**Supplementary data.** Further quotes from participants to support themes and subthemes

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| Theme/Subtheme | Example of quote |
| 1. Cognitive influences (Individual level) | |
| * Perceived healthy and unhealthy dietary patterns | ‘We eat unhealthy foods such as confectionery, biscuits, sandwiches around the school.’ (Student 3)  ‘Street foods such as sandwiches, skipping meals, a non-diversified diet, … are not healthy.’ (Parent 2)  ‘Dietary behaviors of adolescents today, I see they are characterized by skipping meals especially breakfast.’ (Teacher 1) |
| * Knowledge and attitudes | ‘Even if our parents try to make us aware... we eat the foods we like.’ (Student 27)  ‘Adolescents currently consume a lot of unhealthy food options because these foods have become very abundant... something else is that nutritional awareness is very low among adolescents.’ (Parent 8)  ‘Adolescents are unaware that they can make good food choices.’ (Teacher 3) |
| 1. Affective and biologic influences, including appetite, taste and preferences, and hunger (Individual level) | ‘In the morning, I cannot take my breakfast, I have no appetite in the morning.’ (Student 39)  ‘Me, I eat especially fruits because I appreciate them... for vegetables, I don’t like them very much.’ (Student 2)  ‘Children enjoy foods outside the house as they are appetizing and spicy.’ (Parent 1)  ‘Adolescents prefer tasty foods such as fries, kosher meat but not useful foods.’ (Teacher 3) |
| 1. Lifestyle-related influences (individual level) | |
| * Time and convenience | ‘The students are pressed for time and cannot eat at home, so they eat out of home.’ (Student 26)  ‘The inconvenience of the students' schedules pushes them to eat food outside the home.’ (Parent 21)  ‘…, In addition to what my colleagues have said, there is another factor which is sleeping late; most students go to bed late and wake up late. So, they don’t take breakfast.’ (Teacher 13) |
| * Behaviours | ‘We have taken the habit of eating biscuits, sweets and others since childhood… There are those who are addicted to drugs, and we are addicted to these foods. Our parents bought us this since childhood.’ (Student 38) |
| 1. Health and social outcome expectation influences (Individual level) | ‘why do you have breakfast every day? [moderator] to not have dizziness or stomach ache when I'm in class. (Student 19)  ‘Those who want to preserve their health, or an adequate physical appearance will have a healthy diet.’ (Parent 16) |
| 1. Social network (Environmental level) | ‘I take my breakfast every day because I find it prepared when I wake up ... Besides, we take it together with the family.’ (Student 25)  ‘I add the role of pocket money; parents give money to their children, but they don’t control what these children do with it.’ (Student 36)  ‘We cannot deprive them of everything especially in such a society where all children consume these unhealthy foods… But it must not be a suitable behavior for life.’ (Parent 1)  ‘Students who have mothers who work consume more food on the street.’ (Teacher 5) |
| 1. Availability and affordability of foods (Environmental level) | ‘Another thing is that these foods are delicious and appetizing, well decorated and colourful, …’ (Student 21)  ‘I eat fruits and vegetables when I find them at home. There are some fruits which I don’t find at home … that depend on what my father brought.’ (Student 43)  ‘A low family income forces the child to eat what is available at home ... When, one day he gets pocket money, he will buy food in the street…, and children who live in a poor neighbourhood have a bad diet.’ (Parent 2)  ‘… Another factor contributes to this, these bad foods are very available in the immediate environment of school; students buy unhealthy foods like chips, wafers during recess…, the authorities do not control these places.’ (Teacher 12) |
| 1. Distal influences (Environmental level) | ‘Media is pushing people to buy some foods despite being unhealthy.’ (Student 28)  ‘This is due to the pressure of society which is moving more and more towards everything that is industrialized and ready to eat…; this has become fashionable.’ (Parent 12) |