

Parents' Perceptions of School Life Quality: A Comparative Analysis of Trends in Tanzanian, Indonesian and Kyrgyz Schools (2021-2022)

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ABSTRACT

Parents' perceptions of school life quality extend beyond academics to encompass holistic aspects of their children's well-being, including health social and emotional development. This article reports on parents' perceptions of school life quality across Tanzania, Indonesia, and Kyrgyzstan from 2021 to 2022. School life quality is examined beyond academics, encompassing communication, extracurricular activities, governance and emotional support for students. Data from 63 Islamic schools were analyzed to understand trends and key dimensions influencing parental perceptions towards school life quality based on the students' outcomes and interaction from teachers using self-development instruments consist of 10 items. Data was extracted from NAMA Foundation database from initiatives under School Management and School Improvement to empower parents, teachers and students. The findings reveal that, although all three countries showed improvements in parental perceptions over the study period, significant differences arose due to localized socioeconomic conditions affecting access to resources and priorities, cultural values shaping educational expectations and community norm and the influence of policy changes and regional diversity. Kyrgyzstan showed the highest improvement in teacher-parent communication, Indonesia excelled in extracurricular engagement and governance and Tanzania showed steady progress with opportunities for further development enhancing parental involvement, addressing infrastructure gaps and expanding access to extracurricular activities, which could further enrich students' overall school experience. The study highlighted the importance of tailored strategies in enhancing school life quality to foster better parental engagement and student outcomes.

Keywords: *Parental Perceptions, School Life Quality, Comparative Analysis, Islamic Schools, Holistic Student Development*

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INTRODUCTION

Parental perceptions of school life quality significantly shape educational priorities and foster collaboration between families and schools. These perceptions encompass multiple dimensions, including teaching quality, school safety, communication practices, extracurricular opportunities and governance. Schools that align with parental expectations are more likely to experience higher levels of parental engagement, trust and support from the community, resulting to improved student outcomes. For example, studies have shown that parental involvement is associated with better academic performance, improved student behavior, and enhanced social skills (Epstein, 2001; Wang & Sheikh-Khalil, 2014; Alfred et al., 2023; Wafa & Muthi, 2024)

Effective family engagement practices, such as maintaining open communication channels and involving parents in decision-making, build trust and strengthen school-family relationships. Schools fostering cultural responsiveness and mutual respect improve parental perceptions, leading to greater investment and student success (The Education Trust, 2021). Initiatives that actively engage families in educational processes promote shared responsibility in enhancing school environments, reinforcing positive perceptions (Steinberg, 2022). Governance and transparency further influence parental perceptions, with regular communication about student progress and involvement in extracurricular activities being critical factors (Barr & Saltmarsh, 2014; OECD, 2023).

Despite extensive research, most studies have focused on developed countries, leaving a gap in understanding parental perceptions in developing countries. This study fills that gap by providing a cross-country analysis of parents' views on school life quality in Tanzania, Indonesia and Kyrgyzstan. It underscores the importance of family-school partnerships in creating equitable and inclusive education systems, especially in diverse cultural contexts.

LITERATURE REVIEW

School Life Quality

The concept of school life quality can be understood as a multidimensional construct that includes students' perceptions of academic satisfaction, relationships with teachers and peers, school safety, physical environment and emotional well-being (Huebner, 2004). These elements contribute to an overall sense of belonging and engagement, which in turn can impact a student's academic performance and psychological health. As such, school life quality is often seen as an indicator of both educational effectiveness and a measure of student well-being (Rao et al., 2014).

Studies have identified several key dimensions that collectively define

school life quality. First, academic satisfaction refers to how students perceive their learning environment, including their teachers' teaching methods and curriculum quality. Students who feel intellectually challenged and supported are more likely to report higher levels of school life quality (Costache et al., 2023). Second, social relationships, particularly those with peers and teachers. Positive interactions with peers and a supportive school climate contribute to students' emotional well-being and reduce feelings of isolation (Boulton, 2013). Lastly, physical and psychological aspects of the school environment, including facilities, safety, and student mental health resources, significantly impact students' perception of their school experience (Shamatov, 2014).

Therefore, parental perceptions of school life quality play a crucial role in shaping students' academic outcomes. For instance, when parents have a high regard for aspects such as parental involvement and effective communication with the school, it positively influences students' academic performance.

Global Perspectives on Parental Perceptions on School Life Quality

Globally, numerous studies highlight the positive correlation between parental perceptions and involvement in children's education, which in turn leads to favorable outcomes (Wang & Sheikh-Khalil, 2014; Meier & Lemmer, 2015). Fewer studies have focused on the factors underlying parental involvement and effective communication (Epstein, 2001). A key element of this involvement is two-way communication between parents and schools. However, many schools primarily engage in one-directional communication, merely conveying information from school to home. Parents, on the other hand, express a strong need for more opportunities to provide feedback, particularly concerning their children's academic progress and emotional well-being. This highlighted a notable gap in collaborative practices between families and educational institutions (Meier & Lemmer, 2015).

Moreover, Epstein's (2001) framework of School, Family and Community Partnerships emphasizes the importance of six interconnected types of parental involvement, including communication, volunteering, decision-making and home-based learning. This model asserts that effective collaboration between schools and families fosters positive educational outcomes and enhances parental perceptions by creating a shared responsibility for student success (Chuktu et al., 2024). The theory highlights the role of two-way communication as a cornerstone of building trust and meeting parents' expectations.

School Safety

Furthermore, previous findings also found that practical attributes like school safety, favorable teacher-pupil ratios and proximity to home play a significant role in shaping parents' contentment with the services provided (Chuktu et al.,

2024). Schools that foster a supportive and secure learning environment tend to gain higher levels of parental trust and perceptions, reinforcing the importance of addressing these foundational needs (Chuktu et al., 2024).

To discuss further, Maslow's Hierarchy of Needs (1943) provides a lens for understanding parental perceptions, linking basic safety needs with higher-order aspects like emotional well-being and intellectual growth. Schools that holistically address these dimensions gain higher levels of parental trust and perceptions. On top of that, studies have shown that parents evaluate school quality based not only on measurable academic achievements but also on factors such as spirituality and the integration of technology into learning processes (Jaimes-Valencia et al., 2019). These considerations emphasize the need for schools to adopt comprehensive strategies that address both the academic and non-academic dimensions of students' lives, ensuring a well-rounded educational experience that aligns with parental expectations.

Country-Specific Contexts

Tanzania: Parents in Tanzania recognize the importance of education for their children's future, often contributing financially to support schooling (Widell & Hanna, 2014). Further, they elaborate that many parents face barriers to deeper involvement due to low socioeconomic status, which limits their ability to engage actively in their children's education.

The perception of parental involvement varies, with some viewing it as a resource while others see it as a pressure from teachers (Widell & Hanna, 2014). This is because the important of quality of education is perceived to be compromised by inadequate school transport, particularly in rural areas like Ukerewe Island, where parents report learning difficulties linked to transport modes (Tengecha et al., 2023). However, their children's shown willingness to study are influenced by these transport-related challenges, highlighting a critical area for intervention (Tengecha et al., 2023).

Stakeholders, including parents, teachers and policymakers, view the quality of pre-primary education as essential for future academic success, yet they acknowledge significant deficiencies in the current system (Tandika, 2015). Key indicators of quality include safe learning environments, qualified teachers and strong relationships between parents and educators (Tandika, 2015). In contrast, some argue that the perceived quality of education may not fully reflect the realities faced by students and parents, as systemic issues such as government resource allocation and high fertility rates complicate the educational landscape (Maghimbi, 2012). This perspective suggests that while parental perceptions are crucial, they must be contextualized within broader socio-economic and policy frameworks.

To elaborate further parents' perceptions of school life quality in Tanzania reveal a complex interplay of factors influencing educational

outcomes. Research indicates that while parents value education highly, their involvement is often limited by socioeconomic constraints and systemic challenges within the education system. This literature review synthesizes findings from various studies to highlight key themes regarding parental perceptions and their implications for school life quality.

Indonesia: Meanwhile, the literature on parents' perceptions of school life quality in Indonesia reveals a complex interplay of factors influencing their views. Various studies highlight the importance of educational policies, socioeconomic conditions and the overall well-being of students. This review synthesizes findings from multiple sources to provide a comprehensive understanding of the trends affecting parents' perceptions. Irawan et al. (2024) pointed out that, Indonesia government through The Nine-Year Compulsory Education Policy has garnered significant support from parents, although challenges in implementation persist, such as economic conditions and educational facilities.

Furthermore, socioeconomic status significantly found to be impacted parents' perceptions, with inequalities in educational quality noted across different backgrounds (Azzizah, 2015; Kusaeri et al., 2018). This indicate that, economic challenges often lead to concerns about the adequacy of educational resources, which in turn affects parents' views on school life quality (Irawan et al., 2024). Additionally, online learning in particular during COVID-19 pandemic highlighted parents' concerns about their children's learning capacity, with a strong preference for offline schooling (Nurhayati et al., 2024). Moreover, parents often lack awareness of their children's psychological well-being in school, which can hinder their ability to support their children effectively (Hidayah, 2018). Indonesia showed significant concerned related to parents perception on the school quality. Therefore, some argue that the focus on educational policies may overshadow the need for direct parental involvement in fostering student well-being, suggesting a more holistic approach to improving school life quality.

Kyrgyzstan : In the perspective of Kyrgyzstan towards parents' perceptions of school life quality are shaped by various socio-economic and cultural factors, as evidenced by recent studies (UNICEF, 2008; Zaitseva & Zaitseva, 2018). These perceptions significantly influence parental engagement and the overall educational environment. Firstly, parents reported improved transparency regarding school budgets and management, particularly benefiting women and low-income households (Jailobaeva et al., 2023). This engagement fosters a sense of ownership and responsibility among parents, which is crucial for school improvement.

Moreover, research indicates that parental attitudes directly affect students' academic success. A comparative study between Russia and Kyrgyzstan revealed that emotional acceptance from mothers and overprotectiveness from fathers significantly influence students' performance (Tikhomirova & Malykh, 2024). This cultural specificity underscores the need

for tailored approaches in addressing parental perceptions.

There are also other perception that most parents looking at such as the school climate (Otuturu & Nwosu, 2020). School climate are essential for fostering positive educational experiences. A study developed a scale to measure these perceptions, revealing that parents of younger children tend to view school climates more favorably than those of older children (Schueler et al., 2014).

Additionally, Economic conditions significantly influence parents' perceptions and decisions regarding their children's education. Higher educational attainment among parents correlates with a greater commitment to their children's schooling, despite financial constraints (Maksatbekov, 2023).

In contrast, while many parents strive to support their children's education, systemic barriers such as economic instability and inadequate school resources can hinder their efforts. This highlights the need for comprehensive strategies to enhance parental engagement and improve school life quality in Kyrgyzstan.

Objectives

This paper presents and discusses the results on parental perceptions toward the quality students' school life in 63 schools across Tanzania, Indonesia and Kyrgyzstan between 2021 and 2022. This report was analysed based on the research conducted by NAMA Foundation initiatives under School Management and School Improvement on three key dimensions such as extracurricular activities, student empowerment and communication between schools and parents. It analyses how schools manage discipline, ensure safety and cleanliness and implement long-term plans, alongside assessing teacher approachability and the regularity of updates on student progress, behavior and attendance. By identifying similarities and differences across the three countries, the study highlights contextual influences on parental perceptions. The scope focuses exclusively on parents' perspectives, exploring their views on the quality of school governance, environment and teacher-parent-students interactions. The data were extracted from the NAMA database in Excel format for further analysis on a specific topic. Later, the findings aim to provide actionable insights for educational stakeholders to enhance school practices and align with parental expectations in diverse settings.

METHODOLOGY

The data for this study were extracted from a total of N = 63 Islamic schools, with a distribution across three countries: Tanzania (n = 21, 33%), Indonesia (n = 24, 38%), and Kyrgyzstan (n = 18, 29%), as illustrated in Figure 1. The participants in this study were parents of students enrolled in these schools, all of which were part of the several NAMA initiatives under School Management

and School Improvement aimed at improving educational outcomes. Firstly, School Management School Network Management System is a software that will be installed in NAMA selected schools which will be used to improve the management of the academic and overall school operations (student, academician, school support staffs, inventory, fees, alumni, parents etc). The schools are expected to utilize this software in full in order for them to improve the efficiency in its operations and management. Secondly, School Improvement aims to address and improve the facilities in NAMA schools that will directly impact the teaching and learning environment in the schools. Examples of improvement that can be considered are, internet access, books for library, academic book, computers, etc. This project will encourage the participation of the school communities to contribute in any ways possible in materializing the improvement plan proposed for the schools.

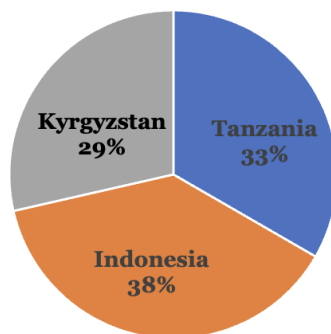


Figure 1. Total Schools Participating in the Cross-Country Survey

Data were derived from a large, comprehensive database encompassing survey responses from parents in Tanzania, Indonesia and Kyrgyzstan. The database was part of a broader educational monitoring initiative, ensuring wide coverage and representation across urban, suburban and rural school settings in the respective countries. The extensive data set provides a rich source of information for comparing trends across the three countries and analyzing the impact of cultural, social and educational factors on parental views regarding school life quality. The large-scale nature of the data strengthens the robustness of the analysis and the generalizability of the results.

Instruments

The data were obtained from an instrument developed and administered by NAMA Foundation to measure feedback on school life from the perspective of parents. This instrument encompassed 10 items and utilizes a four-point scale, with responses ranging from 1 (strongly disagree) to 4 (strongly agree). A sample of item are “The school provides a broad range of extracurricular activities for your child to participate in” and “The teachers at the school are approachable and friendly”. The full details of the items shown in Table 1, 2

and 3.

Data Analysis

The descriptive data obtained from the survey were analyzed using Microsoft 365 Excel. The readily available mean values (M) and standard deviations (SD) were calculated to provide an overview of the data distribution and variability. For comparative purposes, the data were categorized by country to enabling an analysis of trends and patterns specific to Tanzania, Indonesia and Kyrgyzstan.

Additional analyses, including visual representations such as table and bar charts were generated to highlight differences in key dimensions of school life quality across the three countries. This included examining factors such as extracurricular activities, student empowerment, school environment, teacher-parent communication and governance practices. Furthermore, a comparative analysis was conducted to explore significant variations among the countries, providing insights into contextual influences on parental perception beyond school quality life.

RESULTS AND DISCUSSION

Comparative Analysis of Parents' Perceptions about School Life Quality

As illustrated in the Figure 2, the comparative analysis of parental perceptions of school life quality across Tanzania, Indonesia, and Kyrgyzstan highlights an overall positive trend from 2021 to 2022. In all 3 countries, the ratings increased from 2021 to 2022. Firstly, Kyrgyzstan exhibited the most significant progress with an increase of 0.7 points from 1.8 to 2.5 total means score. Kyrgyzstan's improvement in parental perceptions of school life quality may be attributed to targeted education reforms, increased parental engagement, and better communication between schools and parents (Shamatov, 2014, Costache et al., 2023). Next, Indonesia received the showing an improvement of 0.6 points in the mean scores from 2.2 to 2.8 in year 2021 to 2022 respectively. Finally, Tanzania demonstrated steady growth with a 0.5-point rise in the mean scores from 1.7 to 2.2 in year 2021 to 2022.

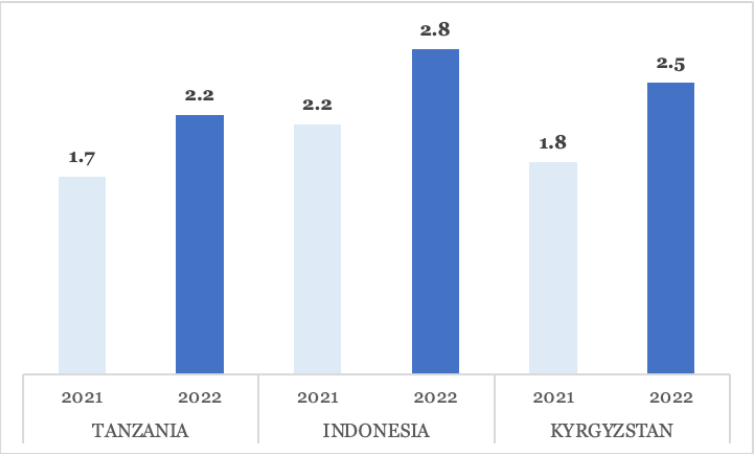


Figure 2. Parents’ Perception about School Life Quality across countries

Descriptive Analysis of Parents’ Perceptions on School Life Quality

In Tanzania, the data revealed significant progress in several dimensions as shown in Table 1. Teacher approachability and regular updates on student progress were among the most improved indicators, with scores rising from 1.7 in 2021 to 2.6 and 2.4 in 2022, respectively. Additionally, SD score reduced indicated that parent perception was more homogeneous in 2022 than in 2021. This aligns with findings from Ngimbudzi (2009), who emphasized that parental perceptions in Tanzanian schools is highly dependent on open communication and teacher involvement. However, challenges remain, as the lowest-rated indicators, such as strategic school planning (improving only from 1.4 to 2.2), reflect a need for better management frameworks. Studies by Komba and Nkumbi (2008) also highlight gaps in teacher professional development in Tanzanian schools, which could explain the limited progress in areas like school governance and extracurricular development.

Table 1. Tanzania’s Parents’ Perception on School Life Quality (2021-2022)

Item	Tanzania			
	2021		2022	
	M	SD	M	SD
School provides a broad range of extracurricular activities	1.6	0.550	1.7	0.323
School appreciates students' qualities and empowers them	1.8		2.3	
Students seldom absent from school unless necessary	2.2		2.8	
School updates on students progress and gives you regular chances to talk to the teachers	1.7		2.4	
Teachers at the school are approachable and friendly	1.7		2.6	
School shares information about events, meetings and general progress for access and follow	1.8		2.3	
School's updates on student behavior, attendance and performance	1.6		2	
School manages discipline issues well	1.6		2	
School environment is safe, clean and secure place	1.6		2	
School is well-run with clear rules and plans for the future	1.4		2.2	

** M – Mean; SD – Standard Deviation

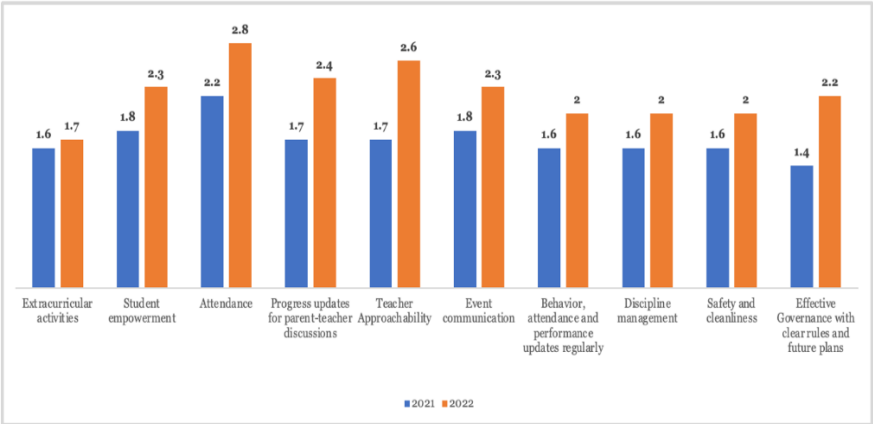


Figure 2. Tanzanian Distribution Mean on Parents' Perception by Item (2021 –

2020)

In Table 2, discussed on Indonesia findings regarding parental perceptions on on School Life Quality for conservative year 2021-2022. The findings showed consistently received the highest ratings for school life quality, supported by steady improvements in extracurricular activities (from 2.0 in 2021 to 2.8 in 2022) and communication (the highest score being 3.2 for updates on events and progress). This success resonates with the findings of Mulyani et al. (2019), who reported that Indonesian schools that actively involved parents in co-curricular activities and transparent communication achieved higher parental perceptions. Additionally, the Indonesian government’s initiatives under the Merdeka Belajar (Freedom to Learn) program emphasize holistic education reforms that promote creativity, discipline and teacher competency, directly impacting perceptions of school life quality (Suharti, 2020). However, student attendance and discipline management remained areas requiring attention, aligning with concerns raised by Hasibuan et al. (2022) about consistency in behavioral management in Indonesian schools.

Table 2. Indonesia’s Parents’ Perception on School Life Quality (2021-2022)

Item	Indonesia			
	2021		2022	
	M	SD	M	SD
School provides a broad range of extracurricular activities	2	0.232	2.8	0.213
School appreciates students' qualities and empowers them	1.8		2.8	
Students seldom absent from school unless necessary	2.7		2.6	
School updates on students progress and gives you regular chances to talk to the teachers	2		2.5	
Teachers at the school are approachable and friendly	2.1		2.5	
School shares information about events, meetings and general progress for access and follow	2.1		3.2	

Item	Indonesia			
	2021		2022	
	M	SD	M	SD
School's updates on student behavior, attendance and performance	2.2		2.9	
School manages discipline issues well	2.2		2.9	
School environment is safe, clean and secure place	2.2		2.9	
School is well-run with clear rules and plans for the future	2.2		2.8	

** M – Mean; SD – Standard Deviation

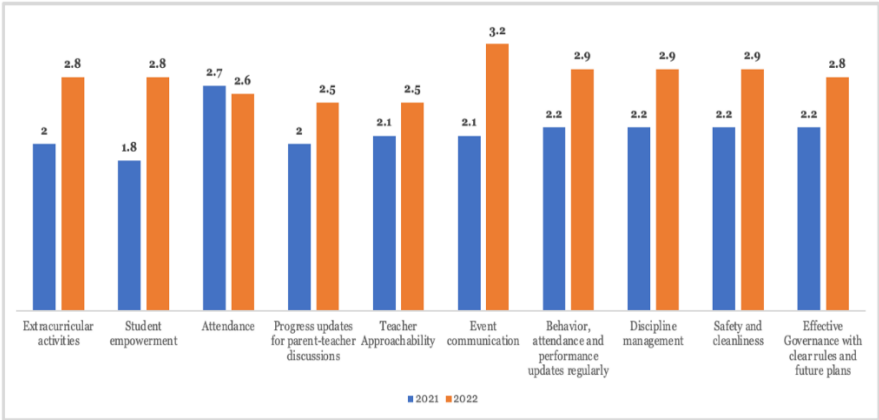


Figure 3. Indonesian Distribution Mean on Parents' Perception by Item (2021 – 2020)

As shown in Table 3 and Figure 4, Kyrgyzstan showed the most significant progress among the three countries, though it started from the lowest baseline scores in 2021. Parental perceptions of communication improved significantly, with regular updates on student progress rising from 1.7 (2021) to 3.1 (2022). This aligns with research by Sabzalieva (2020), who noted that parental involvement in Kyrgyz schools increased following systemic reforms in education governance. Appreciation for students’ qualities and improvements in teacher-parent interaction (from 1.9 to 2.6) reflect efforts to integrate more inclusive and student-focused practices. However, ongoing challenges in school safety and cleanliness (only marginally improving from 1.8 to 2.2) underline gaps in resource allocation, as documented by Steiner-Khamsi and Harris-Van

Keuren (2009). Kyrgyz schools must prioritize these areas to ensure sustained parental confidence in school environments.

Table 3. Kyrgyzstan Parents’ Perception on School Life Quality (2021-2022)

Item	Kyrgyzstan			
	2021		2022	
	M	SD	M	SD
School provides a broad range of extracurricular activities	1.9	0.145	2.3	0.321
School appreciates students' qualities and empowers them	1.9		2.6	
Students seldom absent from school unless necessary	2.1		2.9	
School updates on students progress and gives you regular chances to talk to the teachers	1.7		3.1	
Teachers at the school are approachable and friendly	1.8		2.7	
School shares information about events, meetings and general progress for access and follow	1.8		2.6	
School's updates on student behavior, attendance and performance	1.8		2.2	
School manages discipline issues well	1.8		2.2	
School environment is safe, clean and secure place	1.8		2.2	
School is well-run with clear rules and plans for the future	1.6		2.3	

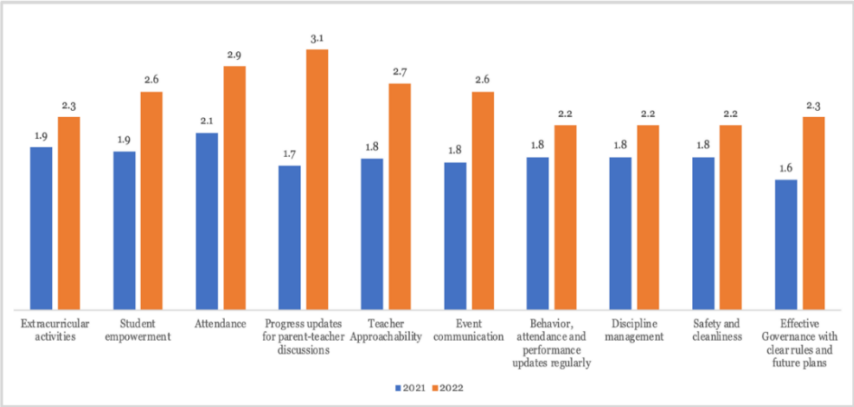


Figure 4. Kyrgyzstan Distribution Mean on Parents' Perception by Item (2021 – 2020)

Overall, this analysis demonstrates that communication and engagement are crucial for improving perceptions of school quality, as evidenced in all three countries. Indonesia excelled in implementing structured and diverse extracurricular programs, while Kyrgyzstan made notable strides in improving teacher-parent interactions. Tanzania showed steady improvements but requires a more comprehensive approach to strategic school planning and extracurricular development. This indicates that NAMA Foundation should focus on Tanzania in subsequent years. These findings align with global literature emphasizing the role of parental engagement, transparent communication, and a safe learning environment in enhancing school life quality (Epstein, 2001). Continued investment in these areas, tailored to each country’s unique challenges, is crucial for sustaining and furthering these positive trends.

DISCUSSION

The present study provides new insights into parents’ perceptions of school life quality across Islamic schools in Tanzania, Indonesia, and Kyrgyzstan, with particular attention to how these perceptions changed between 2021 and 2022. The findings confirm many trends identified in previous literature, while also highlighting important cross-country nuances and context-specific developments.

Consistent with global and regional research, our results reaffirm that parental perceptions of school quality encompass much more than academic achievement. Parents increasingly value holistic aspects of school life, including student well-being, teacher-parent communication, extracurricular opportunities, and the overall school environment (Huebner, 2004; Rao et al., 2014). In our study, all three countries showed improvements in mean ratings for these

holistic indicators, mirroring international trends that stress the multidimensional nature of school quality (Costache et al., 2023).

One significant area of convergence is the importance of effective teacher-parent communication. Our findings show Kyrgyzstan exhibited the most marked improvement in this area, with regular updates on student progress increasing notably between 2021 and 2022. This aligns with Jailobaeva et al. (2023), who found that increased transparency and parental engagement, especially in Kyrgyzstan, foster a stronger sense of ownership and responsibility among parents, which is crucial for sustainable school improvement. Similarly, the literature indicates that two-way communication is essential for building trust and partnership, rather than the traditional one-directional flow of information from school to home (Epstein, 2001; Meier & Lemmer, 2015).

Indonesia's relatively high and improving ratings for school life quality—particularly in extracurricular programming and governance—echo Mulyani et al. (2019), who reported that parental involvement in co-curricular activities and transparent communication contribute significantly to positive parental perceptions. The government's ongoing holistic education reforms under the Merdeka Belajar initiative also appear to resonate with parents, as indicated by the substantial increase in ratings for teacher approachability, regular updates, and a broad range of extracurricular offerings (Suharti, 2020).

By contrast, Tanzania demonstrated more modest but steady improvements, especially in teacher approachability and parental communication. However, challenges persist regarding strategic planning and extracurricular development, supporting previous observations by Komba and Nkumbi (2008) on gaps in teacher professional development and school management frameworks. The literature suggests that, while Tanzanian parents place a high value on education, systemic and socioeconomic constraints often limit deeper parental engagement (Widell & Hanna, 2014). Our findings support this, as indicators such as strategic planning and discipline management continue to lag behind.

Across all three countries, parental perceptions were positively correlated with improvements in teacher communication and school environment, corroborating the assertion that parental involvement, open communication, and a supportive school climate are foundational to high-quality school life (The Education Trust, 2021; Chuktu et al., 2024). However, country-specific variations were also evident. For instance, Kyrgyzstan's gains were most pronounced in communication but less so in physical environment, reflecting resource constraints documented by Steiner-Khamsi et al. (2008). Indonesia excelled in holistic indicators but still faced challenges with consistency in behavioral management, a point echoed by Hasibuan et al. (2022). Tanzania, while making progress, requires a more comprehensive approach to extracurricular and governance improvements.

Overall, the findings of this study align with the global literature that

highlights the complex, multifaceted nature of parental perceptions of school life quality. They underscore the importance of contextually tailored strategies to improve communication, engagement, and the school environment, and reinforce the necessity of partnerships between families and schools to sustain positive trajectories in diverse settings (Steinberg, 2022; OECD, 2023).

CONCLUSION

This report, *Parents' Perceptions of School Life Quality: A Comparative Analysis of Trends in Tanzanian, Indonesian and Kyrgyzstan Schools (2021-2022)*, has shed light on the diverse yet interconnected factors influencing parental perspectives on school quality across three distinct geographical contexts. The findings reveal that while parents universally value a safe and supportive environment, quality teaching and equitable access to resources. Their perceptions are shaped by localized socioeconomic conditions, cultural expectations and policy frameworks.

This study highlights the diverse yet interconnected factors shaping parental perceptions of school life quality in Tanzania, Indonesia, and Kyrgyzstan. While all three countries demonstrated improvements, localized challenges underscore the need for tailored strategies. Strengthening family-school partnerships, improving communication and addressing resource gaps are crucial for sustaining positive trends. These findings contribute to global education reforms, emphasizing inclusive, equitable, and holistic approaches to school development.

In conclusion, the comparative analysis highlights the universality of parental aspirations for better education while emphasizing the importance of addressing local nuances. By fostering inclusive, supportive and collaborative school environments, educational systems in Tanzania, Indonesia and Kyrgyzstan can collectively progress towards sustainable and impactful improvements in school life quality.

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