



Article

Challenges Faced by Apprentices in Completing Dual TVET Course: A Case of Butwal Technical Institute

Raj Kumar Thapa^{*a} and Navin Kishor Gaihre^b

^a Butwal Technical Institute, Butwal, Nepal

^b Korea Nepal Polytechnic Institute, Butwal, Nepal

Abstract

This article highlights a case on the status of apprentices studying at Butwal Technical Institute (BTI), a pioneer not-for-profit apprenticeship education provider in Nepal. It is seen that the graduates of BTI are earning respectable income and living reputed life; however, the study incompleteness rate is found significantly on rise at BTI. To identify the challenges faced by the apprentices to complete their study, a research was carried out, assuming inadequate family support or guidance, poor family economy, unfriendly working environment in the industry, institutional technical inefficiency, and unavailability of amenities in the institute as the five major challenges. As a descriptive method, a questionnaire was used for collecting data from 204 apprentices out of 314 in the study. The family support was a moderate challenge for the apprentice to complete their dual TVET apprenticeship training at BTI. The apprentices of BTI had normal financial support from their families. Another challenge was the environment of industry for the apprentices to complete the dual TVET apprenticeship training at BTI, while institutional technical efficiency was considered a moderate challenge to this regard.

Keywords: challenges, dual TVET, apprenticeship, employability

Introduction

An apprenticeship education system in the Technical and Vocational Education and Training (TVET) sector is a system of education where learners acquire knowledge and skills from a skilled and experienced workforce in the industry, and get theoretical knowledge from their institutes. It has a remarkable impact on developing and the developed countries. This system is also referred to as the dual TVET system in Nepal.

Butwal Technical Institute (BTI) is a pioneer not-for-profit apprenticeship education provider in Nepal established in 1963 as a joint project of the Nepal Government and the United Mission to Nepal (UMN). BTI offers technical and vocational education on the apprenticeship model on engineering and short-term vocational training in different sectors as per demand and requirement. In recent years, the dropout rate has become

^{*}Corresponding author. Email: raj.thapa8211@gmail.com

a serious problem, and the study was based on a case of BTI for finding the impact of difficulties faced by apprentices to complete dual TVET course.

BTI has been providing apprenticeship programs since its establishment in 1963. As the government has realized the impact of TVET on developing industry, need for dual TVET apprenticeship education is documented with its mention in the 15th five-year plan (National Planning Commission, 2020). The plan deals with preparing a distribution grid based on skills mapping and standards in coordination with the public-private partnership to widen access and create opportunities in the technical and vocational education and training. It helps to generate so that knowledge and skills would be generated to increase employment through an apprenticeship education model.

The Enhanced Skills for Sustainable and Rewarding Employability (ENSSURE), a bilateral project of the Nepal and Switzerland Governments, has been running to strengthen the dual TVET programs in Nepal since January 2016. As per the demand and requirement, the Council for Technical Education and Vocational Training (CTEVT), an apex body of the Nepal Government in the TVET sector conducts apprenticeship programs on mechanical engineering, electrical engineering, hotel management, information technology, automobile engineering, civil engineering (building construction) and early childhood development (ECD) facilitator since 2016.

BTI has a significant contribution to economic and social developments through the creation of skilled workforce. The graduates started their industry and other businesses to provide employment opportunities for the industrial

development, thereby propelling national economy in Nepal (Shrestha, 2003). In the dual TVET system, there is a chance to work in the real world of work and hence dual TVET can be the backbone of developing nations like Nepal.

The dropout record of apprentices in BTI is found to be 18.75% in 2017, 21.89% in 2018, 21.74% in 2019, 13.70% in 2020, 11.02% in 2021, and 23.17% in 2023. This shows the number of dropout apprentices in BTI is increasing year by year and this problem is much more similar to other organizations of same nature (Khanal, 2020)

Despite the placement rate of BTI graduates being higher than others, why are considerable BTI's apprentices leaving their training without completing courses in the middle? It is very important to identify the challenges that apprentices are facing to complete their apprenticeship. This study was done to find those challenges.

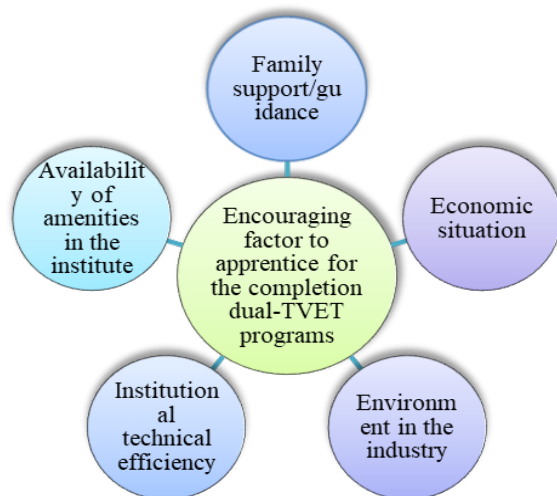
Literature Review

To find the challenges facing apprentices in dual TVET programs, the factors that are assumed to be responsible for encouraging apprentices to complete their training are taken as independent variables. Five factors were considered in encouraging the apprentices and are taken as independent variables. Family support/guidance, economic situation, the environment in the industry, institutional technical efficiency, and availability of amenities in the institute are the independent variables in the research.

The theoretical framework with dependent and independent variables of the research is shown in Figure 1.

Figure 1

Theoretical Framework: Variables of the Study



Family Support/Guidance

Family support is considered significant for one's successful career. The support is required to contact the apprentice's family throughout the year and not just when problems arise (Đurišić & Bunijevac, 2017). Hence, improper family support/guidance has been taken as a challenge for apprentices in dual TVET education programs.

Economic Situation

Finance is equally important factor in education. Although BTI's apprentices get a certain stipend during their studies, they are charged some fees for admission and exams. The stipend provided for the apprentices may help them manage their expenses. However, the critical financial status may create an extra burden for getting a good outcome (Khanal, 2020). Therefore, the poor family economy of apprentices can be taken as one of the challenges.

Environment in the Industry

The working environment means the condition of living place where social and physical phenomena can impact people's feelings of well-being, relationships, collaboration, efficiency and health. The working environment in the industry facilitates apprentices to take part in the decision-making process. Flexible working schedule, less pressure of workload, group work, and support and guidance from top management always create a positive impact on their performance, thus making the apprentices more committed towards their duties. Hard work results in high productivity which can be achieved by high motivation and the firms start getting long term benefits (Raziq & Maulabakhsh, 2015). These significant aspects of the work environment have been considered as the challenge.

Institutional Technical Efficiency

Human resources and related physical infrastructures should have higher efficiency in an institute. These determine how productive an institution is. To study the cause behind student drop-out in an institute, the technical efficiency should be taken into account. Any planned attempt reduces wastage of effort and increases efficiency of the TVET system; therefore, it provides additional benefits to the technical workforce without any external inputs (Kulshreshtha & Nayak, 2015).

Availability of Amenities in the Institute

For the effective implementation of training, human, financial, and infrastructure resources are required. However, some TVET providers in Nepal couldn't meet the requirements of the curriculum and human resources,

the outcomes of teaching-learning are less effective and student motivation levels are not satisfactory (Jha, 2013). Therefore, the humility of the apprentice could be down due to the lack of basic amenities in the institute.

Research Methodology

A survey questionnaire form was used to collect data from respondents (BTI apprentices). A causal-comparative design was also applied in the research which helped to find relationships between independent and dependent variables. The study was based on finding the factors that could affect the effectiveness of the apprentice in

completing the dual-TVET at BTI. There are three different levels: pre-diploma, sub-overseer, and diploma in engineering disciplines and each level has different programs: three programs at pre-diploma level, two programs at sub-overseer level, and three programs at diploma level. Each program has two batches, but in the case of the civil engineering program, there was only one batch as the program had started this year.

The list of some apprentices enrolled, dropped out, and retained recorded in February 2023 is shown in Table 1:

Table 1

Number of Studying Apprentices Recorded in March, 2023

Dual-TVET Programs	Batch						Remaining
	077-79		078-80		079-80		
	Enrolled	Drop-Out	Enrolled	Drop-Out	Enrolled	Drop-Out	
Pre-Diploma (2 Years)							
Mechanical			40	5	33	5	63
Electrical	Passed Out		40	6	37	0	71
Civil (B&C)			First Batch =>		18	0	18
Sub-Overseer (2 Years)							
Mechanical	21	5	26	4			38
Welding	42	8	10	1	Not Enrolled		43
Mechanical							0
Diploma (2+2 Years)							
Mechanical	21	0	22	1			42
Welding	8	1	16	0	Not Enrolled		23
Electrical	7	0	9	0			16
Total number of apprentices studying							314

(Source: Department of Training, BTI)

The population of the study was total number of apprentices studying at BTI till the date of study. The total number of apprentices recorded in March 2023 was 314, which was

the population size of the study. Out of them, a subset of the population was sampled for the study which represented characteristics of the study.

The survey questionnaire form was made both in English and Nepali languages. After finalizing the form, it was distributed directly hand to hand to the apprentices and 178 responses were collected as first step. Later, it was increased to 204 to increase the reliability of data. The data were collected by visiting each class physically.

Analysis and Result

The value of Cronbach's alpha after reliability testing from SPSS statistics in five hypotheses each having four questions are shown in Table 2.

Table 2

Variable Reliability Test

Particular	Cronbach's Alpha	N of Items
Hypothesis statement:		
1 Family Support/Guidance	0.658	4
2 Economic Situation	0.701	4
3 Environment in industry	0.702	4
4 Institutional technical efficiency	0.753	4
5 Availability of amenities in the institute	0.604	4
Statement of total variables:		
1 Encouraging factor	0.772	20

As in the questionnaire form, there are 5 hypotheses including family support/guidance, economic situation, industrial environment, institutional technical efficiency, and availability of amenities in the institutes. Each hypothesis has 4 questions and a Likert rating value was provided to each. From SPSS, it was found that the reliability level was 0.658 in family support/guidance, 0.701 in economic situation, 0.702 in industrial environment, 0.753 in efficiency of the institute, and 0.604 in availability of amenities. As per table, the data reliabilities in 3 hypotheses come under good and 2 hypotheses come under questionable remarks as per internal consistency given by SPSS. However, it is found to be 0.772 in total variables which is acceptable as per table Cronbach's Alpha for reliability test.

Frequency Distribution

Age Range

The age range of respondents was categorized into three groups; 16-20, 21-25, and 26-30 or above in the questionnaire form. The information of respondents according to their age range is shown in Table 3.

Table 3

Age Range Frequency

Age Range	Frequency	Percent
16-20	96	47.06%
21-25	104	50.98%
26-30	4	1.96%
Total	204	100%

A total of 204 apprentices participated in the study. Table 3 shows the frequency along with the corresponding percentage of the respondents who participated in the survey. There were 96 (47.06%) respondents in the 16-20 age range, 104 (50.98%) in the 21-25 age range, and 4 (1.96%) in the 26-30 or above age range. This means that respondents in the age range 21-25 accounted for 50.98% which is more than half of the total respondents, as the majority of respondents who participated in the study were of the 21-25 age range. The age range is 16-20 (47.06%), then comes the second highest number of total respondents where there are only 4 (1.96%) respondents of 26-30 or above years.

Gender

The information on gender-wise respondents is shown in Table 4.

Table 4

Gender-Wise Distribution of Respondents.

Gender	Frequency	Percent
Male	178	87.25%
Female	26	12.75%
Other	0	0.00%
Total	204	100%

The gender distribution of respondents who participated in the survey is shown in table 4. It is noted that there is the majority of male respondents which is 179/204 (87.25%), whereas female participants are only 26/204 (12.75%). However, the enrollment of female apprentices is also less than the male apprentices in the institute as per recorded data.

Trade

The institute offers dual TVET apprenticeship programs in four engineering trades: electrical, mechanical, welding, and civil (B&C). The information on trade-wise respondents is shown in Table 5.

Table 5

Trade-Wise Distribution of Respondents

Trade	Frequency	Percent
Electrical	70	34.31%
Mechanical	75	36.76%
Welding	46	22.55%
Civil (B&C)	13	6.37%
Total	204	100%

From Table 5, it is seen that out of total respondents, 34.31% were from electrical, 36.76% from mechanical, 22.56% from welding, and 6.37% from civil trades. The highest number of respondents were from the mechanical trade which is 52.44% out of total mechanical apprentices, while the second highest was from the electrical trade which is 80.46% out of total electrical apprentices, the third-ranking respondents were from the welding trade which is 69.69% out of total welding apprentices and the lowest respondents were from civil trade which is 72.22% out of total civil apprentices. Therefore, the proportion of respondents according to their trades has been managed very well while collecting the responses.

Level

The institute provides dual TVET training in apprenticeship in generally two levels. The first is in the TSLC (Technical School Leaving Certificate) level, in which two

programs, pre-diploma and sub-overseer, are provided. The second is at diploma level, only the graduates of the TSLC level can join for further study. The frequency of respondents according to their level is depicted in Table 6.

Table 6

Distribution of Respondents According to Study Level

Level of study	Frequency	Percent
Pre-Diploma	85	41.67%
Sub-Overseer	62	30.39%
Diploma	57	27.94%
Total	204	100%

Table 6 exhibits the distribution of respondents based on their studying level. The greatest number of respondents was seen from the pre-diploma level which is 85 (41.67%) out of the total respondents. The second highest number was from sub-overseer with figure 62 (30.39%) and the third was from diploma level with figure 57 (27.94%) out of the total respondents.

Marital Status

The frequency of respondents on their marital status is shown in Table 7.

Table 7

Marital Status Frequency

Marital Status	Frequency	Percent
Single	196	96.08%
Married	8	3.92%
Total	204	100%

Table 7 shows the data on the marital status of respondents taken in the research. Of the total 204 respondents, 196 (96.8%) were unmarried and only 8 (3.92%) respondents were married. This indicates that most of the apprentices are unmarried at BTI.

The SPSS tool was used to generate statistical data for conducting the normality test. Skewness, Kurtosis, and Kolmogorov-Smirnov were used to analyze the degree of distribution of data. The statistical value of Skewness for all variables was between 0.002 and -0.426, whereas the statistical value of Kurtosis was between 0.042 and -0.478. Here, both values of Skewness and Kurtosis lie between +1 and -1, however, the significant value for all the variables was less than 0.050. Therefore, the data was not normally distributed.

It was found that there was a significant difference among the age groups of apprentices of BTI. There was no significant difference among different age groups except in the family support variable. It was also found that there was no significant difference between male and female apprentices of BTI. There was a significant difference in both family support/guidance and institutional technical efficiency; however, other variables: economic situation, environment in industry, and availability of amenities had no significant difference in trade-wise apprentices at BTI. Significant difference was found in the level of apprentices. The economic situation and availability of amenities had no significant difference among level-wise apprentices.

However, except economic situation and availability of amenities in the institute variables, there was a significant difference in

encouraging factors, family support/guidance, and environment in industry and institutional technical efficiency. There was no significant difference between single and married apprentices in terms of overall variables.

There was no significant difference between single and married apprentices even for each variable considered. Moreover, the perspective of male and female apprentices was found similar.

Table 8

Summarizing Correlation with Dependent and Independent Variables

Dependent Variable	Independent Variables	Correlation Coefficient(r)	Relationship (%)	Interpretation
Encouraging Factor on completing Training	Family Support	0.38	0.1444	Weak
	Family Economy	0.517	0.267289	Moderate
	Industrial Environment	0.732	0.535824	Strong
	Institutional Efficiency	0.639	0.408321	Moderate
	Amenities Availability	0.709	0.502681	Strong

Discussion and Conclusion

The variable encouraging factor was taken as a dependent variable whereas family support/guidance, family economy, industrial environment, institutional efficiency, and amenities availability were taken as independent variables in the research. The relationship between dependent and independent variables was developed and tested by different statistical analyses. Kolmogorov-Smirnov analysis is used for the data normality test, Mann-Whitney and Kruskal-Wallis analyses for significance concerning demographic factors, and Karl Pearson's Correlation Coefficient analysis is used to ensure the impact of relationship among the variables.

The questionnaire form was developed with five demographical factors of the apprentice and five hypothesis variables with each having four questions. Age range, gender, trade, education level, and marital status were the demographic factors. A total of 204

responses were collected out of 314. There were three age groups (47.1% in 16-20, 50.98% in 21-25, and 1.96% in 26-above), 87.25% were male and 12.75% were female apprentices, four trade groups (34.31% from electrical, 36.76% from mechanical, 22.55% from welding and 6.37% from civil), three levels (41.67% from pre-diploma, 30.39% from sub-overseer and 27.94% from diploma) where 96.08% were single and 3.92% were married as per marital status. The number of responses was considered as the representation of apprentices studying the dual -TVET apprenticeship program.

Discussion of Findings

Is family support/guidance a challenge for an apprentice to complete his/her dual TVET apprenticeship education?

Family support and guidance are significant factors for an apprentice to achieve success which has a proportional relationship to

the objective of the institute. Interaction between the apprentice's family and the institute needs to be more positive. It can improve his/her attendance, persistence, motivation, and results. To get the answer to the first question, the respondents were asked four questions about family support and guidance. The attention of family, sharing difficulties, visits from their family to the institute and industry, and communication with their family were considered in the questionnaire form. To achieve the degree of family support/guidance on their education, significance and correlation analysis were used as the statistical techniques.

The result of the significance analysis indicated that there was no significant difference in gender (male and female) and marital status (single and married); the same case was valid for the sub-groups. However, it was found that there was a significant difference for age group (16-20, 21-25, and 26-above), trade (electrical, mechanical, welding, and civil), and level (pre-diploma, overseer, and diploma). It was found that the sub-groups had different perspectives.

From correlation analysis, the significance and positive association between encouraging factors and family support/guidance was $r = 0.38$ with Sig. (2-tailed) value = 0.000 (<0.001); a positive influence of family support on the apprentice's encouragement. The developed hypothesis of family support had an impact on the apprentice' encouraging factor, however, the relationship between the encouraging factor and family was weak. In simple words, the apprentice of BTI had support from their family. Family support was not a challenge for the apprentice to study the dual-TVET apprenticeship program at BTI.

Does the poor economic situation of the family affect apprentices to complete their dual-TVET apprenticeship?

Since the critical financial status creates an extra burden for getting good outcomes, the economic situation of the family of apprentices was considered to be tested. Although the apprentices get stipend during their training, the stipend is only an allowance covering their tiffin and travel expenses and it is not sufficient to manage their study expenses. Four questions were asked to know about their family's economic situation. The significance and correlation analysis is applied in the research, as the statistical technique to secure the answer to the related question during in the study.

From the significance analysis, the apprentices had no significant difference in their family's economic situation for age group (16-20, 21-25, and 26-above), gender (male and female), trade (electrical, mechanical, welding, and civil) and level (pre-diploma, overseer and diploma) and marital status (single and married). The case was the same for all demographical factors. They had the same perspectives on the challenges.

The correlation analysis showed that the significance and positive association between encouraging factors and the economic situation of their family was $r = 0.517$ with Sig. (2-tailed) value = 0.000 (<0.001). This showed a positive influence of their family's economic situation on the apprentices' encouragement. The developed hypothesis of the family's economic situation had an impact on the apprentices' encouraging factor; however, the relationship between

the encouraging factor and the family's economic situation was moderate. In simple words, the apprentice of BTI had normal financial support from their family.

Is the environment of the industry troubling an apprentice to complete his/her dual TVET apprenticeship education?

As the apprentice of BTI spends most of the time in industry during training period, the environment of the industry should be supportive and learning-friendly. The flexible working hours, work pressure, teamwork, health precautions, collaboration, and motivation determine how many difficulties apprentices face. To get answer to the question regarding the situation of the industrial environment, four sub-questions were asked in the questionnaire. In the same way, significance and correlation analysis were used as the statistical technique in the study.

The significance analysis indicated that there was no significant difference for age group (16-20, 21-25, and 26-above), gender (male and female), trade (electrical, mechanical, welding, and civil), and marital status (single and married); the same case was valid for other subgroups. However, it was found that there was a significant difference in the level (pre-diploma, overseer, and diploma).

From correlation analysis, the significance and positive association between encouraging factors and the industrial environment was $r = 0.732$ with Sig. (2-tailed) = 0.000 (<0.001) which shows a positive influence of the industrial environment on the apprentices' encouragement. The developed hypothesis of the industrial environment had an

impact on the apprentices' encouraging factor; however, the relationship between the encouraging factor and the industrial environment was strong. Put it simply, the environment in the industry was not good. Therefore, the environment of industry was found as a challenge before the apprentices to complete the dual -TVET apprenticeship training at BTI.

Has the apprentice not completed his/her dual -TVET apprenticeship education because of less institution's technical efficiency?

The productivity of an institute depends on institutional technical efficiency. It includes the competency of human resources and related physical infrastructures. In the same way, four supportive questions were asked to know the degree of institutional technical efficiency of BTI. The significance and correlation analysis were used in the study as the statistical technique to get the answer to the question.

Likewise, the significance analysis pointed out that there was no noteworthy difference for age group (16-20, 21-25, and 26-above), gender (male and female), and marital status (single and married); the same case was valid for other subgroups. However, it was found that there were noteworthy differences in the trade (electrical, mechanical, welding, and civil) and level (pre-diploma, overseer, and diploma).

The correlation analysis indicated that the significance and positive association between the encouraging factor and institutional technical efficiency of BTI was $r = 0.639$ with Sig. (2-tailed) = 0.000 (<0.001): a positive influence of the institutional technical

efficiency on the apprentice's encouragement. The developed hypothesis of the institutional technical efficiency had an impact on the apprentices' encouraging factor where the relationship between the encouraging factor and the institutional technical efficiency was moderate. Mentioning simply, the institutional technical efficiency couldn't be enough to encourage the apprentice. Therefore, institutional technical efficiency was considered a moderate challenge for the apprentices to complete their dual -TVET apprenticeship training at BTI.

Is it difficult for the apprentices to complete their dual -TVET apprenticeship education because of the unavailability of amenities in the institute?

The availability of amenities shows the level of an institute and how it is delivering its services. The satisfaction of apprentices depends on the facilities provided by the institute which should meet the requirements as per affiliation-providing organization. Lack of basic amenities creates low motivation for the apprentices to continue their studies. To analyze the data provided by the respondents to get answers to the question, significance and correlation analysis were used as the statistical technique.

From the significance analysis, the apprentices had no significant difference in the amenities available in the institute for age group (16-20, 21-25, and 26-above), gender (male and female), trade (electrical, mechanical, welding, and civil) and level (pre-diploma, overseer and diploma) and marital status (single and married). The perception was the same for all the demographical factors on the availability of amenities in the institute.

From correlation analysis, the significance and positive association between encouraging factors and the industrial environment was $r = 0.709$ with Sig. (2-tailed) value = 0.000 (<0.001) which shows a positive influence of amenities availability on the apprentices' encouragement. The developed hypothesis of the availability of amenities in the institute had an impact on the apprentices' encouraging factor and its relationship with the encouraging factor was found strong. Put in simple words, the availability of amenities in the institute was not sufficient from the perspective of the apprentices which was found as a hindering factor for the apprentices to complete dual -TVET apprenticeship training at BTI.

Conclusion

The study found that BTI has a good mechanism for providing a dual -TVET apprenticeship program in Nepal. However, BTI is facing a challenge of increasing drop-out of apprentices. Less family guidance, worse financial situation, unfriendly industrial environment, lack of technical efficiency, and fewer amenities available at the institute were the hypothetical reasons for the research. Not all hypotheses were true but mixed findings were found. Different demographical groups had different perspectives on their difficulties. A higher level impact of industrial environment and inefficient availability of facilities, normal level impact of family finance and institutional technical efficiency, and less impact of family support came out on the encouragement for apprentice of BTI.

Moreover, from analyzing the demographic views of apprentices, it was found that the challenges were different as per age

groups among 16-20, 21-25, and 26- above. Similarly, the challenges among different levels of pre-diploma, overseer, and diploma were not found to be of similar perspective. However, the perspective between male and female with regards to their challenging factor was found same. Likewise, the challenges among electrical, mechanical, welding, and civil were found to be similar constraints. From the perspective of apprentices between single and married, similar challenges were found in the study.

The study found a positive strong relationship with the industrial environment and availability of amenities in the institute, a positive moderate relationship with the family economy and institutional technical efficiency, and a positive weak relationship with family support/guidance. These strong, moderate, and weak relationships of the hypotheses can assist in enhancing the apprentice satisfaction and motivation. In summary, the findings declare that the satisfaction of the apprentices is essential for the institute to curb number of drop- outs.

Recommendations

The apprentices not completing their training was found a serious concern for BTI. To minimize the issue, the following recommendations are provided to the institute:

- Frequent orientations could be conducted. Admission interviews could be improved to explore the real interests of the apprentices and to provide information on time.
- Good management and administration always bring a positive impact; however,

the study found institutional gap between apprentices and their families' which need to be corrected as soon as possible.

- The environment of the industry was found not good enough; and it was not satisfactory to the apprentices. The dissatisfaction is the result of unfriendly environment- improper tasks, not getting a stipend, etc. A corrective follow-up visit could be organized.
- The technical infrastructures of the institute are aging and outdated. A proper plan of budget could be put in place to update as per the curriculum.
- The study found that the institute was not able to provide some amenities that should be in place as per guidelines regulated by CTEVT. It could be a motivating factor for the apprentices.
- The apprentices were not provided a flexible studying/working hour which is adding them work load; so alternative solution recommended.
- It was found that no concrete policies are implemented to improve the quality. Therefore, it is recommended to develop concrete policies in coordination with CTEVT and the running projects.

Finally, to make the dual -TVET program more relevant, there should be a periodic review of trends on the data of apprentices, and financial data in a way that corrective action can be made to improve the quality of education. Similarly, BTI should learn from the successes and failures of the peer institutes through meaningful interaction with them, and industrial partners as well.

In the case of BTI, cooperation between family and institute can improve the apprentices' attendance, percentage, persistence, and motivation. There should be more positive interactions between the institute and the apprentices' family. Moreover, BTI should focus on marketing in the wake of increasing competitors. The marketing needs to reach out to the local governments from where there are numerous opportunities on TVET. MInnovative approach should be adopted to get recognition in the field of dual -TVET in Nepal.

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