (Janssen et al., 2009).

According to de Carvalho et al. (2015), the concept of sustainability can be found having three main pillars, or the "Triple Bottom Line," which is referred to as the "3Ps" in a marketing mix perspective. These pillars are Profit - Economic Benefits; People - Social Benefits; and Planet - Environmental Benefits (Placet et al. 2005), with more research done on the environmental perspective than the other two.

A sustainable food system can be described as one that minimizes negative environmental effects while maintaining ecosystem health for future generations and ensuring the availability of nutritious food to suit current demands. By supporting regional networks for production and distribution and maintaining the values of justice and fairness, it protects the interests of communities, workers, farmers, and consumers. (Story et al. 2009). From these concepts, it could be understood that there are two main factors in sustainable food which this research would like to focus on: Environment and Ethic.

*Environmentally sustainable food* refers to food production, distribution, and consumption practices that minimize negative environmental impacts while fostering long-term ecological balance and resource preservation. It encompasses various aspects of the food chain, such as

agriculture, transportation, packaging, and waste management, aiming to mitigate environmental harm and support ecosystem health.

*Ethically sustainable food*, on the other hand, prioritizes ethical principles like social justice, fair labour practices, animal welfare, and community prosperity in food production. This extends beyond environmental concerns to encompass ethical aspects of food systems, including human rights, equity, and responsibility.

Identification signs of sustainable food when shopping, according to Hayes (2022), include:

- Support local products: Food miles, or the distance that food travels from production point to customer, are reduced when you purchase food that has been produced locally. By supporting local food farmers and their livelihoods, you will also contribute to reducing transportation-related emissions.
- Organic food: Purchasing organic food is usually the most environmentally friendly option because its growers don't use pesticides.
- Fair trade labels: When a food producer uses sustainable practices, it is recognized and certified to follow fair trade standards. This is indicated by the use of fairtrade labelling. Purchasing fair trade goods helps these fairtrade businesses, which in turn supports ecologically beneficial and sustainable business practices.
- Less packaging/recycled packaging: a single-use plastic grocery bag takes about two decades to break down (Chariot Energy, 2024). Choosing food with less packaging or recycled packaging improves your sustainable consumption behaviour.

### 2.1.2 *Importance of Sustainability in Food Systems*

According World Wildlife Fund (WWF) (2024), the previous 40 years have seen a 50% increase in the demand for natural resources, and in order to maintain the ecological services we currently rely on, 1.5 earths' worth of regeneration would be required. We catch more fish than the oceans can restock, cut down trees more quickly than they reach maturity, and release more carbon into the sky than the oceans and forests can hold.

The global food system significantly contributes to environmental deterioration due to its substantial use of water, 30% of greenhouse gas emissions, and its contribution to the loss of biodiversity (Li et al., 2022). In an effort to lessen these impacts, sustainable food consumption encourages dietary patterns that are more ecologically balanced and need less resources.

Furthermore, sustainable food systems play an important role in maintaining food and nutritional security for present and future generations. Food security, nutrition security, and food sustainability are closely related. On the one hand, food security is supported by a sustainable food system. They are in favor of resilient methods of producing food that are less dependent on

limited natural resources and can adjust to shifting environmental conditions. On the other hand, food security and nutrition are the foundation of sustainable diets and food consumption model (Capone et al., 2014).

Socially, sustainable food consumption supports fair labour practices and advances equity and justice in society. The likelihood that customers will influence the market to move toward environmental and social compatibility increases with their awareness of the effects of their purchase decisions (Sebastiani et al., 2013). For example, palm oil has been facing boycott from consumers in recent years not only because of its causing deforestation in tropical forests but also because of its social impacts associating with poor people exploitation (Meijaard and Sheil, 2019). In the 2000s, fairtrade emerged as the most widely accepted sustainability norm for cocoa, with the aim of minimizing child labour and injustice in developing nations like Ghana where cocoa is farmed (Krauss and Barrientos, 2021).

### 2.2.3 Theoretical Models and Frameworks

Understanding sustainable food consumption requires a theoretical foundation that explains the motivations, behaviours, and decision-making processes of consumers. Several theoretical models have been proposed to analyze these aspects:

#### *The Food Choice Model*

A 1996 study by Furst et al. points out food choice is a complex phenomenon, dependent on a lot of factors. The factors that influence food choice can be divided into three main categories as in figure 1: life course (1), influences (2), and personal system (3).

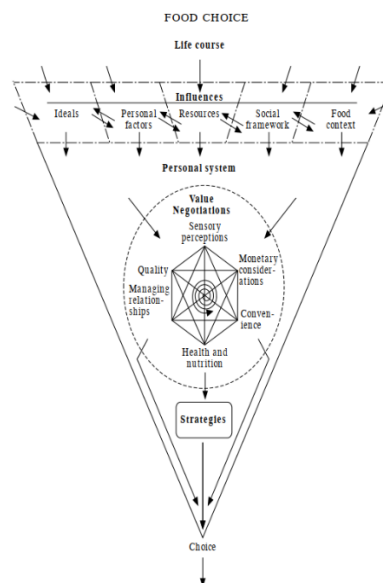


Figure 1. A conceptual model of the components in the food choice process

(Source: Furst et al., 1996)

A person's personal roles as well as the social, cultural, and physical surroundings to which they have been exposed are all part of their life course. A person's life course then produces a variety of influences, including: ideals, personal factors, resources, social framework and food context. People's personal systems are shaped and informed by these factors, which might include conscious value negotiations and unconsciously operationalized tactics that might arise in a circumstance involving food choices.

By applying this model into the context of international students, there are several relevant factors that can influence student's food choice:

### 1. Life Course

Transition to a New Country: International students face significant life transitions, including adapting to a new food environment in Ireland.

Cultural Adaptation: The need to balance their native dietary habits with new cultural and dietary norms.

### 2. Influences

Ideals: Sustainability ideals and how these align or conflict with their existing beliefs and values.

Personal Factors: Health motivations and personal preferences for certain types of food.

Resources: Limited financial resources typical of student life and time constraints.

Social Context: Influence of peers and social networks in the new country.

Environment: Availability and accessibility of sustainable food options in Ireland.

### 3. Personal System

Value Negotiation: International students may need to negotiate between values such as sustainability, convenience, and cost.

Trade-offs: Choosing between affordable conventional food and more expensive sustainable options.

### 4. Strategies

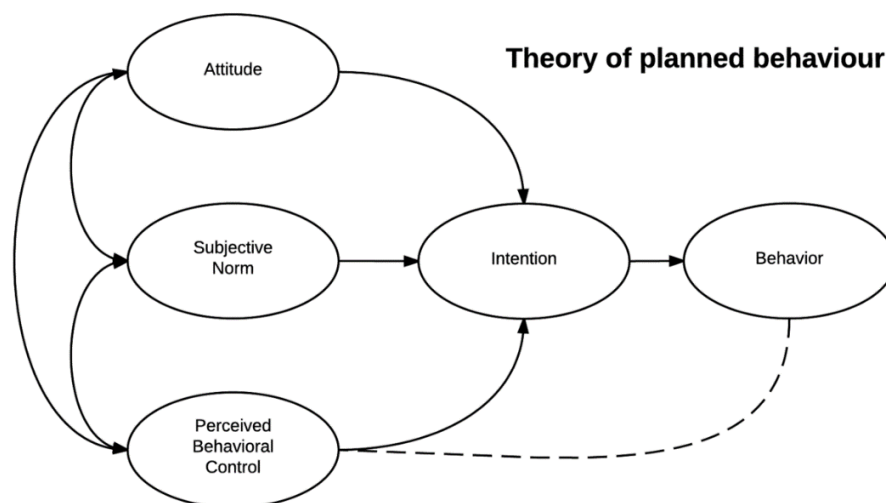
Managing Relationships: Adapting to the social expectations of new peers and potentially conflicting dietary habits.

Balancing Costs and Benefits: Evaluating the benefits of sustainable food against the higher costs and potential inconvenience.

### ***Value-Belief-Norm (VBN) Theory***

By connecting the Value Theory created by Schwartz (1992), environmental beliefs (Dunlap and Liere, 2008), and the Norm Activation Model (NAM) by Schwartz (1977), the Value-Belief-Norm model (Stern, 2000) postulates a series of cognitive preconditions that come before *behavioural intention*. According to VBN theory, when people feel morally bound to act sustainably, they are more likely to do so (*moral norms*). This is particularly true for those who think they are in charge of the environment (*ascription of responsibilities*) and understand the consequences of their activities (*awareness of consequences*). Stated differently, the VBN theory implies that individuals' pro-environmental behaviour is influenced by their values, beliefs, and norms. People are more inclined to act in an ecologically friendly manner when they believe they have an ethical obligation to protect the environment and that they are responsible for the results of their activities.

### ***Theory of Planned Behaviour (TPB)***



*Figure 2. Theory of planned behaviour*

*(Source: Ajzen, 1991)*

The TPB, developed by Ajzen in 1991, is a psychological framework that connects beliefs with actions. It reckons that three main components - attitude, subjective norms, and perceived behavioural control (PBC) - shape an individual's intentions towards a behaviour. These components are influenced by behavioural beliefs (beliefs about consequences), normative beliefs (beliefs about social expectations), and control beliefs (beliefs about factors enabling or hindering behaviour). Favourable attitudes, subjective norms, and perceived control increase the likelihood of intention to perform the behaviour. The TPB has been successful in explaining a significant portion of intention and adherence behaviour variance.

Angus-Leppan and Owen (2005) expanded on the TPB to create a contextual model of ethical purchasing. They introduced factors such as social norms, which reflect the values of significant others and influence intentions directly or indirectly through personal norms. Personal norms encompass Awareness of Consequences, Perceived Behavioural Control, and Perceived Consumer Effectiveness, directly impacting intentions to purchase ethically. Additionally, Ascription of Responsibility is seen as preceding behaviour, mediated by anticipated pride and guilt.

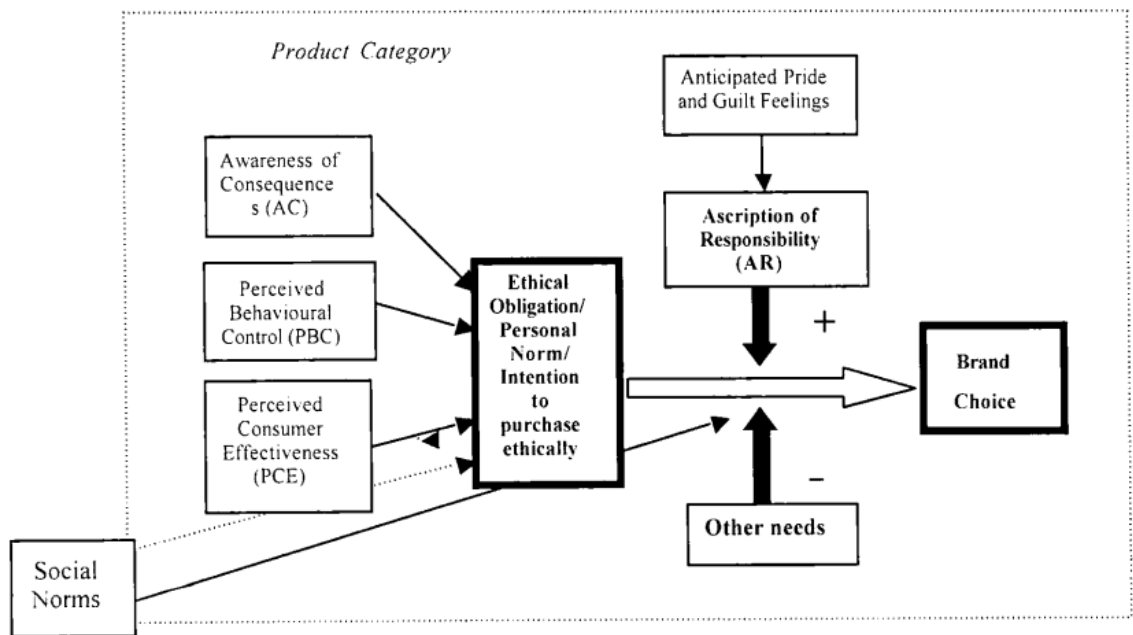


Figure 3. Contextual model of ethical purchasing  
(Source: Angus-Leppan and Owen, 2005)

### **Intention – Behaviour Gap (IBG)**

There exists an inconsistency between the intention to purchase sustainable food and the actual behaviour to consume. This occurs due to a phenomenon known as the intention-behaviour gap (IBG), where individuals express a strong intention to behave in a certain way but then fail to act accordingly due to various reasons (Aschemann-Witzel and Niebuhr Aagaard, 2014). Sustainable consumption is considered a strong illustration of this gap (Carrington et. al, 2014). For instance, certain surveys have found that while 30%–50% of consumers express their intention to buy sustainable products, only around 5% actually follow through with their purchases (Moser, 2015). Other research on environmental topics (Chekima et. al, 2017, Thøgersen et al., 2015) also confirmed this inconsistent trend, although most of these studies have focused on pro-environmental behaviour and the consumption of organic food rather than specifically examining sustainable food. While findings regarding organic food can provide some basis for comparison, they must still be verified within the context of sustainable food consumption. Additionally, many

scholars argue that the inconsistency in understanding the sustainable intention-behaviour gap persists due to inconclusive findings and a lack of systematic investigation (Carrington et al., 2014). Consequently, there is a call for further research to bridge this gap, with a focus on identifying factors that prevent consumers from translating their intentions into actions (Moser, 2015).

### 2.3 Factors Influencing Sustainable Food Consumption

Qi et al. (2020) conducted a qualitative study using semi-structured in-depth interviews and grounded theory. The study involved 28 participants, and data saturation was reached as no new codes emerged from subsequent interviews. By analyzing and consolidating closely related open codes into broader categories, six axial codes were derived as drivers of green food purchase intention: health consciousness, perceived attributes, environmental consciousness, social influence, family structure, and enjoyable shopping experience. Regarding factors hindering consumers from translating their intention into actual green food purchase behaviour, four themes were formed: high price, unavailability issues, mistrust issues, and limited knowledge (refer to Figure 4).

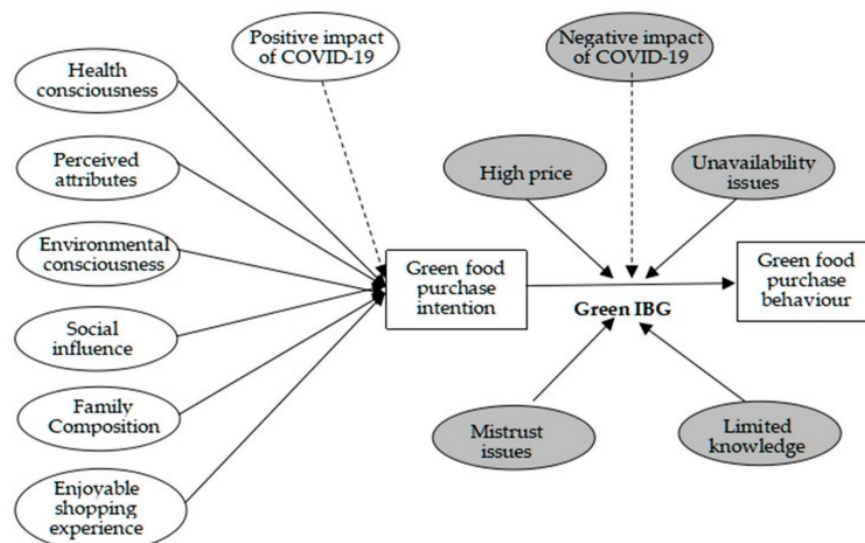


Figure 4. Factors influencing green food purchase intention and behaviour

(Source: Qi et al., 2020)

Ishaq et al. (2023) collected data using a survey targeting U.S. consumers 18 years or older to test the influence of behavioural factors, socio-demographics and psychographic characteristics on consumer's willingness to pay for sustainability. 430 shoppers who primarily purchased and consumed meat were recruited. Through quantitative models, it was revealed that behavioural factors, particularly lifestyle choices, have a more significant impact on willingness to pay than socio-demographic and psychographic characteristics.

Carfora et al. (2021) base their research on the integration of consumers' trust in natural food, the value-belief-norm (VBN) theory, and the theory of planned behaviour (TPB). An online survey measuring trust in the natural food supply chain, TPB and VBN variables, and desire to purchase natural food was completed by 1018 individuals from Italy. The findings show that the greatest predictors of intention were attitude and perceived behavioural control, which were followed by personal norm and trust. Consumers' intention to purchase natural food was also linked to their assessment of the potential outcomes and implications of their purchasing behaviour, as well as their moral assessment due to pro-environmental factors.

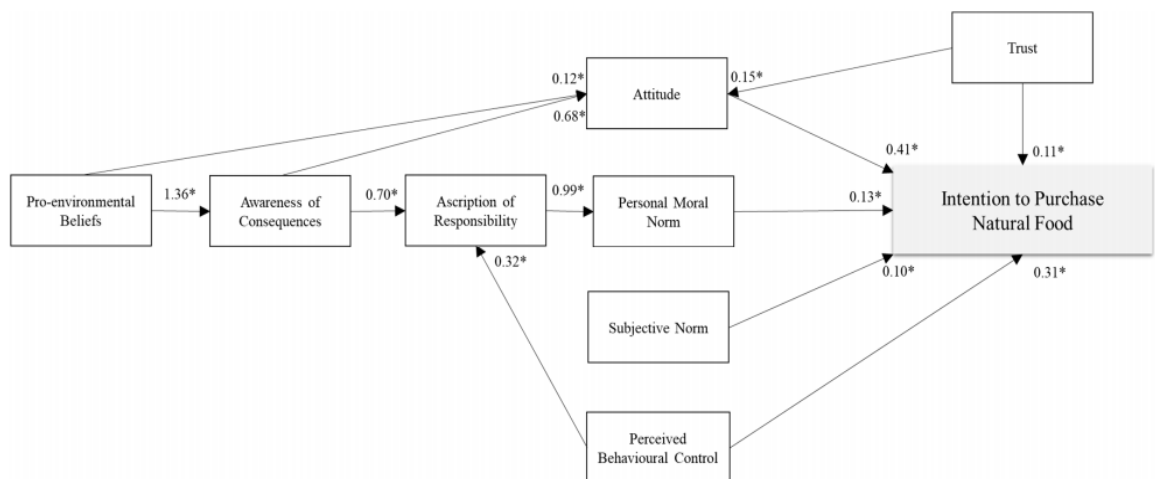


Figure 5. An integrated model to explain natural food purchases  
(Source: Carfora et al., 2021)

Schoolman (2019) conducted a survey of 2,166 faculty, staff, and students at a large university in the Midwestern United States to find out that the feeling of satisfaction is related to ethical food consumption. In fact, consuming ethically actually makes shopping more pleasurable or to put it another way, “doing right may lead to feeling good”. This relationship could serve as a significant incentive to act morally when you shop. The findings of this study point to the possibility of using ethical consumption to add an extra level of enjoyable experience to an ordinary activity like grocery shopping as a means of encouraging people to make social and environmental issues part of their regular shopping routines.

In terms of barriers to green consumption, Gleim et al. (2014)’s research, through 99 qualitative responses, shed light on the perceived causes of the green gap and why consumers opt for non-green products. Their findings highlight 'price' as a significant barrier. Additionally, factors like quality, perception, convenience in accessing green products, and brand loyalty also played significant roles in influencing consumers’ green preferences.

Furthermore, Soni et al. (2021) use 429 complete responses to questionnaire to find out that the availability of eco-friendly products and the impact of consumer behaviour on the environment

and society are not much well known to consumers. This lack of awareness serves as one of the main barriers to sustainable consumption. In addition, price is worth mentioning as price sensitivity has been noted in consumer decisions. Besides, another barrier revealed is customers' mistrust of companies' green declaration as there are still a lot of companies that use advertising gimmicks to disseminate false information about product features.

## **2.4 International Students and Food Consumption**

International students are a growing segment of the global student population. They come from various cultural, economic, and social backgrounds. On the one hand, they bring diverse food practices and preferences to their host countries. On the other hand, eating habits in the host countries also affects international students' eating habits (Nemeth et al., 2019).

Due to academic constraints and hectic schedules, international students frequently choose foods based mostly on convenience. This may lead to an over-reliance on prepared foods, fast food, and other convenient but possibly non-sustainable choices. Bernardo et al. (2017) claim that harmful eating habits are common among college students.

Furthermore, there are big differences in the financial standing of international students. While some have minimal financial resources, others rely on scholarships, part-time employment, or come from wealthy families. Financial limitations may have a major influence on a person's eating habits and, consequently, their capacity to buy healthy and sustainable food (Micevski et al., 2014).

Most international students are young adults seeking advanced degrees. Study shows that younger generations are more ecologically sensitive than older generations and are more likely to modify their dietary habits. However, they are not likely to act in a way that is environmentally friendly. Put another way, the outcomes are less favourable when considering what they do and are willing to do to support sustainability (Fernández-Manzanal et al., 2007).

According to Lee et al. (2020), the primary variables influencing the food choices of East Asian international students residing in New York are their apprehensions over health, weight, accessibility, ease of use, flavor, and cost. The least common among excuses was worries about the sustainability of food.

Researchers have been interested in this population's dietary patterns and sustainability consciousness in recent years. According to a number of studies, international students differ in their awareness of and dedication to sustainable food consumption. Many variables are important, including the availability of sustainable food options (Aschemann-Witzel and Niebuhr Aagaard, 2014), prior exposure to sustainability concepts (Sidiropoulos, 2014), and institutional support (Lozano et al., 2013). Additionally, it has been proposed that the higher the level of knowledge

students have, the more positive their perceptions are about consuming organic food (Jones et al., 2017).

## 2.5 Sustainable Food Consumption in Ireland

Ireland's economy traditionally relies on farming, dairy, and fisheries as the country has a long history of agriculture. The nation's dedication to producing high-quality food is a reflection of its legacy. However, Madden et al. (2022) state that agricultural sector remains the primary contributor of greenhouse gas emissions overall, highlighting the necessity of sustainable food industry practices.

Ireland has made significant strides in promoting sustainable food consumption, supported by a combination of government policies, grassroots initiatives, and consumer awareness. Key initiatives include:

- **Food Vision 2030:** This 10-year plan seeks to establish Ireland as a global leader in sustainable food systems by reducing emissions from the agri-food industry by 25% by 2030. The strategy consists of four key missions in which Mission 1 - Climate Smart, Environmentally Sustainable Agri-Food Sector and Mission 3 - Food that is Safe, Nutritious and Appealing, Trusted and valued at Home and Abroad are relevant within the scope of sustainable research food consumption of this study.
- **Origin Green:** The Irish Food Board - Bord Bia created this national sustainability initiative known as Origin Green. It is a unique, voluntary program that involves food producers committing to measurable sustainability targets. Origin Green promotes sustainable farming practices, reduces environmental impact, and improves resource efficiency across the food supply chain. The initiative works with more than 300 prestigious Irish food and beverage firms and 61,000 farmers (Origin Green, 2024). Some of the key targets of Aldi – one of the members of Origin Green include:
  - Only use recyclable, reuse, or compostable label packaging
  - Get all energy from renewable sources
  - Increase the amount of fish, cocoa, and palm oil products that are obtained ethically
  - No waste to landfill
  - All of the fresh beef, lamb, hog, and poultry that is sold in supermarkets comes from Bord Bia's Quality Assurance Schemes.(Aldi, 2024)
- **National Food Waste Prevention Roadmap:** By 2030, this program intends to achieve the Sustainable Development Goals of the United Nations of reducing food waste by 50%. It involves collaboration between the government, businesses, and consumers to

promote practices that minimize food waste at all stages of the supply chain (Department of the Environment, Climate and Communications, 2022).

- **Green Schools Program:** This environmental education program includes a focus on sustainable food consumption. Schools participating in the program educate students about the environmental impacts of food choices and encourage sustainable practices such as reducing food waste and choosing locally produced foods. About 300 Dublin City Council schools registered with this program (Dublin City Council, 2024).
- **Healthy Ireland:** This government-led program aims to enhance population health and wellbeing. It includes promoting healthy eating guidelines that align with sustainable food practices, such as raising the intake of plant-based foods and lowering the consumption of processed foods (Department of Health, 2024).

A recent survey on sustainable food preferences and consumer buying habits in Ireland found that 79% Irish consumers would prefer it if food items' carbon footprints were disclosed on the label (O'Brien, 2023). However, this does not always guarantee that young people will consume food in a sustainable manner. According to a 2022 McKinsey survey, 88% of American Gen Zers claimed they don't believe the environmental, social, and governance (ESG) statements made by brands, despite the fact that many products in grocery stores have labels that provide information about greenhouse gas emissions and other climate-related metrics (Kite-Powell, 2023). Besides, *greenwashing* doesn't help re-gain consumers' trust as it contributes significantly to the misperception of green products by presenting organizations' affirmative sustainability claims, which are primarily made for marketing purposes and may not be real. (Laufer, 2003).

## 2.6 Gaps in the Literature

Despite the growing body of research on sustainable food consumption, several gaps remain that require further investigation, particularly in the context of international students in Ireland. While there is substantial research on general consumer behaviour and sustainable food practices, studies that examine the unique experiences and challenges faced by international students are scarce. This demographic has distinct characteristics and circumstances that can significantly influence their food consumption patterns, yet their perspectives are often underrepresented in existing research.

- **Diverse Backgrounds:** International students come from diverse cultural and socioeconomic backgrounds, which can affect their food choices and perceptions of sustainability. Understanding these diverse perspectives is crucial for developing targeted interventions.

- **Adaptation Challenges:** The process of adapting to a new cultural and food environment can impact international students' ability to make sustainable food choices. More research is needed to explore how these adaptation challenges influence their consumption patterns.

While some factors influencing sustainable food consumption are well-documented, there is a need for more detailed examination of specific factors that affect international students. These include:

- **Cultural Influences:** Existing research often overlooks the role of cultural influences in shaping sustainable food practices among international students. There is a need to explore how cultural heritage, dietary traditions, and acculturation processes impact their sustainable food choices.
- **Social and Peer Influence:** The influence of social networks and peer groups on international students' food choices is an area that requires further exploration. Understanding how social interactions and support systems contribute to sustainable food practices can inform more effective interventions.
- **Sense of guilt/pride:** It is necessary to understand if students feel an obligation to purchase sustainable food, and in case they do, if there is any sense of guilt/pride that motivates them to transfer the intention into the behaviour of purchasing sustainable food.
- **Institutional Support:** The role of educational institutions in promoting sustainable food consumption among international students is an area that warrants further investigation. Research should examine how universities and colleges can support sustainable practices through campus initiatives, educational programs, and resources.
- **Economic Constraints:** Financial limitations are a significant barrier to sustainable food consumption for many international students. More research is needed to understand how economic constraints affect their purchasing decisions and what strategies can mitigate these barriers.
- **Access to Information:** The availability and accessibility of information about sustainable food options are critical for informed decision-making. Research is needed to investigate how international students access and utilize information about sustainability in their food choices.
- **Mistrust:** It is necessary to analyse if students have mistrust – where because of lack of information, or their judgment of greenwashing – that lead to them not wanting to purchase sustainable food.

## 2.7 Conceptual Framework

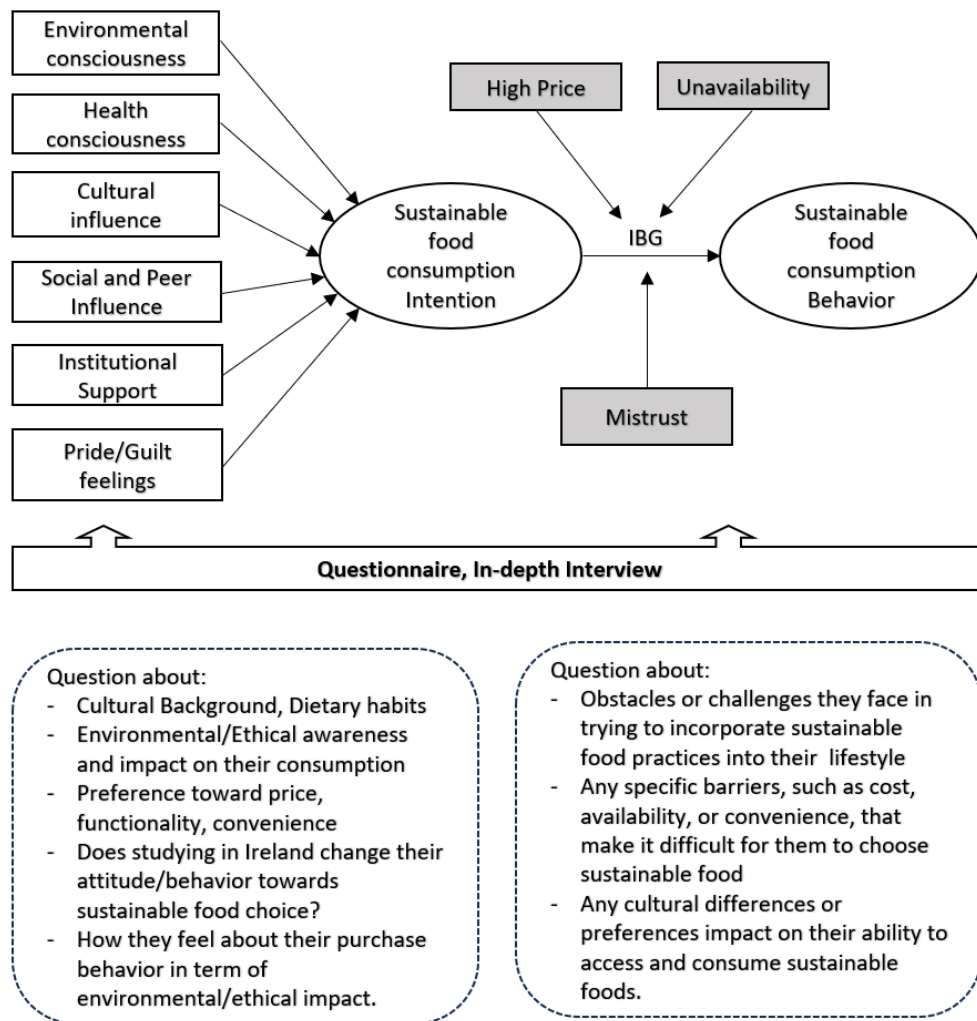


Figure 6. Conceptual Framework

(Source: self-created)

Conceptual Framework for this research is influenced by the combination of Theory of Planned Behaviour (TPB), Value-Belief-Norm (VBN) Theory, Intention-Behavior Gap (IBG), and previous empirical literature. The author relies on previous empirical literature to research factors affecting the Intention to purchase as in Figure 6: Their consciousness on environment, consciousness on their own health, influence of their cultural background, and support from institution. Through surveys by questionnaire and in-depth interviews more factors are expected to be added in, such as researching whether living and studying in Ireland and being influenced by Irish society will change students' thinking about sustainable consumption. Besides, as suggested by Angus-Leppan and Owen's contextual framework (2005), this research also aims to test the influence of pride/guilt feelings on the intention to purchase.

As suggested from Intention-Behaviour Gap theory, not all intention could successfully be transferred into behaviour (Aschemann-Witzel and Niebuhr Aagaard, 2014). Barriers to transfer

from intention to behaviour will also be identified by questionnaire results analysis and during the interviews, with suggestions from previous research such as price, unavailability, and mistrust.

## **2.8 Conclusion**

The literature review chapter has provided a comprehensive exploration of the multifaceted dimensions influencing sustainable food consumption among foreign students in Ireland. The review began with an introduction to the theoretical frameworks that underpin sustainable food consumption, highlighting models such as the Food Choice Model and the Theory of Planned Behaviour. These models elucidate the complex interplay of factors that shape food choices, including personal values, social influences, and environmental considerations.

The conceptual framework for sustainable food consumption was then examined, emphasizing the integration of environmental, economic, and social sustainability. This approach underscores the importance of considering the broader impacts of food choices, not only on individual health but also on community well-being and environmental preservation. The sustainability discourse is thus broadened to encapsulate a more inclusive and comprehensive perspective.

In the subsequent section on factors influencing sustainable food consumption, the review identified several key determinants, including awareness and knowledge, economic factors, social influences, health motivations, and cultural values. Awareness and knowledge about sustainability significantly impact food choices, as informed consumers are more likely to make eco-friendly decisions. Economic factors, such as income levels and the cost of sustainable products, also play a crucial role, often limiting the ability of students to prioritize sustainability. Social influences, including peer behaviour and cultural norms, further shape food consumption patterns, while health motivations can drive individuals towards more sustainable dietary choices that align with their personal health goals.

The review also delved into the state of sustainable food consumption in Ireland, shedding light on consumer behaviour, policy initiatives, and the local food systems that support sustainability. The Irish context presents both challenges and opportunities for promoting sustainable food consumption. While there is a growing awareness and support for sustainability among consumers, barriers such as mistrust remain significant hurdles.

In identifying gaps in the literature, the review pointed to the need for more targeted research on the specific experiences and behaviours of international students regarding sustainable food consumption. There is a notable lack of comprehensive studies that integrate the diverse cultural, economic, and social dimensions affecting this group. Addressing these gaps is crucial for suggesting effective strategies and policies that can enhance sustainability efforts within the international student community.

Finally, the study's conceptual framework was proposed, integrating the various factors and influences identified in the literature. This model serves as a foundational framework for the subsequent empirical investigation, aiming to provide a deeper understanding of the interplay between individual, social, and structural factors in shaping sustainable food consumption among international students in Ireland.

In conclusion, this literature review has established a robust theoretical and empirical foundation for understanding the complex factors influencing sustainable food consumption among international students in Ireland. It highlights the need for a multi-dimensional approach that considers the unique challenges and opportunities faced by this demographic. By addressing the identified gaps and leveraging the insights gained, future research can add in more effective strategies for promoting sustainability in the diverse and dynamic context of international student communities.

## CHAPTER 3: METHODOLOGY

### 3.1 Overview

This research aims to evaluate factors that influence sustainable food choice, including both motivations and challenges, among foreign students in Ireland. The author intended to use a mixed methodology approach to study in order to gain a thorough understanding of these characteristics. On the one hand, the author examined the validity of the hypothesis based on factors affect sustainable food choice that have been explored in earlier literatures with the aid of quantitative methodologies based on random sampling and structured data collection tools. On the other hand, qualitative methods gather and extract information from non-numeric data like words, photos, symbols, body language, etc., via interviews gives the author more freedom to explore different perspectives on a problem without having to determine whether it is correct or incorrect, and exploit more findings from the conversations. Combining quantitative surveys and qualitative in-depth interviews will yield a thorough understanding of the research problem.

A quick overview of research design (philosophy, approach, and strategy) together with the rationale behind the selection, will open this chapter. The author will then go into how to get primary data using online questionnaires and how to conduct in-depth interviews with certain overseas students. Subsequently, the author will explain the approach to data analysis, and ultimately, disclose any potential constraints associated with this approach to the research.

### 3.2 Research Design

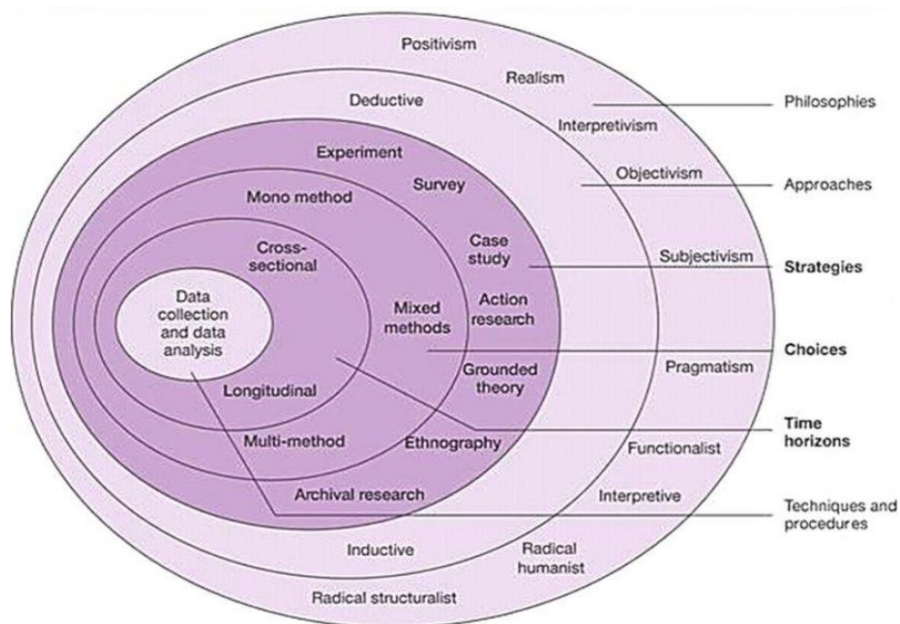


Figure 7. Research Onion  
(Source: Saunders et al., 2007)

<b>Research Philosophies</b>	Pragmatism
<b>Approaches</b>	Deductive and Inductive
<b>Strategies</b>	Surveys and Interviews
<b>Choices</b>	Mixed methods
<b>Time Horizons</b>	Cross-sectional
<b>Techniques and Procedures</b>	Statistical analysis for quantitative data Thematic analysis for qualitative data

*Table 1. Summary of research design*

*(Source: self-created).*

For research projects to be conducted successfully, research design is essential. It provides structure and a foundation for the entire research process, guaranteeing that the goals of the study are met and the conclusions are accurate and dependable. A well-crafted study design facilitates precise data analysis, improves reproducibility, and adds to the body of scientific knowledge. Saunders et al. (2019), in the book “Research methods for business students”, introduced the concept of the "research onion". This concept comprises multiple layers of research factors, such as philosophy (1), approach (2), strategies (3), methodological choice (4), time horizon (5), and techniques and procedures (6). A brief summary of the research design applied for this study is described as in Table 1 and will be discussed more detailed in the next parts.

### *3.2.1 Research Philosophy*

Of the six layers of the research onion, the research philosophy is the most important and needs to be fully understood in order to choose the right approach. According to Saunders et al. (2019), the word "research philosophy" refers to a set of presumptions and beliefs about expanding knowledge in a particular field, which does not necessarily mean novel theories only but can also refer to fresh perspectives inside a certain organization. Assumptions, because they are present in both real life and every stage of the research process, inevitably affect how research topics are understood, how methodologies are employed, and how the results are interpreted. According to Saunders's aggregate, research assumptions fall into three primary types: Ontology (the nature of reality), Epistemology (human knowledge) and Axiology (the roles of values and ethics).

Based on philosophical assumptions, there are four main research philosophies that are commonly used in business and management environments, which are: positivism, realism, interpretivism, and pragmatism (Tsang, 2017). A logical research philosophy, in the opinion of many academics, can guide methodological decisions, tactics, data collection methods, and analysis procedures in the appropriate directions (Crotty, 2020; Johnson & Clark, 2006). Determining which of the philosophies described above is most appropriate for a given set of research objectives in business and management is a challenging task. For many years, scholars disagreed on which philosophy

was the best, as evidenced by their numerous arguments (Knudsen & Tsoukas, 2003). Morgan (2006) and other proponents of the pluralist perspective claim that every paradigm and philosophy contributes to research differently, offering a variety of perspectives on the realities of organizations.

Under *positivism*, the future is assumed to be predictable and under our control (Melnikovas, 2018). According to Collins (2010), the positivist theory is predicated on measurable observations that lead to statistical analyses and knowledge gleaned from firsthand experience. According to Wilson (2010), studies that follow the positivist paradigm view the universe as external, objective, and solely grounded in reality. It is observed that deductive techniques are frequently used in positivist research (Crowther and Lancaster, 2012).

Conversely, *interpretivism* makes the assumption that the future is uncertain (Melnikovas, 2018). It is impossible to control or forecast the future as a whole since it is perceived as a chaotic, random, and unpredictable series of occurrences; instead, knowledge of the future can only be obtained by applying an intuitive method. According to Myers (2009), qualitative analysis is given precedence over quantitative analysis in the interpretivism philosophy.

According to Saunders et al. (2019), it may not be feasible to choose between a positive or interpretive viewpoint; therefore, in addition to the two previously mentioned, alternative philosophies are put forth. *Pragmatism* is predicated on the idea that, depending on the needs of a certain research subject, both positivist and interpretivist viewpoints can be adapted in the study (Melnikovas, 2018). Morgan (2014) asserts that pragmatism serves as a paradigm for mixed methods research and is applicable to both quantitative and qualitative research.

For the nature of this research, the author chooses *pragmatism* as the research philosophy. As mentioned in the literature reviews section, there have been factors explored in previous literature that influence people's sustainable food choices. Therefore, it can be said that some factors are already predictable and act as the foundation for this research. What needs to be done is to test the validity of those factors to a particular population which is international students in Ireland. Positivist viewpoint will allow the author to gather data such as quantifiable observations based on the survey results, use statistical evaluations and conduct an objective analysis of it. On the other hand, the author also realizes that there are still unpredictable factors that need to be revealed through further methods. Interpretivism frees the author from the constraints of preexisting theories to investigate social environments and circumstances from a deeper and wider viewpoint. Combining both positivist and interpretivist viewpoints would bring a comprehensive perspective to resolve the research questions: what are the factors that influence the consumption of sustainable food among international students in Ireland?

### 3.2.2 *Research Approach*

There are two main methods for developing theories which are inductive and deductive (Saunders et al, 2019). Wilson (2010) states that the *deductive* method involves creating hypotheses based on theory and then coming up with a plan for doing research to test them. According to Snieder and Larner (2010), the deductive approach starts with a proposition and ends with a new hypothesis that is tested by contrasting it with observations that either accept or reject the hypothesis. The steps of a deductive study are as follows: deriving hypotheses, establishing hypotheses, testing hypotheses, analyzing results, and revising theories (Dudovskiy, 2022).

Unlike the deductive technique, which starts with particular facts, the *inductive* method starts with observations and ends with theories derived from the data (Goddard and Melville, 2004). Dudovskiy (2022) emphasizes that this approach does not exclude the researcher from utilizing existing theory. It seeks to interpret the gathered data set in order to develop the themes, concepts, or frameworks, which allows the identification of unknown aspects that may contribute to the expansion of knowledge about the phenomenon (Saunders et al., 2019).

Considering that this study is aimed at using pragmatism philosophy, the author decided to choose the combination of both deductive and inductive as the research approach. On the one hand, the author uses deductive method to develop existing theories from previous literature, using the collected data to assess the influence of pre-determined factors on a specific population - which is international students in Ireland. On the other hand, the author uses inductive method to find out new factors if any, in order to generate new theory if possible. This is the most comprehensive approach that the author believes overcomes the shortcomings of deductive and inductive method when applied alone and hopes to effectively address the research question and achieve the research objectives.

### 3.2.3 *Research Strategy*

According to Saunders et al. (2019), research choices include quantitative and qualitative methods, either single use or mixtures of both. While qualitative research methods are largely focused with gaining insights into the underlying motivations, quantitative research methods describe and quantify appearances based on numbers and computations (Dudovskiy, 2022).

Melnikovas (2018) states that the mono technique is employed in studies that concentrate on gathering either qualitative or quantitative data. Utilizing both of quantitative and qualitative methods allows for the achievement of several objectives while mitigating the drawbacks of employing a single approach. For this reason, the author decided to choose mixed method as the strategy for this research.

Quantitative data will be collected using online surveys. Since the study aims to evaluate the effect of factors on international students' sustainable food choice in Ireland, the using numerical data will make it easier to compare and generalize findings (Dudovskiy, 2022). Qualitative research will be performed by in-depth interviews with international students who are studying in Ireland and come from different cultural backgrounds. By gathering information through in-depth interviews, the author is able to comprehend the opinions, feelings, and experiences of student during the transition into a new living environment.

#### 3.2.4 Time Horizon

As per Melnikovas (2008), time horizons in research typically pertain to a period of time under investigation or a chronological horizon with several dimensions. There are two forms of this: cross-sectional and longitudinal time horizon. This study introduces a cross-sectional time horizon because a survey necessitates a brief time frame. Cross-period data collection and analysis mostly pertains to a certain point in time (Rindfleisch et al., 2008). Furthermore, due to the small sample size, a cross-sectional time span is provided, which aids in gathering more relevant data regarding the intention to consume sustainable food among overseas students which is impacted by various factors.

### 3.3 Data Collection

Data collected in this research is merely primary data which is gathered using online surveys and interviews.

#### 3.3.1 Online Surveys Method

Survey Sampling Details	
Sample Size	54
Sampling Method	Random Sampling
Target Population	International students in Ireland
Sample Characteristics	Students from various backgrounds who are studying and living in Ireland

Table 2. Survey Sampling

(Source: self-created)

Questionnaires is one of the most effective methods to collect data as it can help obtain a lot of information in a short time (Denscombe, 2017). This method has several advantages. First of all, the sample group's members can stay anonymous. In addition, it can produce a lot more data and is more time-saving than other approaches like interviews.

According to Dudovskiy (2022), a standard business dissertation spanning 15,000–20,000 words will usually work just fine with 25–40 questionnaire items. This research using a questionnaire with 32 questions, divided into two types: multiple choice questions and scaling questions. For multiple choice questions, respondents are given a list of choices to choose from (Dudovskiy, 2022). For this research, this type of question is applied to general information about the sample such as age, gender, home country, level of study, etc. For scaling questions, which are rating questions that give responders the choice to place the available responses on a scale within a specified range of values (Dudovskiy, 2022), the author selects a range of values from 1 (strongly disagree) to 5 (strongly disagree) to evaluate the influence of each factors investigated. Specifically, the scaling questions are divided into 9 groups based on 9 factors that impact the sustainable food consumption of international students in Ireland:

<b>Aspects</b>	<b>Questions no. in the questionnaire</b>
Environmental consciousness	6,7, and 8
Health consciousness	9,10, and 11
Cultural influence	12, 13, and 14
Social and Peer Influence	15, 16, and 17
Institutional Support	18, 19, and 20
Pride/Guilt Feeling	21, 22, and 23
High Price	24, 25, and 26
Unavailability	27, 28, and 29
Mistrust	30, 31, and 32

The questionnaire was sent to various groups of students through multiple channels, including group email of students of Griffith College via Outlook, WhatsApp group of students in Griffith College, Facebook group of international students in Ireland. In addition, the author also utilized social media to contact friends who are living in Ireland. Specifically, the survey was sent to a Facebook chat group of more than 100 Vietnamese students who are studying in Ireland. The author also asked friends to share the survey to people they knew who might be interested and fit the sample selection criteria.

### 3.3.2 Interview Method

Interview Sampling Details	
Sample Size	4
Sampling Method	Purposive Sampling
Target Population	International students in Ireland
Sample Characteristics	Students represents different backgrounds (Vietnamese, Indian, Mexican, USA) who are living in Ireland for more than 6 months.

Table 3. Interview Sampling

(Source: Self-created)

People who participated in the interviews were purposely chosen by the author based on their relevance to the research topic. Four students come from four different countries (Vietnamese, India, Mexico, and USA), are studying at three different educational institutions in Ireland (Griffith College, National College of Ireland, and Dublin City University), and have been living in Ireland for more than 6 months. This ensures the background and cultural diversity of the interviewees. Besides, they have lived in Dublin long enough to share their experiences of changing eating habits (if any) and how they feel about sustainable food consumption in Ireland. Since most of the factors influencing sustainable food consumption assessed in this study have been studied through the survey mentioned above, the interviews will mainly focus on digging deeper into the interviewees' viewpoints and thoughts on the research problem in the hope of finding new factors or strengthening the reliability of the mentioned factors. Interview questions will revolve around students' eating habits, their thoughts and attitudes towards sustainable food, how this has changed since they have lived and studied in Ireland, any obstacles or challenges they face in trying to incorporate sustainable food practices into their lifestyle. Specific interview questions are outlined in Table 4 below.

#### Interview Questions

1. Can you tell me a little about yourself? (e.g., your name, country of origin, current university, and field of study)
2. How long have you been studying in Ireland?
3. How would you describe your typical eating habits since you arrived in Ireland? (e.g., types of food you usually eat, any special dietary habit, dining out vs. cooking at home)
4. Have your food consumption habits changed since moving to Ireland? If so, how?
5. Did your consciousness and attitude toward sustainable food change after you moved to Ireland? If so, why?
6. What is the most important factor to consider when making your food choices?

7.	What do you think are the biggest challenges to eating sustainably as an international student in Ireland? (e.g., high prices, unavailability of options, lack of information, mistrust)
8.	What do you think would help you and other international students make more sustainable food choices?
9.	Are there any specific resources or supports you believe would make it easier to choose sustainable foods?

*Table 4. Interview Questionnaire*

*(Source: Self-created)*

### 3.3.3 Access and Ethical Issues

One of the key elements affecting the quality of research is ethical consideration (Dudovski, 2022). Regarding this, the author has adhered to certain guidelines mentioned by Bryman and Bell (2007). Initially, the researcher followed privacy and data security guidelines when gathering and organizing the data. In specific, when respondents answer the survey, the author has disabled the option "Requires Collect Email Addresses". In order to protect respondents' anonymity, the questionnaires do not ask for personal information like name, contact information, or IP address. Furthermore, by exclusively keeping the database on a Google Drive account connected only to the author's Google account, the author makes sure that no outside entity has access to the data. In the end, the data will be used just for this study and then removed from the researcher's storage after its conclusion.

## 3.4 Data Analysis

In this study, the author will combine descriptive and thematic analytical methods to analyse the data.

The quantitative data collected from surveys will be examined using descriptive statistics. These will be used to summarize the demographic characteristics of the sample and the responses to each Likert scale item. The research will include computing metrics like mean, median, mode, and standard deviation.

The qualitative data from the in-depth interviews will be examined using thematic coding. The process involves identifying key themes and patterns within the interview transcripts.

Transcription: Interviews will be transcribed verbatim to facilitate detailed analysis.

Coding: Thematic coding will be conducted to identify and categorize significant themes related to sustainable food consumption.

Interpretation: The interpretation of the themes will be based on the research questions, providing deeper insights into the factors influencing sustainable food consumption among international students.

### **3.5 Conclusion**

This chapter has detailed the methodology employed in this research, including the research philosophy and approach, strategy, data collection methods, and data analysis techniques. By utilizing a mixed-methods approach, this study aims to give a thorough understanding of the variables influencing international students' consumption of sustainably produced food in Ireland. The combination of quantitative surveys and qualitative interviews ensures that both the measurable relationships and the nuanced experiences of students are captured, contributing to a well-rounded analysis of the research problem.

## **CHAPTER 4: DATA ANALYSIS, FINDINGS AND DISCUSSION**

### **4.1 Overview**

This chapter is focused on the analysis and explanation of the data gathered, then discusses the findings based on literature reviews. Since the mixed method was used to perform the study, data were collected using both online questionnaires surveys and interviews. Data collected through questionnaires is analysed by statistical method and is divided into two parts: demographic analysis where factors such as gender, age, nation, educational level, and years of living in Ireland are examined; and descriptive analysis where statistical measures (mean, median, mode, standard deviation), tables and charts are used to evaluate key factors influencing sustainable food consumption among students. Data obtained from in-depth interviews is analysed using thematic analysis method where patterns are discovered through coding the interviewees' answers.

### **4.2 Response rate**

Regarding the online survey through questionnaires, originally 56 responses were collected of which only 54 responses are valid because 2 of the participants are recorded as Irish not international students.

Regarding the interviews, all 4 chosen interviewees were participated in the interview which lasted from 12 to 22 minutes each.

### **4.3 Findings**

#### *4.3.1 Demographic analysis*

Although demographic factors such as nation, gender, age, and educational level are not within the scope of this study regarding sustainable food consumption, the assessment of demographic data aims to assess the diversity of the respondents who completed the survey.

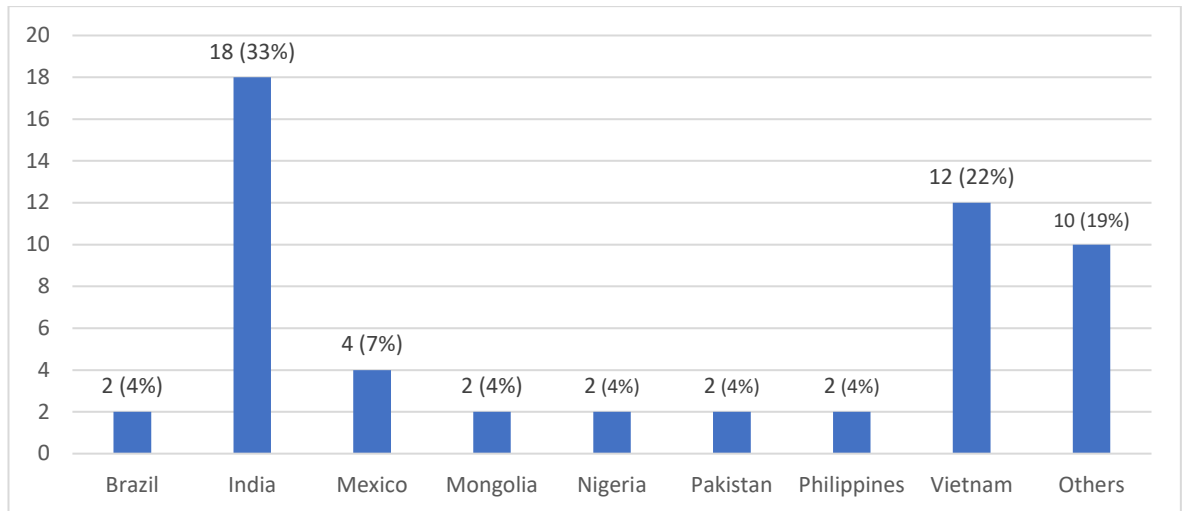


Figure 8. Participant's country of origin  
(Source: self-created).

The nationality distribution of the respondents is shown in Figure 8 above, revealing a diverse group, primarily concentrated around a few countries. Indian students form the largest group in this sample, representing one-third of the respondents. Students from Vietnam are the second largest group, comprising 22% of the sample. Mexican students account for 7% of the respondents while the remaining belong to Brazil, Mongolia, Nigeria, Pakistan, Philippines (2 respondents each) and other countries (Japan, Kenya, Laos, Malaysia, Nicaragua, Romania, Saudi Arabia, Slovakia, South Africa, USA, one respondent each). The nationality distribution shows a strong representation from India and Vietnam, together comprising 55% of the sample. This might be due to the fact that the survey was sent mainly to Griffith College's groups of students and some communities of Vietnamese students in Ireland. However, the diversity of the sample, with respondents from several other nations, ensures a broader range of cultural perspectives, even though some groups are represented by a relatively small number of respondents. This diversity is important in understanding the global perspectives on sustainable food consumption among international students in Ireland.

Demographic variables	Number	Response	Percentage (%)
<i>Gender</i>			
Male	23	54	43%
Female	30	54	56%
Other	1	54	2%
<i>Age</i>			
Under 18	0	54	0%
18-25	16	54	30%
26-34	31	54	57%

35 and above	7	54	13%
<i>Educational level</i>			
High school	1	54	2%
Bachelor	7	54	13%
Masters	43	54	80%
PhD	1	54	2%
Other	2	54	4%
<i>Year of living in Ireland</i>			
Less than 1 year	29	54	54%
1-2 years	11	54	20%
2-3 years	8	54	15%
More than 3 years	6	54	11%

*Table 5. Demographic features*

*(Source: Self-created).*

Demographic data of participants were shown in the table above, including their gender, age, education level, and years of living in Ireland. There were 54 valid respondents who participated in this survey. Out of the 54 respondents, 43% (n=23) identified as male. A majority of the respondents, 56% (n=30), identified as female. A small percentage of respondents, 2% (n=1), identified as a gender other than male or female. The gender distribution shows a slight majority of female participants in the study. This balance between male and female respondents can provide a relatively equal perspective on sustainable food consumption practices, though the perspectives of non-binary individuals are underrepresented due to the small sample size.

Regarding age distribution, 0% (n=16) of the respondents fall within the 18-25 age group. The largest age group among the respondents, 57% (n=31), is between 26-34 years. While 13% (n=7) of respondents are aged 35 and above, there were no respondents under the age of 18. Most of the respondents are in the 26-34 age range, which typically represents postgraduate students or early-career professionals pursuing advanced degrees. The absence of respondents under 18 indicates that the sample mainly consists of mature students, which might reflect different perspectives and priorities compared to younger students.

In terms of educational level, only 2% (n=1) of the respondents are at the high school level, 13% (n=7) are pursuing or have completed a bachelor's degree. The vast majority, 80% (n=43), are master's degree students, while a small percentage, 2% (n=1), are PhD candidates. Besides, 4% (n=2) fall under the 'Other' category, which could include various forms of non-traditional education. The data indicates that the sample predominantly consists of master's degree students. This demographic is likely to be highly engaged with their studies and might have specific perspectives on sustainability based on their academic background and future aspirations. The

low representation of high school and PhD students might limit the generalizability of the findings across different educational levels

In related to their years of living in Ireland, more than half of the respondents, 54% (n=29), have been living in Ireland for less than one year. 20% (n=11) have been in Ireland for 1-2 years, 15% (n=8) have been in Ireland for 2-3 years, and a smaller group, 11% (n=6), have lived in Ireland for more than three years. The majority of the respondents have been in Ireland for less than a year, which suggests that their views on sustainable food consumption might be influenced by recent cultural adjustments and possibly limited exposure to Irish food systems. The distribution also suggests that the findings could predominantly reflect the perspectives of relatively new international students, with fewer insights from those who have been in Ireland long enough to fully adapt to the local food environment.

The demographic analysis reveals that the sample consists of quite a balance number of female and male, most of them are master’s degree students between the ages of 26-34, who have been living in Ireland for less than a year. This demographic composition is important for contextualizing the research findings, as it reflects the perspectives of a specific group of international students who are likely to be in the early stages of adapting to life in Ireland and forming their food consumption habits. The demographic skew towards master’s students suggests that the findings might be particularly relevant to postgraduate education contexts.

#### 4.3.2 Descriptive analysis

##### 4.3.2.1 Environmental consciousness

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I am aware that my food choices can impact the environment	54	1	5	3.94	4	4	0.8560
I consider the sustainability of food products before purchasing them	54	1	5	2.96	3	3	1.0633
I prefer to buy food with eco-friendly packaging	54	1	5	3.22	3	3	1.2235

(Source: Self-created)

Generally, international students in Ireland are aware that their food choices can impact the environment, with mean score of 3.94 and the median and mode being 4, which indicates that the majority of students agree with this statement. The relatively low standard deviation suggests a consistent awareness across the respondents. Students also show a slight preference for eco-friendly packaging with a mean of 3.22 but with a greater variation in responses as the standard deviation is high, which means some students prioritize eco-friendly packaging more than others.

However, when it comes to the actual consideration to purchase sustainable food, students are less likely to agree with this statement. The mean of 2.96 indicates that on average, students sometimes consider sustainability before purchasing food. The median and mode of 3 shows that this behaviour is moderate among the respondents. In short, despite showing a high level of environmental consciousness, students show relatively neutral attitudes toward considering the sustainability of food products before purchasing them.

#### 4.3.2.2 Health consciousness

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
Eating healthy is a top priority for me	54	1	5	3.98	4	4	0.9613
I choose food products based on their health benefits	54	1	5	3.83	4	4	0.9467
I believe that organic food are healthier	54	1	5	3.83	4	4	0.8849

*(Source: Self-created)*

With a mean score of more than 3.4 for all three statements, median and mode at 4, it can be said that health consciousness plays an important role in forming students' intention to buy sustainable food. Students prioritize health in their food choices and believe organic foods are healthier. The low standard deviation suggests a high level of agreement among students on this belief.

#### 4.3.2.3 Cultural influence

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
My cultural background influences my food preferences	54	1	5	4.28	5	5	0.9400
I prefer to cook my home country's traditional food while being in Ireland	54	1	5	4.07	4	5	0.9487
I am open to incorporating sustainable food practices from other cultures	54	1	5	3.85	4	4	0.9983

*(Source: Self-created)*

With a high mean of 4.28, it is clear that cultural background significantly influences students' food preferences. The median and mode being 5 suggest that a majority of respondents strongly agree with this sentiment, reflecting a strong cultural attachment. Besides, most students tend to maintain the traditional eating habits of their culture even while living in Ireland, as shown by the high mean of 4.07 and mode of 5. Although there is a tendency to stick to their cultural preference, students are still generally open to integrating sustainable food practices from other cultures, as

shown by mean score of 3.85. The median and mode strengthen a moderate level of openness, indicating that cultural exchange in food practices might be welcomed by many.

#### 4.3.2.4 Social and Peer Influence

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I feel supermarkets in Ireland offer more sustainable food options than in my home country	54	1	5	3.24	3	3	1.2429
I have considered more sustainable food options since I came to Ireland	54	1	5	3.15	3	3	1.0354
I considered more sustainable food choices because I have been surrounded by people who do the same in Ireland	54	1	5	2.91	3	3	1.1536

(Source: Self-created)

The mean of 3.24 suggests an agreement that Irish supermarkets offer more sustainable options than those in respondents' home countries. The larger standard deviation reflects fluctuations in perceptions, possibly due to different experiences based on geographic location or cultural expectations. In that context, the mean score of 3.15 indicates that living in Ireland has somewhat influenced students' consideration of sustainable food options. However, peer influence has a moderate effect on students' sustainable food choices, as shown by a mean of 2.91 and most people are neutral about this statement.

#### 4.3.2.5 Institutional Support

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I have received more information about sustainable food from my institution in Ireland than in my home country	54	1	5	3.11	3	4	1.3270
There are sufficient sustainable food options available on campus	54	1	5	2.70	3	3	1.0211
My institution provides information that raise awareness about sustainable food	54	1	5	2.94	3	3	1.2196

(Source: Self-created)

The mean of 3.11 suggests that respondents have moderately received more information about sustainable food from their institution in Ireland compared to their home country. However, the standard deviation indicates a significant variation in the perceived level of support. This means there will be institutions where provide more information about sustainable food than other institutions, and because students come from different background then they may receive different

level of information about sustainable food practice in their home country before coming to Ireland. However, with a mean of 2.70 and 2.94 for the other two statements in the section, the findings suggest that students find the availability of sustainable food on campus as well as information to raise their awareness about sustainable, to be somewhat limited.

#### 4.3.2.6 Pride/Guilt Feeling

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I feel proud when I choose sustainable food options	54	1	5	3.46	4	4	1.0409
I feel guilty when I choose non-sustainable food options	54	1	5	2.59	3	3	1.0190
I believe buying organic food options is an enjoyable experience	54	1	5	3.19	3	3	1.1667

(Source: Self-created)

Generally, students do feel a sense of pride when they choose to purchase sustainable food options. A mean of 3.46 shows that the feeling of “doing the right thing” has effects on their intention to purchase. However, the feeling of guilty doesn’t seem to be very strong when it comes to the feelings they have if choosing the non-sustainable options. The mean of 3.19 shows that buying organic food is somewhat enjoyable for students. The standard deviation indicates some variation in how strongly these feelings is felt among students.

#### 4.3.2.7 High price

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I find organic food to be too expensive	54	1	5	4.20	4	5	0.9393
Cost is a major barrier to purchasing sustainable food	54	1	5	4.28	4.5	5	0.8990
I would buy more sustainable food if it were cheaper.	54	1	5	4.20	4	5	0.9190

(Source: Self-created)

All three statements received responses which have mean score greater than 4, indicates that the majority of students find sustainable food are too expensive and high price is a strong barrier to their intention to purchase sustainable food. a mode of 5 highlighting that this perception is strong among a significant portion of the respondents. The low standard deviation shows a consistent agreement on this point.

#### 4.3.2.8 Unavailability

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I have difficulty finding sustainable food products in my area	54	1	5	3.15	3	3	1.0534
I struggle to find sustainable food that meets my dietary needs	54	1	5	2.98	3	3	1.1735
I would eat more sustainably if there were more options available	54	1	5	3.61	4	3	0.9984

(Source: Self-created)

Generally, the relatively high standard deviation shows that there is a variation in students' responses to the availability level of sustainable food in their areas. Some might find it difficult to grab sustainable food in their local stores, some might not. However, the mean score of 3.15 suggests moderate difficulty in finding sustainable food products in students' areas. Although the difficulty is not so strong as they show a neutral opinion toward the struggle to find sustainable food that meets their dietary (mean = 2.98, median and mode = 3), they would be more willing to buy more sustainable food if there were more options – as indicated by a mean score of 3.61.

#### 4.3.2.9 Mistrust

	N	Minimum	Maximum	Mean	Median	Mode	Std. Deviation
I do not trust the labels indicating a product is sustainable (organic, fair trade, free from child labour label, etc.)	54	1	5	3.19	3	2	1.1172
I believe some products falsely advertise their sustainability for marketing purpose	54	1	5	3.80	4	4	0.9393
I need more verification to trust sustainable food labels	54	1	5	3.81	4	5	1.0293

(Source: Self-created)

A mean of 3.19 shows that, although students do not completely lose faith in sustainable labels on the food products, they still have some scepticism towards the reliability of these labels. This becomes even more evident when the other two statements have a mean greater than 3.4, showing that the majority of students hold a distrust towards companies that intentionally misrepresent their products for marketing purposes and that they need more information to verify the credibility of the sustainable food labels.

### 4.3.3 *Thematic analysis*

The interviews with four international students studying in Ireland provided valuable insights into their eating habits, awareness, and attitudes towards sustainable food. The key themes that emerged from the interviews include changes in eating habits since moving to Ireland, awareness and understanding of sustainable food, factors influencing food choices, and challenges faced in adopting sustainable food practices.

Most of them experienced changes in their eating habits after arriving in Ireland. Some mentioned that they started consuming “more dairy products like butter, cheese, and yogurt” (Participant 1) – which are food products that have a strong presence in Ireland. Others mentioned that they started cooking at home themselves more since they live alone and there is no other to prepare food for them as when in their home country. However, most of them preferred to cook simple and less time-consuming meals “due to time constraints and limited cooking skills” (Participant 1,3,4). This resulted in them having to shop for more food themselves in Ireland than they did in their home country, re-emphasizing the contribution of international students to the Irish food market and the importance of identifying factors that influence their sustainable food choices.

The interviews revealed that international students in Ireland have varying levels of awareness and attitudes towards sustainable food. Three out of four participants admitted that while they had heard about the word “sustainable food” before but they did not fully understand what it meant or had a limited understanding of it. One of them had never even heard of sustainable food but had only heard of “organic food”.

“Not really. I usually hear more about organic food. I don't know if it's the same?” (Participant 1)

“Yes, I've heard of sustainable foods. Not entirely sure what it means, but I have heard of them.” (Participant 2)

“Yes I started hearing it, but yeah, I'm not like totally understand about it [...] So back in my country, I think sustainability wasn't informed much. People like me wasn't aware a lot about what sustainability meant. I think I only understood sustainability in terms of environment” (Participant 3)

“I have heard of it, but to be honest, I have not paid enough attention to learn more about it. I just think of it as products that are environmentally friendly, such as water bottles labelled recyclable, for example.” (Participant 4)

Based on the interviews, several key themes emerge regarding the factors that motivate the consumption of sustainable food and the barriers to it among international students in Ireland.

### ***Factors of driving sustainable food consumption intention***

- *Environmental and Ethical Consciousness:*

While not everyone demonstrated a full understanding of sustainable food, participants demonstrated their concern for the environment and that they knew their food choices had some impacts on the environment.

“Maybe, yes (purchasing sustainable food is a good thing to do). Probably they're doing something good for the environment. So that would help in general for our health” (Participant 1)

“I would personally choose to also voluntarily take products which are environment friendly, because now that you know about sustainability in Ireland, that has changed your perspective [...] But again, only if it is budget friendly” (Participant 3)

“I do think organic food is safer and healthier than regular food, and I know it is good for the environment and society, so if the price difference is not much or when it is on discount, I will definitely choose it.” (Participant 4)

Besides, for students studying supply chain management, they seem to have a more comprehensive about sustainability that makes them consider more about ethical issue behind supply chains of food. A participant noted that his awareness of ethical practices, such as products being free from child labour or supporting fair trade, grew after coming to Ireland. This ethical dimension, where consumers are made aware of the human impact of their purchases, was important to him though it was secondary to price. This indicates that environmental and ethical considerations do motivate consumption, especially when these products are made easily available.

“But after coming to Ireland, I think I've a better understanding of what sustainability means [...] With the products I see now in the market, I could see that they want to inform the way the product was made, the whole the supply chain behind it, it was done in a very sustainable manner that free from child labour or people were not harmed to get this product to us [...] So now, when I purchase, there is a clear conscience that, okay, this product is good to use.” (Participant 3)

- *Advertising and Availability*

Participant emphasized that they are exposed more with the term “sustainability” when they are living in Ireland. They mentioned that they encountered more advertising and product labelling related to sustainability in Ireland than they did in their home country. The presence of clearly labelled sustainable options in stores contributes to greater awareness and potential motivation to choose these products.

“Yes, because they advertise more here. In the shops, for most of the products they have two options: normal option, and then the organic or the sustainable food option. So yeah, I hear more about that here than in my home country.” (Participant 1)

“Because the stores sell products which are recyclable. It's more easily available. It's full in the store itself, wherever I'm buying my product from. Most of the products that they sell, they choose to sell more sustainable products, which indirectly makes me, as a consumer, buy more sustainable products.” (Participant 3)

“There are more promotional activities. For example, recently the government has implemented the return scheme for most drinking water bottles. Because we have to pay a deposit when buying these bottles, so it puts pressure on us to return them, so I think this program is quite effective.” (Participant 4)

- *Education*

Participants also said that the education they received here affects their views on sustainability. Three out of four participants highlighted that their awareness of sustainability significantly increased after moving to Ireland, especially due to their educational experiences. For example, one specifically mentioned a course on sustainable procurement that deepened his understanding of sustainability beyond just environmental factors.

“I think it's the education system. Now when I'm studying in college itself, I had a subject called Sustainable procurement, where I was given a brief or a detailed introduction into the sustainability, what it means and how it impacts our day-to-day life. And I think that has given me a better insight into what sustainability means and a better understanding of how I should think about and what I should look forward to it.” (Participant 3)

Another one talked about videos about child labour in third-world countries she saw in class that made her wonder about the ethical issues behind supply chains – something she had never known before.

“We also saw some topics in class about that, about child labour [...] They showed us some parts of the supply chains that I didn't know [...] they teach more about that trying to make us aware of what's happening there behind – things I had no idea before.” (Participant 1)

This suggests that education plays a crucial role in shaping attitudes towards sustainable food consumption.

### ***Barrier to sustainable food consumption behaviour***

- *High Price*

All of the participants mentioned high price as the biggest challenges for them to purchase sustainably. They noted that sustainable or organic products are often significantly more expensive than their conventional counterparts.

“Because it's more expensive than other normal food. Sometimes it's double the price and you get less quantity. You pay nearly double the price and you get less quantity.” (Participant 1)

“These types of food are still more expensive.” (Participant 2)

“Money, the price (is the most important factor I consider when making food choice).” (Participant 3)

“Students, you know, don't have much money. And sustainable products are more expensive than regular products. So I think the biggest barrier is still the price.” (Participant 4)

However, one mentioned that she would be willing to pay up to 25% more for sustainable options but noted that current price differences are much higher. Another mentioned that he would still prefer the sustainable food options if they are budget friendly. This shows that students would be willing to purchase sustainable food options even if they are more expensive than other options if the price difference is reasonable and acceptable.

- *Mistrust*

A participant expressed scepticism about the credibility of sustainability claims, suggesting that labels like "free from child labour" might actually raise doubts about the practices behind the products.

“I don't particularly believe any of the packaging when I see it. A lot of companies use, you know, labels that are misleading in order to make their food look more desirable, so that they can there charge more prices.” (Participant 2)

Other participants expressed neutrality towards the credibility of the labels but did not actually investigate to check this credibility. The concern about greenwashing - where companies falsely market their products as environmentally friendly - was hinted at in the interviews. This scepticism can deter students from choosing sustainable options if they feel the claims are not trustworthy.

“Actually I do (believe) but not like 100%, because I have read some news about companies who advertise false information about their products while they are not really safe and environmentally friendly as they say, this is called greenwashing I think, so I am a bit worried.” (Participant 4)

However, one of the participants mentioned that he initially doubted about the authenticity of such labels but gained more trust after learning about the certification processes through his studies. This demonstrates that information and understanding play an important role in changing students' perceptions of sustainable labelling.

“In my class, we were informed how each product receives those labels. It's not easy for anyone to just go about and put any label and be like a green washing company. Especially in Ireland they actually take these things very seriously, we can understand that getting those certifications is not easy, and there are level of test that they have to go through to get that label.” (Participant 3)

- *Lack of knowledge*

Despite being aware of and sometimes supportive of sustainable practices, sustainability is not the primary factor driving the food choices of the interviewees. Price, convenience, and taste are more influential. For example, one mentioned that his purchase of organic foods was based on their appearance rather than a conscious effort to buy sustainably.

“Guess I have purchased sustainable food, not with any conscious effort.” (Participant 2)

Although some participants developed a better understanding of sustainability after moving to Ireland, another participant admitted that he only fully learned what sustainable food means after the interview started. This suggests that a comprehensive understanding of sustainability is not widespread, even among educated international students, limiting its influence on their consumption choices.

#### 4.3.4 *Summary of the main findings*

The analysis of data collected from both surveys and interviews shows that many factors influence the sustainable food consumption intention and behaviour of international students in Ireland, but in different levels:

- Health consciousness, Environmental consciousness, Social Influence are among the factors that have the greatest influence on students' intention to purchase sustainable food.
- Cultural influence plays a strong role in shaping and influencing students' food choices preferences, but they are also open to sustainable food practices from other cultures.
- There is not much support from educational institutions in Ireland in raising awareness among students about sustainable food, leading to the positive impact of this factor being only moderate.
- Pride feeling has a positive influence on students' intention to purchase sustainable foods. Although the results from the survey show a moderate influence of Guilt feelings, the interviews show student's consideration about ethical issue behind food supply chains, suggesting some potential sense of guilt for non-sustainable food consumption.
- High Price and Mistrust are among strongest barriers to students' sustainable food consumption intention and behaviour.

- Unavailability is not a major barrier to students' sustainable food consumption behaviour. Actual interviews show that students are exposed to more sustainable food options in Ireland than in their home countries.
- Education plays a very important role in providing information, forming and reinforcing students' attitudes towards sustainable food consumption.

#### 4.4 Discussion

During the interview, when asked which is the most important factor to consider when purchasing food, besides price, the participants emphasized “the nutrition and the taste” as important factors. Students' prioritization for health was also shown through the survey results for *health consciousness* factor. This is in agreement with the results from Qi et al. (2020), Ismael and Ploeger (2020), and Rizzo et al. (2020), which confirms “physical health” as one of the most related terms with sustainable food products. Therefore, while interacting with consumers to purchase sustainable food options, marketers, producers, and brands of sustainable foods should emphasize the health benefits of their products above everything else.

In this study, *environmental consciousness* became a significant motivator for consumers as they began to understand their accountability for addressing sustainability and environmental challenges. Buying environmentally friendly food was perceived as a pro-environmental action that could have long-term advantages and improve directions for the future. This finding is in line with other research that show how customers' intentions to purchase ecologically friendly foods are positively and directly influenced by environmental concerns (Carfora et al., 2021; Smith and Paladino, 2010; Ueasangkomsate and Santiteerakul, 2016).

Furthermore, the study revealed that *social* impact exerted a noteworthy influence on the formation of customers' intentions towards sustainable food. Most of international students feel they are more informed about sustainable food when they are living here in Ireland rather than back in their home country. The social influence in Ireland where prioritizes sustainable practices has a positive impact on students' attitude toward the same thing. This result is also supported by previous research by Qi et al. (2020) and Qi and Ploeger (2019) who found that consumers tend to conform to the norms of their reference groups, and this has been a major factor influencing their sustainable food choices.

The results also show that *cultural background* plays a big role in forming students' food choice preferences. However, students are also open minded toward the incorporation of sustainable food practices from other cultures. This is in line with previous research of Nemeth et al. (2019) which shows that on the one hand, international students' eating habits are impacted by local food culture where they live. On the other hand, students' strong cultural background allows them to maintain

their community values and eating habits overseas, which can have a significant impact on how the local food supply practices evolve.

There is little previous research on the impact of *institutional support* on students' sustainable food consumption in a particular context of Ireland. The results of this study show that while students majoring in supply chain management might be better informed about sustainability, not many education institutions in Ireland actively involve in practices to raise awareness of sustainability among students. Evidence is that many students are still vague about the term "sustainable food" and most respond "less agree" to the statement of whether there are enough sustainable food options provided for them on campus. However, it is worth mentioning that institutional support – specifically in terms of education, through providing knowledge and information to students – plays an important role in influencing students' attitudes and behaviours towards sustainable food. This is in line with previous research of Al-Nuaimi and Al-Ghamdi (2022) which proved that education significantly and favourably influences environmentally friendly consumption habits.

*Pride feelings* have a positive influence on students' intention to buy sustainable foods. This factor is also supported by previous research from Qi et al. (2020) who listed enjoyable shopping experiences as one of the significant factors to drive sustainable food purchase intention among consumers. Although survey results in this study did not show a significant impact of *guilt feeling* factor, mostly due to the small size of sample, the interviews indeed revealed that students do concern about ethical issues behind food supply chains in the world, implicating that guilt feelings have certain influence on the intention to purchase sustainable food, as supported by the theory from Angus-Leppan and Owen (2005).

According to the survey results in this study, although the majority of students are aware that their food choices can impact the environment, they do not really consider the sustainability of food products before purchasing them. This reaffirms the existence of a gap between the intention to buy sustainably produced food and the actual consumption behaviour, also known as *IBG* (Carrington et. al, 2014). *High price* remains the main reason for this gap, as it is the biggest challenge to students' sustainable food consumption. This is extensively supported by earlier research demonstrating that the greatest barrier to a consumer's purchase of environmentally friendly food products is their high price (Qi et al., 2020; Ismael and Ploeger, 2020).

Furthermore, a number of earlier research have identified *mistrust* as another important factors which has negative effect on consumers' sustainable consumption (Qi et al., 2020; Yin et al., 2010). This study also supports this point of view. This mistrust might come from several causes including false advertising, greenwashing practices, or simply that students need more

verification as they lack information about the testing and labelling procedures for these sustainable products.

Although *unavailability* is listed in previous research as one of the factors challenging sustainable food consumption behaviour (Qi et al., 2020), this study result shows less impact of this factor. Survey results show that not many students struggle with finding sustainable food options in Ireland. Interview results also show that students are exposed to sustainable food options in addition to conventional options for most food products here in Ireland. This contrast maybe due to the different research context while this research is conducted in Ireland where sustainability awareness is more enforced and appreciated than other areas such as China and other Asian countries.

#### **4.5 Conclusion**

Through the combination of both online surveys and in-depth interviews in the mixed research method, the author analysed responses received to conclude on several main findings. The factors that have significant positive effects on students' intention to purchase sustainable food are Health consciousness, Environmental consciousness, and Social Influence. Institutional support and Pride/Guilt feelings have potential effects on students' sustainable food consumption. Besides, although students tend to stick to their cultural background for their food choice, they are willing to embrace sustainable food practices from other cultures. High Price and Mistrust are among the strongest barriers to students' sustainable food consumption intention and behaviour, while unavailability is not an issue that greatly affects students' sustainable food consumption in Ireland. Most of the findings appear to be in line with previous literature except for the unavailability factor which might be because of the difference in research contexts between this study and the previous research. These findings will serve as a premise for the recommendations which will be presented in the next chapter of this study.

## CHAPTER 5: RECOMMENDATIONS AND CONCLUSION

### 5.1 Recommendations

Following the discussion of the findings based on literature review in the relevant context, the author would like to make some recommendations for improving sustainable food consumption among international students in Ireland.

#### *For Policymakers:*

**Provide financial support:** As mentioned, high price is one of the biggest barriers for international students in Ireland to consume sustainable food products. However, students also expressed their willingness to choose sustainable food even at a higher price than normal food as long as it is still budget friendly to them. This suggests that the government should make more attempts to lower the price of these food products in Ireland. One suggestion is to introduce subsidies or financial incentives for retailers and food service providers who prioritize sustainably sourced food. This can help reduce the cost of sustainable food options, making them more accessible to students with limited budgets. In addition, policymakers can develop policies and strategies to offer tax breaks or other incentives to businesses that adopt sustainable practices, such as sourcing local and organic produce, lowering food waste or providing plant-based alternatives.

**Strengthen Certification and Labelling Standards:** Another barrier that makes students wonder when choosing a sustainable food option is that they lack trust and knowledge about the sustainable labels on the products. The government can help to improve the transparency of certification and labelling procedures by enforcing stricter guidelines for sustainability certifications and labels to ensure they are trusted and clearly understood by consumers. This can address the scepticism expressed by students who were concerned about greenwashing. Furthermore, the authorities can launch campaigns to educate consumers, including international students, about the meaning and significance of sustainability labels, helping them make informed choices.

**Support Educational Initiatives:** As mentioned, not all educational institutions in Ireland are currently engaged and active in raising students' awareness of sustainable eating habits. Therefore, the government can help with providing grants and funding for educational institutions to develop and integrate sustainability-focused curriculum that include practical lessons on sustainable food consumption.

### **For Educational Institutions:**

**Integrate Sustainability into Education:** Education plays an important role in shaping students' awareness and attitudes towards sustainability. Therefore, education in Ireland should incorporate sustainability topics into a broad range of courses, not just those directly related to environmental studies. This can help raise awareness among students from diverse academic backgrounds. In addition, there should be more activities on campus to raise awareness of students about sustainable eating such as workshops, seminars, and events focused on sustainable living. As ethical consciousness and pride/guilt feelings have a certain influence on students' sustainable food consumption intention, content related to the unethical practices behind food supply chains that exist around the world should be unveiled to help students understand the impact of their purchasing on society.

**Enhance Campus Food Services:** Schools should commit to sourcing a higher percentage of food served on campus from sustainable, local, and organic producers. This can make sustainable food options more readily available and visible to students. However, again this should ensure a variety of dietary preferences, cultural needs, and budget friendly.

### **For Food Service Providers:**

**Enhance Advertising Activities:** As health and environmental consciousness are among the factors that have the greatest influence on students' intention to purchase sustainable food, marketers and manufacturers should prioritize the health and environmental benefits of sustainable food options in their communications with consumers. For example, marketers and food providers can highlight the advantageous attributes and benefits of sustainable food products to consumers, in contrast to the potential impacts of conventional products on health and environment. Furthermore, advertising through celebrity channels and social media platforms will also contribute to promoting consumers' awareness of social responsibility and orienting them to pursue long-term sustainability.

**Educate Consumers:** To gain consumers' trust in the creditability of sustainable labels, it is necessary to make consumers understand the process by which products obtain sustainable labels. For example, marketers and manufacturers can educate consumers by utilizing in-store digital ads to illustrate how sustainable food is grown and processed and undergoes the testing before reaching consumers.

**Increase the Availability:** In this study, unavailability was not found to be a significant factor influencing students' sustainable food consumption, and indeed students were exposed to more sustainable food options in Ireland than in their home country. However, students also expressed the idea that if there were more options available, they would be willing to eat more sustainably.

In fact, one participant in the interview even suggested a solution of to make sustainable food options the only choice for students. Therefore, it makes sense for food providers to expand the range of sustainable food products available for consumers so that consumers can have that option everywhere they go and anytime they need it. Of course, this would be more feasible on the premise of financial support from the government as mentioned above.

## **5.2 Linking with Research Objectives**

### *Linking With Objective 1:*

The first objective of this research is to explore the factors that motivate the intention to consume sustainable food among foreign students in Ireland. By using mixed method, the author conducted surveys and interview to find out the main factors, including Health consciousness, Environmental consciousness, Social Influence, Pride/Guilt Feelings, Cultural Influence, and Institutional Support/Education.

### *Linking With Objective 2:*

The second objective of this research is to identify the barriers that hinder international students from translating their intention into purchase behaviour. These factors are identified to be the High Price of the products themselves, the students' Mistrust toward the labelling system, while unavailability is not the main reason preventing students from consuming sustainable food.

### *Linking With Objective 3:*

The third objective of this research is to provide recommendations for policymakers, educational institutions, and food service providers on how to support and enhance sustainable food consumption among international students. These recommendations are made based on the findings of the research, which were presented in the above section to be including: Provide financial support, Strengthen Certification and Labelling Standards, Support Educational Initiatives, Integrate Sustainability into Education, Enhance Campus Food Services, Enhance Advertising Activities, Educate consumers, and Increase the Availability.

## **5.3 Contributions and Limitations of the Research**

This study has important practical implications for policy makers, educational institutions, and food manufacturers and marketers. The findings of this study provide institutions with insights into the factors that drive students' sustainable food purchasing awareness as well as various challenges that international students face when considering sustainable food options. From there, measures can be identified and developed to help raise awareness among students about sustainable eating habits and make it easier for them to choose sustainable foods options, thereby contributing to creating a more sustainable and inclusive food environment. For each solution,

policy makers, educational institutions, and food manufacturers and marketers should assess the factors that influence international students' intentions and behaviours to provide appropriate support and policies. International students and food manufacturers may need to be financially supported to make sustainable foods more affordable. In addition, students need to be more educated and exposed to more useful information about the attributes of sustainable foods, how they were grown and produces, what are the benefits of them, and their labelling processes. To achieve the common sustainability goal, it's necessary to have the cooperation of governments, suppliers, and consumers in promoting the society's awareness and preferences toward sustainable food.

There are still limitations existing in this study. The study applied mixed method which is expected to overcome the disadvantages of both quantitative and qualitative method when applied alone. However, due to time limitations, the study was limited to a small sample of students, which may not fully represent the diverse perspectives of all international students in Ireland.

Additionally, the researcher selected an Internet-based data gathering method for the surveys, which might have caused some challenges during the data collection procedure. When using this method instead of physical data collection, it can be challenging to obtain valid responses even though the questionnaire has the ability to reach a large number of participants.

Another drawback of this study is participant selection. The author specifically targeted foreign students attending Irish educational institutions. However, Vietnamese and Indian respondents were overrepresented in the study, accounting for 22% and 33% of the sample, respectively, which may have affected the characteristics of the sample. Additionally, master's students made up the largest percentage of the sample in this survey—more than 80%.

Furthermore, while the study provided valuable insights for the Irish context, the results might not be entirely relevant to other nations with different cultural, economic, and environmental contexts. Comparative studies in different regions would help to explore these differences.

Another limitation that can be mentioned is related to the depth of exploration as the study focused on broad themes related to sustainable food consumption. A more in-depth exploration of specific factors, such as cultural influences or psychological drivers, could yield additional insights.

#### **5.4 Recommendations for Future Research**

Since the present study still has the aforementioned limitations, future research may take them into account to address the issues and improve the dependability of the findings.

Future research may employ a variety of online survey platforms, including social media channels, to contact more respondents in a shorter amount of time and address the issue of small

sample size. Further complex sampling methods, including stratified sampling and systematic sampling, might be taken into consideration in order to boost the sample's representativeness and quantity of respondents, which will aid in addressing the study's size and time constraints. Further research should also aim to gather representative student samples from each classification level in order to conduct a more thorough evaluation of the impact of cultural factors on the sustainable food consumption practices of students from different cultural backgrounds.

In addition, future research may consider applying more sophisticated data analysis techniques, such as running samples using professional software such as SPSS and testing hypotheses using inferential statistics methods such as multiple linear regression models. These methods will help to predict what a wider population is going to do from a much smaller population. In addition, to increase the saturation of information obtained from interviews, future research should attempt to conduct interviews on a larger scale.

The current study only focused on examining some factors influencing sustainable food consumption of international students at educational institutions in Ireland. There may be many other factors that are correlated with sustainable food consumption of students. Therefore, future research may continue to explore other factors or focus on deeper analysis of certain factors to provide additional insights into them, such as the relationship between cultural influences or psychological drivers and sustainable food choices.

## **5.5 Final Conclusion and Reflections**

In conclusion, this research highlights the complex interplay of factors that influence sustainable food consumption among international students in Ireland. While increased awareness and education are powerful motivators, significant barriers such as cost, scepticism, and low prioritization of sustainability persist. The recommendations provided aim to address these challenges by making sustainable food more accessible, trusted, and integrated into the daily lives of students.

Reflecting on the research process, it is evident that promoting sustainable food consumption requires a multifaceted approach, involving education, economic incentives, and community engagement. As global challenges like climate change and resource constraints intensify, fostering sustainable consumption behaviours in young, mobile populations like students will be increasingly critical. This study contributes to this ongoing effort, providing insights and recommendations that can be built upon in future research and practice. Ultimately, the goal is to create an environment where sustainable choices are not only the right choice but also the easy and affordable choice for all students.

The topic of this research has always attracted me since the first day I came to Ireland for studying and witnessed how my thoughts and attitude towards sustainability changed while living and studying in Ireland. Completing this dissertation has been a significant academic and personal milestone. It has not only satisfied my curiosity about the subject, expanded my knowledge, and helped me gain valuable experience in scientific research, but also reinforced my commitment to advocating for sustainable practices and social equity. I appreciate the chance to contribute to this important field and look forward to applying the lessons learned in future work.

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## APPENDICES

### *Appendix A – Questionnaire on Sustainable Food Consumption*

#### Demographic questions

Question 1: What is your age?	Under 18 18-25 26-34 35 and above
Question 2: What is your gender?	Male Female Other
Question 3: What is your home country?	
Question 4: How long have you been living in Ireland?	Less than 1 year 1-2 years 2-3 years More than 3 years
Question 5: What is your current level of study?	High school Bachelor Master PhD Other

#### Likert Scale questions

Factors		Scale	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		Meaning of scale 1-5: Scale of 1-5 indicates 1 as strongly disagree, 2 as disagree, 3 as neutral, 4 as agree, 5 as strongly agree					
Environmental consciousness	6	I am aware that my food choices can impact the environment					
	7	I consider the sustainability of food products before purchasing them					

	8	I prefer to buy food with eco-friendly packaging					
<b>Health conscious ness</b>	9	Eating healthy is a top priority for me					
	10	I choose food products based on their health benefits					
	11	I believe that organic food are healthier					
<b>Cultural influence</b>	12	My cultural background influences my food preferences					
	13	I prefer to cook my home country's traditional food while being in Ireland					
	14	I am open to incorporating sustainable food practices from other cultures					
<b>Peer Social and Influence</b>	15	I feel supermarkets in Ireland offer more sustainable food options than in my home country					
	16	I have considered more sustainable food options since I came to Ireland					
	17	I considered more sustainable food choices because I have been surrounded by people who do the same in Ireland					
<b>Institutional Support</b>	18	I have received more information about sustainable food from my institution in Ireland than in my home country					
	19	There are sufficient sustainable food options available on campus					
	20	My institution provides information that raise awareness about sustainable food					
<b>Pride/Guilt Feeling</b>	21	I feel proud when I choose sustainable food options					
	22	I feel guilty when I choose non-sustainable food options					
	23	I believe buying organic food options is an enjoyable experience					
<b>High Price</b>	24	I find organic food to be too expensive					
	25	Cost is a major barrier to purchasing sustainable food					
	26	I would buy more sustainable food if it were cheaper.					
<b>Unavailability</b>	27	I have difficulty finding sustainable food products in my area					
	28	I struggle to find sustainable food that meets my dietary needs					
	29	I would eat more sustainably if there were more options available					
<b>Mistrust</b>	30	I do not trust the labels indicating a product is sustainable (organic, fair trade, free from child labour label, etc.)					

	31	I believe some products falsely advertise their sustainability for marketing purpose					
	32	I need more verification to trust sustainable food labels					

*Appendix B – Interview with Interviewee 3*

ANN	Hello! So first of all, can you tell me a little bit about yourself, your country of origin, your current university and your field of study?
Interviewee 3	Hey, Ann! Thank you. Sure. I'm from India. I'm studying at Griffith College. I've been studying here for almost a year.
ANN	Thank you. So the first question, how would you describe your typical eating habits since you arrived in Ireland? Like the type of types of food you usually eat? Do you have any special dietary habit? Or do you like prefer dining out or cooking at home?
Interviewee 3	Well, back at home, my mother used to cook. As an Indian, I used to have Indian cuisines, but now that I'm in Ireland, I'm trying other cuisines as well. Now for me, it's more like what is more convenient and easy to cook. So that's how my habits have been. I prefer Indian but I try to keep it whichever is easier and whichever I can have it.
ANN	Have you ever heard about the word "sustainable food" before?
Interviewee 3	Back at home, no. Here, yes. I started hearing it, but yeah, I'm not like totally understand about it
ANN	So in the context of my study, take it a simple way, sustainable food will contain two types of food: environmentally sustainable food which are food that minimize the negative effect on the environment, for example: organic food, recycle-packaging food; and ethically sustainable food which are food that support ethical practice, such as chocolate with free from child labour, or banana with fair trade. Did you ever consume or purchase food like that before?
Interviewee 3	There are a few food products that I purchased that are recyclable and environment friendly. Because I think in Ireland, that's something which I've seen and I appreciate, because that's what they enforce, and which is good. But then it also varies in product to product. There are few products which are all environment friendly, and then there are products which might not be and but they are more cheaper. So being a student, I do consider my budget, and whichever comes under my budget, I buy that. And if the environment friendly product comes under budget, I choose to prefer that.
ANN	What make you choose food with recycle packaging even when they are more expensive?

Interviewee 3	<p>Because the stores sell products which are recyclable. It's more easily available. It's full in the store itself, wherever I'm buying my product from. Most of the products that they sell, they choose to sell more sustainable products, which indirectly makes me, as a consumer, buy more sustainable products.</p>
ANN	<p>So you mean, sometimes it's because that's the only option for you in the store?</p>
Interviewee 3	<p>Exactly. But another reason would be that I would personally choose to also voluntarily take product which are environment friendly, because now that you know about sustainability in Ireland, that has changed your perspective to see which one to go and buy. But again, only if it is budget friendly, like it's not too expensive, then I would prefer to choose those product. Again, as I said, money is important for me, so price is a factor for me when I buy my stuff.</p>
ANN	<p>Could you talk in more detail about how your perspective has changed? Like your consciousness and attitude towards sustainable food changed after you move to Ireland in compared to when you were in your country of origin?</p>
Interviewee 3	<p>So back in my country, I think sustainability wasn't informed much. People like me wasn't aware a lot about what sustainability meant. I think I only understood sustainability in terms of environment. But after coming to Ireland, I think I've a better understanding of what sustainability means. It's more about people, and then it comes to the planet, and then it comes about the profit. So even with the products I see now in the market, I could see that they want to inform the way the product was made, the whole the supply chain behind it, it was done in a very sustainable manner that free from child labour or people were not harmed to get this product to us. And then the packaging itself, it ensures that it is a recyclable product, which, in return, ensures that carbon emission is less and it's environmental friendly. So now, when I purchase, there is a clear conscience that, okay, this product is good to use. You know, like there is nothing wrong that took place for me to consume this product, you know. So there is that conscience clarity that you have.</p>
ANN	<p>Could you share more about what made you change your attitude to sustainability after you move to Ireland? What is the reason for you to change the your attitude to sustainable food?</p>
Interviewee 3	<p>I think it's the education system. Now when I'm studying in college itself, I had a subject called Sustainable procurement, where I was given a brief or a detailed introduction into the sustainability, what it means and how it impacts our day to</p>

	<p>day life. And I think that has given me a better insight into what sustainability means and a better understanding of how I should think about and what I should look forward to it, you know?</p>
ANN	<p>So I suppose the studying here, the education you got here really have some effect on you, related to your understanding and attitude towards sustainability, right?</p>
Interviewee 3	<p>Exactly, yeah</p>
ANN	<p>Come back to your food choices, what do you think is the most important factor for you to consider when you making your food choice?</p>
Interviewee 3	<p>Money, the price.</p>
ANN	<p>Anything else from that?</p>
Interviewee 3	<p>After price? I would say it is the sustainability of the product to be make sure that how is this like after it's consumed. For example, packaging being recycled or will it go in the general waste? Or what is a source of this product? Is it done in a very sustainable manner or not? The whole supply chain? Was it taken place in a very sustainable way or not? So there are few, you know, like there are icons that you see in the product itself that kind of ensures you okay, this is certified and give me an assurance that this is good.</p>
ANN	<p>Icons you mean some sustainable labels on the products?</p>
Interviewee 3	<p>Labels, right, exactly. So those labels kind of ensures that okay, the product is sustainable. You can consume knowing that there was a history which can be traced back and ensure that it was sustainable.</p>
ANN	<p>Do like totally trust in the label itself in the product, when it's claimed that the product is sustainable?</p>
Interviewee 3	<p>That's a very good question. So that's something which I used to always challenge. And even in my class, I did challenge that point, and that's where we were informed how each product receives those labels, you know. So it's not easy for anyone to just go about and put any label and be like a green washing company. So I think that's something which they kind of highlighted. And being an Ireland where they actually take these things very seriously, we can understand that getting those certification is not easy, and there are level of test that they have to go through to get that label.</p>

ANN	Yeah, and so, because you have some kind of knowledge about those procedure to get the label so you kind of believe in the product if it is certified
Interviewee 3	Exactly.
ANN	In my previous interviews, I know that many students, many of us still don't have much knowledge about these kinds of things. So I would like to ask about your opinion, what do you think that would help us international student to make more sustainable food choices?
Interviewee 3	I think it's also about curiosity. I'm a guy who is curious to know stuff, so if I have a doubt, I would always ask myself why? Why do I believe these labels? So for me to know, why do I believe, I have to trace back and I identify how do people receive those labels? You know? It's as simple as asking yourself that question whatever I'm doing, why do I believe what I believe? I believe one should always ask questions and not just assume and follow blindly anything. And I think that is something which makes me want to know things more deeper. And that is something which I would suggest others to also have the curiosity to know.
ANN	Yeah, thank you. You also said that even though you would prefer to choose sustainable products, but only when it is budget friendly because high price is also a barrier for you to choose them. So, what do you think could be the solution for that?
Interviewee 3	I have asked that question to myself, and the answer I come across is the government. I think that's where government plays an important role, where they identify that if these sustainable products are costing them, the manufacturer and producers, a bit more expense, then the government should help them, and they should make sure that these products somehow comes budget friendly for people, all of us, to consume it, so that everyone make a right decision there. Another problem beside budget is the awareness. They have to come to a point where people are informed enough and the resources are given enough to make sure that what they are buying, they're able to have a better choice of choosing a sustainable product, rather than a non sustainable product, with the price budget, where the customers feel that, okay, they are adding value to the world and not tearing their own pants for that. Because the term sustainable itself means that to be sustained. And if I'm spending my money on something which is not sustaining me, it's not sustainable for me, right?

ANN	<p>Thank you. And this is the last question. As I said, maybe because you and me we are studying about supply chain here. So, we kind of have some awareness about the sustainability, but for a lot of students here, they don't have much knowledge about about this. So do you think are there any specific resource or support that would help raise awareness among us and make it easier for us to choose sustainable foods?</p>
Interviewee 3	<p>I think it's the same thing I mentioned earlier, about information, informing people about what sustainability means, and it's the awareness. If people don't have the awareness, they won't even bother to ask about it.</p> <p>So when introducing a more sustainable product or a recyclable product, it would be good from the manufacturer to explaining what it means so when customers purchasing something they would think why they are purchasing it from this particular brand or particular source? What do I know about this brand? So I think brands could play an important role by informing their customers that.</p> <p>And I think the there are government initiatives that takes place because it's just that people don't know about it then people don't care about it. So I think it could be really good in this age and era where people are all into social media and Instagram, where people can be actually given that awareness through digital marketing.</p> <p>Another solution I think about is education system, like colleges. This is a really good channel where people can actually use that to educate students and inform them and raise awareness among them. Also brands could come in colleges and explain more detailed information about it.</p>
ANN	<p>Yeah. Thank you. So that's the end of the interview, and I just want to say I appreciate your support so much. All information in this interview will be kept confidentially and will be used solely for the purpose of my dissertation.</p>
Interviewee 3	<p>Awesome. Thank you.</p>