

Entrepreneurial Leadership for Students' Enrolment in Private Secondary Schools: A Conceptual Research to Discover Parents' Intentions and Behavior

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Abstract

Entrepreneurial leadership is taking advantage of the business opportunities that existed, and this includes areas of student marketing and enrolment. As a unique perspective, this study will focus on identifying and analyzing the factors influencing parents' intentions and behavior for private schooling in Klang Valley. The essence of this paper will elaborate on this research framework, while the context of the study is focused on the private secondary school which offer the same curriculum as a public school. The role of school principals in private schooling, as well as whether private schooling improves school quality in Malaysia as a whole or exacerbates social disparity will also be investigated. As a research proposal, this study supplements another perception of the field of entrepreneurial leadership and is set out to involve at least 420 parents from secondary private schools in Wilayah Persekutuan Kuala Lumpur, with primary data collected through an adapted questionnaire. The methodology justified for this study will also discuss the types of statistical analysis that consist of descriptive analysis, and correlation. It is argued that this study will provide a cross-sectional understanding of parents' perceptions and beliefs about their child's enrolment in private secondary schools. Gauging the factors influencing parents' private schooling behavior can potentially lead to a better understanding of the current educational market share and deduce the role of a private school in Malaysia's Education system to ensure education equity for all.

Keywords: private school, school leadership, school choice, secondary education

INTRODUCTION

School choice is a scarce topic in Malaysia educational research, along with the mushrooming of private school in Malaysia, the urgency to study the issue become more exigent. Not to mention the nature of private school which has a close tie with business management and entrepreneurship, this has led to a renewed interest in relationship between school choice and school leadership. The growth of private school indicates that there is a heightening interest toward private school. This study provides an alternative viewpoint from parent's intentions and behaviour to enroll their children into private secondary school.

This study focuses on the secondary private school which offer same curriculum as the public school but not other private schools which offer other curricula apart from Malaysia National Curriculum, for example international schools, Chinese Independent schools, private Islamic schools. One of the purposes of this study is to find out apart from the different syllabus, what are the main factors that drives the parents to opt out from the national curriculum system. The determining factors that drive the parents to tighten their budget to send to their children to private school which offering same national syllabus as free public school will be very much giving us the answer the role of the private school leaders in private schooling, because apart from fee paying, the basic difference between private school and public school is the leadership and management. (Gong & Subramaniam, 2020).

LITERATURE REVIEW

Entrepreneurship Leadership the first Theoretical Base

In Malaysia, school performance is the utmost agenda in school organization to achieving the vision and mission as well as the objectives of the Ministry of Education (Mohd Kasim & Zakaria, 2019). School performance is largely based on the leadership of school principal and management (Leithwood et al., 2008, 2020; Mohd Kasim & Zakaria, 2019). A private school is a school which is not supported financially by the government and which parents have to pay for their children to go to (Abidin Muhriz et al., 2011). Since the main revenue of private school is from the parents, thus, private school principals have more responsibilities on their shoulders as they are not merely a school leader, but an entrepreneur at the helm to steer the school to the right path. Kasim and Zakaria (2019) examined entrepreneurial leadership relationship with school performance in Malaysia. Their findings show that some variables such as entrepreneurial leadership and empowerment are significant in relation to school performance. They further pointed out that entrepreneurial leadership in every school leader plays an important role in the education system to deal with changes and challenges (Mohd Kasim & Zakaria, 2019). However, many questions were raised as regards to the applicability of entrepreneurial leadership in the context of education as entrepreneurship is conventionally related to profit generating businesses. Research conducted by Pihie et al., (2018) showed that there is significant and strong relationship between entrepreneurial leadership practice and school effectiveness. This implies that entrepreneurial leadership facilitates school effectiveness of school leaders.

Entrepreneurial leadership includes aspects to optimize risk, innovate in taking advantage of the opportunities that existed, take managing and personal responsibility in the change of dynamic environments for the benefit of an organization (Neves & Brito, 2020). Entrepreneurial leadership can be viewed from two aspects, entrepreneurial leadership in a business context focus on profit whereas entrepreneurial leadership in an organizational context focus on performance (Kasim et al., 2022). The financial benefit when the amount of revenue gained from a business activity exceeds the expenses is known as profit whereas performance is the output or results of an organization as measured against its anticipated outputs, goals and objectives (Kasim et al., 2022). Since private school is a business that is related to educational organisation, principal entrepreneurial leadership is looking at the profit generated as well as performance of the school. In addition, private school which mostly operate as a private business organisation not only need to answer to the conventional school stakeholders, but also the investors. Private schools' profit is generated from the school fees paid by the parents (Davies & Davies, 2014); therefore, an entrepreneurial school principal has to cater for the parents' preferences in school choice as well as to make sure the performance of school is on par. Since the entrepreneurial leadership in business context is profit generation, private school as an education and business organisation have to ensure sustainable profit generated from tuition fees paid by the parents. Therefore, understanding parents' preferences in school choice is essential for the private school leaders.

Hills et al. (2008) suggests that entrepreneurial organisation have a different set of marketing competencies that typically includes an exceptional understanding of customer needs, market trends, and market positioning. They further argued that entrepreneurial organisations which successful in financial may use marketing as a tool to create competitive advantage, based on differentiating their marketing program by leveraging their superior understanding of customers, markets, and technologies (Hills et al., 2008). In short, the literatures had clearly indicated that entrepreneurs engage in marketing strategies which different from the traditional marketing strategies of administrative organisation. Entrepreneurial leaders tend to have exceptional competencies in understanding customer needs, market trends, and market positioning (Hills et al., 2008). Therefore, as an effective entrepreneur leader in private school, the private school principal has to understand the factors influencing parents' behaviour for private schooling.

Private schooling is the act of parents opting out from the national school system and choose to send their children to private education institutes. More and more parents choose to send their children to private school will inevitably raise the concern for Malaysia National Education system, whether private schooling improve school quality in Malaysia as whole or exacerbate social disparity are in great concern as well. Thus, the factors causing the phenomenon of private schooling need to be reviewed systematically. Literature review show that the education quality in private schools is much better than public schools. As pointed out by Lim and Wan Jan (2013), private schools are usually associated with better quality. "Parents with children enrolled in private schools felt strongly that their investment was worthwhile and were quick to highlight the perceived superior quality and higher level of accountability compared to the government school system." (Lim & Wan Jan., 2013, p.8). According to

Ashley and Engel (2014) private schools tended to have a better quality of services and teaching than public schools, in terms of higher levels of teacher presence and teaching activity as well as teaching approaches that are more likely to lead to improved learning outcomes and there was some evidence that pupils' learning outcomes were improved by attendance at fee-paying schools. The key factor in school choice is the school qualities in terms of teaching, teacher attendance, school performance, large teacher to students' ratio and discipline (Bosetti, 2004). These positive qualities are closely related to the leadership and degree of autonomy in the school (Watkins et al., 2021). Autonomy which means greater empowerment to the management and the school leaders. According to World Bank Report (2013) autonomy in school allows for greater responsiveness to local needs. It also builds stronger sense of belonging among teachers, administrators, parents, and students. Most countries whose confer significant autonomy to local authorities and schools, students have better performance on international tests (The World Bank, 2013).

In Malaysia over 65 percent of schools report that the teacher recruitment takes place at the national level, compared to just over 5 percent in South Korea (The World Bank, 2013). The report further points out that the key constraints to improving the quality of basic education are highly restricted levels of autonomy, low parental involvement, low accountability, and shortcomings in teacher recruitment and performance management. In line with the report of World Bank (2013), Malaysian literature advocating choice and competition is limited in Malaysia because central planning has been allowed to become the natural state of affairs when it comes to education in the country; but that this situation is changing. Since private schools are operated by private enterprises, the management and recruitment are not as centralized as the public schools. Therefore, private schools' leaders and management are believed to have higher autonomy and higher level of entrepreneurial leadership as compared to Malaysia public school in term of teacher recruitment, learning and curricular as well as performance management. Research showed that private schools principals have greater flexibility in personnel decisions, and their principals and teachers face stronger incentives to perform. (Hahn et al., 2018). Consequently, Hahn et al., (2018) also find that private high schools have better student outcomes than public high schools, this results suggest that entrepreneurial leadership and management autonomy in personnel decisions explains the positive student outcomes in private schools. Many literatures have revealed that school performance and effectiveness have significant relationship to school choice. (Diwakar, 2016; Jabbar, 2016; Kisida & Wolf, 2015). In short, entrepreneurial leadership which has positive impact on school performance will indirectly related to parents' intention to choose for private school.

Theory of Planned behaviour as the second Theoretical Base

School choice is decision making process which involve complicated human behaviour. In order to explore the factors influencing parent private schooling behaviour in a more structural and systematic manner, Lee, Ting and Lo (2017) have conducted research to study factors influencing Chinese parents' choice of primary school in Sarawak based on the Theory of Planned Behaviour (TPB). Theory of Planned Behaviour is one of the most established theories to predict human behaviour (Ajzen, 2011; Sutter, 2014), and it has been proved its reliability

in predicting parents' behaviour in school choice. In Lee, Ting and Lo research in 2017, it was found that perceived behavioral control has the strongest influence in the choice of primary school in Sarawak among Chinese parents. Furthermore, various research showed that TPB is an established theory which able to predicts human behaviours in many fields (Cheng et al., 2005; Han & Kim, 2010; Kim, 2010; Liao et al., 2007; Whitaker et al., 2016).

TPB proposed that human behaviours are guided by three set of beliefs. Previous studies have identified several determinants of private schooling, namely school quality, teacher quality, school performance, languages, proximity etc.(Anders et al., 2020; Bosetti, 2004c; Diwakar, 2016; Dixon & Humble, 2017; Kosunen & Carrasco, 2016; Tooley et al., 2011). The factors can be systematically categorised into three sets of beliefs according to TPB, which are behavioural belief, normative belief, and control beliefs. The parents' perception on the school management and leadership which shape the school culture, environment, reputation, and performance will form the behavioural belief, whereas the parents' perception on current social trend on private schooling and their peer pressure will form the normative belief. Lastly, the perceived facilitation or difficulties in choosing private school for example proximity, suitability of the medium of instruction and financial support will shape the parents' control belief. In this study Theory of Planned Behaviour will serve as a theoretical base to find out the major factors that contribute to private school choice.

Theory of Planned Behaviour provides an inclusive model and framework which allowed the opportunity to uncover causal mechanisms of school choice. Applying a theoretical context of this nature provided in essence the structure for the investigation since parental decision-making could be seen as a complex process which continuously influenced various factors as well as by tensions between the other elements making up the social construct of a parent.

Furthermore, TPB has been well-tested in the educational domain and is used to study factors that influence students' intention to graduate (Sutter, 2014), electronic learning (Chu & Chen, 2016; Presley, 2004) and school choice (Goh & Dolnicar, 2006). Goh and Dolnicar (2006) proposed that most of the school choice studies have identified mostly attitudinal reasons (behavioural belief). The elicited reason within the three categories of TPB known to be predictive of human behaviour in their research are: behavioural belief 57%, normative belief 25%, and control belief 18%. Thus, it can be concluded that using the TPB framework led to more school choice reasons across a broader range of behavioural constructs. Goh and Dolnicar (2006) further concluded that all three components postulated in the TPB proved valuable in the school choice elicitation task.

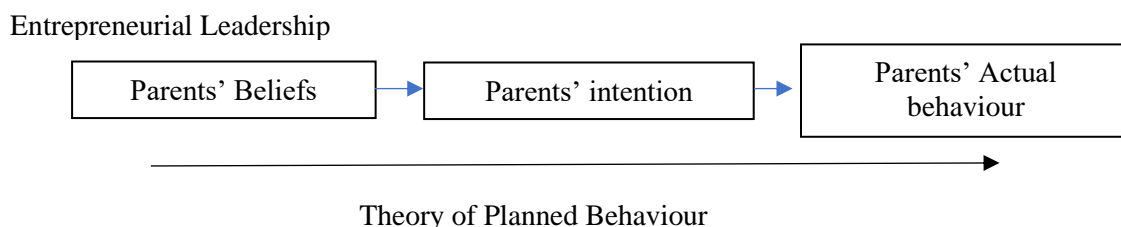
According to Ajzen (2006), the theory of planned behavior stated that human action is guided by three types of considerations: behavioral beliefs, normative beliefs and control belief. In combination, behavioral beliefs produce a favorable or unfavorable attitude toward the behavior; normative beliefs result in perceived social pressure; and control beliefs give rise to perceived behavioral control. As aggregated, attitude toward the behavior, subjective norm, and perception of behavioral control led to the formation of a behavioral intention. In general, the more favorable the attitude and subjective norm, and the greater the perceived control, the

stronger the person's intention to perform the behaviour in question. These three considerations influence an individual's intention for performing a given behaviour. This provides a framework to this research to relate the parents' beliefs and their intention of private schooling.

In the current research context, behavioural belief refers to perceptions of parents on private schooling. Leadership models such as transactional, transformative, distributed leadership, instructional leadership and entrepreneurial leadership have similar core practices which are 1) setting direction, 2) developing people, 3) redesigning the organization and 4) managing the instructional program. (Leithwood et al, 2006; Harrison & Burnard, 2016) which will eventually create a school image to the public. Entrepreneurial leadership which emphasize on setting and communicating vision and mission, dealing with challenges and crisis in competitive environment, optimizing opportunity in risk, creativity and innovation is more closely related to this study as private school is a business organisation in the educational context (Kongjinda et al., 2020; Neves & Brito, 2020; Pontoh et al., 2021). In conclusion, parents' behavioural belief is lie within the school principal leadership. On the other hand, the social context and environment the parents lie in will collectively form the parents' normative belief. Lastly, the perceived facilities and control on performing the behaviour of private schooling will shape the control belief.

Intention is assumed to be the immediate antecedent of behavior because when given an ample degree of actual control over the behavior, people are likely to carry out their intentions when opportunities arise. However, actual behaviour may not be the same as the behavioural intention because many behaviours cause difficulties of execution that may limit volitional control. Therefore, in this study, the relationship between intention and the actual behaviour of private schooling will be examined. TPB provides a framework for data collection and comparisons of findings. Importantly, the use of TPB allows researchers to study the relative importance of consideration that lie beneath the choices made.

Figure 1
Theoretical Framework



PROBLEM STATEMENT

Over the years, there has been a mushrooming of international schools and private schools throughout the country, due to the heightened interest in private education by Malaysians (Yaacob et al., 2015). The blooming of international school, private school, Chinese independent secondary school as well as home schooling have created a new marketplace in the industry. School choice has now become a great concern.

As compared to students who enroll into public schools, students enrolling into private schools is small but growing in numbers. As a matter of fact, the growth of private education surpasses the public school, although the numbers of public schools are very much larger (Malaysia Education Blueprint, 2013). These private education institutions operate at both the primary and secondary level which include academic private schools that teach the national curriculum, international curriculum, and religious schools. Currently, private schools comprise 1% of total primary enrolments and 4% of total secondary enrolments (Malaysia Education Blueprint, 2013).

Moreover, the growth of the private education raise concern about education equity as pointed out in Malaysia Education Blueprint 2013-2025 (2013). Private schools using the national curriculum present a gap in equity as private school score about 6% higher than public schools at SPM. Malaysia Education Blueprint 2013-2025 (2013) pointed out that some of these achievement gaps may be due to the better learning environment in private schools and probable due to the self-selecting nature which skews the population of the private schools' students toward the more economically advantaged communities.

Studies in Malaysia Education Blueprint (2013) reported that although enrolment in private schools using the national curriculum currently accounts for only 1% of total student numbers, enrolment is increasing as average household income levels rise. Will the growth of private schools exacerbate the disparities among the urban and rural, as well as different socioeconomic backgrounds? Even though public schools and private schools using the national curriculum offer the same curriculum and syllabus, the schools have many differences in nature. One of the fundamental differences between the public school and private school is private schools' management have the freedom and autonomy to better meet the needs of local ('Abidin Muhriz et al., 2011). The fundamental difference between public school and private school which offer national curriculum is the school leadership and autonomy in management, hence one of the independent variables in this research is behavioural belief which will focus mainly on the parents' perception on private school leadership and management in shaping the school culture, reputation in academic and co-curriculum performance. By examining the level of parents' belief and the relationship between level of parents' beliefs and level of parents' intention, the main factors contribute to parents' heightened interest in private schooling can be answered. Thus, the school management of private as well as public schools can get a clearer direction and act appropriately to strive for better school quality for all.

Furthermore, private schooling is a scarce topic in Malaysia. Although the predictive effect of TPB has been proven significant in the field of education, such as students' intention to graduate (Sutter, 2014), electronic learning (Chu & Chen, 2016; Presley, 2004), medium of instruction (Lee et al., 2017) and school choice (Goh & Dolnicar, 2006), the predictive effect of secondary private schooling in Malaysia is still remain unknown. Furthermore, literature advocating choice and competition has been lacking in the field of education in Malaysia primarily because government policy has long assumed that education is a matter for central planning ('Abidin Muhriz et al., 2011), however, in recent years, this situation has been changing with the establishment of more and more private schools. Thus, it is important to employ a well-established theory, Theory of Planned Behaviour to investigate the rising of private schooling in Malaysia.

RESEARCH OBJECTIVES

To conceptualise the research framework, it is vital to list out the research objectives prior to carrying out the actual study. In essence, the objectives focus on the main factors influencing the parents' private schooling and behaviour. As such, this will be accompanied by four specific objectives namely:

1. To determine the level of behavioral belief, normative belief, and control belief in private schooling among the primary schools' parents in Kuala Lumpur.
2. To determine the level of private schooling intention and actual behaviour of the primary schools' parents in Kuala Lumpur.
3. To examine the influence of parents' behavioral belief, normative belief, and control belief on their intention of private schooling among the primary schools' parents in Kuala Lumpur.
4. To examine the influence of parents' intention on their actual behaviour of private schooling among the primary schools' parents in Kuala Lumpur.

SIGNIFICANCE OF STUDY

Agasisti (2011) suggests the presence of private schools should improve the performance of all school types within a more dynamic and competitive educational market. This is underpinned by the aspiration of choice as a driver of quality which is consistent with DeAngelis (2017) who proposed that increase the degree of school choice that is available for families will increase quality of schools available to children. However previous research suggested that private schools improve the quality across the entire education system has not been scrupulously addressed through empirical research. Therefore, one of the significances in this research is to fill up the academic gap by examining the predictive effect of the identified variables in school choice using the framework of TPB. The findings of this study can contribute and corroborate TPB in the field of educational leadership and school choice.

Besides, Levin (2002) suggests that school choice will lead to competition among schools for student enrolment and causing the schools being more responsive and accountable to the needs

and interests of parents and students by providing various programs for different types of families. Competition will result in improved school management effectiveness, productivity, and service, leading to higher quality education. Researchers argue that school choice may result in the formation of value communities that cater to the needs, values, and interests of particular groups (Bosetti, 2004). This contributes to the further social segregation and a two-tier education system and privileges the middle-classes who have the economic, social, and cultural capital to use the education market as a strategy to reproduce their social class and secure their relative advantage, social advancement, and mobility (Ball, 2003). In Malaysia Blueprint 2013-2025 it points out that private schools using the national curriculum present yet another gap in equity as they score about 6% higher than public schools at SPM. While some of this achievement gap may be due to a better learning environment, it is probable that much of it is due to the self-selecting nature of these schools, which skews them towards a student population that is more economically advantaged. Therefore, gauging the reasons of parents' private school choice can understand better educational market share and deduce the role of private school in Malaysia Education system to ensure education equity for all.

Furthermore, studying the factors influencing parents' intention and behaviour for private schooling could set a guideline for private schools as well as public schools principal to improve their existing management and operation system. Moreover, this research could provide a clearer direction to the private school's principals regarding the parents' preference while choosing a school. Exploring the determinants of private schooling enable the entrepreneurial private school leaders to better understand their customer needs and requirements. The research which aims to give a snapshot of the factors affecting parents' private school choice may provide directions to the educational reformations which will going to take place. Policy makers could refer of the findings of the research while legislating related policies to ensure equity education for all.

PROPOSED RESEARCH FRAMEWORK

Post-positivists hold a deterministic philosophy in which causes determine effects outcomes (Creswell, 2014). Post-positivist is reductionistic in nature, researchers embrace this worldview tend to reduce the ideas into a small discrete set to test, such as the variables that comprise hypotheses and research questions. Post-positivists develop numeric measures to observe and study the behaviour of individuals and use data, evidence, and rational considerations to shape knowledge (Creswell, 2014). Therefore, quantitative approach is adopted to reduce the phenomenon of the growth of private schooling into three variables, which are behavioural belief, normative belief, and control belief. The prediction effect of each of the belief on private schooling is tested. Numeric measures are employed to collect data of parents' beliefs and the data, evidence, and rational considerations is used to explain the phenomenon of the growth of private schooling.

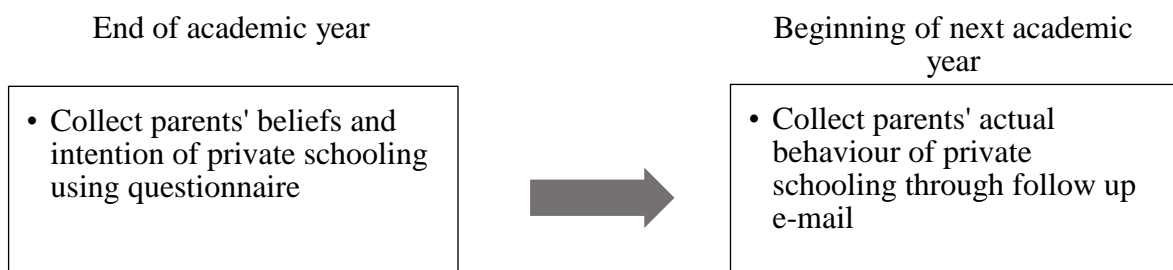
Quantitative data that can be statically analysed can produce result to assess the frequency for description of trends, attitudes, or opinions (Creswell, 2012). This study will be treated as a

non-experimental survey research design. Survey design is a popular design in education (Creswell, 2012). Survey research designs are procedure in quantitative research in which survey will be administered to describe the attitudes, opinions, behaviour, or characteristics of the population (Creswell, 2012), which accord with the objectives of this study. Descriptive analysis will be employed to study the frequency of each factor, to determine the parents' levels of belief of private schooling. Human behaviour is often affected by multiple variables. In order to understand better parents' behaviour in private schooling, the correlation among variables, whether one or more variables might influence other variables is determined by using multiple regression analysis. In statistical terms, correlation is a method of assessing a possible two-way linear association between two continuous correlation coefficient variables. Correlation is measured by a statistic called the correlation coefficient, which represents the strength of the putative linear association between the variables in question (Mukaka, 2012).

The population in this research is the standard six National Type Chinese primary school (Sekolah Jenis Kebangsaan Cina, SJKC) students' parents in Kuala Lumpur. The aim of this study is to collect and analyse the primary SJKC parents' beliefs about private schooling and their intention of opting out of national education system and then predict their actual behaviour of enrolling their children into secondary private school. Therefore data will be collected in two phases, in the first phase of data collection, questionnaire titled: Survey of Parents Belief in Private Schooling will be used. There are 2 sections in the questionnaire: Section A demography, Section B Parents' Belief, and intention. The first phase of data collection will be carried out at the end of the academic year, to collect parents' belief and their intention of private schooling. Second phase of the data collection will be carried out at the beginning of next academic year. Follow up interview will be carried out through e-mail to find out how many parents in fact enrolled their children to secondary private school. According to Icek Ajzen (2002), the actual behaviour is defined by the action carried out by the respondent, it can be obtained either through direct observation or by means of self-reports. In this study, follow up email will be sent to the parents to get their self-report of their actual action. The data collection process is summarized in the figure 2 below.

Figure 2

Data collection process



Kuala Lumpur becomes the representative of Malaysia in this study because Klang Valley has the highest density of established private schools and Kuala Lumpur is the centre of Klang Valley. There are 65 private academic secondary schools in Malaysia, out of the 65 schools, 21 private schools are located in the Klang Valley. (Ministry of Education Malaysia, 2020) The percentage of private schools in Klang Valley is significantly higher than other states.

The proposed sample size will be 420, according to Creswell (2012), as a rough estimation, educational research needs approximately 350 sample sizes for a survey study. To be the safe side and to minimize sampling error and missing data, 420 questionnaires will be distributed to the parents through the school administrators using stratified random sampling technique. Samples were selected from the three district education offices (strata) randomly to ensure the geographic representation from each district is included.

The targeted population of the study is SJKC parents, because research found that Chinese society are gradually turning their attention to private schools (Siah et al., 2018). Besides, more Chinese is residing in the urban area (Sua, 2010) which has the higher density of private school. Meanwhile for private secondary schools, ethnic Chinese recorded the highest number of the total student population, with 65.88 per cent in 2020 (New Strait Time, Nov 11, 2020). This study only targeted standard six parents because research showed that many Chinese parents will opt-out of the public school system in the transition from primary to secondary school (Kamaludin, 2020).

As the research framework, the factors affecting parents' intention of private schooling will be systematically categorised into three different beliefs according to the Theory of Planned Behaviour, which are behavioral belief, normative belief, and control belief. According to the literature reviewed, many factors have been identified contributed to the private schooling behaviours, however, there are not a single cohesive framework to relate all the factors in an orderly manner. Thus, in the current research TPB is adopted to systematically identify the independent variables and dependent variable. The independent variables are factors influencing parents' school choice elicited in the previous research. Parents private schooling intention is the dependent variable of the research which is influenced by the beliefs (independent variables). Intention is the precedent of the actual private schooling behaviour, thus, the relationship between intention and the actual behaviour of private schooling is another set of independent and dependent variables.

The proposed research framework provides a systematic and cohesive structure to answer the research questions. Parents' beliefs are independent variable which influence the parents' intention and sequentially their actual behaviour of private schooling. In an attempt to examine the relationship between parents' beliefs, parents private schooling intention and subsequently parent actual behaviour of private schooling, the three construct of parents' beliefs are represented by the measurable dimensions which are:

1. Behavioral Belief

- a) Attitude toward behaviour refers to the parents' perception on private school principal leadership and management
- b) Outcome evaluation refers to the parents' evaluation on the private school principal leadership and management.

2. Normative Belief

- a) Perceived social norm refers to the parents' perceived social norm of private schooling.
- b) Motivation to comply refers to the parents' motivation to comply to the perceived social trend of private schooling.

3. Control Belief

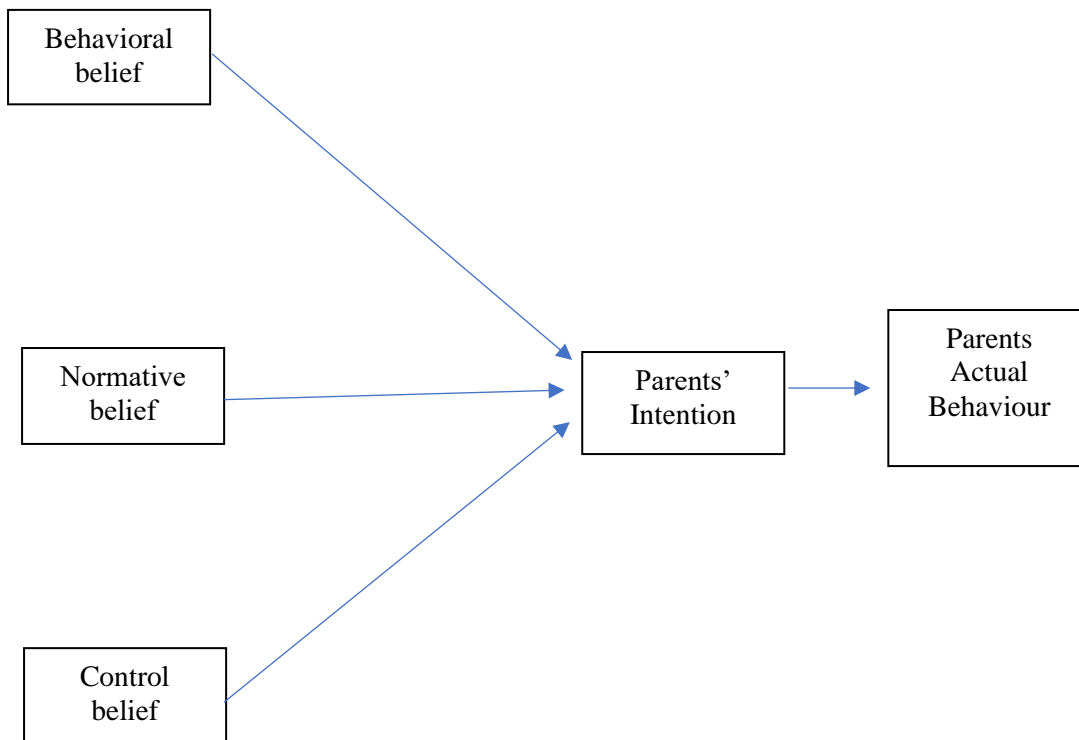
- a) Perceived control refers to the parents' perceived capability and readiness to enroll their children to private school.
- b) Perceived facilities refer to the parents' perceived assistance, familiarity, support, and convenience to enroll their children to private school.

The study also examines the level of parents' intention in sending their children to private school and the relationship between the parent beliefs (independent variable) and private schooling intention (dependent variable). Intention measured the degree of parents' willingness in making pre-planning to send their children to private schools.

According to TPB, favorable attitudes and social influences toward private school will lead to stronger intention to choose private school. However, the actual behaviour of choosing private school may encouraged or restricted by perceived ease or difficulties in performing such behaviour. While examining the behavioural belief of the parents, the strength of private school that prompt the parents to pay a big sum of school fees to enroll their child in the private schools which provide same national curriculum as free national schools can be gauged and this could answer the polarised debate about the potential and real contribution of private schools. The conceptual framework systematically set out the independent variables and dependent variables that underpin the research.

Figure 3

Conceptual framework



CONCLUSION

In recent years, the growth of private school has been getting considerable attention. The growth in the private school sector shows that an increasing number of parents realise that they have second options aside from public schools and this phenomenon raise the concern of education equity and the role of school leader. In a nutshell, this research is proposed to identify and analyze the factors influencing parents' intentions and behavior for private schooling in Klang Valley. The context of the study is focused on secondary private schools which provide national curriculum as the public school. By excluding the factor of curriculum, the findings of the result might be able to provide another viewpoint of the field of entrepreneurial leadership in educational institutions from the parents' perspective.

By using quantitative research method, and correlation analysis, the phenomenon of private schooling in Klang Valley can be deduced. The findings of the study could provide clue to better understand the role of school leader in school choice, as well as the role of private school in Malaysia education system to ensure education equity for all.

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