#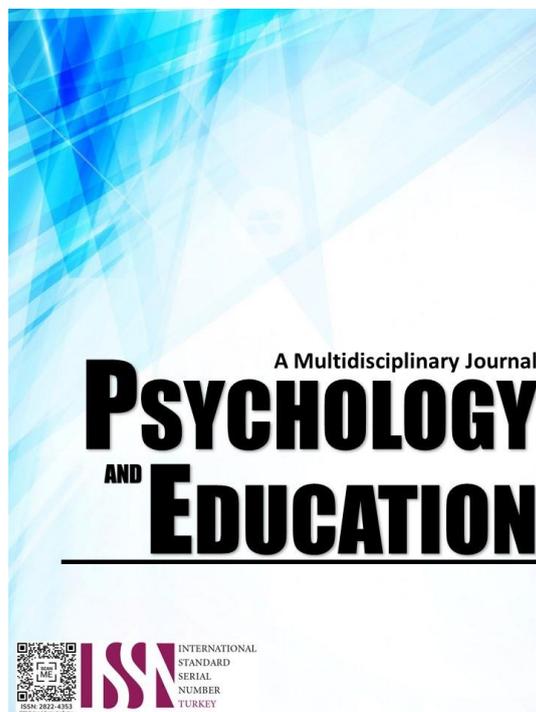 CHALLENGES IN FOOD AND SERVICE MANAGEMENT COURSES' INSTRUCTIONAL DELIVERY, STUDENTS' MOTIVATION AND COMPETENCIES: INPUTS FOR AN INNOVATIVE DELIVERY FRAMEWORK

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Challenges in Food and Service Management Courses' Instructional Delivery, Students' Motivation and Competencies: Inputs for an Innovative Delivery Framework

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Abstract

Today, instructional delivery is one of the great challenges being faced by educational institutions offering technology courses which require the development of knowledge and skills as well as the formation of values. The researcher was motivated to conduct a study to help Food and Service Management professors deliver quality instruction to the learners to produce future ready students for employment or as business technocrats and professionals. The research was on the "challenges encountered in the Food and Service Management Courses' Instructional Delivery and students' motivation and competencies. The method of research used was the descriptive type with the survey questionnaire which was validated by four TESDA experts and three senior FSM faculty. There were 12 school officials, 44 FSM faculty members, and 945 students. The statistical tools used to treat the data were the weighted mean, and t-test. It was revealed that there is a great need to revisit the instructional delivery modes. Respondents rated the challenges at a "Very High Extent". This finding could signal the need to develop and use flexible teaching-learning platforms and strategies to organize activities that could strengthen the learners' knowledge, skills, and attitudes. The level of motivation was "Moderate", and the competencies were "Very High". An innovative delivery framework was developed to improve the FSM courses of selected SUCs in NCR.

Keywords: *innovative delivery, students' motivation, students' competencies*

Introduction

For the past several months, the COVID-19 pandemic has posed enormous challenges in the educational system not only in the Philippines but also throughout the world. In view of this, many governments have ordered educational institutions to stop face-to-face instruction and switched to online or virtual teaching. This immediate provision has caused great challenges to government officials, institution heads, other school officials, teachers, students, and parents.

Because of the unexpected crisis, government officials thought of strategies to keep the educational system working even with very little time to prepare for a remote-teaching regime. Teachers, as well as the students, were caught unprepared and did not even have the chance to bring home their books and other materials left in school. It was only after the Enhanced Community Quarantine (ECQ) period that they were allowed to go to school to get the necessary materials needed to finish their tasks and grades.

At the height of the crisis, one of the strategies of educational institutions was to use technology in teaching. But how ready were the students and the teachers at that time in meeting the new technologies in learning and teaching especially those subjects which require the demonstration of developed skills and values like in Food and Service Management

(FSM) courses which are offered in some State Universities and Colleges (SUCs)? Students enrolled in these courses were in a dilemma because the skills they were supposed to develop cannot be fully achieved and measured.

With the implementation of the online teaching for technology courses, the students who always air their thoughts to their teachers claim that they are not satisfied with the development of their technical skills necessary for employment. More so, the technology teachers specifically in FSM could not also guarantee the results of their assessment strategy in determining the technical skills developed by their students through online teaching. Because of this situation, this researcher became interested to investigate the extent of challenges encountered by both the faculty and the students in the instructional delivery for FSM courses in selected State Universities and Colleges (SUCs) at the National Capital Region (NCR).

At the Marikina Polytechnic College (MPC) where the researcher is teaching, FSM is offered as one of the technology courses under the Bachelor of Technical Vocational Teacher Education (BTVTED). This four-year degree course aims to train future teachers who will teach the technical skills of future workers. As stipulated in the CHED Memorandum Order No.79 Series of 2017, this degree program should implement competency-based standards or outcomes based-education in response to the 21st Century Philippine

Teacher Education Framework. In summary, technology major subjects have a total of 69 units which is the highest among the 173 grand total. The researcher who is a technology subject teacher in Food and Service Management has one of her tasks the assessment of the actual work of the students in terms of practicality and authenticity.

In view of this requirement, the researcher became more motivated to conduct this study to determine the challenges encountered by the different State Colleges and Universities (SUCs) during the pandemic so that necessary intervention can be instituted. Simon (2020) shared the view that when the SUCs shifted to online teaching in March 2020, the government assured the students that their education shall be continued. With this new online teaching environment, professors were encouraged to take into account the incredible stress students were experiencing, their new living conditions, and in some cases, the lack of access to technology and educational resources. Moreover, almost all schools shifted to some form of pass-or-fail grading system during the upheaval to make the parents and students feel at ease.

School officials, faculty members, students, and parents experienced considerable stress during the pandemic, but whether they did well or not in responding to the situation is not known. The faculty altered their modes of instructional delivery and interaction with the students. Initial surveys were done, the results of which served as bases for college deans and other school officials to develop school-specific surveys that elicited more feedback about the experiences of faculty members, students, and parents during the pandemic. The feedback enabled the school leaders to develop programs that support their faculty and students.

At the MPC, free webinars were conducted during the pandemic on how to teach the different subjects but only a few discussed how to teach Food Technology subjects. The Technical Education and Skills Development Authority (TESDA) offered a solution to the problem in training institutions by scheduling trainers on how to assess hands-on activities. But how about college students who are enrolled in the FSM courses under the regular curriculum program? How sure are they that they get the proper hands-on activities and assessment? How could they practice the needed skills to be developed in their technology courses to prepare them for future employment? In the absence of adequate tools/materials and important equipment at home, the practical activities could not be done at home by the students. This situation again triggered the enthusiasm of this researcher to find out the actual problems in the home study of the students.

In view of the foregoing scenario, the researcher was highly motivated to conceptualize and conduct this study to determine the instructional delivery of Food and Service Management courses in selected SUCs in NCR and if this affects the motivation and competencies of the students. Hence, this study was pursued.

Research Questions

This study determined the challenges encountered in Food Service Management courses' instructional delivery, students' motivation and competencies in selected State Universities and Colleges in the National Capital Region during the pandemic period, the school year 2021-2022, which served as bases for developing an innovative instructional delivery framework for FSM courses. More specifically, it sought answers to the following questions:

1. What is the extent of the challenges encountered in the Food and Service Management courses' instructional delivery during the pandemic period as perceived by the school officials, faculty, and student respondents as regards the following aspects?
   1.1. Faculty professional training
   1.2. Instructional competencies
   1.3. Curriculum contents
   1.4. Financial requirements
   1.5. Technical facilities
2. Are there significant differences in the perceptions of the three groups of respondents on the extent of challenges encountered in the FSM courses' instructional delivery as regards the five aforecited aspects?
3. What is the level of students' motivation as perceived by faculty and student respondents on the following domains?
   3.1. Intrinsic motivation
   3.2. Extrinsic motivation
4. What is the level of the student's competencies in their FSM courses during the pandemic period as perceived by themselves and the faculty respondents in terms of the following aspects?
   4.1. Technical Knowledge
   4.2. Technical Skills
   4.3. Quality of work

Literature Review

Lynch (2020) reported that the COVID-19 virus which

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has spread all over the world, put academic, social, and economic frameworks to the test. He said that in UNESCO's monitoring, over 181 nations have caused worldwide school suspensions or closures affecting more than 1.5 billion learners. Because of this pandemic, educational institutions' delivery of learning has been greatly affected. Schools have to go rapidly online and other distance learning models. But even if universities have some experience on online learning, they are not fully ready to go from not less than 25% of their current curriculum to having 100% of their curriculum to go online. This is because many schools have rarely or never invested in an e-learning delivery system. Thus, this pandemic has shown differences in access to the technologies needed to succeed as an online learner or as a teacher who is suddenly given the responsibility of delivering contents**.** In response to this challenge, course designs have to be reviewed.

Relative to the pandemic situation, Reimers and Scheleicher (2020) support the education sectors' decision to develop and implement effective education responses. They remarked that the necessary social isolation measures will disrupt school-based education for several months in most countries around the world. They further said that an absence of an effective strategy to protect opportunity to learn during this period can cause severe learning losses for students. They suggested that the educational leaders and other organization managers should develop plans for the continuation of education through alternate modalities. The most salient needs, as further reported by them, have to be identified.

In another context, the Programme for International Student Assessment (PISA) conducted a survey on the challenges being faced by the education system specifically on online education as an alternative modality. The PISA reported that it is essential to attend to the educational needs of children and youth during the crisis. PISA also suggested that education leaders at various levels of educational governance, both public and private should be supported in formulating coherent, effective, and equitable education responses to the crisis that significantly disrupt educational opportunities globally.

In one of the talks of CHED Commissioner Popoy De Vera, he said, "From now on, flexible learning will be the norm. There's no going back to the traditional full-packed face-to-face classroom." He further mentioned that the Commission has adopted the policy that flexible learning will continue in the succeeding school years. In line with this, this researcher was one

of those who was lucky in participating the training of teachers on flexible mode of instructional delivery and development and adoption of open education practices for quality tertiary education.

The project trained teacher-trainers (ToT) on flexible learning, developed and produced training materials which can be used as Open Educational Resources (OERs) in a flipped online mode of teacher-training and develop and offer free/open online training programs to effect continuous training of teachers. The major components of the project aimed to develop sustainable higher education in the new normal which is flexible, agile, inclusive, resilient and of quality.

As regards education, Dash and Hossein said that the learners going to school is the best public policy to raise skills. But because of the pandemic, they commented that everyone now is in a new world. People now use online education, but this exists not without challenges such as the scarcity of high-quality teachers. Moreover, online teaching deprives students of classroom interaction between the teacher and the students. It also poses the problem of a reliable internet connection and electricity supply.

Muller and Golderberg (2020), in their paper on the chartered college teaching, remarked that school closures can be an effective element of a more holistic approach to pandemic control. They, however, commented that a great cost in terms of academic and socio-emotional expenses, especially for the most vulnerable students could result. They suggested that school reopening should not be rushed. It should be properly scheduled. Returning to school should be in stages, with younger kids and those in transition receiving priority. They posited that while students' learning is undoubtedly important, their own and their teachers' physical and mental health needs to be considered when planning their return to schools. They said that it should be remembered that positive school environments can, over time, mitigate the negative impacts of natural disasters and pandemics but then students and school staff will need ongoing support and careful planning to successfully tackle the challenges that lie ahead. Finally, as stipulated in the framework for reopening schools, UNESCO et al. (2020) suggested that it is necessary to collect evidences on how students, parents, and teachers are coping with the current situation, to inform plans about reopening. Consultations should be done to elicit stakeholders' views on the current situation, the practicalities around reopening schools, the feasibility of some suggestions such as the reduction of class sizes, which groups should be prioritized when schools

reopen, the mental health of students and teachers and many other issues. It was stressed in the report that teachers and head teachers should discuss with policy makers the space constraints in schools that might limit the possibility of smaller class sizes, potential safeguarding issues around reduced/staggered school days, or additional support staff who might be needed to safely manage staggered break times. The report also reiterated that the decision-making process on the return to school plan is highly complex and needs to take the best available evidence from a range of disciplines.

In the Journal of Goldschmidt (2020), it was mentioned that technology became essential during the COVID-19 pandemic. During this period, the world relied on technology to learn, live, work and stay connected. Technology is used to leverage and maintain social, physical, emotional, intellectual, and spiritual well-being for children, in an environment where they are co-engage with adult. It further projected that the impact of the COVID-19 pandemic will be long-lasting.

Alqahtani and Rajkhan (2020) commented that during the COVID-19 pandemic, the most influential variables for E-learning were technology management, management support, greater student knowledge of E-learning systems, and a high level of information technology from instructors, students, and universities. Blended learning was the most suited learning system to practice among the five learning systems.

The first change that Bacow (2020) introduced the transitioning to virtual instruction for graduate and undergraduate classes because of the general threat of the impact of COVID-19 in the community.

In an article by Singh (2020) about the Impact of Covid-19 Pandemic on the education system, he said that the spread of COVID-19 has led to the closure of educational institutions all over the world. Such closure accelerated the development of the online learning environments within the institutions so that learning would not be disrupted. The corona virus pandemic has tested the readiness of centers to deal with a crisis that requires online and remote measures.

In 2021, Cabual of the Nueva Ecija University of Science and Technology commented that the administration of a diagnosis of the learning styles and preferred learning modalities of students should be done before class opening. In this case, the teachers are guided with the baseline information that they have of their students. He said that teachers must cater to visual students' needs by creating suitable instructional

materials since learning is best attained when they see what they are studying. Other learning styles must also be addressed. The auditory, read/write, and kinesthetic students must also be given due importance. The teachers need to have a variety of activities to respond to their students' specific needs and that there should be equity and equality in attending to the interests, conditions, and level of abilities, particularly in this time of the pandemic. There must be an alignment of the teacher's teaching strategies/approaches with the students' learning styles and preferred learning modalities. There must be adjustments in selecting the topics incorporated in the syllabus or the teachers' academic plans; approved by the academic heads. The contents or topics should cover the essential learning competencies without sacrificing the content's quality of instructional delivery.

Further, Cabual remarked that since the pandemic situation is not yet over, asynchronous and synchronous approaches can still be used. In online learning, asynchronous learning is a student-centered teaching approach that is widely used. Its basic principle is that learning should occur at various times and places for each learner, as compared to synchronous learning which takes place at the same time and place for groups of learners or one learner and their teacher. Instructors usually set up a learning roadmap for students to follow at their own pace in asynchronous learning. Some examples of this method are creating online content with pre-recorded videos, PowerPoint presentations, a quiz, or an examination via Google Forms. Synchronous learning is any form of learning in which the learners and the instructors meet an agreed time and place to facilitate learning. This approach involves in-person classes as well as live online meetings with the entire class or smaller groups. Students usually go along the learning path together in synchronous learning, assisted by a teacher who can encourage students to perform assignments and activities. The majority of online learning occurs asynchronously, with synchronous learning occurring only when there is a real need for live discussion or interaction or a strategy to foster community among students.

Favale et al. (2020) from Politecnico di Torino remarked that people's routines were changed by social isolation and lockdown measures, while the Internet became a key support for remote working, e-teaching, online collaboration, gaming, video streaming, and other activities. All of these abrupt developments have put an unprecedented amount of strain on the network.

They analyzed the impact of the lockdown

enforcement on the Politecnico di Torino campus network. Right after the school shutdown on the 25th of February, PoliTO deployed its own in-house solution for virtual teaching. Since then, the university provides about 600 virtual classes daily, serving more than 16,000 students per day. They reported a picture of how the pandemic changed PoliTO's network traffic. They first focused on the usage of remote working and collaboration platforms. Given the peculiarity of PoliTO online teaching solution that is hosted in-house, they drill down on the traffic, characterizing both the audience and the network footprint. Overall, they presented a snapshot of the abrupt changes seen on campus traffic due to COVID-19, and testified how the Internet has proved robust to successfully cope with challenges while maintaining the university operations.

Closure of universities due to Coronavirus Disease 2019 (COVID-19) and its influence on education and mental health of students and academic staff were documented by Sahu (2020). Universities around the world are encountering challenges as a result of the COVID-19 pandemic. The first was switching from in-person to online classes. The transition to an online distribution modality has piqued the interest of many professors and students throughout the world. Faculty have already started planning lesson plans for their pupils to get online instruction. Any university's online instruction is not a novel way of delivery. Many professors are trained to use online learning platforms as the sole medium of delivery or as a supplement to face-to-face instruction. Nonetheless, there is still the possibility of confusion that some professors experience especially those who work from home. Thus, working at home is going to be a difficult task for the faculty. Also, many universities do not have enough infrastructure or resources to facilitate online teaching with immediate effect. What about those students who do not have access to laptops and internet facilities at home? Is it possible to teach practical skills and laboratory activities, music and art courses online? What will happen to those students whose courses cannot be taught online? The quality of online education is a critical issue that needs proper attention.

During the pandemic period, educational institutions have to shift from face-to-face instructional delivery system to flexible learning options. Flexible learning refers to the combination of different methods of teaching, including the use of online platforms and digital or printed modules. Under this new system, universities and colleges will be adopting a mix of different learning and teaching methods based on their

specific situations. More prepared universities will move ahead with all the online classes, while others may allow some of their students to come back at different times and "do more synchronous versus asynchronous learning."

There are groups that say remote learning is not for everyone Harris (2020) and that students learn best when instruction is done in person. Remote learning, Aedo (2020), should only be a supplement, and not a substitute, for in-school instruction. They do have a point, but there are education experts, too, who believe that virtual schools are the only form or structure of formal learning/teaching that has the capability to outlast the pandemic, or future pandemics for that matter.

But what is meant by instructional delivery? According to various authors, instructional delivery refers to the interaction among the students, the teacher, the content, the knowledge, skills, and attitudes that the students need to learn and collaborate with one another in a rapidly changing world. Instructional delivery is very important because the mode used by the teachers could help students know what they are expected to know. According to DepEd (2020), shifting from face-to-face strategy of learning to flexible strategy of learning options as a strategy is the most appropriate way to adapt to what is called as the "New Normal Mode of learning". The modes of instructional delivery as posited by the DepEd.

Methodology

This study used the descriptive method of research of the quantitative type. According to Mc Combes (2020), descriptive research aims to describe the characteristics of a population, situation, or phenomenon accurately and systematically to answer the questions what, where, when and how, but not why questions. It is a method which investigates one or more variables. This description of Mc Combes jibes with the intention of this research study, thus, the descriptive method was used.

Participants

The sources of data of this study were the 12 school officials, 44 FSM Faculty and 945 FSM students from the three selected State Universities and Colleges at the National Capital Region, namely: Technological University of the Philippines (TUP), Eulogio "Amang" Rodriguez Institute of Science and Technology (EARIST), and Marikina Polytechnic College (MPC)

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during the school year 2021–2022.

Instruments of the Study

The data gathering instrument used by the researcher was the survey questionnaire. There were two sets of questionnaires used, one for each group of respondents. The first set was for the school officials. It consisted of indicators to determine the extent of challenges encountered in the Food and Service Management courses' instructional delivery during the pandemic period as regards five domains, namely: faculty professional training, instructional competencies, curriculum contents, financial requirements and technical facilities. Each dimension contains ten (10) indicators to assess the extent of challenges encountered in the FSM courses. The second set was for the FSM students and the faculty respondents. Part 1 also consisted of indicators to determine the extent of challenges encountered in the Food and Service Management courses instructional delivery during the pandemic period as regards the faculty professional training, instructional competencies, curriculum contents, financial requirements, and technical facilities. Part II consisted of indicators to determine the level of students' intrinsic and extrinsic motivation as perceived by the students themselves and their professors. Each dimension had ten (10) indicators. Part III determined the level of students' competencies which consisted of ten indicators for each technical knowledge, technical skills, and quality of work.

Procedures

The research study was conducted following a systematic procedure. First, the researcher asked permission through a written letter to the Presidents of the three selected State Colleges and Universities (SUCs) in NCR delivered personally by the researcher in their respective schools. The researcher went through proper channels, so she submitted the request letters to the three Vice-Presidents for Research of the three SUCs. After a few weeks, she followed up the approval of her letters from the offices of the three school officials.

After the permission was granted, the researcher wrote a letter to the College Deans of the Colleges and Universities to assist her in identifying the respondents. After identifying all the respondents, she administered and retrieved the survey questionnaire online and offline. Due to the pandemic, the researcher sent google forms in areas wherein personal administration was harmful and was not possible.

However, for the student respondents and FSM teacher respondents from EARIST and TUP, she asked the assistance of the department heads, faculty, and deans in reaching them out.

At the MPC, the workplace of the researcher, the questionnaires were easily administered personally by the researcher since the faculty and the students were already reporting during the time of the study. The MPC students were asked to accomplish the questionnaires either face-to-face or through google form because some of them were already having onsite instruction. However, for the other two SUC's faculty and student respondents, the researcher had to patiently wait for the google forms sent to them through the program coordinators of the SUCs. Indeed, the SUC Deans, Program Chairs, and Program Coordinators were very supportive and cooperative, thus, the researcher was able to retrieve the questionnaires which gave the necessary data for this research study.

Results

Table 1. *Summary of the Extent of the Challenges Encountered in the FSM Courses Instructional Delivery as Regards Faculty Professional Training, Instructional Competency, Curriculum Contents, Financial Requirements, and Technical Facilities as Perceived by the Three Groups of Respondents*

Instructional Delivery Aspects	Respondents					
	School Officials		Faculty		Students	
	OWM	VI	OWM	VI	OWM	VI
a. Faculty Professional Training	3.04	ME	3.28	VHE	3.24	ME
b. Instructional Competencies	3.23	ME	3.53	VHE	3.33	ME
c. Curriculum Contents	3.43	ME	3.51	VHE	3.30	ME
d. Financial Requirements	2.48	LE	2.78	ME	2.99	ME
e. Technical Facilities	2.83	ME	2.96	ME	3.11	ME
Grand Weighted Means	3.00	ME	3.21	ME	3.19	ME

The data in the summary table show that the respondents perceived the extent of the challenges encountered in the FSM courses' instructional delivery as Moderate Extent (HE). These findings imply that there is already appropriate faculty professional training, instructional competencies, curriculum contents, financial requirements, and technical facilities for FSM courses in SUCs in NCR but these are not yet enough to respond to the needs of the faculty and students during the new normal situation. The data on the instructional competencies and curriculum contents as perceived by the faculty

indicate that there is a need to review and upgrade the curriculum contents and align these with their instructional competencies through faculty development training. CHED support on these aspects could be requested by the SUCs in order to finance the delivery of the core competencies to the students well.

Table 2. *Summary of the Analysis of Variance of Respondents' Perceptions on the Extent of Challenges Encountered in the FSM Courses Instructional Delivery on the Five Aspects*

Aspects	$F_{computed}$ Value	$F_{Critical}$ Value	Decision	Interpretation
a. Faculty Professional Training	1.18	3.00	Failed to Reject the Ho	Not Significant
b. Instructional Competencies	3.81	3.00	Reject the Ho	Significant
c. Curriculum Contents	4.09	3.00	Reject the Ho	Significant
d. Financial Requirements	5.23	3.00	Reject the Ho	Significant
e. Technical Facilities	2.73	3.00	Failed to Reject the Ho	Not Significant

These findings imply that there is a need for the three groups of respondents to revisit the indicators of the three aspects where they differ in their opinion in order to determine where their perceptions on the extent of challenges encountered in the FSM courses' instructional delivery differ. By doing this, they will be able to address the needs of the students as well as the teachers.

Table 3. *Summary of Respondents' Perceptions on the Level of the Students' Motivation in FSM Courses on the Two Aspects*

Students' Motivation Aspects	Respondents			
	Students		Faculty	
	OWM	VI	OWM	VI
a. Intrinsic Motivation	3.25	ML	3.29	VHL
b. Extrinsic Motivation	3.34	VHL	3.44	VHL
Grand Weighted Means	3.30	VHL	3.37	VHL

Table 3 shows the summary of respondents' perceptions on the level of the students' motivation in FSM courses on the two aspects which are intrinsic motivation and extrinsic motivation.

The data in the table shows that both faculty and students perceive their motivation at a Very High Level which means even during the pandemic, they try their best to help themselves. Their self-efficacy or self-belief is very high. This implies that both used their time well to cope with the teaching and learning situation

Table 4. *Summary of the Respondents' Perceptions on the Level of the Students' Competencies in FSM Courses on the Three Aspects*

Skills' Competencies Aspects	Respondents			
	Students		Faculty	
	OWM	VI	OWM	VI
c. Technical Knowledge	3.32	VHL	3.36	VHL
d. Technical Skills	3.33	VHL	3.40	VHL
e. Quality Of Work	3.41	VHL	3.44	VHL
Grand Weighted Means	3.35	VHL	3.40	VHL

It can be viewed in the summary table that both the students and the faculty respondents perceived the level of the students' competencies in FSM courses in all the three aspects, namely: technical knowledge, technical skills, and quality of work at a Very High Level (VHL), as revealed by their respective grand weighted means of 3.35 and 3.40, respectively.

These overall findings are clear indication or manifestations that the students and their instructors/professors worked together to attain the highest level of competencies.

This finding could also indicate that the students are really interested to learn the FSM courses because of the very high current demand and opportunities for employment of FSM graduates both in the teaching and industry sectors.

Discussion

The salient findings of the study are the following: the extent of the challenges encountered in the FSM courses instructional delivery system in terms of faculty professional training, instructional competencies, curriculum contents, financial requirements, and technical facilities was Moderate as perceived by the school officials, faculty, and student respondents as evidenced by the grand weighted means of 3.00, 3.21, and 3.19, respectively. There were significant differences in the perceptions of the three groups of respondents on the challenges encountered in the FSM courses instructional delivery as regards instructional competencies, curriculum contents, and financial requirements as evidenced by the computed F-values of 3.81,4.09 and 5.23,

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respectively which are all greater than the critical F-value of 3.00 but there were no significant differences in the perceptions of the three groups of respondents on the instructional delivery in terms of faculty professional training and technical facilities as indicated by the computed F-values of 1.18 and 2.73, respectively which are lower than the critical F-value of 3.00. The level of intrinsic motivation of the students as perceived by the students themselves was Moderate as manifested by the grand weighted mean of 3.25 while it was Very High as perceived by the faculty as evidenced by the overall weighted mean of 3.29. On the other hand, the level of extrinsic motivation of the students as perceived by themselves and the faculty was Very High as shown by their respective overall weighted means of 3.34 and 3.44. There was no significant difference between the perceptions of the students and the faculty respondents on the students' intrinsic and extrinsic motivation as shown by their respective computed z-values of 0.50 and 1.20, respectively which are smaller than the critical z-value of 1.96. The level of the students' competencies in FSM courses during the pandemic period as regards technical knowledge, technical skills, and quality of work was perceived as Very High by the students and the faculty respondents as manifested by their respective grand weighted means of 3.35 and 3.40. There was no significant difference between the perceptions of the students and the faculty respondents on the students' competencies as regards technical knowledge, technical skills, and quality of work as evidenced by the computed z-values of 0.50,0.96, and 0.37, respectively which are all smaller than their critical z-value of 1.96.

Conclusion

Faculty professional training, instructional competencies, and curriculum contents are already appropriate but there is a need to improve the funding requirements and technical facilities in FSM courses in the SUCs respondents.The students, faculty and school official respondents have common views on the challenges encountered in the FSM courses instructional delivery system regarding faculty professional training and technical facilities, but they have different observation of the instructional competencies, curriculum contents, and financial requirements of the SUCs.The students and the faculty do not have the same observations on the intrinsic and extrinsic motivation of the students. The students have developed very good knowledge technical skills, and quality of works in their FSM courses.The instructional delivery system of FSM courses could

influence the student's motivation and their competencies. An innovative instructional delivery system for FSM courses could be developed using inputs from the results of the study as bases.

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