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THE IMPACT OF PARENTAL INVOLVEMENT AND STUDENT
ENGAGEMENT ON SCHOOL DROPOUT INTENTION: A
SYSTEMATIC LITERATURE REVIEW

Naranthiran A/L Vijayakumaran^{1*}, Halimah Mohd Yusof², Sivakanthan Oulaganathan³, Dinesh Kumar A/L Saundra Rajan⁴

- ¹ School of Human Resource Development and Psychology, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia
Email: naranthiran@graduate.utm.my
- ² School of Human Resource Development and Psychology, Faculty of Social Sciences and Humanities, Universiti Teknologi Malaysia, Malaysia
Email: halimahmy@utm.my
- ³ Department of Accounting and Business, Tunku Abdul Rahman University of Management and Technology, Malaysia
Email: sivakanthan@tarc.edu.my
- ⁴ Department of Banking and Risk Management, Faculty of Business and Finance, Universiti Tunku Abdul Rahman, Malaysia.
Email: dineshk@utar.edu.my
- * Corresponding Author

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Abstract:

School dropout intention among students is a serious issue as it will impact the student's motivation to learn. Studies have found that dropout intention among students is affected by parental involvement and student engagement. Hence, this article aims to identify the impact of parental involvement and student engagement on school dropout intention based on prior empirical findings. This article featured several conclusions regarding the relationship between parental involvement and dropout intention and also the relationship between student engagement and dropout intention. Using the systematic literature review, 30 publications were analysed in preparing this article. All the conclusions from the numerous papers were discussed. Suggestions for future studies were presented, and the importance of these topics was identified. A fresh study is recommended to be carried out to determine the level of parental involvement among Malaysian parents and the extent of student involvement among Malaysian students as well as how these factors impact on school dropout intention.

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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Keywords:**

Parental Involvement, Student Engagement, School Dropout Intention

Introduction

Education is an essential component to a person should nurture from an early age. The knowledge acquired through education will enable a person to think maturely and determine the direction of their life. However, current day's school dropout continues to be an issue on a global scale (Balkis, 2018; Eshah Mokshein et al., 2016). According to Mahoney (2018), school dropouts are those who have not completed their high school education, have left high school before the commencement of an academic year, or have not enrolled in high school after completing their primary education. Generally, basic education and related skills with high school graduation are necessary to get a job in many organisations in the present days but unfortunately, school dropouts are failed to get the fundamental education and struggle to find employment (Eshah Mokshein et al., 2016; Mahoney, 2018). Moreover, without proper education, some of the school dropouts are not able to perform well in their workplace due to a lack of employability skills and caused dissatisfaction with their performance by their employers (Manjunath et al. 2019).

The main causes of school dropout were lack of interest in schooling, poor academic performance, influence from non-schooling siblings, and home contextual variables such as family situation and personal issues (Kehm et al., 2019; Eshah Mokshein et al., 2016). Many factors such as social, economic, educational, and cultural issues have an impact on school dropout rates (Singu et al., 2020; Shahidul & Karim, 2015). While some of the school dropouts worked part-time jobs and helped their parents at home, the majority of them stayed at home and just hung out with their friends. The remainder of them were still looking for jobs within their hometown area as not like to leave their parents (Eshah Mokshein et al., 2016). Numerous studies assert that all of the aforementioned factors have been influenced by poor parental involvement (Froiland, 2021; Anderson & Minke, 2017; Ben-Tov & Romi, 2019; Anderson & Minke, 2017; Clinton & Hattie, 2015). Parental involvement is described as involvement in a child's schooling and other school activities to monitor the child's academic progress (Ahmed et al., 2018). Apart from the parental involvement outlined above, numerous studies assert that there is a relationship between student engagement and dropout intention (Liinamaa et al., 2022; Truta et al., 2018; Dogan 2015). According to Liinamaa et al. (2022), student engagement is the level of a student's involvement in the educational process, including with the people, activities, goals, beliefs, and overall school environment.

In Malaysia, the dropout rate for primary school increased from 0.12 to 0.13 percent in 2020, while the dropout rate for secondary school increased from 1.14 to 1.26 percent (Malaysiakini, 2020). Additionally, the former youth and sports minister of Malaysia, Syed Saddiq raised concern over the high dropout rate and described it as a national emergency in the parliament (Carvalho, 2021). The worst part is that statistics from 2016 revealed that 4 out of 10 Indian students in Malaysia left school before taking the SPM exam (Jo-Lyn, 2016). According to the statistics of 2020, 13% of Indian students in primary schools drop out of school, while almost 10,000 students leave school without completing secondary education (Selladurai, 2020). According to data from the Malaysian Indian Community Action Plan (2017), only 9% of

Indians in the age group of 20-24 have educational attainment up to the lower primary school level (PMR). These data demonstrate that school dropouts have a disproportionately negative impact on Indian communities, indicating the necessity for future research on school dropouts that focuses specifically on the Indian community.

Literature Review

Parental Involvement and Dropout Intention

According to Haugan et al. (2019) and Barrera-Osorio et al. (2020) school dropout rates are significantly influenced by parental support apart from school participation among secondary school students. The study by Garcia and Thornton (2014) revealed that family involvement in education raises student achievement, reduces absenteeism, and ultimately lowers the rate of school dropout. According to a study conducted in the United States by Blount (2014), parents' poor parenting practices, low expectations, and unfavorable attitudes toward education contribute to students' poor academic performance and ultimately to school dropout. Moreover, according to Reynolds et al. (2015), that conducted a study with Latino, African American, and immigrant children in the USA, parental involvement in education has been associated with many positive outcomes for students and reduces the likelihood that students may intend to drop out of school. All these studies contend that parents' involvement significantly affects their children's academic success and minimises the possibility that students will want to quit their studies.

According to a study conducted in Italy by Alivernini and Lucidi (2012) with the participation of 426 students, parental involvement and self-determined motivation can eventually lessen a student's intention to drop out of high school. The research by Durisic and Bunijevac (2017) in Bosnia and Herzegovina demonstrated that parental involvement, which includes activities like monitoring their children's education and participating in school-sponsored events like parent-teacher conferences, volunteer work, various forms of parental activism, workshops, and seminars for parents, is connected to academic success in both young children and adolescents and reduces the likelihood that they will drop out of school. According to this study, students would benefit academically more if their parents attended parent-teacher conferences, take school phone calls, and read and sign messages from school compared with children whose parents don't do any of the above-mentioned things (Durisic & Bunijevac 2017).

The Ramsdal and Wynn (2014) study in Norway demonstrated that unstable parental involvement, such as marital conflict that frequently results in divorce with intervals of little to no contact with one parent, endangers the emotional security of the child and can cause school withdrawal and violent behaviour in the children. According to a study by Brown et al. (2019) conducted in Switzerland, students who have parental involvement are more likely to have better social skills, better behaviour, higher grades and test scores, frequent attendance at school, and the ability to adapt and adjust well to school, regardless of their family's income. Bajar and Bajar (2019) study in the Philippines found that encouraging parent involvement through text messaging dramatically decreased a student's inclination to drop out of school.

Based on the discussion above, it was determined that there was a relationship between parental involvement and students' intention to drop out of school in many studies from around the world for instance in USA Blount (2014), in Bosnia Herzegovina Alivernini and Lucidi (2012); Durisic and Bunijevac (2017), in Norway Ramsdal and Wynn (2014); in Switzerland (Brown

et al. (2019), in Philippines Bajar and Bajar (2019). However, there is an opposite argument and different finding from a study conducted by Wang and Sheikh-Khalil (2014) in the USA, which primarily included European Americans and African Americans, stated that parents' home-based involvement and academic socialisation were positively associated with academic attainment but parents' school-based involvement was not associated with academic attainment. This study contends that simply requiring parents to volunteer their time at the school does not increase high school students' academic performance and there is no relationship with dropout intention. This shows that not all the studies acknowledged the four dimensions listed above and some of the research yielded conflicting results. Thus, a fresh study should be carried out in Malaysia to determine the level of parental involvement among Malaysian parents and the effect it has on dropout intention.

Student Engagement and Dropout Intention

The study by Liinamaa et al. (2022), which covered 885 Finnish teens, revealed that higher levels of desire to drop out were associated with poorer levels of student engagement at the start of upper secondary schooling. In a study by Truta et al. (2018) a sample of first-year students (N = 1063) was used to assess several facets of academic engagement as predictors of early dropout intentions. The results show that student emotional and academic engagement considerably predicts intent to drop out early. Strongly engaged students who take pride in their academic accomplishments and find challenges and inspiration in the classroom are less likely to have dropout intentions (Truta et al., 2018). In simple words, we can conclude that the likelihood that students may desire to give up their studies is reduced when they are strongly engaged in terms of emotional and cognitive.

The results of the study by Landis and Reschly (2013), which investigates student engagement in behavioural, emotional, and cognitive dimensions, revealed that when students exhibit all three aspects of student engagement, their likelihood of dropping out of school is reduced. According to a study by Fall and Roberts (2012), school dropout is influenced by contextual, self-system, and school engagement elements. Success on in-class tests and student engagement in cognition and behaviour were associated with a lower chance of secondary school dropout (Fall & Roberts, 2012). All these studies demonstrated that when students are well-engaged in their studies, homework, and school activities lowers the possibility that students may want to quit their studies.

Moreover, the study by Schunk and Carol (2012) links lower self-efficacy and lower levels of behavioural, emotional, and cognitive engagement among students led to lower academic achievement and a higher likelihood of dropping out of school. According to Chang and Chien (2015), there is a relationship between behavioural engagement and students' attitudes toward learning, and it affects less engaged students' intentions to drop out of school. Another study by Affuso et al. (2017) revealed that student engagement and self-determined motivation raise academic achievement and lower dropout intention among students. The findings of the study by Caraway et al. (2013) issued a warning that kids' lack of interest in learning is still a significant issue that needs to be addressed since it has extremely grave repercussions, such as a higher likelihood of dropping out of school. Three different types of student engagement such as behavioral engagement, emotional engagement, and cognitive engagement are examined in the study by Sun and Rueda (2012) which confirmed that there is a relationship between these student engagements with dropout intention.

According to research by Del and Wang (2021), low achievement and dropout rates among kids are positively correlated with students who are disengaged at school and home. The study by Storlie and Toomey (2019) discovered a correlation between increased dropout rates and unfavorable academic experiences, such as a fall in school interest. In addition, according to Stefansson et al. (2018), student engagement is crucial for both academic performance and lowering dropout rates. This study demonstrated a favorable correlation between low academic performance, such as higher dropout rates, and school disengagement.

In contrast, according to the study's findings, which were obtained from Dogan (2015) through 578 samples of secondary school students, academic achievement and students' intention to drop out of school are predicted by cognitive engagement but not by emotional and behavioural engagement. According to Truta et al. (2018), behavioural engagement does not predict school dropout intention, while student emotional and intellectual engagement does strongly predict early dropout intentions. Thus, all three sub-dimension of student engagement (behavioural, emotional, and cognitive) were not acknowledged by all the studies discussed above some studies revealed different results. Therefore, a new study should be conducted in the Malaysian context to see how student engagement among Malaysian students is and what is the impact on dropout intention.

Methodology

Searching Strategy

In order to record all the inputs from the literature review, the researcher first generated an excel file. In the first phase, the researcher created a column and row in an excel file to keep track of the inputs and findings from the literature review. Each column's headings list the article's author, publication year, journal name, research purpose, research variables, research location, research population, research sample, research design, research instrument, data analysis, main research findings, and significant notes. The researcher drew 30 rows, except the title row, in order to discover at least 30 publications for the literature review. The researcher's second stage was a thorough search of various electronic databases, including Scopus, Emerald, and Science Direct, as well as additional sites like Google Scholar and Research Gate. The researcher searched the database sources for articles using a variety of key terms, including parental involvement, student engagement, and school dropout intention. N=50 articles made up the researcher's sample collection.

Inclusion Criteria

The inclusion and exclusion criteria are two categories that make up the literature review. The inclusion criterion literature is categorised as follows:

- a) The studies in English language only.
- b) The most recent research projects based on journal publications published from the year 2012 until 2022.
- c) The studies that demonstrate the relationship among parental involvement, student engagement, and school dropout intention.

Exclusion Criteria

The categorization of the exclusion criteria kinds of literature is avoided in this literature review to avoid unnecessary data and information that not suited for the research purpose of this paper are as per below:

- a) The studies in the Malay language.
- b) The studies that were conducted before 2012.
- c) Thesis or dissertation that is unauthorized.
- d) Article without proper information of journal name, author, and publication.
- e) Article that does not demonstrate the relationship between parental involvement, student engagement, and school dropout intention.

Selection Strategy

The researcher eliminated 20 articles from the sample of 50 articles because they were deemed unsuitable for the study's research topic. In the first stage, the researcher found 50 papers by searching a database for various key terms related to parental involvement, student engagement, and school dropout intention. From the 50 articles, the researcher carefully reviewed each one and used exclusion criteria to eliminate 20 journals. Following the selection strategy, the researcher filtered the final top 30 articles for writing a literature review. This indicated that the researcher was looking for the most recent article to comprehend the present trajectory research topic.

Data Analysis

The researcher used comparison tables to analyse the data from the literature review in order to find similarities among the findings of the research. The equivalent crucial relationship between parental involvement and dropout intention and between student engagement and dropout intention are outlined below through a comparative study.

Parental involvement is broken down into 4 dimensions in the table below based on the dimension outlined by Rogers et al., (2013). Based on the literature review analysis above supporting literature that contends that these dimensions have an impact on dropout intention is listed beside each dimension.

Table 1: The Impact of Parental Involvement Dimensions on Dropout Intention

Dimensions	Supportive Literature
Parental management of the learning environment	Barrera-Osorio et al. (2020); Haugan et al. (2019); Garcia and Thornton (2014); Blount (2014); Alivernini and lucidi (2012); Bunijevac (2017); Wang and Sheikh-Khalil (2014); Reynolds et al. (2015); Ramsdal and Wynn (2014); Brown et al. (2019).
Controlling parental involvement	Barrera-Osorio et al. (2020); Garcia and Thornton (2014); Blount (2014); Alivernini and lucidi (2012); Bunijevac (2017); Wang and Sheikh-Khalil (2014); Reynolds et al. (2015); Durisic and Bunijevac (2017); Ramsdal & Wynn (2014); Bajar and Bajar (2019).
Parental participation with homework	Barrera-Osorio et al. (2020); Garcia and Thornton (2014); Blount (2014); Alivernini and lucidi (2012); Bunijevac

	(2017); Reynolds et al. (2015); Ramsdal and Wynn (2014).
Supportive parental involvement	Barrera-Osorio et al. (2020); Garcia and Thornton (2014); Blount (2014); Alivernini and lucidi (2012); Bunijevac (2017); Reynolds et al. (2015); Ramsdal and Wynn (2014).

Student engagement is broken down into 3 dimensions consisting of behavioral, cognitive, and emotional engagement in the table below based on the student engagement model created by Hayam (2016).

Table 2: The Impact of Student Engagement Dimensions on Dropout Intention

Dimensions	Supportive Literature
Behavioural engagement	Liinamaa et al. (2022); Landis and Reschly (2013); Fall and Roberts (2012); Schunk and Carol (2012); Chang and Chien (2015); Affuso et al. (2017); Caraway et al. (2013); Sun and Rueda (2012); Stefansson et al. (2018).
Emotional engagement	Liinamaa et al. (2022); Truta et al. (2018); Landis and Reschly (2013); Fall and Roberts (2012); Schunk and Carol (2012); Affuso et al. (2017); Caraway et al. (2013); Sun and Rueda (2012); Storlie and Toomey (2020).
Cognitive engagement	Liinamaa et al. (2022); Truta et al. (2018); Landis and Reschly (2013); Fall and Roberts (2012); Schunk and Carol (2012); Affuso et al. (2017); Caraway et al. (2013); Sun and Rueda (2012); Toro and Wang (2021); Dogan (2015).

Results and Discussion

Parental Involvement and Dropout Intention

According to the discussion above, numerous studies found that parental involvement has an impact on student's intention to drop out of school (Haugan et al., 2019; Barrera-Osorio et al., 2020; Garcia & Thornton, 2014; Blount, 2014; Alivernini & lucidi, 2012; Bunijevac, 2017; Reynolds et al., 2015; Ramsdal & Wynn, 2014; Brown et al., 2019). However, there is a counterargument, as a study by Wang and Sheikh-Khalil (2014) found that parental involvement in their children's education was unrelated to academic achievement and dropout intention. This demonstrates that not every study recognised the four dimensions listed by Rogers et al (2013).

Student Engagement and Dropout Intention

At the same time many studies (Liinamaa et al., 2022; Landis & Reschly, 2013; Fall & Roberts 2012; Schunk & Carol, 2012; Chang & Chien 2015; Affuso et al., 2017; Caraway et al., 2013;

Sun & Robert 2012; Stefansson et al., 2018) demonstrated that there is an impact of student engagement consist of behavioural, emotional and cognitive on school dropout intention. In contrast, according to Dogan (2015) emotional and behavioural engagement do not indicate students' desire to drop out of school. Additionally, Truta et al. (2018) claim that behavioural engagement does not indicate a student's decision to drop out of school. Thus, not all the studies mentioned above acknowledged the three sub-dimensions of student engagement (behavioural, emotional, and cognitive); as some studies produced different findings as mentioned above.

Research Gap

The researcher found a gap in the fact that there were limited studies done on dropout intention in Malaysia. Previous research (Eshah Mokshein et al., 2016; Nabila Singar, 2017) on school dropouts in Malaysia has likewise been generalised and has not placed a strong emphasis on the Indian community. According to statistics, four out of ten Indian kids in Malaysia dropped out of school, according to recent figures (Jo-Lyn, 2016). This was seen as a serious problem, especially for the Indian community, which prompted the government to introduce the Malaysian Indian Blueprint in 2017 (Malaysian Indian Transformation Unit, 2022). According to Halimah Mohamed Sadique, a former National Unity Minister, the government seeks to enhance the Malaysian Indian Blueprint to address challenges to the socioeconomic growth of the nation's Indian community, such as the high rate of school dropouts (Bernama, 2021). In order to identify this issue among Malaysia's third largest group, more research is urgently needed.

Limitation

According to the literature review, numerous statistics are demonstrating that school dropout is a significant issue in the Indian community, but no academic article has specifically emphasised this issue. As a result, the researcher has difficulty locating academic references to support this research objective.

Conclusion and Recommendation

Dropout intention is a significant issue in Malaysia, according to the researcher's thorough examination of the literature as discussed above. Student dropout intention is influenced by parental involvement and student engagement. In order to ascertain the extent of parental involvement among Malaysian parents and its impact on dropout intention, a new study should be conducted. Additionally, a fresh study should be carried out in Malaysia to determine the level of student involvement among Malaysian students and the impact on dropout intention.

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