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IMPACT OF PARENTAL INVOLVEMENT IN IMPLEMENTATION OF PRIMARY EDUCATION CURRICULUM IN NEPAL

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ABSTRACT

The major aim of the present study was to examine the influence of parental involvement in the implementation of curriculum at Basic Schools of Ramaroshan Rural Municipality, Achham, province no 7, Nepal. The descriptive survey design was used in the present study. 50 teachers, 200 parents, and 200 pupils were selected as samples for present study. Two sets of questionnaires, one set for teacher, one set for student, were administered. Accordingly, one set of interview guide for parents was used to collect the data. Findings of the present study show that most of the parents rarely involve in teaching learning process of their children. Parents' less involvement in curriculum implementation process affects the teaching learning process of their children. This is a major challenge because parents invest a lot time, efforts, and expenditure in education. Actually, parents need to take more interest in curriculum implementation to improve the achievement of the children. It is clear that the lack of involvement of parents in school activities hinders efforts to actualize the curriculum. This in turn leads to poor performance. The study recommends the involvement of parents in all aspects of teaching learning process of their children.

Key words: Parental involvement, primary education curriculum, teachers, children

Background of the Study

Parenting is a vital component of students' success and school curriculum implementation. Parent involvement can broadly be defined as the ways in which parents support their children's education in word and deed. Parents can be involved in the school setting or at home; their aspirations and expectations for their children also matter very much. Parents get involved primarily because they develop a personal construction of the parental role that included participation in their children's education; they develop a positive sense of efficacy for helping their children success in school.

Parental involvement takes many forms including good parenting in the home, including the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship; contact with schools to share information; participation in school events; participation in the work of the school; participation in school governance; and school curriculum implementation. The extent and form of parental involvement is strongly influenced by

family social class, maternal level of education, material deprivation, maternal psycho-social health and single parent status and, to a lesser degree, by family ethnicity.

It is widely recognized that if pupils are to maximize their potential from schooling they will need the full support of their parents. It is anticipated that parents should play a role not only in the promotion of their own children's achievements but more broadly in school improvement and the democratization of school governance. Some parents have always been actively involved in enhancing their children's development and educational progress. This spontaneous activity has taken a number of forms including good parenting in the home pre-school which provides a good foundation of skills, values, attitudes and self concept; visits to school to gather relevant information and establish good relationships; discussions with teachers to keep abreast of the child's progress or to discuss emergent problems; and assisting more broadly in the practical activities and governance of the school.

Pupils' achievement and adjustment are influenced by many people, processes and institutions. Parents, the broader family, peer groups, neighbourhood influences, schools and other bodies such as organizations, clubs etc. are all implicated in shaping children's progress towards their self fulfillment and citizenship. The children themselves, of course, with their unique abilities, temperaments and propensities play a central role in forming and reforming their behaviour, aspirations and achievements.

There are many different ways that parents can be involved in curriculum implementation (Becker & Epstein, 1982; Epstein, 1987, 2005; Moles, 1993; Pelco, Sheldon & Epstein, 2005). They can help in their children's studies, attend parent teacher meeting and conferences, observe sporting events and participate in special functions. They can help their child at home by ensuring that homework is completed, reading to their child, or bringing their child to community. Parents can collaborate and communicate with the school, observe how their child's teacher instructs, and talk with teachers about their child's progress. Parent involvement is what parents do to enhance their children's schooling success, strengthen the communication they have with their children's school, and effective curriculum implementation.

All types of parental involvement are important for successful curriculum implementation (Comer, 1988; Eccles & Harold, 1996; Epstein, 1985; Senechal & LeFevre, 2002; Sheldon & Epstein, 2005). Students' reading scores improved when their parents had contracts with teachers to assure homework completion (Epstein, 1985). The language and emergent literacy of primary grade students developed when their parents taught them to read and print words, and read storybooks with them (Senechal & LeFevre, 2002). Other benefits to students when parents are involved include improved school attendance (Christenson & Conoley, 1992; Epstein & Sheldon, 2002; Henderson & Mapp, 2002), regular homework habits and increased completion of homework (Callahan, Rademacher, & Hildreth, 1998; Epstein & Becker, 1982; Henderson, 1989), more positive attitudes toward school (Christenson & Conoley, 1992; Epstein, 1985; Kelleghan, Sloan, Alvarez, & Bloom 1993; Shumow & Miller, 2001), a more positive self-concept and academic self-confidence (Christenson & Conoley, 1992; Henderson, 1989; Sanders & Herting, 2000), increased educational and career aspirations in adolescents (Hill et al., 2004), fewer suspensions and conduct problems (Comer & Haynes, 1991; Fantuzzo, McWayne, Perry, & Childs, 2004), lower rates of grade retention (Graue et al., 2004), and fewer placements in special education (Graue et al., 2004; Lazar & Darlington, 1978).

Parents have also benefited from being involved in their children's schooling. Parents have learned how to effectively help their children with schoolwork; become more aware of what teachers do, what their children are learning, and how the school functions; and developed more positive feelings about their children's teachers and school (Collins, Moles, & Cross, 1982; Desimone, Finn-Stevenson, & Henrich, 2000; Epstein, 1985, 1986, 1987a, 1995). Parents who are involved feel useful and have a better understanding of how they can help their children succeed in school (Davies, 1993; Desimone et al., 2000; Mapp, 2003). When parents are involved, teachers feel more comfortable asking other parents to be involved and believe that their classrooms are managed more effectively (Epstein, 1985, 1986, 1987). Additionally, more parents become involved when teachers are caring and trustworthy (Mapp, 2003). Parents and principals also give teachers more recognition for their teaching and interpersonal skills (Christenson, 1995).

In the context of Nepal, there is lack of study in the area of parental involvement in curriculum implementation. At the same time, there is urgent need of systematic study in this area. Thus, the study seeks to examine the influence of parental involvement in the implementation of curriculum in primary schools in Ramaroshan Rural Municipality, Achham, Province no 7, Nepal.

Purpose of the Study

The major aim of this study was to examine the influence of parental involvement in the implementation of curriculum at primary Schools in Ramaroshan Rural Municipality, Achham, province no 7, Nepal.

Objectives of the Study

This study was guided by the following objectives

- To assess the extent to which parents supervision of homework influence curriculum implementation in Basic Schools,
- To determine the extent to which parent's participation in school functions influence curriculum implementation in Basic Schools,
- To establish the extent to which home chores assigned to pupils by parents influence curriculum implementation in Basic Schools, and
- To assess the extent to which availability of physical facilities provided at home by parents influence curriculum implementation in Basic Schools.

Research Questions

The major research questions are:

- How does the parents' supervision of homework at home influence curriculum implementation at Basic Schools?
- How does parental attendance to schools' academic functions contribute to performance of Basic School children?
- How do parenting styles contribute to the performance of Basic School Children?
- Which home chores assigned by parents influence Basic School children's' performance? And
- To what extent does availability of learning facilities provided at home influence Basic School children's performance?

Positioning of Epstein's Theory to the Study

The theoretical framework is derived from Epstein's model of parental involvement. Epstein (2002), a main figure in parent involvement research and practice, introduced six types of parent involvement: (1) parenting, (2) communicating, (3) volunteering, (4) learning at home, (5) decision making, and (6) collaborating with the community. These six types of involvement have been recommended for employment in a comprehensive program of school, family, and community partnerships (Sheldon & Epstein, 2005). These six types of involvement are explained below.

Parenting included the basic responsibilities of families, such as providing housing, health care, nutrition, clothing, and safety, as well as creating home conditions that support children's learning. Parenting also implied that parents were warm and responsive to their children, communicated with them, and supported their development. Results for children include good and improved attendance, awareness of importance of school, and develop respect for parents (Epstein et al, 2002). The second most important factor in any partnership was communication. This type of involvement concerned the basic responsibilities of schools, including establishing two-way communication between family and school. Williams, Williams and Ullman (2002) note that communication between schools and parents remained a positive step in the right direction. Uzoechina and Obidike (2007) add that communication involving sharing information, empowering parents, dismantling barriers to understanding and cooperation, and recognizing parents' strengths, priorities, and perspectives is fundamental to building strong relationships between the home and the school. Communication provides opportunities for the exchange of information were vital and must be consistently utilized for meaningful involvement to occur among parents, teachers, and administrators. Epstein et al.

(2002) identify volunteering as the third approach to involvement. Volunteer usually referred to persons who devoted their spare time to working on a routine basis without monetary compensation, usually under the direction of a school employee, in support of educational activities and school operations. The authors clarified, however, that parental engagement in PTA or other types of decision-making organizations involving parents, teachers, and perhaps students and other community members, was not volunteering. Volunteering is recruiting and organizing parent help and support at school, home, or other locations. Helping with school maintenance via volunteering for safety and operations of schools, assisting educators and helping other parents are examples of this type of involvement. Children can improve communicating skills with adults and increase learning skills from tutoring by means of these volunteering activities (Epstein et al, 2002). Epstein et al. (2002) called the fourth step learning at home. This type of involvement suggested that parents were involved in curriculum-related activities occurring at home (assisting with homework, discussing books with their child, or brainstorming ideas for school projects). Parents who were involved at this level often advocated in the children's best interests. Learning at home is providing information and ideas to families about how to help their children at home with their learning. Information on homework policies and how to supervise children, family reading activities at school are included in this involvement type. Results for children contain higher homework completion rates, increased view of parent as more similar to teacher, and enhanced self concept as learner (Epstein et al, 2002).

These parents often participated in PTA, advisory councils, and committees, which constituted the fifth step, decision making, in the Epstein et al. model. Decision making is having parents serve as representatives and leaders on school committees. PTA/PTO organizations and networks to link all parents are examples of this type. Awareness of representation of families and understanding that student rights are protected are some of the outcomes for children (Epstein et al, 2002). Finally, collaborating with the community was the type of involvement that relied on understanding that helping the community was the best investment (Epstein et al., 2002). Through collaborations, different types of community organizations contribute to schools, students, and families. Sharing in Epstein's (1995) belief that parent involvement was essential, Goodall and Vorhaus (2011) a model of good practice Parental engagement requires active collaboration with parents and should be proactive rather than reactive. Cheeks (2012) concluded that an increasing number of the general features of parental engagement strategies proposed by Epstein et al (2002) are supported by evidence derived from high quality research. Collaborating with the community is defined as identifying and integrating resources and services from the community to improve school programs. Information on community activities and services that link to learning skills, participation of alumni in school, and service integration through partnerships with organizations such as civic, cultural, and health agencies in the community are considered as sample practices of this type of involvement. Increased skills and talents, and specific benefits linked to community programs are some of the results for children (Epstein et al, 2002).

Conceptual Framework

In this conceptual framework, parental supervision of homework, attendance of school functions by parents, pupil's participation in home chores and provision of physical facilities by parents at homes are independent variables. The dependant variable for the study were effective teaching and learning, good academic performance, quality education and hence effective curriculum implementation, indicated by high performance in examination and good syllabus coverage.

Methods

The research design for this study was the descriptive survey research design. Descriptive survey research design describes records, analyze and report conditions that exist or have existed (Kothari, 2004). Survey brings into the focus of our attention existing educational problems and also suggests ways of meeting them. Worthwhile survey studies collect three types of information. These three types of information are: of what exists by studying and analyzing important of present situation, of what we want by clarifying goals and objectives possibly through a study of the conditions existing elsewhere or what experts consider to be desirable, and of how to get there through discovering the possible means of achieving the goals on the basis of the experiences of others or the opinions of experts (p.180). Descriptive survey design was suitable for this study

because it will help the researcher establish the existing conditions at home, identify standards or norms with which to compare the parental involvement and curriculum implementation in order to determine and plan next step following the results of the study which will assist in decision making. So, descriptive survey method has been used in the present study.

Population

Population refers to a complete set of individuals, cases or objects with common observable characteristics (Mugenda&Mugenda, 2003). This population was made up of all the 139 teachers, 10194 students and 10194 parents of these students of the primary Schools in Ramaroshan Rural Municipality, Achham, province no.7, Nepal.

Samples and Sampling Procedure

On the basis of convenience sampling method, 50 teachers, 200 parents, and 200 pupils were selected as the samples for the present study.

Instruments

In this study, questionnaires and an interview guide were used. Gay et.al. (2006) states that questionnaire give respondent's freedom to express their opinions and also to make suggestions. Two sets of questionnaires were administered, questionnaire for the pupil's and teachers. The questionnaire for the teachers consisted of two parts. Part one consisted of five items. Part two contained 21 questions with information on influence of parental involvement in learning. Questionnaire for the pupil's consisted of two parts, Part one contained 5 questions on demographic information of the pupils. Part two contained 25 questions on influence of parental involvement in learning and also in curriculum implementation. Interview guide for the parents consisted of 22 questions on parents influence on curriculum implementation. In this study, Interview guide for the parents was used to get information from the illiterate parents.

Data Collection Procedures

The researcher administered questionnaires in the respective selected schools to the set groups who were to participate in the study. The questionnaires were administered to teachers and pupils while interview guide was used to collect information from parents.

Data Analysis

There is qualitative data analysis and quantitative data analysis. Qualitative analysis of data refers to non-empirical analysis. Thematic analysis was done on qualitative data derived from open ended questionnaire items. The main themes and patterns in the responses were identified and analyzed to determine the adequacy, usefulness and consistency of the information. Quantitative data was analyzed using descriptive statistical tools such as frequencies, percentages and means, Mugenda&Mugenda (2003). The findings of the data analysis were presented in frequency tables.

Results

The major results of the present study have been presented below:

Parental Supervision of the children' homework

Student homework creates opportunities for important interactions among schools, families, students, and other adults who help care for children. Well-designed homework helps students learn; it offers parents opportunities to see what students are learning, talk with children about their learning, and interact with teachers and other school-community members about ways to support student learning. In this regard, parents were asked how often they checked their children's homework. In response to this query, it was found out that a majority of the parents (54%) regularly checked their children's homework. Accordingly, 27% of parents checked their children's homework in a week. A small percentage of 7% responded that they checked homework one time in month. And only 22% of respondents mentioned that they did not check homework of their children. From the research findings it can be ascertained that majority of the parents are involved in their children's homework.

The parents were also asked how often they assisted their children in homework. In response to this query, it was found out that a majority of parents (40%) always helped their children in homework. Accordingly, the researcher asked about the duration of the study at home. The duration of time to study at home has a great bearing on curriculum implementation. In response to the query, 66% of parents reported that their children studied for one hour. Accordingly, 4% parents mentioned that their children studied for 2 hours and 2% of the parents mentioned that their children studied for more than 2 hours. But 7% parents reported that their children studied at home less than one hour.

Parents were also asked another question regarding the homework. Parents were also asked how often they signed in their children's homework. In response to this query, In this regard, majority of the parents 55% said that they never sign their children's homework. Accordingly, while those who responded to sometimes signing their children's homework represented 22% and only 3% indicated that they sign their children's homework on a weekly basis. The inconsistency in signing of home work could be an indicator of low participation of parents in supervision of home work and hence curriculum implementation.

Parental participation in school functions

Parental should be involved in order to enhance the quality of education as well as quality of study of children. In this regard, the researcher sought to find out how often the parents were involved in the school functions. In this query, the majority of parents (56%) in the study indicated that they rarely involved in schools functions. At the same time, 32% of the parents reported that they always took part in the schools functions. Accordingly, the researcher asked how often parents were involved in meeting of schools. In this regard, majority of the parents (82%) reported that they never got involved in the meeting of the schools. Only 2% response from parents indicated to get involved in the schools committees when necessary.

The researcher sought to find out how often parents visited the schools to discuss their children's academic performance. In response to this query, majority (45%) of the parents mentioned that they never visited schools to discuss about the children's achievement. Accordingly, 18% of parents reported that they rarely went to school and only 12% of parents reported that they went to schools one time in a month to discuss about the children's academic achievement. Only 2% of the parents responded that they went to school on regularly. From the research findings, it's clearly seen that parents rarely visit schools to discuss academic performance of their children. There was an overwhelming majority of parents who rarely go to schools and discuss their children's performance academically.

Home chores assigned to children

In order to investigate the involvement of children in home chores, parents were tasked to mention how their children got involved in house chores. In this regards, 45% of the parents reported that they children always involved in house cleaning. Accordingly, 34% of the parent mentioned that their children involved in house cleaning after school times. 6% of the parents reported that their children got involved house cleaning on weekends. This finding clearly indicated that most of the children always involved in house cleaning and it influenced the curriculum implementation.

Parents were asked how they rated their children's involvement in looking after animals at home. There is a tie at 41.5% between those parents who agreed that their children got involved in looking after animals at home sometimes and those that said they never do. 12.4% represents response from parents who agreed that their children looked after animals at home always and only a small 4.6% of response was from the parents who said they rarely did. Majority of the parents involved their children in looking after the animals thereby limiting the time taken by the pupils to carry out private study at home.

The researcher also asked parents how their children got involved in digging at home. In response to query, a majority (48 %) of the parents reported that their children got involved in digging at home. Accordingly, 32% of parents did not accept this fact said that their children never got involved in digging at home. But 12% of the parents reported that their children sometimes involved in digging at home. This fact indicated that most of the children involved in digging at home and it influenced the curriculum implementation.

The researcher sought to find out from parents if the children got involved in drawing water and collecting firewood. 60% of parents agreed that their children never gets involved in drawing water and collecting firewood while 15% of the respondents reported that their children got involved in drawing water and collecting firewood represented. This indicates that curriculum implementation is least hindered by home chores done by pupils at home.

The researcher also asked to parents if the children got involved in taking care of the young ones at home. In this regard various responses were received. 60% of parents agreed that their children never got involved in looking after the young ones at home, while 26.2% of the parents agreed that sometimes their children got involved in looking after the young at home and it reveals that it influenced curriculum implementation.

Availability of the physical facilities

Stationery, learning materials, and other facilities play a great role in enabling children succeed in their studies at various stages. The findings of this topic are described in the following sections:

The researcher asked to parents whether the children have separate study rooms at home. In response to this query, a majority of parents (80%) reported that their children had not separate study room at home. Only 20% of respondents agreed that their children had a separate room for the study at their home. This fact clearly indicates that most of the children had not separate room for their study at home. Educational materials are also important aspects of curriculum implementation. Stationery and other learning materials play a great role in enabling children succeed in their studies at various stages. Thus, parents were asked to indicate how often they provided stationery to their children. In this context, 79% of the respondents reported that they were not able to provide stationery and other materials on regular basis. Only 25% of the parent responded that they regularly provided stationary and other materials to their children.

The researcher also sought to ascertain from the parents if they had electric power for lighting at home, and there were various responses to this effect. The majority of respondents came from parents who responded Never when asked if they had electric power for lighting in their homes, representing 55% of the response. Other responses were recorded as 15% from those that said they sometimes have electric power and those that said the electric power is available by 23%. In this research the study sought to ascertain if parents have provided some quiet environment for learning for their children. Majority of the parents 61.5% said they never have a quiet environment for their children while 38.5% agreed to having a quiet learning environment for their children. These results proved to have some impact in the curriculum implementation in public primary schools.

Encouragement to children at home

The researcher sought the parent's views on the extra activities they engage in order to increase their children achievement. In this regard, majority of the parents (63.1%) reported that their children needed encouragement and extra assistance in doing homework. Few 26.2% of the parents mentioned that they offered tuition to their children at home. 3 % of the parents reported that they appoint a home tutor to increase the achievement of their children. These responses agree with the objectives of the study that parental involvement is necessary in curriculum implementation.

In an effort to establish how parental involvement influences curriculum implementation, the study sought views on the same from teachers. 39.5% of the respondents cited the need to tell the pupils parents the importance of education. A slight majority of 25% cited parents be involved in their children's performance in schools and 14.6% of the respondents agreed that parents should be invited to discuss on pupils performance in school. The main point coming out clearly is the fact that parents need some form of education on the importance of education and follow this up with insisting that they be involved in the child's performance.

Discussion and Conclusion

The dominant participation factors identified were parents supervision in homework, parents attendance to school functions, parents assigning home chores to pupils attending open day activities at school, attending meetings regarding students, and provision of physical facilities at home by parents among other factors. All this greatly impacted the implementation of the curriculum positively where the parents got involved in this activities and the reverse was true where there was

non-participation of parents in this activities. Parents who attended and participated in school functions have good opportunities to discuss their children's academic performance with teachers and support them in planning for better performance.

The findings of the present study showed that parent's who supervised of their children's homework, their children achievement level was high and satisfactory. Nepal. Since parent's involvement in their children's education and care should greatly influences their lives, it should play a major factor in their academic achievement and behavior. *Cotton and Wikelund (2001)* reported that the more intensively parents were involved in their children learning, the more beneficial were academic achievement. Present study also indicates that the parents who checked their children's homework and that influenced the curriculum implementation process. It became clear from the findings that the parent's who supervised their children's homework and their children's academic performance was very little. Therefore, curriculum implementation was also affected.

The results in the study indicated that pupils who were given a lot of chores at home or attended work to help parents, attended schools irregularly or less frequently, they could not do well in their examinations or achievement. Continuous late attendance or non attendance of school due to house chores and such types of other activities badly affect the success and achievement of the children. Moyi (2011) pointed out that most of the students who engage at house chores could not secure better position in their examination. Working prevented children from attending schools, reduced study time or led to fatigue and reduced children's concentration and learning.

The success or failure of curriculum implementation may well depend on the availability of facilities and equipment at both school and pupil's homes (Oluoch, 2011). A study conducted by Mulei (2012) found a positive relationship between learning facilities at home and pupils score in national examinations. He found out that majority of the pupils lack essential facilities especially a private study rooms and lighting fuel contributing to failure to complete the assignments and hence poor curriculum implementation. Muola's (2010) study reveals that a child whose effort to do well in school is supplemented by the provision of required learning facilities would tend to have high academic motivation. This study also found out that most of the children had not adequate physical facilities and such children's achievement level was very low.

In general as the study results show, it is now clear findings of this study are likely to help head teachers, teachers, and ministry of Education and Policy makers identify effects of parents' non involvement in curriculum implementation so as to make decisions in developing strategies towards improvement of academic performance. The findings may help the parents find ways of ensuring that their children are properly supported to enable them perform better. The study also found that home chores inversely supported children's performance and curriculum implementation also Learning facilities at home have been found to influence academic performance by several study findings. Teachers on the other hand should provide a platform where children and parents can relate to in order to enhance a positive influence of curriculum implementation. The study has shown that the role played by the parents is very crucial in ensuring curriculum sustainability.

Parents of the school children should check homework of their children regularly. Accordingly, they should supervise, sign, and assess in the area of difficulties of the homework. Such types of supervision should be done on regular basis to enhance curriculum implementation. More research should go into finding ways and means of mitigating non participation of parents in schools activities and affairs. The study demonstrates how collaborative work produces positive outcomes for Teachers, parents and the pupils. Home chores assigned to pupils act as an impediment to curriculum implementation thus parents should desist from assigning pupils chores especially during weekdays since these chores interferes with regular school attendance. Physical facilities was found to be lacking for improved performance of the students and research should be done to find out how that can be improved for better curriculum implementation and sustenance.

Recommendations for Further Study

This study recommends the following for further study:

- A critical analysis of parental involvement in the education of learner in rural Nepal.
- Effects of parental involvement in education: A case study in Nepal.

- Perspective on parent involvement: How elementary teachers use relationships with parents to improve their practice.
- The impact of parental involvement on student success: School and family partnership from the perspective of students.
- The impact of parental involvement on student success: School and family partnership from the perspective of parent and teachers.
- Parental involvement in curriculum implementation: Nepalese primary school teachers' perspectives.
- The effect of parent's non involvement in the implementation of curriculum in schools in Nepal.
- The influence of school based factors in curriculum implementation in primary schools in Nepal.
- The significance of parental involvement and its components in the curriculum of primary education.

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Biography

Dr. Rajendra Kumar Shah is an Associate Professor of Tribhuvan University, a leading national university of Nepal. Before his appointment at Tribhuvan University, he served as a Chairman of the Subject Committee (Education), Department of Education, Kailali Multiple Campus, Dhangadhi, Kailali, Province no.7, Nepal. Dr. Shah has distinguished himself as professor, researcher, and administrator for more than two decades. He was decorated by the Government of Nepal with the Nepal Bidhya Bhusan Padak in 2014 AD.

Dr. Shah is the author of several books, on education and pedagogy, and has published extensively in reputed national as well as International Journal. Dr. Shah has over 32 research paper either presented or published. He is recognized by his peers as research experts of educational field.

Dr Shah started his carrier as primary school teacher in Achham District, Province no. 7, Nepal, in 1988 AD. Later, he worked as secondary school teacher, Chief of the Resource Center, and Headmaster of Secondary School. Accordingly, after his completion of M ED, he has worked as lecturer at +2 level (intermediate Level) for some time. Later, he has been appointed as an assistance professor at university in 2000 AD.

Dr. Shah is senior faculty at the department of education, Kailali Multiple Campus, Dhangadhi, Kailali. He has served as Chairman of Research Management Cell (RMC), Chairman of the Thesis Evaluation Committee (MED), Project Report Evaluation Committee, and Chairman of Subject Committee (Foundation of Education) at Kailali Multiple Campus, Dhangadhi, Kailali. He has also served as members of various organizations and acted on a number of institutional committees.

Dr. Shah has participated and worked as facilitators in a number of national and international research methodology training, workshops, seminar, symposiums and conference. He is regularly sought after and requested at the regional and national research methodology training, seminar, workshop, and symposiums throughout the country. He worked as psychosocial counselor in various NGOs and INGOSs. Dr Shah has also carried out research studies on 'assessment of the performance of district education office, and worked as co-researcher on 'quality education initiatives through critical thinking methodology', and 'access to education for disadvantaged and disabled children'. He is nationally recognized expert in many areas of curriculum development, pedagogy, human rights education, inclusive education, multicultural education, and qualitative educational research.

Dr Shah holds BBA in Business Administration from Shankar Dev Campus, Tribhuvan University Nepal, MED in Curriculum and Evaluation from Mahendra Ratna Campus Tahachal, Tribhuvan University, Nepal with the First Division. He completed his Ph.D in education at Institute of Advanced Studies in Education (IASE), Lucknow University, India.
