Perceptions of Medical Technology Students to Shadow Education

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Abstract:
One major function of education is to train student for them to be qualified to their target profession in the future (Biesta, 2009). High stake testing is one of the ultimate measures of competency in school and measuring academic achievement. Due to the applied standard education, many students were having hard time to pass their exams and subjects. Hence, private tutoring was usually applied to the low achiever students to help them cope up with their peers. Private tutoring is one form of shadow education (Mori & Baker, 2010). On a licensure examination preparation, shadow education is also being applied by the use of in-house review and outside review centers. The PHINMA-SJC institution has their own strategy in preparing students for board exam. It is conducting one form of shadow education where the participants are still in its 4th year level. Hence, the aim of this research is to analyze the perceptions of the Medical Technology students to the shadow education applied. It employs qualitative descriptive research design in relating the responses of the students to their experiences, expectation, challenges and coping mechanism to the shadow education applied. Eleven (11) students agreed to be interviewed via open-ended survey method enrolled in 1st semester 2018-2019. The outcomes of this study evidenced that the students had more negative experience before the shadow education while during and after the shadow education, their experience becomes positive towards the shadow education. Furthermore, the students have more positive expectation, challenges and coping mechanism outlook to the shadow education. Specifically, the main challenge faced by the students was the assessment exams given. While their expectation becomes their coping mechanism to pass the shadow education. Hence, the resiliency from challenging task is significant to prepare the students for licensure exam.

Keywords: Medical Technology, Shadow Education, Licensure exam.

I. INTRODUCTION

Basically, the purpose of education is to prepare the students to their future profession of choice and to further contribute to the growth of the economic development (Biesta, 2010). In the present, the qualification value in measuring education is trending. Competence in academic performance of different academic institutions are typically rated through licensure exam rating. On the study conducted by Bellen, Abela, &Truya (2018), they argued that academic achievement is associated to licensure performance. Medical Technology or Medical Laboratory Science is included to the professional board exam. Education as private supplementary academic subjects. Arce & Mori (2010) defined shadow education (Mori & Baker, 2010). On a licensure examination preparation, shadow education is also being applied by the use of in-house review and outside review centers. The PHINMA-SJC institution has their own strategy in preparing students for board exam. It is conducting one form of shadow education where the participants are still in its 4th year level. Hence, the aim of this study is to evaluate the impact of the shadow education applied to the Medical Technology fourth (4th) year students. Specifically, this study aims to seek answers to the following specific problems:

1. What are the students positive and negative perception of students before, during, and after shadow education in terms of:
   a. Schedule
   b. Task
   c. And assessment

2. What are the students positive and negative expectation with the shadow education according to:
   a. Schedule
   b. Task
   c. And assessment

3. What are the students positive and negative experience with the shadow education according to:
   a. Schedule
   b. Task
   c. And assessment

4. What are the students positive and negative coping mechanism with the shadow education according to:
   a. Schedule

http://ijesc.org/
b. Task

c. And assessment

II. METHODOLOGY

Research Design

This study used the qualitative-descriptive research design establishing surveys and fact-finding enquiries (Kothari, 2004). The description depends on the scientific observation collected and analyze the situation to formulate better understanding to the phenomenon (Walliman, 2011). In this study, the researcher has no control over the perceptions of the students and can only state the responses of the participants. This study applied the survey research methodology with an open-ended questionnaire to allow for a greater variety of responses from participants.

Locale of the Study

This study focused on St. Jude College PHINMA, corner Dimasalang and Don Quijote street, Sampaloc, Manila. The researcher chose this location due to the interesting application of shadow education as part of their hidden curriculum.

Population of the Study

The reliability of the findings of this study relies on the sampling technique of choice. This research utilized the purposive sampling in collecting response of the participants. The researcher selected the participants according to the aim of the study, primarily interviewed the 4th year Medical Technology students of St. Jude College PHINMA. And a total of eleven (11) students participated in this study.

Data Gathering and Procedures

A letter of request to conduct the study and sample of consent form were prepared and submitted to the course adviser. After approval, the collection of responses was performed. Before gathering of data, the researcher ensured that the participants understood the purpose of the study and agreed to participate in the study. Mailed type survey was performed via google form to allow the participants to express themselves more in answering the questionnaire. Upon gathering of the data, the researcher asked the participants regarding their experiences before, during and after the shadow education; the expectation/s of the students; challenges encountered and their coping mechanism to pass the shadow education.

Data Analysis

According to Thorne (2000) “narrative analysis is a strategy that recognizes the extent to which the stories we tell provide insights about our lived experiences”. The study utilized the qualitative data analysis in analyzing non-numeric information responses gathered. The researcher thematically divides the responses of the participants to examine the meaningful and symbolic content of qualitative data.

III. RESULTS AND DISCUSSION

Experience on Shadow Education

On the survey conducted by the researcher, the first question asked to the participants was their experience/s before the shadow education in a form of shadow education. Table 1 shows that six (6) out of eleven (11) fourth year Medical Technology students experienced negatively before the shadow education and only five (5) experienced positive.

Table 1. Positive and negative experience of Medical Technology students before shadow education

<table>
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<tr>
<th>Positive</th>
<th>Negative</th>
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<tr>
<td>5</td>
<td>6</td>
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The researcher thematically subdivided the positive and negative responses of the students according to the task given by the professor, schedule of the shadow education and assessment given. All of the responses from the positive experiences fall to the category of tasks given by the professor. Quoting one of the answers from the students: “Many of the teachers taught us well regarding our past lessons, they gave us many notes to read to understand our topic.”

Also, all of the negative experiences fall to the category of tasks given by the professor. Quoting one of the answers from the students: “We had information overload on our previous subjects which leads us to forget many information.”

The second question asked to the participants was their experience/s during the shadow education. Table 2 shows that ten (10) out of eleven (11) 4th year Medical Technology students had a positive perception regarding the shadow education, while only one (1) had negative perception with the shadow education.

Table 2. Positive and negative experience of Medical Technology students during shadow education

<table>
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<tr>
<th>Positive</th>
<th>Negative</th>
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<tbody>
<tr>
<td>10</td>
<td>1</td>
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Thematically, nine (9) of the responses from the 4th year Medical Technology students falls to the category of tasks given by the professors and one from the assessment given. Highlighting the most significant answer by the student: “During shadow education, I was able to gain more information and knowledge to our lecturers from those things that I haven’t know yet. They shared their experiences from being a medtech student, during internship, passed the bored exams, and to their current jobs which gave us more interest in course that we took. And of course, pre- test and post- test should be always present for us to evaluate. While only one negatively perceive the shadow education due to the task given by the professors. Quoting: “Haggard, it’s been very difficult to study all the coverage of the subject.” Lastly,

Table 3. the third question was asked to the participants was their experience/s after the shadow education. All of the students perceive positively to the shadow education.

<table>
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<th>Positive</th>
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In subdividing the answers of the students, thematically, ten out of eleven (10 out of 11) perceived that tasks given by the professors was effective, while one is due to assessment given. “I become more attentive, more analytic when it comes to tricky questions and have to remind myself to read endlessly until it becomes a habit.”

Expectation with Shadow Education

According to the study of Matsuoka (2018), he stated that the collection of educational expectations leads to a stronger demand in shadow education. Hence, the researcher collected
the expectations of the 4th year students regarding the shadow education applied. All of the respondents have a positive expectation to the shadow education. Nine (9) of them are expecting positive to the upcoming task and two (2) were expecting a challenging assessment.

“My expectation to this program is to give us necessary or appropriate information in our subject field and to enhance our skills for us to apply it on a real situation”. 

“It will enhance our knowledge from more basic to complex especially in answering the exams given”

**Challenges in Shadow Education**

Over western countries, shadow education plays a big part especially in private schools. “The metaphor is used because much tutoring mimics the mainstream school system; Its proponents claim that it can help low achievers to keep up with their peers, can further stretch the learning of high achievers, and can increase society’s stock of human capital, thereby contributing to wider economic and social objectives” (Bray, European Commission, Directorate-General for Education and Culture, & Network of Experts in Social Sciences of Education and Training, 2011).

Hence, challenges encountered during the shadow education were asked to the 4th year Medical Technology students (Table 4). All of the participants had a positive perception with the challenges encountered. And thematically, 45% (5 out of 11) 4th year students answered most of the challenges experienced were from assessment given; 36% (4 out of 11) 4th year students experience challenges from tasks given by the professors; 18% (2 out of 11) answered the schedule assigned in shadow education gave them challenging experience because it is a day after their major subjects.

<table>
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<th>Table 4. Challenge encountered during shadow education</th>
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<td>Assessment</td>
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<td>45% (5/11)</td>
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“The challenges that I encountered during shadow education are, it’s very difficult to remembered all the topics that the lecturer discussed and to answer the post-test after the 8 hours discussions. And tried not to get sleepy and focus only in the lecturers lecture”.

**Coping Mechanism to Shadow Education**

Yum, Kember, & Siaw (2005) argued that coping mechanisms have a significant impact upon the students’ progress with their courses. In this study, the researcher aimed to identify the coping mechanism of the participants to pass the shadow education. On the survey conducted to the 4th year Medical Technology students, all of them had a positive perception that they can pass the enhancement seminar by the use of their own strategy. Thematically, the researcher divided the responses of the participants. All of their responses fall to the category of expectation to the upcoming task and two (2) were expecting a challenging assessment. And tried not to get sleepy and focus only in the lectures’ lecture”.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the analysis of data gathered from the survey on the 4th year Medical Technology students, the researcher found out that shadow education is a good tool to help students build their confidence by challenging them by giving them different kind of assessment and tasks. The book of Tobias and Raphael (1997) stated various changes in giving assessment and task to medical students in helping them retain knowledge. Example are the open-book case studies and modified multiple-choice questions in testing higher-order of thinking. Giving students freedom to choose their study method will help them build confidence to answer different types of questions in exam. Having good schedule may also affect the student’s capability, pressuring students in terms of schedule may not help them focus and organize their time which may result a failing grade. Based on the comparison of the challenges and coping mechanism of the 4th year Medical Technology students, the most effective challenge experienced by the students was the assessment and tasks, hence resiliency from challenging task is significant to prepare the students for licensure exam.

V. REFERENCES


