Perception and Expectation of Instructional Quality of Vocational Students in the light of Total Quality Management (TQM) Strategy

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Abstract: Children spend a major portion of their lives in schools where they are taught to socialise, imbibe culture and play an active role as productive members of the society. One of the utilitarian aims of education is to help an individual to attain a vocation. However, we can see that there is a mismatch between what is required in the job market and what is delivered in schools. Providing quality vocational education is an answer to reduce this gap. This study attempts to find the perception and expectation of Instructional Quality of Vocational students in the light of TQM. The method adopted for the study is a normative survey method, giving due representation to gender, locale and type of school. This study was to assess the existing conditions of instructional quality in vocational higher secondary schools in Kerala. A survey of students of vocational higher secondary schools of 7 districts of Kerala was conducted. The perceptions of instructional quality as experienced by students were assessed, which gave an idea of existing level of instructional quality. Sample for the study was the total population of students of vocational higher secondary schools of North Kerala. The investigator selected stratified random sampling technique for selection of sample giving due representation to the subgroups based on locality, type of school management and gender. The study was confined to the students of 20 vocational higher secondary schools in seven districts of north Kerala. The districts selected for the sample were Thrissur, Palakkad, Malappuram, Kozhikode, Wayanad, Kannur and Kasargode. A sample of 600 students of Vocational Higher secondary Schools were selected from20 VHSE Schools of North Kerala. The sample size of students in each district was determined on the basis of total number of VHSE schools in each district. Comparison of mean scores of perception of instructional quality of students, Comparison of mean scores of expectation of instructional quality of students and Comparison of mean scores of perception and expectation of instructional quality of students were done. The results obtained showed that the expectation of instructional Quality of students is greater than the level of perception. The obtained t values showed that the expectation of instructional quality of students is higher than the perception. Comparison of mean scores of perception and expectation of Instructional Quality of total students the t value was 23.09 which is above the cut off value of 1.96 which shows that the difference is highly significant.

I. INTRODUCTION

Schools should fulfill its role of helping individuals in harmonious and all round development. It should not turn out into mere examination conducting factories producing individuals who are misfits in the society. In the modern society of knowledge explosion, changes in the educational field are inevitable. This changing status of education should take into consideration, the needs and desires of the people. Educational theories and practices need to be changed accordingly, to embrace the changing concepts and growing needs of the country. In the light of Delor's report (1996), which put forward the idea of knowledge society and considering the millennium development goals accepted in the UN millennium declaration, a total reconstruction and restructuring of education is inevitable to make it an effective instrument for leading the nation to prosperity. Thus education is becoming the primary determinant of overall development in the emerging knowledge economy.

The importance of vocational education has been recognized right from the ancient times and manual work for living and learning was encouraged. Later on, the practical and vocational aim of education was neglected and instead academic, theoretical education was given undue importance. The general education in school was mainly a preparation for college. Only a small percentage of students joined vocational training

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courses, since it was not considered prestigious. Implementing vocational education in schools is a challenge due to the mindset of the people, which attaches a kind of social stigma to vocational studies. This drives students to pursue formal degrees aimlessly and without any employability. Therefore, only those who did not get admission to other academic courses or those who could not afford other courses, joined vocational courses. A large number of graduates of general education seeking jobs resulted as unemployables. Meanwhile, a number of positions in industry and other job markets remained unfilled due to lack of skilled persons suited for the position, thus increasing unemployment. To solve the problem of unemployment in our country, and for achieving economic development of the country, the vocational stream of education should be strengthened. In India , on the basis of recommendation of various committees and commissions from Hunter Commission(1882) to the National Policy on Education (1986), Vocationalisation of secondary education was implemented as a centrally sponsored scheme. In 1996-97 it was transferred to states and union territories. The eleventh five year plan put forward various strategies and measures which brought a paradigm shift in vocational education in the country. Therefore, an attempt was made to study the present condition of quality of instruction in the vocational schools in Kerala and also to find out the expectation of the students who are the major stake holders of the system.

II. MATERIALS AND METHODS

In the present study, survey method was adopted to assess the existing conditions of instructional quality in vocational higher secondary schools in Kerala. The perceived instructional quality as experienced by students in the vocational stream in terms of gender, locale, and type of management of school were assessed, which gave an idea of existing level of instructional quality. Since the target population is spread over the state of Kerala, the investigator followed stratified random sampling technique, the details of which are given under the section –selection of sample. Normative survey helped the investigator to address the population, where there are equal chances of representation while selecting the sample. Hence the selection of sample from the population is a very important in normative survey research.

Tools and Techniques: The following tools were developed and employed for the collection of data. i) Perception Scale of Instructional Quality for Students ii) Expectation Scale of Instructional Quality for Students .

Perception Scale of Instructional Quality for Students

This Scale on Instructional Quality is intended to find out the level of perception on Instructional Quality among Vocational Higher Secondary School Students of Kerala. The Scale was developed and standardised by the investigator under the expertise of the supervising teacher. The statements to be included in the scale were based on the statements of instructional quality finalized by Delphi method in the instructional quality assessment scale. The theoretical bases related to the eight components of total Quality management, namely, continuous improvement, customer focus, importance to process, feedback, leadership, involvement of all, goal orientation, training, was considered while developing the tool. The questions were reframed and made more specific focusing on vocational stream of education. The psychometric details like validity and reliability of the final scale were then established. Details are given below.

Validity of the Tool: The Perception Scale of Instructional Quality was prepared by giving due importance to the eight components of Total Quality Management. 'Perception' is the act of realization, or meaningful sensing. All the statements included in the scale were scrutinized to avoid   subjectivity in the valuation and for easiness of responding. All the statements prepared by studying each component of TQM as well as the area of instructional quality. The statements were finalized after   elaborate consultations with experts in the field of instruction and management by using Delphi method as a procedure for arriving at consensus regarding the statements .The pool of statements thus prepared served as a basis for finalizing the statements in this tool .Thus Content Validity was ascertained by experts in this scale.   The content validity of the Scale was also verified by experts. The scale thus possesses face validity and content validity.

Reliability of the Tool: To estimate the reliability of the scale the 'test-retest method' was used. An interval of two weeks was there between the test and retest. The test-retest was administered on 50 vocational higher secondary school students.   The scores thus obtained in the two administrations were correlated by the product-moment co-efficient of correlation method. Pearson correlation obtained was 0.05 which is significant at 0.01 level. This shows that the tool is a reliable one ready for administration.

Expectation Scale of Instructional Quality for Students: The investigator with the help of her supervising teacher developed the scale. It is intended to measure the expectation of instructional quality existing in Vocational Higher Secondary Schools. For this purpose a scale was developed in parallel to the perception scale of instructional quality for students. Similar statements included in the perception scale were considered here

.This was done in view of the similarity of what is expected and what is perceived by the students in actual classroom situation. The mismatch between, what is expected and what is perceived is the target of analysis through this scale. The manner in which the questions are framed was changed to assess the expectation of instructional quality. The serial number and order of questions were maintained as same

Validity and Reliability of the Tool:
Validity: The expectation scale of instructional quality was prepared by giving weightage to the eight components of total quality management. 'expectation' is the act of anticipating . All the statements included in the scale were scrutinized to avoid subjectivity in the valuation and for easiness of responding. All the statements were prepared by studying each component of TQM as well as the area of instructional quality. The statements were finalized after elaborate consultations with experts in the field of instruction and management by using Delphi method as a procedure for arriving at consensus regarding the statements .The pool of statements thus prepared served as a basis for finalizing the statements in this tool .Thus Content Validity is assured in this scale. The content validity of the scale was also verified by experts. The scale thus possesses face validity and content validity.
Reliability: To estimate the reliability of the scale the 'test-retest method' was used. An interval of two weeks was there between the test and retest. The test-retest was administered on 50 vocational higher secondary school students.   The scores thus obtained in the two administrations were correlated by the product-moment co-efficient of correlation method. Pearson correlation obtained was 0.700 which is significant at 0.05 level. This shows that the tool is reliable.

Sample Selection:

TABLE – 1: Distribution of total number of VHSE schools in north Kerala

Sl. NO	District	Government	Aided	Number of Schools
1	Thrissur	26	10	36
2	Palakkad	18	7	25
3	Malappuram	24	3	27
4	Kozhikode	20	3	28
5	Wayanad	8	2	10
6	Kannur	18	1	19
7	Kasargode	19	3	22

TABLE – 2: Breakup of the Sample Selected for the survey

Sl no	District	Name of the school	Aided/ Unaided	Rural/ Urban
1	Trissur	TMVHSS Perumpilavu	Aided	Rural
2		SVHSS Aryampadam	Aided	Rural
3		GV HSS Ollur	Govt	Urban
4		GVHSS Puthur	Govt	Rural
5	Palakkad	GVHSS Cheruplassery	Govt	Rural
6		VHSS Varode	Aided	Rural
7		NSSVHSS Ottapalam	Aided	Urban
8		GTHS Palakkad	Govt	Urban
9	Malappuram	GVHSS Chelari	Govt	Urban
10		GVHSS Vengara	Govt	Rural
11		SVVHSS Palamad	Aided	Rural
12	Kozhikkode	GVHSS G. Nadakkavu	Govt	Urban
13		GVHSS Atholi	Govt	Rural
14		M MV HSS Parappil	Aided	Urban
15		JDT Islam VHSS	Aided	Urban
16	Wyanad	WMO VHSS Muttil	Aided	Rural
17		GVHSS Kalpetta	Govt	Urban
18		GVHS Ambalavayal	Govt	Rural
19	Kannur	GVHSS Chirakkara	Govt	Rural
20		GVHSS G Payyamblam	Govt	Urban
21		VHS Kadavathoor	Aided	Rural
22	Kasaragod	GV HSS Madikkai	Govt	Rural

Sl no	District	Name of the school	Aided/ Unaided	Rural/ Urban
23		GV HSS G Kasargode	Govt	Urban
24		PMSAVHS Kaikotukadavu	Aided	Rural

TABLE – 3: Breakup of sample of students based on
gender, school locale and type of management of school

Category	Status	Number of students	Total
Gender	Male	252	600
	Female	348	
School Locale	Urban	169	600
	Rural	431	
Types of Management	Government	477	600
	Aided	123	

Analysis: The data collected from the sample were analysed statistically and qualitatively with regard to objectives of the study.SPSS was used for data analysis.

Statement of the objectives:

1.   To test the significant difference in the perception of Instructional Quality for the relevant subsamples of Vocational students based on
i)Gender
ii)School locale
iii)Type of management of school

2.   To test the significant difference in the expectation of Instructional Quality for the relevant subsamples of Vocational students based on
i)Gender
ii)School locale
iii)Type of management of school

3.   To test the significant difference between the perception and the expectation of Instructional Quality of Vocational students for the total sample and for relevant subsamples based on
i) gender
ii) School locale
iii) type of management of school

Comparisons of Mean Score of Perception and Expectation:
The following analysis were done to compare the mean scores of Perception and Expectation
Preliminary analysis
Comparison of mean scores of perception of instructional quality of students
Comparison of mean scores of expectation of instructional quality of students
Comparison of mean scores of perception and expectation of instructional quality of students

III. RESULTS

Preliminary analysis of students' samples
The details of the statistical constants of the variable perception and expectation of students' total samples viz. mean, median, mode, SD, skewness and kurtosis are presented in table

TABLE 1: Details of Statistical Constants of Variable
Perception and Expectation of Students (Total -Sample)

Variable	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Perception	600	104.69	106	110	18.73	-0.25	-0.22
Expectation	600	124.96	127	131	15.76	-1.17	2.27

The data presented in the table 1reveals that the values of mean, median and mode are almost same for both the variables. The data presented in the table shows that the values of mean ,median and mode are almost same for the variable perception. This shows that the distribution is almost normal. The graphical representation of normal p.p. plot of the variable students' perception is presented in fig. 1.

The data presented in the table 1 given also reveals that the values of mean, median and mode are almost equal for the variable expectation. This shows that the distribution is normal. The graphical

representation of normal p.p. plot of the variable students' expectation is given in fig 2. The skewness value obtained for perception and expectation are -0.25 and -1.17.The obtained value of kurtosis is -0.22 and 2.27 for the variables perception and expectation respectively.
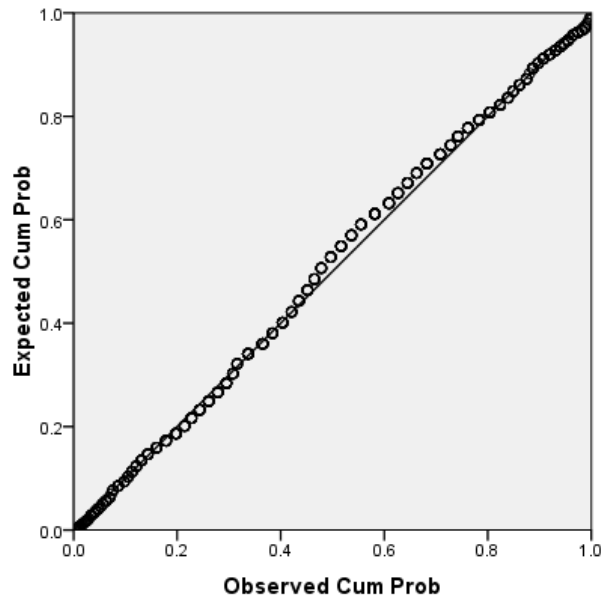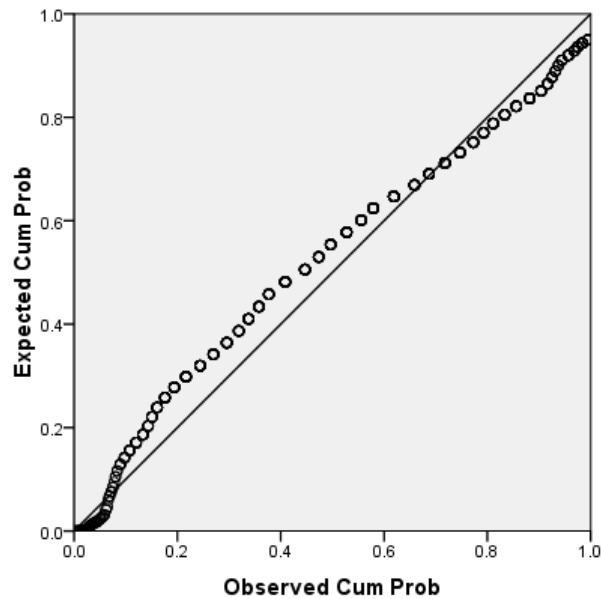

Fig 1: Normal P-P Plot of students' perception

Fig 2: Normal P-P Plot of students' expectation

Preliminary Analysis of Students Sub-samples:
        Important statistical constants like mean median mode and SD were calculated to ascertain normality of the distribution of samples of students for the variable perception. The details are presented in table2.

TABLE 2: Details of statistical constants of variable perception of students subsamples based on gender, school locale and type of management of school.

Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Female	348	111.09	112.0	110	15.81	-0.29	-.01
Male	252	95.85	94.00	98	18.89	0.11	-0.10
Rural	426	104.40	105.50	97	17.81	-0.24	-0.04
Urban	174	105.39	108.00	110	20.86	-0.31	-0.55
Govt.	477	104.48	106.00	110	18.67	-0.25	-0.21
Aided	123	105.50	107.00	107	19.04	-0.29	-0.20

The data presented in the table 2 reveals that the values mean, median and mode for the variable students' perception are almost same for the subsamples based on gender locale and type of school and thus shows that the distribution is almost normal.

Important statistical constants like mean median mode and SD were calculated to ascertain normality of the distribution of subsamples of students for the variable expectation. The details are presented in 3

TABLE 3: Details of Statistical Constants of Variable Expectation for Subsamples Based on Gender Locale and Type of School of Students.

Group	N	Mean	Median	Mode	SD	Skewness	Kurtosis
Female	348	127.13	129.00	131	14.44	-1.28	3.30
Male	252	121.97	124.50	130	17.01	-1.00	1.39
Rural	426	125.77	128.00	131	14.69	-0.98	1.83
Urban	174	122.99	125.50	128	18.02	-1.32	2.13
Govt.	477	125.59	128.00	131	15.52	-1.18	2.33
Aided	123	122.52	125.00	141	16.53	-1.15	2.20

The data presented in the table 3 reveals that the subsample values of mean, median and mode are almost same for the subsamples based on gender, school locale and type of management of school for the variable expectation and thus shows that the distribution is almost normal.

Comparison of mean scores of perception of Instructional Quality of students and mean scores of Expectation of Instructional Quality of Students: The test of significance of difference between mean scores of perception of Instructional Quality of students and mean scores of Expectation of Instructional Quality of students were conducted for the relevant subsamples based on gender, school locale and type of management of schools. The results obtained from the independent sample t test conducted are given below. The t-value above 1.96 is treated as significant at 0.05 levels.

Table 4. Two Tailed Test of Significance of Difference between Mean Scores of Perception of Instructional Quality and Mean Scores of Expectation of Instructional Quality

	Groups	N	Mean	SD	t-Value	Level of Significance
Perception	Female	348	111.06	15.84	10.70	0.05
	Male	252	95.85	18.89		
	Rural	426	104.38	17.83	0.60	0.05
	Urban	174	105.39	20.86		
	Govt	477	104.46	18.68	0.55	0.05
	Aided	123	105.50	19.04		
Expectation	Female	348	127.13	14.44	4.00	0.05
	Male	252	121.97	17.01		
	Rural	426	125.77	14.69	1.96	0.05
	Urban	174	122.99	18.02		
	Govt	477	125.59	15.52	1.93	0.05
	Aided	123	122.52	16.53		

PERCEPTION

Table 4 shows that the t-value obtained in gender wise comparison is 10.70 which is highly significant.It shows that there is a difference in perception f Instructional Quality between male and female

students.The perception of Instructional Quality with regard to school locale shows not much difference and type of school value is 0.55 wich is not significant .

EXPECTATION

In the comparison of male and female students t-value obtained was 4.00 which is above the cut off limit of 1.96 indicating that there exist a significant difference between the two groups. So there is significant difference between the expectation of Instructional Quality of male and female students. The mean value shows that the female sample have higher expectation of Instructional Quality than males.

t-value obtained was 1.96 which coincides with the cut off limit of 1.96 indicating that there is significant difference between the two groups. So there is significant difference between the expectation of Instructional Quality of students in rural and urban schools. The average value of expectation indicates that the rural sample have an edge over the urban sample in the expectation of Instructional Quality.

The table shows that t-value obtained for students of government and aided school was 1.93 which is below the cut off limit of 1.96 indicating that there is no significant difference between the two groups. So there is no significant difference between the expectation of Instructional Quality of students in government and aided schools.

Comparison of mean scores of perception and expectation of Instructional Quality of students: Difference between the mean scores of perception and expectation of the same paired sample was tested using paired sample 't' test and the t-value above 1.96 treated as significant at 0.05 level.

Table 5. Comparison of mean scores of perception and expectation of Instructional Quality of total students,Male Students Female students,rural and Urban students and govt and aided school students were found

Variable	Sample	N	Mean	SD	t-value	Level of Significance
Perception	Total	600	104.69	18.73	23.09	0.05
Expectation	Students		124.96	15.77		
Perception	Male	252	98.85	18.89	18.36	0.05
Expectation			121.97	17.01		
Perception	Female	348	110.82	16.86	14.83	0.05
Expectation			127.13	14.64		
Perception	Rural	426	104.19	18.51	20.34	0.05
Expectation			125.77	14.69		
Perception	Urban	174	105.39	20.86	10.64	0.05
Expectation			122.99	18.02		
Perception	Govt	477	104.29	19.26	20.98	0.05
Expectation			125.59	15.52		
Perception	Aided	123	105.50	19.04	9.13	0.05
Expectation			122.52	16.53		

Table 5 shows that the value of t is 23.09 which is well above the cutoff limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of Instructional Quality total is highly significant. The obtained mean value shows that the expectation is higher than that of perception.

The t-value is 18.36 which is well above the cutoff limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of Instructional Quality of males is highly significant.

Here, the obtained mean shows that male students' expectation of Instructional Quality is higher than their perception.

The t-value is 14.83 which is well above the cutoff limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of females is highly significant. The average value obtained for perception and expectation indicates that expectation is higher than the perception for female samples.

The value of t is 20.34 which is well above the cutoff limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of Instructional Quality of students in rural schools is highly significant. The mean value indicates that the rural students' expectation of Instructional Quality is higher than that of their perception.

The value of t is 10.64 which is well above the cutoff limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of Instructional Quality of students in urban schools is highly significant. The mean value shows that the expectation of Instructional Quality of urban school students is higher than that of their perception.

The value of t is 20.98 which is well above the cut off limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of Instructional Quality of students in government schools is highly significant. The obtained values indicate that the mean score of expectation among the government school students is higher than that of their perception.

The value of t is 9.13 which is well above the cutoff limit of 1.96 this indicates that the difference between the mean scores of perception and expectation of Instructional Quality of students in aided schools is highly significant. The obtained average indicates that expectation of Instructional Quality is higher than that of the perception.
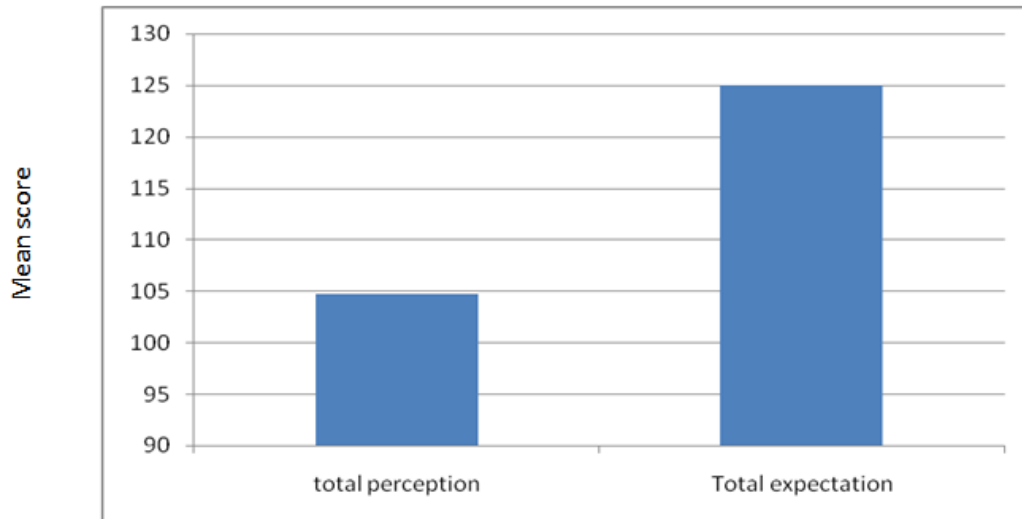
Figure 3: The Graphical Representation of Mean Values of Total Students' Perception and Expectation of Instructional Quality
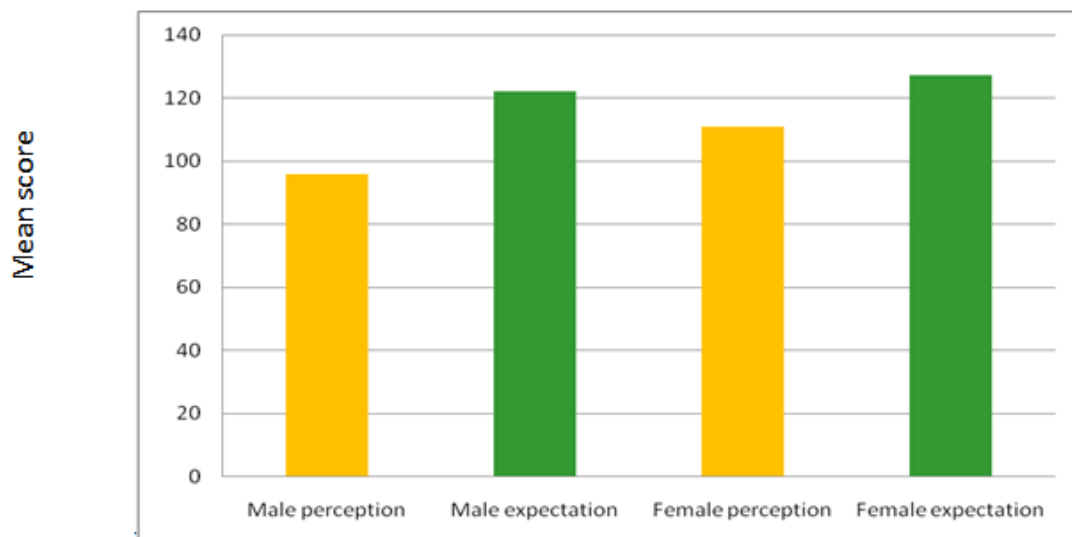

Figure 4: The Graphical Representation of Mean Values of Male and Female Students' Perception and Expectation of Instructional Quality
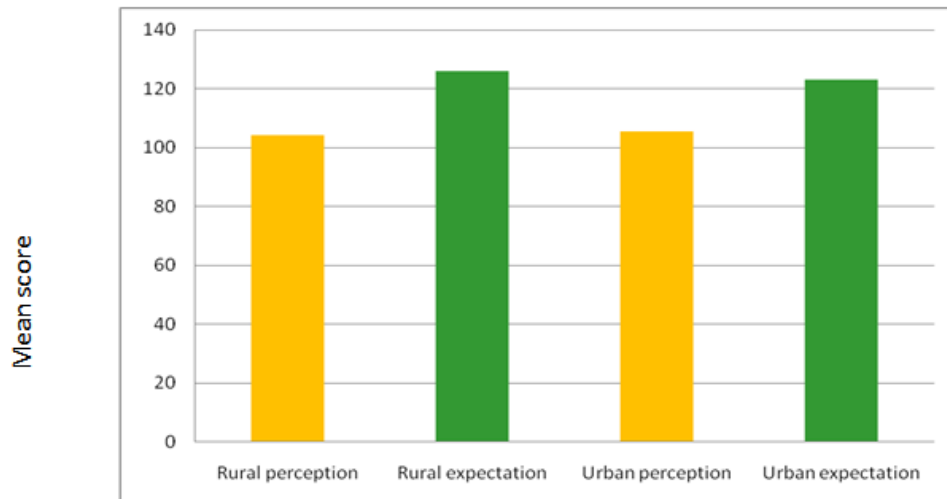
Figure 5: The Graphical Representation of Mean Values of Rural and Urban Students' Perception and Expectation of Instructional Quality

IV. DISCUSSION

The hypotheses that were tested based on the objectives are as follows:

Hypothesis

1.There exists significant difference in the perception of Instructional Quality for the relevant subsamples of Vocational students based on:
i) Gender
ii) School locale
iii) Type of management of school

2. There exists significant difference in the expectation of Instructional Quality for the relevant subsamples of Vocational students based on:
i) Gender
ii) School locale
iii) Type of management of school

3. There exist significant difference between the perception and the expectation of Instructional Quality of Vocational students for the total sample and for relevant subsamples based on:
i) Gender
ii) School locale
iii) Type of management of school

Major Findings and Conclusions of the Study

Major findings of the study for Instructional Quality in Vocational Higher Secondary Schools of Kerala are the following;

Comparison of mean scores of perception of Instructional Quality between groups of students' based on

a) Gender   b) School locale   c) Type of management of school

1) The average perceived Instructional Quality of male students is 95.85 with SD 18,893. (N=252) and there values for female teachers are 111.06 and 15.84 (N=348) respectively. The independent sample t- test shows there is significant difference in the perception of Instructional Quality between male and female students, since the t-value is 10.70 which is higher than the value required for significance. This further suggests that male & female students differ in their perceived Instructional Quality.

2) The average perceived Instructional Quality of rural students is 104.38 with SD 17.83 (N=431) and for urban students these values are 105.39 and 20.86 respectively (N=169). The independent sample't' test shows there is no significant difference between rural and urban students since the t- value obtained is 0.60 which is below the out off unit of 1.96 indicating that there is no significant difference between two groups. This suggests that urban & rural students do not differ in their perceived Instructional Quality.

3) The mean perceived Instructional Quality of Government students is 104.46 with SD 18.684 (N=477) and this values for aided students are 105.50 and 19.04 (N-=123) respectively. The independent sample't' test shows there is no significant difference between government and aided students since the 't' value obtained is 0.55, which is below the cut off unit of 1.96 indicating that there is no significant difference between the two

groups. This further suggests that government & aided students do not differ in their perceived Instructional Quality.

Conclusion Based on Findings

Findings show that there exists significant difference in perception of Instructional Quality between groups based on gender. In the case of locality of school and type of management of school the difference between there groups is not significant.

Comparison of Mean scores of Expectation of Instructional Quality between groups of students based on:
i) Gender ii) School locale iii) Type of Management of school

1)   The average expectation of Instructional Quality of male students is 121.97 with SD 17.01 (N=252) and there values for female students are 127.13 and 14.44 respectively(N=348). The independent sample ' t' test shows there is significant difference in the expectation of Instructional Quality between male and female students, since the 't' value is 4.00 which is higher than the value required for significance. This further suggests that male and female students differ in their expectation of Instructional Quality.

2)   The average expectation of Instructional Quality of rural students is 125.77 with SD 14.69(N=431) and the obtained mean and SD for urban students is 122.99 and 18.02 respectively(N=123). The independent sample 't' test shows there is significant difference between the two groups because the 't' value obtained 1.96 coincides with the value required for significance at .05 level. This indicates that there in difference in the rural & urban students' expectation of Instructional Quality.

3)   The mean expectation of Instructional Quality of government students is 125.59 with SD 15.52 (N=477)and these values for aided students is 122.52 and 16.531 respectively(N=123). The independent sample 't' test shows there is no is no significant difference in the expectation of Instructional Quality between government and aided students, since the obtained 't' value 1.93 is below the cut off limit of significance. So there is no significant difference between the expectation of Instructional Quality of students in government and aided schools.

Conclusion Based on Findings

Findings show that there exist significant difference in expectation of Instructional Quality between groups based on gender. In the case of locality of school also there is a difference in the expectation of Instructional Quality.The findings show that in the case of type of management of school the difference between there groups is not significant.

Comparison of mean scores of perception and expectation of students for the total sample and sub samples based on i) Gender ii) School locale iii) Type of management of school.

1.   1.The average perception of Instructional Quality of total students is 104.69 with SD 18.73 (N=600) and these values for expectation are 124.96 and 15.77. The paired sample 't' test shows that there is significant difference in the perception and expectation of Instructional Quality in the total group of students (t=23.09).

2.   The average perception of Instructional Quality of male students (N=252)is 95.85 with SD 18.89 & these values for expectation are 121.97 & 17.01 respectively. The paired sample ' t' test shows there is significant difference in the perception & expectation of Instructional Quality in the group male students. Since the 't' vaue is 18.357 which is above the value required for significance.

3.   The average of perception of Instructional Quality of female students (N=348) is 110.82 with SD 16.86 these values for expectation is 127.13 and 14.44 respectively. The paired sample 't' test shows that there is significant difference in the perception and expectation of Instructional Quality in the group female (t=14.83).

4.   The average perception of Instructional Quality of rural students(N=426) is 104.19 with SD 18.51, these values for expectation are 125.77 & 14.69 respectively. The paired sample 't' test shows there is significant difference in the perception and expectation of Instructional Quality in group Rural students since the 't' value obtained is 20.34 which is above the value required for significance. This suggests that there exists significant difference between perception and expectation of Instructional Quality for the group rural students.

5.   The mean perception of Instructional Quality of urban students (N=174) is 105.39 with SD 20.86. The mean and SD obtained for their expectation is 122.99 & 18.02 respectively. The obtained 't' value for the paired sample t-test is 10.64 which is above the value required for significance. Therefore, there is a significant difference is the perception and expectation of Instructional Quality for the group urban students.

6.   The average perception of Instructional Quality of government students (N=477) is 104.29 with SD 21.31 there values for expectation is 125.59 & 15.52 respectivelyThe paired sample t-test show there is significant difference in the perception & expectation of Instructional Quality in the group government students, since the 't' value is 20.98 which very much above the value required for significance. This suggests that there exists significant difference between perception and expectation of Instructional Quality for the group government students.

7.   The obtained   values of mean and SD for perception of Instructional Quality of aided students (N=123) is 105.50 & 19.042 respectively. For expectation of Instructional Quality 122.52 and 16.434 are the obtained values of mean and SD. The t-value is 9.350. This shows that there exists significant difference between perception and expectation of Instructional Quality for the group aided students.

Conclusion Based on Findings
        The findings show that there exist   significant   difference   between the vocational students' perception and expectation of Instructional Quality   for the total sample, In the case of locality of school and type of management of school also there is a difference between the perception and expectation of Instructional Quality. Thus it can be concluded that there is a difference between vocational students' perception and expectation of Instructional Quality.

Conclusions
The perceived Instructional Quality of the stake holders of vocational classroom instruction was found and this was compared with their need and expectation, this revealed that there is a unquestionable difference between the actual and the required levels of instruction as per the students. Futher the difference in perception and expectation of students towards the eight components of TQM was considered. This clearly gave the indicators of TQM which can be further studied and utilised for framing strategies to implement TQM Model for the betterment of Vocational education.

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