Understanding School Comprehensive Excellence from Teachers, Parents and Students' Perspective: A Comparative Study

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ABSTRACT

This quantitative descriptive study, titled "Assessing the Understanding of School Comprehensive Excellence from Teachers, Parents and Students' Perspective: A Comparative Study," investigates the perceptions of school life, learning success, and cultural and values education among distinct respondent groups in Tanzania, Indonesia, and Kyrgyzstan. Employing a rubric-based assessment tool, the study analyses these perspectives within and across the three countries, paying close attention to the influence of local educational policies, cultural values, and societal norms. The research encompasses a diverse sample from each country. In Tanzania, the study includes 302 students, 134 teachers, and 121 parents, totalling 557 participants. Indonesia's sample is slightly larger, comprising 362 students, 141 teachers, and 135 parents, summing up to 638 participants. Kyrgyzstan contributes with 259 students, 131 teachers, and 130 parents, totalling 520 individuals. This comprehensive sample allows for a nuanced analysis of the varied perspectives across different cultural contexts. One key finding is the variation in perceptions among students, parents, and teachers. Parents generally hold the most positive views on school life and cultural and values education, in contrast to students and teachers. This disparity in views indicates different roles and expectations within the educational ecosystem. There are also notable differences among countries, with Tanzania frequently rating lower than Indonesia and Kyrgyzstan, suggesting that these perceptions are significantly influenced by each country's unique educational and cultural environment. The study also reveals a statistically significant interaction between country and respondent type in areas of school life and cultural values education. This interaction implies that national context plays a critical role in shaping the educational experiences and perceptions of different groups, illustrating a complex and layered educational landscape. These findings hold crucial implications for educational policy and practice, emphasizing the importance of culturally responsive and inclusive approaches. Understanding the diverse perspectives of students, parents, and teachers is key to enhancing educational experiences, aligning education with cultural values, and promoting academic success. This research offers valuable insights into improving education quality in culturally diverse regions, benefiting students, educators, and broader communities.

Keywords: *School Comprehensive Excellence, Teachers, Parents and Students' Perspective, School Life, Learning Success, Culture And Values , And Diverse Cultural Context.*

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INTRODUCTION

In an increasingly globalized world, education extends beyond knowledge and skill acquisition, encompassing school life, learning success, and culture and values (OECD, 2018). These elements are essential for nurturing well-rounded individuals who can thrive in diverse environments. The interplay between these educational components and the perceptions of different stakeholders within various contexts remains a critical area of study. This research examines this interplay in the educational landscapes of Tanzania, Indonesia, and Kyrgyzstan.

Background

School Comprehensive Excellence is an encompassing theme that reflects the integration of School Life, Success in Learning, and Cultural and Values Education. It suggests a holistic approach to education, where excellence is pursued not just in academic achievements but also in fostering a supportive school environment, promoting cultural understanding, and instilling strong values. This theme implies a commitment to developing students who are not only intellectually proficient but also socially and culturally competent, embodying a broad spectrum of skills and qualities that are essential for success in the modern world. School Comprehensive Excellence aims to prepare students for both personal and professional challenges, emphasizing the importance of a well-rounded education that values diversity, ethical behaviour, and lifelong learning (Alam & Mohanty, 2023). However, research on School Comprehensive Excellence often overlooks the unique perspectives and experiences of communities, despite the distinct cultural contexts and challenges they face. can be defined as a holistic approach to education that emphasizes the achievement of high standards in academic performance, the cultivation of a positive and enriching school life, and the integration of cultural and values education. This concept underscores the importance of a well-rounded educational experience that not only focuses on students' intellectual development but also on their emotional, social, and ethical growth. It involves creating an educational environment that encourages students to excel in their studies while also engaging deeply with their own cultures and the diverse cultures of others, fostering respect, empathy, and a global perspective (Johnson, 2016).

In essence, School Comprehensive Excellence is about nurturing students to become not just successful learners, but also responsible citizens and thoughtful individuals who are prepared to contribute meaningfully to society. This entails a commitment to excellence in all aspects of education—academic rigor, cultural inclusivity, moral integrity, and the development of life skills—ensuring that students are

equipped with the knowledge, attitudes, and skills necessary to navigate the complexities of the modern world (Louis, 2007). Research suggests that a positive School Comprehensive Excellence characterized by collaboration, respect, and high expectations is associated with improved student outcomes, including academic achievement, social-emotional well-being, and positive attitudes towards learning (Cohen et al., 2009). Conversely, negative School Comprehensive Excellence marked by conflict, low expectations, and a lack of support can hinder student success and contribute to adverse outcomes. The study of School Comprehensive Excellence has gained significant attention in recent years, as it provides valuable insights into the inner workings of schools and the factors that contribute to effective teaching and learning environments.

School Comprehensive Excellence , a pivotal aspect of the educational environment, is shaped by the collective norms, values, beliefs, and practices within a school. This culture influences the behaviors, attitudes, and interactions of everyone in the school community, including students, teachers, and administrators. Recent studies highlight several critical aspects of School Comprehensive Excellence :

1. **Shared Vision and Values**: A strong School Comprehensive Excellence typically revolves around a shared vision and core values that guide the behaviors and decisions within the school. (Thapa et al., 2013) emphasize the importance of a shared vision in fostering a positive school climate, which is a key component of overall School Comprehensive Excellence.

2. **Leadership and Teacher Engagement**: The role of school leadership in shaping and maintaining a positive School Comprehensive Excellence is critical. A study by (Leithwood et al., 2020) underscores the impact of leadership on School Comprehensive Excellence , particularly how leaders' actions influence teacher engagement and morale.

3. **Student Engagement and Well-being**: Student engagement and well-being are central to a positive School Comprehensive Excellence . (Wang & Degol, 2016) highlight the correlation between a supportive School Comprehensive Excellence and student engagement, noting that a positive school climate fosters greater student well-being and academic achievement.

4. **Professional Development and Collaboration**: Professional development and collaborative practices among teachers are vital for a thriving School Comprehensive Excellence . (Kraft et al., 2015) discuss how ongoing professional development and collaborative work environments contribute to a positive School Comprehensive Excellence .

5. **Diversity and Inclusivity**: Embracing diversity and promoting inclusivity are increasingly recognized as essential elements of a healthy School Comprehensive Excellence . A study by (Gooden & O'Doherty, 2015) discusses the importance of inclusivity in School Comprehensive Excellence , particularly in the context of increasing cultural and ethnic diversity within schools.

These aspects demonstrate that School Comprehensive Excellence is not static but is continuously shaped and reshaped by the interactions and practices of those within the school community.

School Life, Success in Learning, and Cultural and Values Education are interconnected aspects of the educational experience, each playing a vital role in shaping the overall educational environment. Recent research offers insights into these dimensions:

1. **School Life**: School life encompasses the day-to-day experiences of students within the school environment, including academic, extracurricular, and social aspects. It's shaped by the school's ethos, policies, and practices. (Eccles & Roeser, 2011) emphasize the importance of the school environment in influencing students' engagement, motivation, and well-being. They note that a supportive and nurturing school life positively impacts student development.

2. **Success in Learning**: Success in learning is often measured by academic achievement, but it also includes the development of skills such as critical thinking, creativity, and social competence. (Hattie, 2012) highlights the importance of effective teaching practices and a positive teacher-student relationship in fostering learning success. He argues that these factors are more influential than traditional measures like class size or school structure.

3. **Cultural and Values Education**: This dimension involves the integration of cultural awareness and values education into the school curriculum. It aims to develop students' understanding and appreciation of diverse cultures and to instill moral and ethical values. (Banks, 2014) discusses the significance of incorporating multicultural education and values education in schools to prepare students for a diverse and interconnected world. He emphasizes that this approach helps in promoting inclusivity and respect for diversity.

These three aspects collectively contribute to a holistic educational experience. They underscore the need for schools to go beyond traditional academic instruction and incorporate elements that foster personal growth, cultural understanding, and ethical development.

School Life refers to the comprehensive experience students have within the school environment, encompassing not only academic learning but also social interactions, extracurricular activities, and the overall school climate. This aspect of education has been the subject of significant research in recent years, emphasizing its multifaceted nature:

1. **Academic and Extracurricular Activities**: School life includes both the academic curriculum and a range of extracurricular activities. (Fredricks, 2019) highlight the importance of extracurricular involvement in enhancing student engagement and providing opportunities for skill development beyond the classroom.

2. **Social Interactions and Relationships**: Interactions with peers and teachers are a crucial part of school life. Research by Wentzel (2014) underlines the impact of these relationships on students' emotional and social development, noting that positive relationships can lead to better academic outcomes and overall well-being.

3. **School Climate and Environment**: The overall climate of the school, including factors such as safety, respect, and inclusivity, significantly affects students' experiences. (Thapa et al., 2013) discuss how a positive school climate fosters a sense of belonging and supports academic achievement.

4. **Well-being and Mental Health**: School life is closely linked to student well-being and mental health Suldo et al (2012) explore how school-based interventions can support students' mental health, highlighting the role of schools in promoting psychological well-being.

5. **Inclusion and Diversity**: The inclusivity of the school environment, particularly regarding cultural and socio-economic diversity, plays a significant role in shaping school life. Banks (2014) emphasizes the need for schools to embrace diversity and create an inclusive environment that respects and values differences.

In summary, school life is a complex, multifaceted experience that extends beyond academics to include social, emotional, and personal development. The quality of this experience is influenced by the school's environment, the relationships formed within it, and the opportunities it provides for growth and development.

Success in Learning refers to the effective acquisition and application of knowledge, skills, and competencies that enable students to achieve their educational goals. This concept has evolved to encompass a range of abilities beyond traditional academic achievement, including

critical thinking, problem-solving, and social-emotional skills. Recent research highlights several key dimensions of learning success:

1. **Academic Achievement**: Traditionally, learning success has been measured through academic performance, such as grades and test scores. (Hattie & Timperley, 2007) emphasizes the role of effective teaching strategies and feedback in enhancing academic achievement, noting the significant impact of teachers on student learning outcomes.

2. **Development of 21st-Century Skills**: Contemporary education focuses on equipping students with 21st-century skills like critical thinking, creativity, collaboration, and communication. (Trilling & Fadel, 2009) argue that these skills are essential for success in today's rapidly changing world and should be integral to the educational process.

3. **Social-Emotional Learning (SEL)**: SEL refers to the development of emotional intelligence, resilience, and interpersonal skills. (Durlak et al., 2011) highlight the positive impact of SEL on academic performance, mental health, and social outcomes, demonstrating its importance in the broader context of learning success.

4. **Student Engagement and Motivation**: Student engagement, both cognitive and emotional, is a crucial factor in learning success. Skinner et al (2008) show that students' engagement and motivation are closely linked to their academic achievement and overall school experience.

5. **Inclusivity and Equity in Education**: Equity in education, ensuring all students have access to quality learning opportunities, is a critical aspect of learning success. Darling-Hammond et al (2020) discuss the importance of inclusive and equitable practices in education to support the success of all students, regardless of their background.

In summary, success in learning is a multifaceted concept that extends beyond traditional measures of academic performance to include the development of a broad range of cognitive, social, and emotional skills. It involves creating an inclusive and engaging learning environment that supports the diverse needs and potential of all students.

Cultural and Values Education in Schools involves integrating principles, beliefs, and attitudes that reflect the cultural diversity and value systems of society into the educational process. This aspect of education aims to develop students' understanding and appreciation of different cultures, and to instill a set of shared ethical and moral values. Recent research and literature highlight several key aspects of this educational dimension:

1. **Multicultural Education**: Multicultural education focuses on recognizing, respecting, and valuing cultural diversity within the school and the broader society. (Banks, 2014) emphasizes the importance of incorporating multicultural education into the curriculum to prepare students for a diverse and interconnected world, fostering inclusivity and respect for differences.

2. **Values and Ethical Education**: This aspect involves teaching students about universal values such as respect, integrity, empathy, and responsibility. (Narvaez, 2010) discusses the role of schools in nurturing moral development in students, highlighting the need for education to go beyond academic learning to include character education.

3. **Social Justice and Equity**: Addressing issues of social justice and equity in schools is an essential part of cultural and values education. (Doyle, 2013) argues for the importance of promoting equity and challenging inequalities within the educational system, preparing students to address societal issues critically.

4. **Global Citizenship Education**: This concept encompasses teaching students about global interdependence, human rights, and responsibilities as global citizens. (Oxfam, 2015) underlines the significance of global citizenship education in fostering students' understanding of global issues and their ability to act as informed and responsible global citizens.

5. **Inclusive Curriculum and Teaching Practices**: Developing an inclusive curriculum that represents diverse cultural perspectives and teaching practices that cater to the needs of all students is crucial. (Gay, 2010) advocates for culturally responsive teaching, which involves using cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective.

Cultural and values education in schools plays a vital role in promoting understanding, respect, and empathy among students from diverse backgrounds. It prepares them not only for academic success but also for active and responsible participation in an increasingly multicultural and globalized society.

Incorporating a different perspective in education, especially from the viewpoints of students, teachers, and parents, is essential for creating an inclusive and culturally responsive learning environment. For students, the educational experience is significantly enhanced when it aligns with their cultural background and identity. Teachers play a crucial role in this process. As (Castagno & Brayboy, 2008) point out, it's imperative for teachers to possess cultural competence and an understanding of the unique needs of students. This involves not only adapting teaching

methods but also appreciating the historical and social contexts of indigenous communities. Additionally, the involvement of parents and the broader community is vital. (Moll et al., 2001) discuss the 'funds of knowledge' approach, where educators leverage the rich knowledge embedded in the community, ensuring that education resonates with the values and expectations of the community. Overall, teachers, parents and students' perspective in education is about reshaping educational practices to be respectful, relevant, and responsive to the cultural nuances of students, thereby fostering an equitable and effective educational setting for indigenous communities.

This comparative study investigates how school life is experienced, learning success is defined and achieved, and culture and values are integrated into school environments. These dependent variables (DVs) — School Life, Learning Success, and Culture and Values — are central to understanding the holistic educational climate. However, their expression and perceived importance may vary when intersected with the independent variables (IVs) of this study: the country of origin (Tanzania, Indonesia, and Kyrgyzstan) and the stakeholder type (students, teachers, and parents). The goal is to identify patterns and discrepancies that can inform educational strategies, promoting environments conducive to learning and reflective of cultural diversity. This endeavour is academically significant and critical for policy formulation, aiming to create a dialogue among educators, policymakers, and the wider community on the importance of culturally responsive education.

Problem Statement

Schools serve as complex social institutions where aspects of school life, learning success, and cultural values are cultivated and intertwined (Littlewood et al., 1994). However, these elements can be perceived and influenced differently across diverse socio-cultural contexts and stakeholder groups (Crossley, 2010). This study investigates the intricate interplay between the perceived quality of school life, the achievement of learning outcomes, and the integration of cultural and values education within the school settings of Tanzania, Indonesia, and Kyrgyzstan.

A significant gap in current research is the understanding of how these three critical dimensions of the educational experience are simultaneously affected by the unique cultural context of a country and the perspectives of different educational stakeholders—namely students, teachers, and parents (UNESCO, 2015). Each group may have divergent perceptions and experiences of school life, define learning success in distinct ways, and prioritize different cultural and educational values (OCED, 2016).

In the diverse settings of Tanzania, Indonesia, and Kyrgyzstan, it is crucial to explore how these variables interact, potentially leading to varied educational experiences and outcomes. The problem is not only to discern the patterns of these interactions but also to understand the broader implications for educational policy and practice in multicultural and multi-stakeholder environments (UNESCO et al., 2020).

This study, therefore, seeks to fill this research void by employing a multivariate analysis to discern how the country (Tanzania, Indonesia, and Kyrgyzstan) and the type of respondent (student, teacher, and parent) may predict differences and influence perceptions regarding school life, learning success, and cultural and values education. The findings aim to inform targeted interventions and policies that could enhance the educational experience across diverse cultural contexts and stakeholder perspectives, ultimately contributing to more inclusive and effective educational systems.

Research questions:
1. Is there a significant interaction effect between country (Tanzania, Indonesia, and Kyrgyzstan) and respondent type (students, teachers, and parents) on the perceptions of school life?
2. Is there a significant interaction effect between country (Tanzania, Indonesia, and Kyrgyzstan) and respondent type (students, teachers, and parents) on the perceptions of learning success?
3. Is there a significant interaction effect between country (Tanzania, Indonesia, and Kyrgyzstan) and respondent type (students, teachers, and parents) on the perceptions of cultural and values education?

Research Design
This study employs a non-experimental, cross-sectional research design. The focus is to assess the perceptions regarding the three dependent variables (DVs) — School Life, Learning Success, and Culture and Values — across a sample selected from Tanzania, Indonesia, and Kyrgyzstan.

Data Collection Instruments
To measure the perceptions of the selected population on the DVs, three different questionnaires has be employed:
1. **School Life Questionnaire:** Designed to capture participants' views on the quality and nature of daily experiences within the school environment. This includes physical and emotional well-being, relationships with peers and staff, and satisfaction with school facilities and extracurricular offerings.

2. **Learning Success Questionnaire:** Focused on academic achievement, this tool evaluates participants' perceptions of success metrics, such as academic performance, skill acquisition, and preparedness for future educational and professional endeavors.

3. **Culture and Values Questionnaire:** This instrument seeks insights into how well schools are believed to incorporate and reflect local and indigenous cultures and values within their curriculum and day-to-day operations.

Each questionnaire has been carefully developed to ensure cultural sensitivity and appropriateness, with the help of local educational experts and in alignment with the educational standards and cultural norms of each country.

Variables Measurement

- **Dependent Variables:**
    - *School Life:* Participants' satisfaction with and attitudes towards the school environment and community.
    - *Learning Success:* Perceptions of academic achievement and skill development.
    - *Culture and Values:* The degree to which schools are perceived to uphold and integrate cultural values and heritage into their programs.

- **Independent Variables:**
    - *Country:* Tanzania, Indonesia, Kyrgyzstan — the comparative aspect of the study.
    - *Type:* The stakeholder group to which the participants belong — students, teachers, and parents.

- **Sample Selection**

The sample has been curated by the NAMA team, the team used a cluster sampling to ensure the inclusion of diverse educational stakeholders: students, teachers, and parents, providing a breadth of perspectives on the educational experience. Table (1) provides a comprehensive overview of a sample collected from three countries for a study, divided into three groups: students, teachers, and parents.

Table (1) a comprehensive overview of a sample

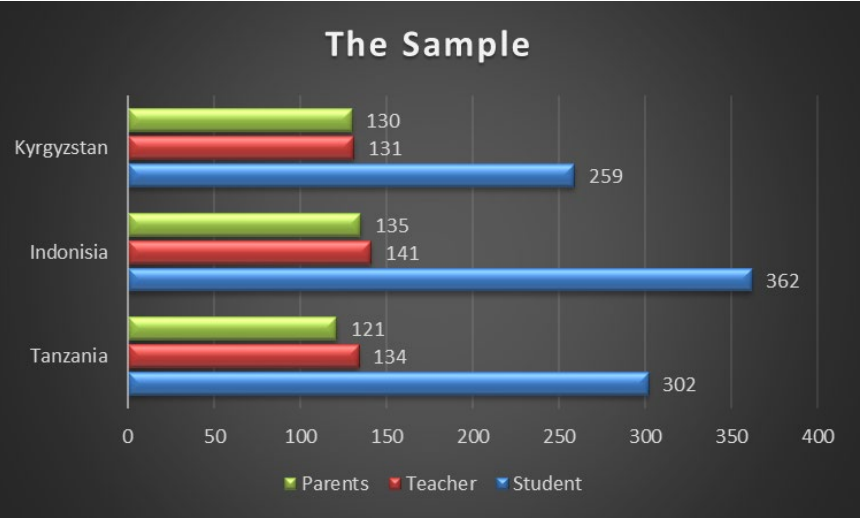|		Student	Teacher	Parents	Total
Tanzania	Count	302	134	121	557
	% within COUNTRY	54.2%	24.1%	21.7%	100.0%
	% within TYPE	32.7%	33.0%	31.3%	32.5%
	% of Total	17.6%	7.8%	7.1%	32.5%
Indonisia	Count	362	141	135	638
	% within COUNTRY	56.7%	22.1%	21.2%	100.0%
	% within TYPE	39.2%	34.7%	35.0%	37.2%
	% of Total	21.1%	8.2%	7.9%	37.2%
Kyrgyzstan	Count	259	131	130	520
	% within COUNTRY	49.8%	25.2%	25.0%	100.0%
	% within TYPE	28.1%	32.3%	33.7%	30.3%
	% of Total	15.1%	7.6%	7.6%	30.3%
Total	Count	923	406	386	1715
	% within COUNTRY	53.8%	23.7%	22.5%	100.0%
	% of Total	53.8%	23.7%	22.5%	100.0%

Figure 1 a comprehensive overview of a sample

Tanzania is represented by 302 students, 134 teachers, and 121 parents, which totals 557 participants. Within this country, students form the majority with 54.2%, followed by teachers at 24.1%, and parents at 21.7%. When considering the entire sample, Tanzanian students, teachers, and parents respectively comprise 32.7%, 33.0%, and 31.3% of their types. In the overall sample, Tanzania represents 32.5%, with each subgroup forming 17.6%, 7.8%, and 7.1% of the total sample, respectively.

Indonesia has a slightly larger sample size with 362 students, 141 teachers, and 135 parents, summing up to 638 participants. The distribution within the country is 56.7% students, 22.1% teachers, and 21.2% parents. Looking at the sample types, Indonesian participants make up 39.2% of the students, 34.7% of the teachers, and 35.0% of the parents in the overall study. This segment constitutes a higher percentage of the total sample at 37.2%, with individual percentages of 21.1%, 8.2%, and 7.9% respectively.

Kyrgyzstan contributed 259 students, 131 teachers, and 130 parents, with a total of 520 individuals. Within Kyrgyzstan, the split is 49.8% students, 25.2% teachers, and 25.0% parents. Relative to their respective type categories, Kyrgyz participants account for 28.1% of the student sample, 32.3% of the teacher sample, and 33.7% of the parent sample. They make up 30.3% of the entire sample, with the individual percentages for each subgroup at 15.1%, 7.6%, and 7.6% of the total.

Overall, the sample size of 1,715 is made up of 923 students, 406 teachers, and 386 parents. Within their respective country groups, these figures translate to 53.8%, 23.7%, and 22.5% representation. Each subgroup—students, teachers, and parents—individually comprises 100% of their type across the sample. In terms of the complete sample, these groups represent 53.8%, 23.7%, and 22.5%, respectively.

This detailed breakdown provides insight into the study's demographic distribution, ensuring a comprehensive understanding of the relative representation of each subgroup within their countries and the overall study.

RESULTS:
Research Question 1
The first research question was: Is there a significant interaction effect between country (Tanzania, Indonesia, and Kyrgyzstan) and respondent type (students, teachers, and parents) on the perceptions of school life?

To answer the first question the researchers used 2 way analysis of variance.

Table (2) Descriptive Statistics

Dependent Variable: Life

COUNTRY		Mean	Std. Deviation	N
Tanzania	Student	1.816	0.6381	302
	Teacher	2.525	0.5761	134
	Parents	2.657	0.5968	121
	Total	2.169	0.7257	557
Indonisia	Student	2.720	0.5015	362
	Teacher	2.887	0.4669	141
	Parents	3.570	0.4387	135
	Total	2.937	0.5856	638
Kyrgyzstan	Student	2.640	0.6724	259
	Teacher	3.210	0.3724	131
	Parents	3.496	0.3913	130
	Total	2.998	0.6594	520
Total	Student	2.402	0.7254	923
	Teacher	2.872	0.5529	406
	Parents	3.259	0.6293	386
	Total	2.706	0.7545	1715

Table (3) Tests of Between-Subjects Effects

Dependent Variable: Life

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	464.770ᵃ	8	58.096	193.977	0.000
Intercept	11738.225	1	11738.225	39192.632	0.000
COUNTRY	182.243	2	91.122	304.245	0.000
TYPE	210.736	2	105.368	351.813	0.000
COUNTRY * TYPE	16.999	4	4.250	14.189	0.000
Error	510.948	1706	0.300		
Total	13534.029	1715			
Corrected Total	975.718	1714			

a. R Squared = .476 (Adjusted R Squared = .474)

The perceptions about school life vary among students, teachers, and parents:

The descriptive statistics show that, overall, parents have the highest mean score for perceptions of school life (Mean = 3.259), followed by teachers (Mean = 2.872), and then students (Mean = 2.402). This indicates that parents generally have a more positive perception of school life compared to teachers and students.

The multiple comparisons section under "TYPE" reveals that all differences are statistically significant at the .05 level. Specifically:

- Students' perceptions are significantly lower than teachers' by an average of 0.469 points.
- Students' perceptions are significantly lower than parents' by an average of 0.857 points.
- Teachers' perceptions are significantly lower than parents' by an average of 0.387 points.

These results are consistent across the three countries, indicating a consistent trend in the difference of perceptions about school life among the three groups.

Table (3) Multiple Comparisons
Dependent Variable: Life Scheffe

(I) COUNTRY		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Tanzania	Indonisia	-.768*	0.0317	0.000	-0.845	-0.690
	Kyrgyzstan	-.829*	0.0334	0.000	-0.910	-0.747
Indonisia	Tanzania	.768*	0.0317	0.000	0.690	0.845
	Kyrgyzstan	-0.061	0.0323	0.170	-0.140	0.018
Kyrgyzstan	Tanzania	.829*	0.0334	0.000	0.747	0.910
	Indonisia	0.061	0.0323	0.170	-0.018	0.140

Based on observed means.
 The error term is Mean Square(Error) = .300.
*. The mean difference is significant at the .05 level.

The perceptions about school life differ across Tanzania, Indonesia, and Kyrgyzstan:
According to the descriptive statistics, Indonesia has the highest overall mean score for perceptions of school life (Mean = 2.937), followed closely by Kyrgyzstan (Mean = 2.998), and Tanzania has the lowest (Mean = 2.169).

In the multiple comparisons section under "COUNTRY," significant differences are observed:
- The mean score for Tanzania is significantly lower than that for Indonesia by 0.768 points and lower than Kyrgyzstan by 0.829 points.
- The difference between Indonesia and Kyrgyzstan is not significant (Sig. = 0.170), as indicated by the confidence interval overlapping zero.

The homogenous subsets show that Tanzania is in a subset by itself, indicating it has a significantly different perception of school life

compared to Indonesia and Kyrgyzstan, which are not significantly different from each other.

The interaction effect between country and respondent type on the reported experiences of school life

The Tests of Between-Subjects Effects show a significant interaction effect between COUNTRY and TYPE (F = 14.189, Sig. = 0.000). This means that the difference in perceptions about school life between students, teachers, and parents is not consistent across countries; the perceptions vary differently by respondent type in each country.
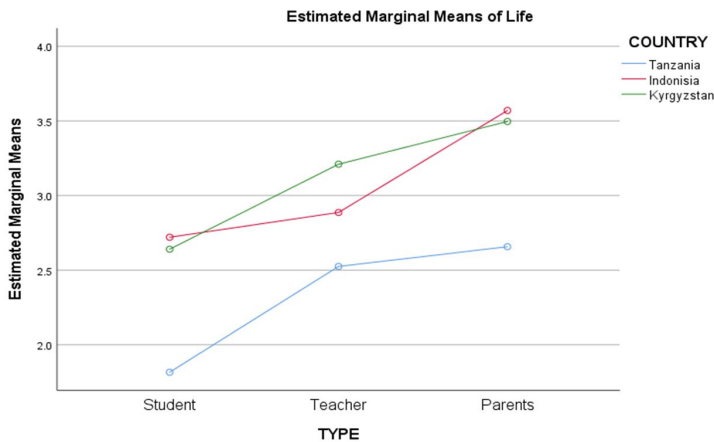

Figure 2: the interaction between variables

Figure 2 is titled "Estimated Marginal Means of Life" and compares the means of a certain measurement across three types of respondents— students, teachers, and parents—in three different countries: Tanzania, Indonesia, and Kyrgyzstan. It is meant to show an interaction effect between the type of respondent and the country on the measured outcome, which could be something like satisfaction, happiness, quality of life, etc., although the specific metric is not provided. From the figure, the researcher can interpret the following points:

1. **General Trend**: All three countries show an upward trend, meaning that for all three respondent types, the estimated marginal means increase from students to parents.
2. **Students**: Among the student group, the means are closest together, suggesting that the country differences are less pronounced among students. However, Tanzanian students have the lowest estimated mean, while Indonesian students have the highest.

3. **Teachers**: Among teachers, the estimated means spread out more, indicating that the country has a more significant impact on the measure among teachers than among students. Tanzanian teachers remain lower than their counterparts in the other two countries, but the difference between Indonesia and Kyrgyzstan becomes more noticeable, with Kyrgyzstan now having the higher value.

4. **Parents**: The difference between the countries becomes even more pronounced among parents. The trend from teachers continues, with Indonesian parents having a lower estimated mean than Kyrgyzstani parents. However, the estimated mean for Tanzanian parents is much closer to that of Indonesian parents than it was at the teacher level.

5. **Interaction Effect**: The non-parallel lines indicate an interaction effect between country and respondent type. The difference between the countries changes depending on whether the respondent is a student, teacher, or parent. This suggests that whatever measure is being assessed is influenced by both the respondent type and the country in which they reside, in a way that is not consistent across respondent types.

6. **Largest and Smallest Differences**: The largest gap between countries for a single type is between Tanzanian and Kyrgyzstani parents, while the smallest gap is between Tanzanian and Indonesian students.

This figure would be useful for stakeholders interested in understanding how perceptions or experiences (as indicated by the measured outcome) vary not only by the type of respondent but also how the country context influences these differences. Further analysis would be needed to understand the reasons behind the interaction effect and its implications.

In summary, parents generally perceive school life more positively than teachers and students, and there is variation among countries, with Tanzania having the lowest perceptions overall. Furthermore, the significant interaction effect suggests that the type of respondent affects the perception of school life differently in each country.

Research Question 2

The second research question was: Is there a significant interaction effect between country (Tanzania, Indonesia, and Kyrgyzstan) and respondent type (students, teachers, and parents) on the perceptions of learning success?

To answer this question the researcher used Two way analysis of Variance MANOVA.

Table (4) Descriptive Statistics

Dependent Variable: Success

COUNTRY	TYPE	Mean	Std. Deviation	N
Tanzania	Student	2.383	.6336	302
	Teacher	2.684	.6349	134
	Parents	2.678	.7161	121
	Total	2.520	.6682	557
Indonisia	Student	3.103	.4106	362
	Teacher	3.201	.4246	141
	Parents	3.464	.5585	135
	Total	3.201	.4700	638
Kyrgyzstan	Student	2.958	.5458	259
	Teacher	3.385	.3851	131
	Parents	3.392	.6450	130
	Total	3.174	.5790	520
Total	Student	2.827	.6162	923
	Teacher	3.090	.5740	406
	Parents	3.193	.7283	386
	Total	2.972	.6534	1715

Table (5) Tests of Between-Subjects Effects

Dependent Variable: Success

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	217.998[a]	8	27.250	90.496	.000
Intercept	13381.938	1	13381.938	44441.113	.000
COUNTRY	143.421	2	71.711	238.149	.000
TYPE	44.249	2	22.124	73.474	.000
COUNTRY * TYPE	6.083	4	1.521	5.050	.000
Error	513.704	1706	.301		
Total	15876.875	1715			
Corrected Total	731.702	1714			

a. R Squared = .298 (Adjusted R Squared = .295)

Table (6) Multiple Comparisons for Country

Dependent Variable: Success

Scheffe

(I) COUNTRY	(J) COUNTRY	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tanzania	Indonisia	-.682*	.0318	.000	-.760	-.604
	Kyrgyzstan	-.655*	.0335	.000	-.737	-.573
Indonisia	Tanzania	.682*	.0318	.000	.604	.760
	Kyrgyzstan	.027	.0324	.705	-.052	.107
Kyrgyzstan	Tanzania	.655*	.0335	.000	.573	.737
	Indonisia	-.027	.0324	.705	-.107	.052

Based on observed means.
 The error term is Mean Square(Error) = .301.
*. The mean difference is significant at the .05 level.

Table (7) Multiple Comparisons for TYPE

Dependent Variable: Success

Scheffe

(I) TYPE	(J) TYPE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Student	Teacher	-.263*	.0327	.000	-.343	-.183
	Parents	-.366*	.0333	.000	-.448	-.285
Teacher	Student	.263*	.0327	.000	.183	.343
	Parents	-.104*	.0390	.030	-.199	-.008
Parents	Student	.366*	.0333	.000	.285	.448
	Teacher	.104*	.0390	.030	.008	.199

Based on observed means.
 The error term is Mean Square(Error) = .301.
*. The mean difference is significant at the .05 level.

DESCRIPTIVE STATISTICS:
- **Tanzania:** Students have the lowest mean score for success (2.383), whereas teachers have the highest (2.684).
- **Indonesia:** Students again have the lowest mean score (3.103), but parents have the highest (3.464).
- **Kyrgyzstan:** Here, students also have the lowest mean score (2.958), and parents the highest (3.392).
- Across the three countries, Indonesia shows the highest overall success mean scores, and Tanzania the lowest.

TESTS OF BETWEEN-SUBJECTS EFFECTS:
- The F-test is significant for both COUNTRY and TYPE factors (both with $p < 0.001$), indicating that there are significant differences in success scores across countries and types of respondents.
- The interaction between COUNTRY and TYPE is also significant ($p < 0.001$), suggesting that the effect of respondent type on success scores varies by country.

POST HOC TESTS (SCHEFFE):
- For **COUNTRY** comparisons:
  - Tanzania has significantly lower success scores than both Indonesia and Kyrgyzstan.
  - Indonesia has significantly higher success scores than Kyrgyzstan.
- For **TYPE** comparisons:
  - Students score significantly lower than teachers and parents.
  - Teachers score significantly higher than parents.
- These results are consistent with the descriptive statistics and suggest that these differences are meaningful and consistent across groups.
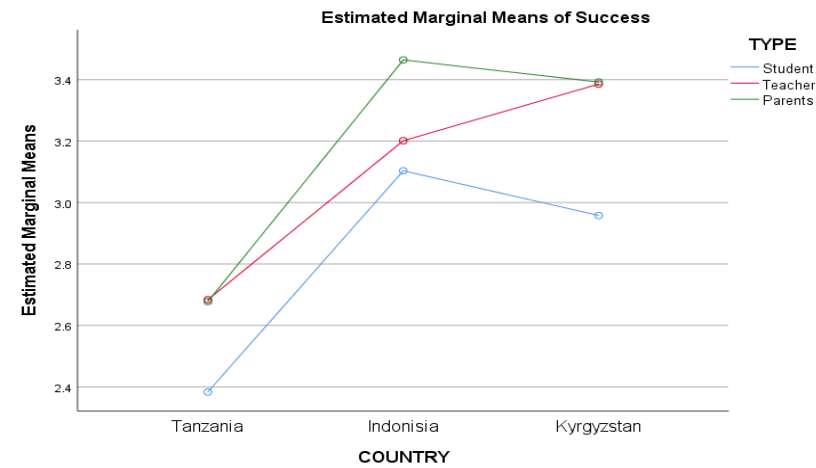
Figure 3: interaction between variables according to Country

These two figures show the Estimated Marginal Means of Success in relation to two categorical variables: COUNTRY and TYPE. Marginal means are used in the analysis of complex surveys and designed experiments, especially when comparing groups after an ANOVA (Analysis of Variance). They represent the average expected outcome of a dependent variable (in this case, 'Success') after accounting for other variables in the model.

Interpretation of Figure 3 (Country vs. Type):

- This figure shows the interaction between the 'COUNTRY' and the 'TYPE' of respondents (Student, Teacher, Parents).
- The figure shows three lines representing the three respondent types across three countries (Tanzania, Indonesia, and Kyrgyzstan).
- The general trend suggests that for all types of respondents, the Estimated Marginal Means of Success increase from Tanzania to Indonesia, but for Kyrgyzstan, the trend is mixed.
- Students have the lowest Estimated Marginal Means of Success in all three countries, with a slight increase in Indonesia and a decrease in Kyrgyzstan.
- Teachers show a consistent increase across the countries, with the highest mean in Kyrgyzstan.
- Parents have a higher mean than students and teachers in Tanzania, a slight drop in Indonesia, and the highest mean in Kyrgyzstan.
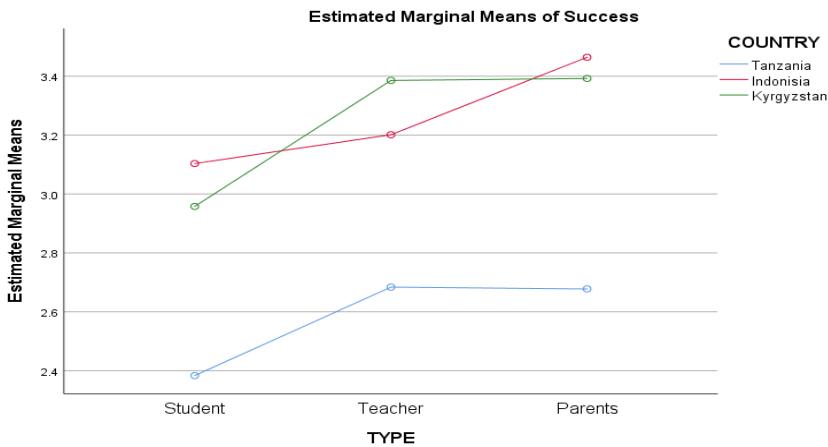
Figure 3: interaction between variables according to Type

Figure 3 Interpretation (Type vs. Country):
- o This figure switches the axes, showing 'TYPE' on the x-axis and 'COUNTRY' represented by the lines.
- o The general trend across the types of respondents shows that the means for Tanzania are lowest, while Kyrgyzstan generally shows the highest means.
- o For students, the success mean increases from Tanzania to Indonesia and then to Kyrgyzstan.
- o For teachers, there's a slight increase from Tanzania to Indonesia, followed by a more significant increase to Kyrgyzstan.
- o For parents, the mean starts higher in Tanzania, drops in Indonesia, and then peaks in Kyrgyzstan.

Combined Interpretation: Both figures display the same data but from different perspectives, and they can be used to understand how perceived success varies by respondent type and country. The interaction effect can be observed in the first figure, indicating that the relationship between the country and the perception of success differs by respondent type. The second figure allows for an easier comparison of how each country ranks in terms of success across the different respondent types. Overall, Kyrgyzstan appears to have higher perceived success according to these means, particularly noticeable in the assessments by teachers and parents.

Research Question 3
The third research question was: Is there a significant interaction effect between country (Tanzania, Indonesia, and Kyrgyzstan) and respondent

type (students, teachers, and parents) on the perceptions of cultural and values education?

The following are the findings to answer the third research question using two way analysis of variance MANOVA.

Table (8) Descriptive Statistics
Dependent Variable: culture

COUNTRY	TYPE	Mean	Std. Deviation	N
Tanzania	Student	2.792	.5297	302
	Teacher	2.634	.6519	134
	Parents	2.754	.5986	121
	Total	2.746	.5788	557
Indonesia	Student	3.279	.3445	362
	Teacher	2.986	.4443	141
	Parents	3.504	.4436	135
	Total	3.262	.4260	638
Kyrgyzstan	Student	3.153	.5953	259
	Teacher	3.176	.5052	131
	Parents	3.362	.6012	130
	Total	3.211	.5811	520
Total	Student	3.084	.5305	923
	Teacher	2.931	.5825	406
	Parents	3.221	.6360	386
	Total	3.079	.5763	1715

Table (10) Tests of Between-Subjects Effects
Dependent Variable: culture

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	117.240[a]	8	14.655	55.302	.000
Intercept	13766.512	1	13766.512	51948.936	.000
COUNTRY	85.717	2	42.859	161.730	.000
TYPE	14.925	2	7.462	28.160	.000

COUNTRY * TYPE	9.235	4	2.309	8.712	.000
Error	452.091	1706	.265		
Total	16823.460	1715			
Corrected Total	569.332	1714			

a. R Squared = .206 (Adjusted R Squared = .202)

Table (11) Multiple Comparisons "Scheffe" for COUNTRY

Dependent Variable: culture

(I) COUNTRY	(J) COUNTRY	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Tanzania	Indonisia	-.516*	.0299	.000	-.589	-.443
	Kyrgyzstan	-.465*	.0314	.000	-.542	-.388
Indonisia	Tanzania	.516*	.0299	.000	.443	.589
	Kyrgyzstan	.051	.0304	.248	-.024	.125
Kyrgyzstan	Tanzania	.465*	.0314	.000	.388	.542
	Indonisia	-.051	.0304	.248	-.125	.024

Based on observed means.
 The error term is Mean Square(Error) = .265.
*. The mean difference is significant at the .05 level.

Table (12) Multiple Comparisons TYPE

Dependent Variable: culture
Scheffe

(I) TYPE	(J) TYPE	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval Lower Bound	Upper Bound
Student	Teacher	.153*	.0307	.000	.078	.228
	Parents	-.137*	.0312	.000	-.213	-.060
	Student	-.153*	.0307	.000	-.228	-.078

Teacher	Parents	-.290[*]	.0366	.000	-.379	-.200
Parents	Student	.137[*]	.0312	.000	.060	.213
	Teacher	.290[*]	.0366	.000	.200	.379

Based on observed means.
 The error term is Mean Square(Error) = .265.
*. The mean difference is significant at the .05 level.

The perceptions about cultural and values education among students, teachers, and parents:
According to the provided descriptive statistics and post hoc tests, perceptions of cultural and values education differ among students, teachers, and parents. On average, parents rate the importance or success of cultural and values education the highest (mean = 3.221), followed by students (mean = 3.084), and then teachers (mean = 2.931). The post hoc tests using Scheffe's method indicate that these differences are statistically significant. For instance, students rate cultural and values education significantly higher than teachers do (mean difference = 0.153, $p < .05$), and parents rate it significantly higher than students (mean difference = -0.137, $p < .05$) and much higher than teachers (mean difference = 0.290, $p < .05$).

The perceptions about cultural and values education across Tanzania, Indonesia, and Kyrgyzstan:
The perceptions about cultural and values education significantly differ across the three countries, as indicated by the mean scores and the post hoc comparisons. Indonesia has the highest average perception (mean = 3.262), followed by Kyrgyzstan (mean = 3.211), and then Tanzania (mean = 2.746). All pairwise comparisons between the countries are significant except for the difference between Indonesia and Kyrgyzstan, where the mean difference (0.051) is not statistically significant ($p = .248$). However, both Tanzania's comparisons with Indonesia (mean difference = -0.516, $p < .05$) and Kyrgyzstan (mean difference = -0.465, $p < .05$) are significant, indicating that the perceived success or importance of cultural and values education is rated higher in Indonesia and Kyrgyzstan compared to Tanzania.

The interaction effect between country and respondent type on the reported experiences of cultural and values education:
There is a significant interaction effect between country and respondent type on the perceptions of cultural and values education. The Tests of Between-Subjects Effects table shows a significant interaction with a F-value of 8.712 and a p-value $< .000$, which suggests that the differences in

perceptions among the three types of respondents (students, teachers, parents) vary depending on the country. This interaction effect means that we cannot simply compare the three types of respondents or the three countries in isolation, but must consider the combined influence of respondent type and country on the perceptions of cultural and values education.
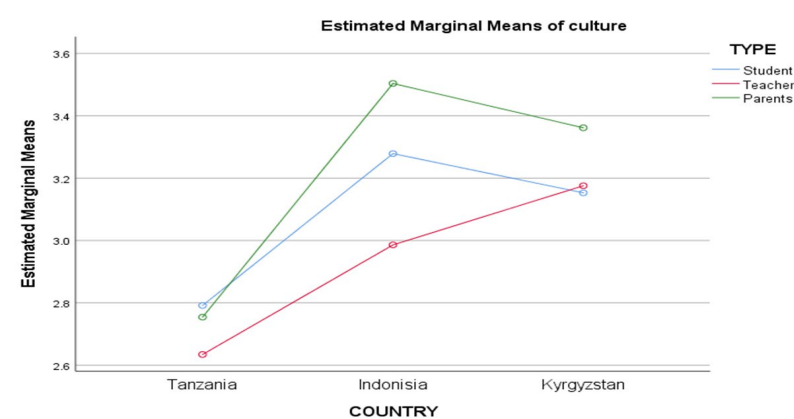

Figure 4 interaction between variables

Figures 4 and 5 illustrate the estimated marginal means of cultural values as perceived by students, teachers, and parents across Tanzania, Indonesia, and Kyrgyzstan. In figure 4, the lines represent different respondent types (students, teachers, and parents), showing their perceptions of cultural and values education in the three different countries. Here's an analysis:

- In Tanzania, parents rate cultural values the highest, followed by students, with teachers rating it the lowest.
- Indonesia shows the highest ratings for cultural values across all three respondent types compared to the other two countries, with parents again rating it the highest.
- In Kyrgyzstan, similar to the other countries, parents have the highest ratings, followed by teachers and then students.
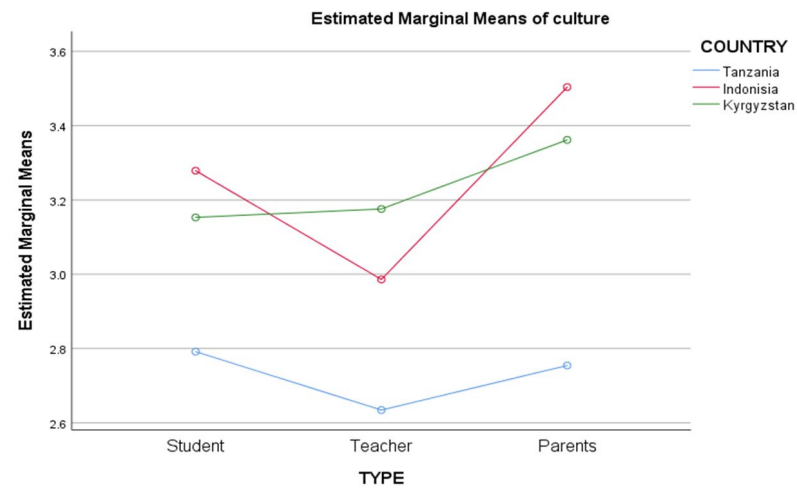
Figure 5 the interaction between Variables

Figure 5 swaps the axes, now showing the country's perception as a function of respondent type:

- Students perceive cultural values significantly higher in Indonesia and Kyrgyzstan than in Tanzania.
- Teachers rate it slightly higher in Kyrgyzstan than in Indonesia, with Tanzania having the lowest perception.
- Parents' perception is highest in Indonesia, followed by Kyrgyzstan, and lowest in Tanzania.

From these figures 4 and 5 and the provided statistical data, the following observations can be made to answer the research questions:

7. Perceptions about cultural and values education among students, teachers, and parents vary significantly. Generally, parents tend to have the highest perceptions, while teachers often have the lowest, suggesting that parents may value cultural education more or perceive its implementation as more effective than teachers do.

8. Perceptions about cultural and values education across Tanzania, Indonesia, and Kyrgyzstan differ notably. Indonesia consistently shows the highest perceptions across all types of respondents, which might indicate a stronger emphasis on or quality of cultural and values education in their system. Tanzania generally has the lowest scores, suggesting room for improvement or different educational priorities.

9. Yes, there is a significant interaction effect between country and respondent type on the reported experiences of cultural and values education. This is evidenced by the statistical data showing a significant interaction in the Tests of Between-Subjects Effects

table (F=8.712, p<.000). The interaction effect suggests that the differences in perceptions among students, teachers, and parents are not consistent across countries; they depend on the specific country in question.

DISCUSSION

The data analysis reveals compelling insights into perceptions of school life and cultural and values education across Tanzania, Indonesia, and Kyrgyzstan, among students, teachers, and parents. Parents consistently exhibit more optimistic views on school life than teachers and students in all three countries, a phenomenon possibly linked to differing expectations and experiences within the school system. Parents may prioritize educational outcomes and the overall environment provided for their children, overlooking the everyday hurdles faced by students and teachers (Ashfaq, 2018). Teachers' perceptions, though moderately positive, might reflect their commitment to the educational system, whereas students' less favorable views could underscore the immediate challenges encountered in their school environment (Kiarie, 2016).

In terms of country-specific perceptions, Indonesia emerges as the frontrunner in positive school life perceptions, followed by Kyrgyzstan, with Tanzania lagging behind. These differences may stem from varied cultural, economic, and educational policy landscapes across the countries. For example, Indonesia's perceived superior educational investments or cultural elements conducive to a positive school environment could explain its leading position (Wilson Heenan et al., 2023).

The observed interaction effect between country and respondent type on school life perceptions suggests a complex relationship influenced by unique country-specific factors (Maxwell et al., 2017). The variance in perception by respondent type—student, teacher, or parent—hints at distinct national challenges and successes resonating differently across groups.

The assessment of cultural and values education perceptions mirrors the pattern seen with school life, where parents are the most positive, followed by students, and teachers the least. This disparity might reflect parents' acknowledgment of cultural education's long-term benefits or a misalignment between teachers' priorities and cultural education initiatives (Gonzales & Gabel, 2017). The contrast in perceptions among the three countries is stark, especially between Tanzania and the others, indicating significant differences in how cultural and values education is approached or valued. The lack of significant difference between Indonesia and Kyrgyzstan suggests potential similarities in their

educational strategies or societal attitudes towards cultural education (oced, 2016).

Again, the significant interaction effect between country and respondent type for perceptions of cultural and values education highlights the nuanced and varied perspectives influenced by the intricate dynamics of respondent type within each national context (Adler & Aycan, 2018).

CONCLUSION

The investigation into perceptions of school life and cultural and values education across Tanzania, Indonesia, and Kyrgyzstan reveals several consistent themes. Parents generally hold the most positive views on both school life and cultural and values education compared to students and teachers. There are also clear differences among the countries, with Tanzania frequently rating lower than Indonesia and Kyrgyzstan, suggesting that perceptions are likely shaped by local educational policies, cultural values, and societal expectations.

The consistent statistical significance of the interaction between country and respondent type in both areas of school life and cultural values education suggests that national context significantly shapes the educational experiences and perceptions of different respondent types. This interaction points to a complex and nuanced educational landscape where perceptions are not only segregated by respondent type but also deeply influenced by the intricacies of each country's educational context. For policymakers and educational stakeholders, these findings underscore the importance of considering both the type of respondent and the specific country context when devising strategies to improve educational experiences. It also suggests that interventions or policy changes must be tailored not only to the country but to the nuanced experiences of students, teachers, and parents within each educational setting.

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