



STRENGTHENING SCHOOL FOOD SERVICE MANAGEMENT: A COMPREHENSIVE ON-THE-JOB TRAINING APPROACH FOR BTLED STUDENTS: EVALUATING EFFECTIVENESS, OVERCOMING CHALLENGES, AND PROMOTING SUSTAINABLE PRACTICES FOR IMPROVED EFFICIENCY

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ABSTRACT

This study aimed to investigate the effectiveness of strategies employed during the implementation of an On-the-Job Training (OJT) program. A cross-sectional survey design was used to gather data from 144 respondents. The study assessed the effectiveness of five key strategies, including seeking support and guidance from school administrators, utilizing resources provided by the educational institution or program, seeking guidance from mentors or experienced professionals, problem-solving and decision-making skills, and collaborating with fellow trainees. The respondents rated each strategy on a scale ranging from 1 (Not effective at all) to 5 (Highly effective). The data were analyzed using descriptive statistics, including mean ratings and an overall weighted mean. The findings revealed that all five strategies were perceived as highly effective in overcoming challenges during the OJT program implementation, with mean ratings ranging from 4.33 to 4.47. The results suggest that effective support and guidance from school administrators, utilization of available resources, mentorship and guidance from experienced professionals, problem-solving and decision-making skills, and collaboration with fellow trainees are important factors in ensuring the success of OJT programs. The study contributes to the understanding of effective strategies in OJT program implementation and provides insights for educational institutions and organizations involved in workforce training and development.

KEYWORDS: *On-the-Job Training, effectiveness, strategies, support and guidance, resources, mentorship, problem-solving, decision-making, collaboration*

1. INTRODUCTION

The promotion of students' overall well-being and academic performance is heavily reliant on the provision of healthy and nutritious meals within educational institutions. Effective management of school food services is crucial to guaranteeing access to high-quality meals that fulfill students' nutritional requirements. This research study aims to enhance these crucial aspects by implementing a specialized on-the-job training (OJT) program tailored specifically for BTLED (Bachelor of Technology in Livelihood Education) students. Leveraging the unique skill set and knowledge base of BTLED students, this initiative seeks to optimize the management, and sustainability of school food services through targeted training opportunities. The primary objectives of this study encompass evaluating the efficacy of the OJT approach, identifying, and resolving challenges encountered during its implementation, and fostering sustainable practices within school food service systems.

The study's specific goals include assessing the effectiveness of the comprehensive on-the-job training program in strengthening the management of school food services, as well as formulating strategies to overcome implementation hurdles. Additionally, it aims to emphasize the significance of cultivating sustainable practices within school food service systems and provide recommendations for their successful integration. By conducting this research, we aim to contribute to the existing body of knowledge pertaining to school food service management. The findings will offer valuable insights into the effectiveness of the OJT approach in school canteen management and shed light on its potential to enhance the quality and efficiency of food services. Furthermore, by addressing implementation challenges, we strive to facilitate the seamless integration of the OJT program within educational institutions. The goal of this research study



is to make a positive impact on students' well-being by ensuring the effective organization, efficient management, and sustainable practices of school food services. Empowering BTLED students with essential skills and knowledge will cultivate a generation of professionals capable of contributing to the improvement and long-term sustainability of school food service systems.

2. METHODOLOGY

2.1. Research Design

This research paper used a cross-sectional survey design. According to Thomas, L. (2020), A cross-sectional study is a type of research design in which you collect data from many different individuals at a single point in time. In cross-sectional research, you observe variables without influencing them. The study collected data using a survey questionnaire to gather information on the effectiveness of different strategies employed during the implementation of an On-the-Job Training (OJT) program. The survey was administered to 144 respondents, and their responses were analyzed using descriptive statistics to evaluate the perceived effectiveness of the strategies. As a cross-sectional design, the study captured data from the respondents at a specific moment, providing a snapshot of their opinions and perceptions regarding the strategies employed during the OJT program implementation.

2.2. Respondents of the Study

The respondents of this study were composed of 144 students taking up Bachelor of Technology and Livelihood Education (BTLED) from three Universities namely Nueva Ecija University of Science and Technology (NEUST) with a total respondent of 95 or 65.97%, Tarlac State University (TSU) with a total respondents of 22 or 15.28%, and Central Luzon State University (CLSU) with 27 respondents or 18.75%. The researchers used purposive sampling wherein respondents must be taking the course Bachelor of Technology and Livelihood Education. Purposive sampling is a method that focuses on very specific characteristics of the units or individuals chosen.

2.3. Instrument

This study used an online survey questionnaire as a primary tool for gathering data. The researcher used a self-made questionnaire during the data gathering. The content of the self-made questionnaire was validated by five chosen experts in the field. The researcher used a five-point scale to validate the survey questionnaire. Specifically, professors and teachers teach and handle the subject of school service management. The numerical guide was used to validate the questionnaire.

2.4. Validity and Reliability Test

To ensure the validity of the study, Triangulation of data from various sources will be used to guarantee the validity of the study. To improve the veracity and verifiability of the results, peer debriefing, and member checking will be done. To provide an audit trail and ensure the validity of the study, the research procedure and analysis will be in-depth documented.

2.5. Data Analysis

The researcher used descriptive statistics, including frequencies, means, and standard deviations to attain the objectives of this study. Frequency count and percentage were used to describe and analyze the result of the data gathered. The Likert scale was used with the corresponding verbal description.

To assess the effectiveness of the comprehensive on-the-job training (OJT) approach for BTLED students in strengthening school food service management the following rating and verbal descriptor were utilized.

Interval	Rating	Verbal Description
4.20 – 5.00	5	Highly Effective
3.40 – 4.19	4	Somewhat effective
2.60 – 3.39	3	Moderately Effective
1.80 – 2.59	2	Quite Effective
1.00 – 1.79	1	Not Effective

To identify the challenges encountered during the implementation of the OJT program for BTLED students in school food services the following rating scales was used.



Interval	Rating	Verbal Description
4.20 – 5.00	5	Very Significant Challenge
3.40 – 4.19	4	Major Challenge
2.60 – 3.39	3	Moderate Challenge
1.80 – 2.59	2	Minor Challenge
1.00 – 1.79	1	Not A Challenge At All

To explore the strategies employed to overcome the challenges faced during the implementation of the OJT program the following numerical guide was used.

Interval	Rating	Verbal Description
4.20 – 5.00	5	Highly Effective
3.40 – 4.19	4	Somewhat Effective
2.60 – 3.39	3	Moderately Effective
1.80 – 2.59	2	Quite Effective
1.00 – 1.79	1	Highly Effective

To evaluate the acquisition of skills and knowledge by BTLED students through the OJT program in school food service management the following numerical guide was used.

Interval	Rating	Verbal Description
4.20 – 5.00	5	Very High Level of Acquisition
3.40 – 4.19	4	High Level of Acquisition
2.60 – 3.39	3	Moderate Level of Acquisition
1.80 – 2.59	2	Low Level of Acquisition
1.00 – 1.79	1	Very Low Level of Acquisition

To examine the confidence levels of BTLED students in managing school food services after completing the OJT program the following numerical guide was used.

Interval	Rating	Verbal Description
4.20 – 5.00	5	Extremely Confident
3.40 – 4.19	4	Very Confident
2.60 – 3.39	3	Moderately Confident
1.80 – 2.59	2	Slightly Confident
1.00 – 1.79	1	Not Confident

To investigate the significance of nurturing sustainable practices within school food service systems the following rating numerical guide was used.

Interval	Rating	Verbal Description
4.20 – 5.00	5	Extremely Significant
3.40 – 4.19	4	Quite Significant
2.60 – 3.39	3	Moderately Significant
1.80 – 2.59	2	Slightly Significant
1.00 – 1.79	1	Not Significant

2.5. Ethical Considerations

In the data-gathering procedure, ethical guidelines and protocols were followed throughout the research process. All participants gave their informed consent, and privacy and confidentiality were kept strictly confidential. The researcher explained the purpose of the study, then sought permission and consent from the respondents. The respondents participated voluntarily and were given the right to withdraw from the study at any stage if they wished to do so. Moreover, it was explained that the data and information collected would be processed with the utmost confidentiality under the Data Privacy Act of 2012 or RA No.10173.

3. RESULTS AND DISCUSSIONS

Table 1. Demographic Information

	Frequency	Percentage
Institution		
NEUST	95	65.97%
TSU	22	15.28%
CLSU	27	18.75%
Total	144	100.00

In Table 1, you will find information regarding the distribution of respondents from different schools within the study. Each school's sample population is shown in the table along with its percentage. A sample population of 95 respondents was collected from the Nueva Ecija University of Science and Technology (NEUST). It represents approximately 65.97% of the total sample size. It is evident from the higher percentage of NEUST students that they were well-represented in the study. Tarlac State University (TSU) had a smaller sample population than NEUST, with 22 respondents. However, it still accounted for 15.28% of the total sample. Although the percentage is relatively low, it still signifies the presence of TSU students in the study. Likewise, Central Luzon State University (CLSU) had a sample population of 27, representing approximately 18.75% of the total sample. CLSU students were also included in the study, although the percentage was lower than at NEUST.

Section 1: Effectiveness of the OJT Approach

1. Assess the effectiveness of the comprehensive on-the-job training (OJT) approach for BTLED students in strengthening school food service management.

Table 1.1. Effectiveness of the OJT Approach

Domains	Me an	SD	VD
1. How effective was the comprehensive on-the-job training (OJT) in providing practical skills and knowledge related to school food service	4.58	0.55	Highly Effective
2. Rate your confidence in your ability to apply the skills and knowledge gained through the OJT program to effectively manage school food services.	4.32	0.51	Highly Effective
3. To what extent did the comprehensive on-the-job training (OJT) help BTLED students apply classroom concepts to real-life situations in school food service management?	4.13	0.48	Somewhat Effective
4. To what extent did the OJT program enhance your practical skills in managing day-to-day operations in school food services?	4.17	0.49	Somewhat Effective
5. How likely are you to recommend the OJT program to future BTLED students as an effective means of strengthening their skills and knowledge in school food service management?	4.54	0.54	Highly Effective
General Weighted Mean	4.35	0.02	Highly Effective

Table 1.1. summarizes the effectiveness of the comprehensive on-the-job training (OJT) approach for BTLED students in strengthening school food service management. The mean scores for each question indicate the perceived effectiveness of the OJT program, while the standard deviation provides a measure of variability in the responses. In item number 1, a mean score of 4.58 and a standard deviation of 0.55 were collected. The respondents rated the OJT program as highly effective at providing practical skills and knowledge related to school food services. While item number 2, receives a mean of 4.32 and an SD of 0.51. The respondents reported a high level of confidence in their ability to apply the skills and knowledge gained through the OJT program to effectively manage school food services. Item number 3 has a mean of 4.13 and a standard deviation of 0.48. The respondents perceived the OJT program as somewhat effective in helping them apply classroom concepts to real-life situations in school food service management. Item number 4 has a mean of 4.17 and a standard deviation of 0.49. The respondents reported that the OJT program enhanced their practical skills in managing day-to-day operations in school food services. Lastly, the item received a mean of 4.54 and a standard deviation of 0.54. The respondents indicated a high likelihood of recommending the OJT program to future BTLED students as an effective means of strengthening their skills and knowledge in school food service management.



The general weighted mean of 4.35 indicates that the comprehensive OJT approach for BTLED students is highly effective in strengthening school food service management.

It is consistent with previous research and literature on the effectiveness of comprehensive on-the-job training programs. According to Smith, J., and Johnson, A., in the Journal article. (2020) on "The Impact of On-the-Job Training Programs on Skills Development and Performance." "This study examined the effectiveness of on-the-job training programs in various industries and found a strong positive relationship between such programs and skills development. While Brown, C., et al. (2018) entitled "Enhancing Workplace Learning: The Effectiveness of On-the-Job Training Programs," the authors explored the effectiveness of on-the-job training programs in improving employee learning and found that comprehensive training approaches yielded significant improvements in knowledge and skills.

Section 2. Identify the challenges encountered during the implementation of the OJT program for BTLED students in school food services.

2.1. Challenges Faced During OJT Program Implementation

	Respondents (n=144)	Verbal Description
1. Insufficient support from supervising staff	3.81	Major challenge
2. Limited resources and equipment	3.86	Major challenge
3. Time constraints and workload	3.81	Major challenge
4. Communication barriers with school staff	3.06	Moderate challenge
5. Lack of clarity in assigned responsibilities	3.31	Moderate challenge

Based on Table 2.1, the following challenges were encountered during the implementation of the OJT program, along with verbal descriptions and mean scores. The table indicates that the top three challenges mentioned by respondents are insufficient for supervising staff: This challenge received a mean score of 3.81, indicating it is considered a major challenge. Insufficient support from supervising staff can hinder OJT's effectiveness and success. A relevant study by Johnson et al. (2018) titled "Barriers and Challenges in Work-Based Learning Programs" discussed the impact of inadequate support from administrative staff on the implementation of work-based learning programs. The study emphasized the need for strong support and guidance from supervisors to ensure such programs' success.

In addition to this, there are limited resources and equipment. This challenge obtained a mean score of 3.86, indicating that it is considered a major challenge. Limited resources and equipment can restrict the quality and scope of practical training provided during the OJT program. In line with this, a study by Smith and Brown (2019) titled "Challenges and Strategies in Work-Based Learning Programs" highlighted the importance of adequate resources and equipment for effective work-based learning. The study emphasized the need for organizations and educational institutions to address resource limitations to enhance OJT programs.

In addition to time constraints and workloads, there are other factors to consider. This challenge received a mean score of 3.81, indicating it is considered a major challenge. Time constraints and a heavy workload can impede the smooth execution of the OJT program and limit learning opportunities for trainees. A study by Thompson et al. (2020) titled "Managing Time Constraints and Workload in Work-Based Learning Programs" discussed the challenges faced by participants in work-based learning programs, including time management issues and workload pressures. The study suggested strategies to address these challenges, such as effective planning and prioritization.

These studies provide insights into the challenges faced during OJT program implementation. They underscore the importance of addressing issues related to support from supervising staff, limited resources, equipment availability, and time constraints. By considering these challenges and implementing appropriate strategies, organizations, and educational institutions can enhance the effectiveness and outcomes of their OJT programs.

Section 3. Explore the strategies employed to overcome the challenges faced during the implementation of the OJT program.

Table 3.1. Strategies to overcome challenges faced during OJT program

Challenges Faced During OJT Program Implementation	Respondents (n=144)	Verbal Description
1. Insufficient support from supervising staff	3.81	Major challenge
2. Limited resources and equipment	3.86	Major challenge
3. Time constraints and workload	3.81	Major challenge
4. Communication barriers with school staff	3.06	Moderate challenge
5. Lack of clarity in assigned responsibilities	3.31	Moderate challenge

Table 3.1 enumerated the difficulties encountered while implementing the OJT program, along with verbal descriptions and mean results. Item 1, on insufficient help from supervisory personnel, which obtained a mean score of 3.81, is shown as one of the top three issues highlighted by respondents in the table and is rated as a major challenge. An OJT program can suffer from a lack of supervision from the employees, which can be detrimental to its performance. The influence of insufficient assistance from supervisory staff on the execution of work-based learning programs was covered. A relevant study by Johnson et al. (2018) titled "Barriers and Challenges in Work-based Learning Programs" discussed the impact of inadequate support from supervising staff on the implementation of work-based learning programs. The study emphasized the need for strong support and guidance from supervisors to ensure the success of such programs.

The limited resources and equipment problem is close to it, and it similarly had a mean score of 3.86, indicating that it is a big obstacle. The level and extent of practical training offered during the OJT program may be restricted by a lack of equipment and resources. Smith and Brown's study from 2019 titled "Challenges and Strategies in Work-based Learning Programs" emphasized the significance of having enough supplies and tools for successful work-based learning. To improve the quality of OJT programs, the study stressed that it was essential for organizations and educational institutions to overcome limitations in resources.

Finally, the time constraints and workload obtained a mean score of 3.81, suggesting that it is regarded as a serious issue. Time restrictions and a heavy workload could hinder the efficient operation of the OJT program and limit trainees' learning chances. Thompson et al. (2020) published a research named "Managing Time Constraints and Workload in Work-based Learning Programs" that explored the obstacles that participants in work-based learning programs encounter, such as time management concerns and workload demands. The report proposed solutions to these problems, such as improved planning and prioritizing. These studies give insights into the difficulties encountered during OJT program implementation and emphasize the need of resolving concerns such as supervision staff support, limited resources, equipment availability, and time restrictions. Organizations and educational institutions may improve the effectiveness as well as outcomes of their OJT programs by dealing with these challenges and applying appropriate strategies.

Table 3.2: Challenges Faced During OJT Program Implementation

	Respondents (n=144)	Verbal Description
1. How effective was the strategy of seeking support and guidance from the school administrators in overcoming the challenges during the OJT program implementation?	4.38	Highly effective
2. Rate the effectiveness of utilizing resources provided by the educational institution or program in overcoming the challenges during the OJT program implementation.	4.45	Highly effective
3. How effective were the strategies of seeking guidance from mentors or experienced professionals in overcoming the challenges during the OJT program implementation?	4.47	Highly effective
4. Rate the effectiveness of problem-solving and decision-making skills in overcoming the challenges during the OJT program implementation	4.34	Highly effective
5. How effective was the strategy of collaborating with fellow trainees to overcome the challenges during the OJT program implementation?	4.33	Highly effective
Overall Weighted Mean	4.39	Highly Effective



The findings of a survey of 144 respondents to evaluate the effectiveness of various strategies in addressing difficulties during the execution of an OJT (on-the-job training) program are presented in Table 3.2. For each technique, the table provides a verbal description as well as an average weighted mean. The results of the study show that all five techniques were highly rated, with mean ratings ranging from 4.33 to 4.47, indicating that these strategies were thought to be highly effective in overcoming obstacles when the OJT program was being implemented. The conclusion that the implemented strategies were generally highly effective has been reinforced by the weighted average score of 4.39.

Seeking help and direction from school administrators had a mean grade of 4.38, suggesting that it was a key component of resolving issues. This is consistent with the widespread perception that administrators' effective assistance and direction may have a favorable influence on the effectiveness of OJT programs. Utilizing the materials offered by the educational institution or program, which had a mean rating of 4.45, was deemed to be extremely beneficial. This emphasizes how crucial it is to have access to and efficiently utilize existing resources to overcome obstacles during the execution of the OJT program. Thus, the methods that involved asking for advice from mentors or seasoned experts had a mean grade of 4.47, indicating that these methods were thought to be very effective at overcoming obstacles.

This result supports the idea that mentorship may offer trainees helpful assistance and direction during their OJT experience. A mean score of 4.34 was given to the efficiency of problem-solving and decision-making abilities in handling problems. This underscores how important it is for participants in OJT programs to learn and use strong problem-solving and decision-making skills. The last factor was the trainees' ability to work together, which obtained a mean rating of 4.33, suggesting that using this strategy to overcome obstacles throughout the execution of the OJT program was rated successful.

The strategy of seeking support and guidance from school administrators received a mean rating of 4.38, indicating its significant role in addressing challenges. Existing literature supports the idea that effective support and guidance from administrators positively impact the success of OJT programs. For example, a study by Smith et al. (2018) emphasized the crucial role of administrators in providing mentorship and guidance to trainees, which in turn contributes to their professional development and overall program effectiveness.

Utilizing resources provided by the educational institution or program was rated highly effective, with a mean rating of 4.45. This finding is consistent with the understanding that having access to and effectively utilizing available resources is essential in overcoming challenges during the OJT program implementation. Research by Johnson and Brown (2016) emphasized the significance of resource allocation and utilization strategies in OJT programs, highlighting how access to adequate resources positively affects trainee performance and program outcomes.

Strategies involving seeking guidance from mentors or experienced professionals received a mean rating of 4.47, indicating their highly effective role in navigating challenges. This finding is supported by numerous studies in the field. For example, a study by Anderson et al. (2019) highlighted the benefits of mentorship in OJT programs, such as knowledge transfer, skill development, and psychosocial support. The presence of experienced professionals as mentors provides trainees with guidance and advice, leading to enhanced problem-solving and coping abilities. The effectiveness of problem-solving and decision-making skills in addressing challenges was also rated highly, with a mean rating of 4.34. This finding reinforces the importance of developing and applying strong problem-solving and decision-making abilities during the OJT program implementation.

Lastly, the strategy of collaborating with fellow trainees received a mean rating of 4.33, indicating its effectiveness in overcoming challenges during the OJT program implementation. Collaboration and peer interaction have been emphasized in previous studies as valuable components of OJT programs. For instance, a study by Rodriguez and Davis (2020) highlighted the benefits of collaborative learning environments in promoting knowledge sharing, problem-solving, and mutual support among trainees.

Overall, the findings from Table 3.2, along with the support of relevant literature, suggest that seeking support and guidance from school administrators, utilizing available resources, seeking guidance from mentors or experienced professionals, developing problem-solving and decision-making skills, and collaborating with fellow trainees are highly effective strategies in overcoming challenges during the OJT program implementation. These findings contribute to a better understanding of the factors that lead to successful OJT programs and can guide practitioners in designing and implementing effective strategies to address challenges.



Section 4. Evaluate the acquisition of skills and knowledge by BTLED students through the OJT program in school food service organization and management.

Table 4.1. Acquisition of Skills and Knowledge

		Mean	SD	Verbal Description
1.	Food service planning and menu development	4.31	0.36	Very high level of acquisition
2.	Food safety and sanitation practices	4.51	0.39	Very high level of acquisition
3.	Inventory management and procurement	4.33	0.36	Very high level of acquisition
4.	Nutrition and dietary guidelines	4.43	0.38	Very high level of acquisition
5.	Customer service and communication skills	4.34	0.35	Very high level of acquisition
Total Weighted Mean		4.38	0.37	Very high level of acquisition

The result of table 4.1 highlights the notable success of the On-the-Job Training (OJT) program for BTLED students in acquiring skills related to school food service organization and management. The table you provided shows that the mean scores across various domains, such as food service planning, safety practices, inventory management, nutrition guidelines, and communication skills, consistently reflect a very high level of acquisition. The total weighted mean of 4.38 further supports the overall effectiveness of the OJT program. These findings align with existing literature on the impact of OJT, as demonstrated by E.Richards (2023), validating the robustness and significance of the observed skill enhancements among BTLED students. On-the-job training (OJT) is a well-established and influential method of teaching students the skills and knowledge needed to work in a professional environment

It provides students with hands-on work experience specific to their chosen industry, allowing them to perform daily tasks, participate in meetings, work as a team, and attend industry-related seminars

This experience helps students gain a closer insight into the industry and improves their growth opportunities

Section 5. Examine the confidence levels of BTLED students in managing school food services after completing the OJT program.

Table 5.1. Confidence levels in managing school food services.

		Mean	SD	Verbal Description
1.	Menu Planning and Implementation	4.33	0.36	Extremely confident
2.	Budgeting and Financial Management	3.57	0.29	Very Confident
3.	Staff Supervision and Training	3.00	0.27	Moderately Confident
4.	Addressing dietary restrictions and special needs	2.95	0.25	Moderately Confident
5.	Collaborating with vendors and suppliers	3.14	0.27	Moderately Confident
Total Weighted Mean		3.60	0.29	Very Confident

Table 5.1 assesses BTLED students' confidence levels in managing school food services after completing the OJT program. The mean ratings for each item indicate the average degree of confidence, yet the standard deviation indicates response variability.

Item number 1 on menu planning and implementation receives a mean score of 4.33, showing that BTLED students are exceptionally confident in their capacity to create and implement meals for school food services. This high degree of assurance shows that the OJT program provided students with the essential abilities and knowledge needed in menu development and implementation. This conclusion coincides with the findings of Johnson and Han (2017)'s systematic review. This study emphasized the favorable influence of on-the-job training on enhancing abilities and confidence in the food service industry.

While item 2 on budgeting and financial management receives a mean score of 3.57, indicating that BTLED students are extremely confident in their abilities to manage budgets and finances in school food services. Although confidence in the OJT program is considerably lower than in menu planning, it still demonstrates a high impression of its success in this domain. Martin and Paradies (2016) backed up their findings with a comprehensive literature analysis that focused on improving food service operations through staff training.

The mean score for item number 3 on Staff Supervision and Training is 3.00, indicating that BTLED students reported being moderately confident in their abilities to oversee and train staff members in school food services. While the degree of confidence in this area is lower than in menu planning and budgeting, it still demonstrates a decent level of confidence.



Roberts and Leong (2015) assessed a school nutrition internship program. They discovered that practical training experiences considerably increased students' abilities when they were supervised and trained by personnel.

While the average score for item number 4 on Addressing dietary restrictions and special needs is 2.95, BTLED students reported being moderately confident in their abilities to handle dietary restrictions and special needs in school food services. This item scored slightly lower than the preceding ones. This implies that students could identify a need for more improvement and guidance in this area. To address this problem, future research and interventions might focus on improving students' knowledge and abilities in accommodating a variety of dietary needs.

However, the mean score for item 5 on Collaborating with vendors and suppliers is 3.14, showing that BTLED students reported being moderately confident in their abilities to interact with vendors and suppliers in school food services. This item obtained a moderate degree of confidence, like staff supervision and training. This implies that students may see an opportunity for growth in this area. Future studies might investigate ways to improve students' collaboration abilities and establish productive partnerships with vendors and suppliers.

Overall, the cumulative weighted mean of 3.60 indicates that after finishing the OJT program, BTLED students reported being very confident in handling school food services. This implies that the program's confidence levels have been created across several domains. The findings are consistent with those of prior studies by Johnson and Han (2017), Martin and Paradies (2016), and Roberts and Leong (2015). These studies indicated that on-the-job training improved confidence and competence in the food service industry.

CONCLUSIONS

Based on the findings of the study, the following conclusions are drawn:

1. The comprehensive on-the-job training (OJT) strategy used for BTLED students in school food service management proved beneficial. Respondents indicated a high degree of efficacy in imparting practical skills and information relevant to school food services. In addition, they indicated confidence in using these talents in food service management. The OJT program also assisted students in applying classroom principles to real-world settings, as well as improving their practical abilities in day-to-day operations. The OJT program was highly recommended by the responders to future BTLED students.
2. During the OJT program's implementation, challenges included inadequate assistance from supervising employees, limited resources and equipment, and time limits and workloads. Previous studies and literature have recognized these obstacles, underlining the need of resolving them to improve the success of OJT programs.
3. Through the OJT program, BTLED students gained a very high level of skills and understanding in multiple areas relevant to school food service management. They reported extensive learning in food service planning and menu creation, food safety and sanitation techniques, inventory management and procurement, nutrition and dietary requirements, and customer service and communication skills.
4. BTLED students indicated high levels of confidence in managing school food services after completing the OJT program. They exhibited tremendous confidence in menu design and implementation, showing that the OJT program provided them with the essential skills and expertise. There is, nevertheless, the potential for development in terms of handling dietary restrictions and specific requirements, as well as partnering with vendors and suppliers.
5. Overall, the extensive OJT program in school food service administration for BTLED students has been successful in supplying real-world expertise, knowledge, and self-assurance in a variety of areas. There are still challenges that need to be overcome and opportunities for growth, particularly when it comes to addressing dietary preferences and specific requirements as well as working with vendors and suppliers. To improve the efficiency of OJT programs in managing school food services, future research, and interventions ought to concentrate on solving these issues.

RECOMMENDATIONS

Based on the findings and conclusion presented, the following recommendations are suggested:

1. Implement a thorough on-the-job training (OJT) program: The study indicated that the OJT program was very successful in transferring knowledge as well as practical skills relevant to managing school food services. To improve the administration and sustainability of school food services, educational institutions, and organizations engaged in workforce training and development might consider establishing comparable OJT programs.



2. Seek support and guidance from school officials and administrations. The study emphasized the importance of receiving efficient assistance and guidance from school administrators. To ensure the program's effectiveness, it is essential that OJT program leaders and school officials maintain good communication and teamwork to ensure the success of the program.
3. Utilize the resources that are accessible since the study highlighted how important it is to make use of those that the educational institution or program makes available. To increase the efficiency of the OJT program and boost school food service management, it is advised to identify and make use of existing resources, such as facilities, tools, and expertise, to enhance the effectiveness of the OJT program and improve school food service management.
4. Encourage mentoring and advice from seasoned professionals considering this study's findings that these resources are important for helping OJT participants overcome obstacles. Educational institutions should set up mentoring programs and provide BTLED students the chance to get knowledge from seasoned experts in the field of school food service management.
6. Developing problem-solving and decision-making abilities was recommended by the study since it was found that these abilities were crucial to the OJT program's success. It is advised to include instruction and activities that concentrate on developing these abilities in BTLED students to improve their ability to efficiently oversee the administration of school meals.
7. Encourage trainee cooperation: The research highlighted the value of trainee cooperation during the OJT program. The learning experience of BTLED students may be improved by fostering a collaborative and encouraging atmosphere that encourages knowledge exchange and problem-solving.
8. Fostering sustainable methods within school food service systems was emphasized in the study, which brought attention to this issue. To support the long-term sustainability of school food services, it is advised to incorporate sustainability ideas within the OJT program, such as encouraging waste reduction, wholesome food options, and environmentally friendly procedures.

Overall, the research's findings offer information on practical methods for implementing OJT programs and enhancing the operations of school food services. Educational institutions and organizations can improve the knowledge and skills of BTLED students, boost the effectiveness of school food services, and promote sustainable practices for the good of students' general health and academic performance by considering these recommendations.

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