

ABSTRACT

The dissertation thesis deals with the shadow education phenomenon, which has yet not been explored in the Czech context. In the international literature, the term shadow education entails various forms and types of paid private supplementary tutoring. The dissertation provides a diagnostic-analytical inquiry on taking paid private tutoring lessons and preparatory courses for university entrance examinations by students of upper-secondary schools in programmes concluded with maturita examination in Prague and Moravian-Silesian Region. Its objectives are: 1) to describe the chosen types of private supplementary tutoring at upper secondary level of education concluded with maturita examination (scale, subjects, intensity, organisational forms, providers etc.), 2) to analyse the contextual factors underlying the demand for these types of private supplementary tutoring. The research employed multi-phase mixed-method research design with priority given to quantitative data. Three research methods were used: 1) quantitative content analysis of the internet mediated notice board for private tutoring lessons, 2) the quantitative questionnaire survey research of randomly chosen students studying in academic and technical track upper-secondary schools in Prague and Moravian-Silesian Region (n=1265), 3) qualitative interviews with individual providers of private tutoring lessons (n=22). The research results indicate the existence of relationship and mutual influence between formal and shadow education system (e.g., a significant role of mainstream schoolteachers as providers of private tutoring lessons, institutional as well as structural characteristics of upper-secondary schooling as well as the quality of instruction were found to be related to the reasons for procuring private tutoring services) and a socioeconomic determination of taking the private tutoring which leads to unequal access to this kind of out-of-school education. Implications and possible measures of education policy stakeholders are discussed in the thesis.

KEYWORDS

Shadow education, private supplementary tutoring, private lessons, preparatory courses, equity in education