

Original Article

**Analyzing the Demand for Private Tutoring phenomenon
(Case Study: High schools in Yazd)**

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Introduction

The main goal of the current research was to analyze the problem of private tutoring and the associated challenges in Yazd. The research also expands the theoretical perspectives on private tutoring. The findings of this research can be beneficial for teachers, educational institution planners, parents, and students in practical applications.

Method

The research methodology employed in this study was qualitative and based on Grounded Theory principles. The target group was the parents of students who applied for private tutoring in the academic year of 2001-2001 in Yazd. Using the purposeful sampling method, 12 parents participated in the research. Sampling continued until the theoretical data saturation stage. The research tool was semi-structured in-depth interview. The data was analyzed by Strauss and Corbin (1998) open, axial and selective coding method. In order to ensure the accuracy of the findings, based on "Triangulation" techniques, matching by members, peer review, collaborative research, and researcher rethinking were used.

Results

Finally, 29 sub-categories were classified in the form of 6 components of the

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systematic grounded theory. Causal factors with 5 subcategories, background factors with 5 subcategories, intervening factors with 5 subcategories, positive consequences with (5) subcategories and negative consequences with (9) subcategories and (1) central phenomenon were identified. The results indicated various favorable outcomes, including enhanced student performance in examinations, improved results in entrance assessments, better overall test performance, job opportunities for special educators leading to increased income, and the alleviation of educational deficiencies through compensatory actions. Various strategies have been proposed to address the challenges and negative impacts associated with the prevalent practice of private tutoring among families and students. These strategies encompass a range of approaches, including conducting private tutoring sessions at home or within school premises, offering private counseling services, integrating private tutoring with formal educational programs, addressing issues and assessments within educational institutions, improving the quality of education in mainstream schools to tackle deficiencies, reducing the societal emphasis on entrance examinations, guiding students towards technical fields, and increasing oversight of educational activities in such contexts. The adverse effects of private tutoring include limitations on creativity and critical thinking, neglect of skill development and vocational training, commercialization and elitism in education (in conflict with the principles of inclusive education), psychological and physical harm to students leading to anxiety, stress, and depression, perpetuation of social stratification, and maintenance of educational inequalities.

Discussion

Research findings indicate that various internal and external factors contribute to the development of private tutoring, influencing both its supply and demand. It is recommended to study this phenomenon from diverse viewpoints to guide micro and macro-level decision-making and policy formulation for efficient administration.

Keywords: Private Teaching, Students, Parents, Shadow Education, Grounded Theory.

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