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### **OVERCOMING FINANCIAL, ACADEMIC, AND TIME MANAGEMENT CHALLENGES: A PATH TO CAREER SUCCESS IN RADIOLOGIC TECHNOLOGY**

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#### ABSTRACT

Academic excellence is vital for success in Radiologic Technology, contributing significantly to both personal growth and national development. This study explored the challenges encountered by Radiologic Technology students at Perpetual Help College of Manila, focusing on financial constraints, academic difficulties, and time management challenges, and how these factors influence their career aspirations. Through a combination of quantitative and qualitative methods, the study revealed that students often struggle to balance academic requirements with financial and time-related challenges. In response, an intervention program was developed focusing on financial assistance, academic support, and time management training. This program aims to address the identified challenges, enhance student well-being, and improve academic performance, ultimately preparing students for successful careers in Radiologic Technology.

**Keywords:** Academic, Career Success, Financial, Overcoming, Radiologic Technology, Time Management Challenges.

#### **1. INTRODUCTION**

Radiologic technology is a specialized field within healthcare that requires a solid foundation in both theoretical knowledge and practical skills. The demanding nature of this field presents significant challenges for students, including financial difficulties, heavy academic workloads, and struggles with effective time management. Balancing these pressures can make it hard to maintain motivation, which is a critical factor for academic success. A student's motivation can be affected by various factors, including their needs, interests, enjoyment, social connections, teacher's influence, teaching methods, and the overall educational environment. Motivation is essential in the learning process as it helps students stay attentive, think critically, and absorb information more efficiently (Filgona et al., 2020).

Students frequently encounter significant challenges that can hinder their progress, including financial difficulties, academic pressures, and time management issues. These challenges not only impact their academic performance but also their mental well-being, leading to burnout, reduced motivation, and, in some cases, academic failure (Cruz et al., 2024). As a result, students are often assigned numerous learning activities, which can eventually lead to overload and heightened stress levels. Recognizing the impact of these challenges is crucial for developing effective motivational strategies that help students thrive in their studies and succeed in their future careers.

Due to their clinical and academic responsibilities, students studying radiologic technology are under a lot of time pressure, and stress levels are raised by realistic jobs and projects. To successfully handle these competing demands, students must develop their ability to operate under pressure from healthcare settings. Time management plays a vital role in various aspects of an

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individual's life, including personal, professional, business, organizational, and educational contexts (Tus, 2020). According to Dy (2022), time management consists of a set of practices, principles, systems, and skills that help individuals maximize the use of their time and improve their overall quality of life. Kashyap (2022) adds that effective time management requires deliberate control over how time is allocated to different tasks, which can lead to increased quality and efficiency in work or activities.

Despite the significant challenges faced by Radiologic Technology students, there is limited research focused on understanding how these challenges impact their motivation and academic performance. Numerous students struggle to balance academics with part-time jobs, often finding it difficult to meet deadlines and missing out on extracurricular activities due to poor time management. The constant pressure of balancing work, study, and personal life makes it challenging to maintain focus and motivation, which in turn affects academic performance.

In contrast, this study intends to explore these issues, offering insights and practical strategies to help students overcome financial, academic, and time-related barriers. By conducting this research, the goal is to create solutions that can support students in managing these challenges more effectively, improving their overall well-being and academic success. Moreover, this awareness and interest foster a stronger sense of personal responsibility, which positively influences performance and supports growth in academic pursuits or professional work (Tahmasbi, 2024). This study examined the financial, academic, and time management challenges encountered by Radiologic Technology students and explored strategies to help support their academic and personal success. The researchers proposed an intervention program focused on financial planning, time management, and academic support to enhance students' performance, reduce stress, and improve career preparedness. These strategies aimed to create a supportive academic environment that fostered student engagement and motivation. Consistent with Section 5 of the Radiologic Technology Act of 1992 (RA 7431), which outlines professional qualifications and ethical standards, the study emphasized the importance of preparing students for the demands of the profession while ensuring long-term success and upholding industry standards.

#### 2. METHODOLOGY

Researchers conducted a study using a mixed-method approach, combining qualitative and quantitative research to gather data on obstacles and incentives for students pursuing degrees in Radiologic Technology. For the academic year 2024-2025, quantitative surveys were distributed as soft copy forms to 1st to 3rd-year students and via Google Forms for 4th-year students, allowing for flexibility due to their conflicting internship schedules. This approach ensured higher response rates while maintaining research integrity. Qualitative research, as described by Bhandari (2023), involved collecting non-numerical data through methods like one-on-one interviews to gain deeper insights into participants' perceptions. Kharbach (2023) noted that quantitative research involves assessing objective, measurable variables, enabling statistical analysis. George (2021) emphasized that combining both methods provides a comprehensive understanding, particularly in interdisciplinary studies in social, behavioral, and health sciences.

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Gender	n=120	f	Percentage of responses
	No. Items	Responses	of responses
	Male	42	35
	Female	78	65
	Total:	120	100
Year Level	No. Items	Responses	Percentage of responses
	1st year	33	27.5
	2nd year	46	38.33
	3rd year	21	17.5
	4th year	20	16.67
	Total	120	100

### Table 1. Distribution of Radiologic Technology Students According to Demographic Profile.

Table 1 reveals that among the 1st to 4th-year Radiologic Technology students, females represent the majority, accounting for 65% (78) of the total population, while males make up 35% (42). All participants in the study are enrolled in the Radiologic Technology program from first to fourth year. These results suggest that the Radiologic Technology student population at Perpetual Help College of Manila is predominantly female.

#### **3. RESULTS AND DISCUSSIONS**

 Table 2. Challenges Experienced by the Radiologic Technology Students in Financial Constraints

Items	SD	Mean	Rank	VI
1. I don't have a part-time job to cover my living expenses while studying.	16.61	3.77	3rd	Agree
2. I am struggling to manage the costs of tuition and textbooks.	29.37	4.23	1st	Strongly Agree
3. I am unable to manage my expenses to meet both my academic and personal needs.	12.51	3.6	4th	Neutral
4. I deal with transportation costs (e.g., commuting to school, public transit, or parking fees).	15.7	3.8	2nd	Agree

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5. I struggle to afford essential technologies for learning and research.	3.54	3.07	5th	Agree
Average Mean Standard Deviation (SD)	3.69 15.55			Agree

Table 2 presents the frequency distribution of challenges experienced by Radiologic Technology students regarding financial constraints. Item 2, "I am struggling to manage the costs of tuition and textbooks," received the highest mean score of 4.23 with a verbal interpretation of "Strongly Agree," ranking first. This was followed by item 4 on transportation costs (M = 3.8) and item 1 regarding the lack of a part-time job (M = 3.77), both interpreted as "Agree." Item 3, about difficulties in managing expenses for academic and personal needs, ranked fourth (M = 3.6, "Agree"), while item 5 on affording essential learning technologies ranked lowest (M = 3.067, "Neutral"). The overall weighted mean was 3.69 (SD = 15.55), interpreted as "Agree," indicating that financial challenges significantly affect students' academic experiences.

These findings support Pondang (2025), who emphasized that students often struggle to manage finances for daily expenses such as transportation, hygiene, food, leisure, and clothing. The high ranking of tuition and textbook costs highlights a significant burden on Radiologic Technology students. Prolonged financial hardship may lead to academic stress, poor performance, and even dropout. To address these concerns, the study recommends implementing accessible scholarships, flexible payment options, textbook lending programs, parental financial literacy initiatives, and support services like counseling, mentoring, and time management workshops to help students navigate financial pressures and succeed academically.

Items	SD	Mean	Rank	VI
1. I cannot focus on my studies due to a heavy academic workload.	15.22	3.73	2nd	Agree
2. I missed school activities due to poor management.	31.14	4.25	1st	Strongly Agree
3. I have trouble understanding complex topics.	13.96	3.63	4th	Neutral
4. I find it difficult to pass my exam due to poor memory.	12.57	3.64	3rd	Agree
5. I struggled to complete my assignments and missed coursework.	9.08	3.09	5th	Neutral
Average Mean Standard Deviation (SD)	3.67 16.39			Agree

# Table 3. Challenges Experienced by the Radiologic Technology Students in Academic Difficulties

Table 3 presents the frequency distribution of academic challenges encountered by Radiologic Technology students. Item 2, "I missed school activities due to poor management," ranked highest with a computed mean of

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4.25 and a verbal interpretation of "Strongly Agree." This was followed by item 1, "I cannot focus on my studies due to a heavy academic workload," with a mean of 3.73, and item 4, "I find it difficult to pass my exam due to poor memory," with a mean of 3.64—both interpreted as "Agree." Item 3, "I have trouble understanding complex topics," closely followed with a mean of 3.63, also interpreted as "Agree." Lastly, item 5, "I struggled to complete my assignments and missed coursework," had the lowest mean of 3.09, interpreted as "Neutral." The overall computed weighted mean was 3.67 (SD = 16.39), which falls under the "Agree" category, indicating that students generally experience academic difficulties at a moderate to high level.

These findings align with Dy et al. (2023), emphasizing the importance of effective time management, self-discipline, and personal accountability in overcoming academic difficulties. The high mean for poor management leading to missed school activities underscores the need for strategies to help students.

Items	SD	Mean	Rank	VI
1. I missed my academic work due to procrastination.	8.86	3.42	5th	Agree
2. I missed my school activities due to poor time management.	19.22	3.56	2nd	Agree
3. I failed to manage my time efficiently due to distractors such as social media and online games.	10.2	3.53	3rd	Agree
4. I have poor sleep due to poor planning and organization.	15.17	3.77	1st	Agree
5. I mismanaged my time due to overlapping of household chores and school activities.	11.45	3.48	4th	Agree
Average Mean Standard Deviation (SD)	12.98 <i>3.55</i>			Agree

Table 4. Challenges Experienced by the Radiologic Technology Students in TimeManagement Challenges

Table 4 presents the frequency distribution of time management challenges experienced by Radiologic Technology students. Item 4, "I have poor sleep due to poor planning and organization," ranked highest with a computed mean of 3.77 and a verbal interpretation of "Agree." This was followed by item 2, "I missed my school activities due to poor time management," with a mean of 3.56, and item 3, "I failed to manage my time efficiently due to distractions such as social media and online games," with a mean of 3.53. Item 5, related to the overlap of household chores and school activities, ranked fourth (M = 3.48), while item 1, "I missed my academic work due to procrastination," had the lowest mean of 3.42. All items were interpreted as "Agree," with an overall computed weighted mean of 3.55 (SD = 12.98), indicating a general acknowledgment of time management struggles.

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These findings highlight students' difficulties in organizing their schedules and prioritizing academic responsibilities. Poor planning affecting sleep and the impact of digital distractions and overlapping responsibilities suggest the need for practical time management strategies. Supporting Alyami et al. (2021), the results reinforce the effectiveness of using to-do lists, calendars, and task management apps. Additionally, maintaining a diary and marking key dates can promote better habits, helping students balance their academic and personal responsibilities more effectively and improve overall academic performance.

Items	SD	Mean	Rank	VI
1. I practice self-care and stress management techniques to stay emotionally balanced.	16.63	3.84	2nd	Agree
2. I build self-confidence by surrounding myself with supportive peers and mentors.	13.91	3.71	3rd	Agree
3. I prioritize tasks effectively to manage school activities and personal responsibilities.	19.14	3.95	1st	Agree
4. I seek emotional support from family and friends.	11.07	3.51	5th	Agree
5. I embrace change positively and adapt to new environments.	13.98	3.64	4th	Agree
Average Mean Standard Deviation (SD)	3.73 14.95			Agree

# Table 5. Motivational Strategies That Can Help Radiologic Technology Students Overcome The Experienced Challenges Based on Emotional Well-Being

Table 5 presents the frequency distribution of motivational strategies that assist Radiologic Technology students in overcoming challenges related to emotional well-being. The top-ranked item, "I prioritize tasks effectively to manage school activities and personal responsibilities," received the highest computed mean of 3.95, with a verbal interpretation of "Agree." This was followed by "I practice self-care and stress management techniques to stay emotionally balanced," with a mean of 3.84, also interpreted as "Agree." The third item, "I build self-confidence by surrounding myself with supportive peers and mentors," had a mean of 3.71. Ranking fourth, "I embrace change positively and adapt to new environments," received a mean of 3.64, while the fifth item, "I seek emotional support from family and friends," had the lowest mean of 3.51. Despite the variation in scores, all items were interpreted as "Agree." The overall weighted mean was 3.73, with a standard deviation of 14.95 (M = 3.73, SD

= 14.95), suggesting that students are generally motivated to overcome challenges through strategies that support emotional well-being.

Interestingly, the item with the highest mean score (3.95) highlights the importance of task prioritization in balancing academic and personal responsibilities. Motivational strategies, particularly those related to time management, significantly contribute to students' emotional balance and ability to cope with academic pressure. Research supports that effective time

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management enhances motivation, reduces procrastination, and alleviates stress—factors crucial for emotional well-being. Motivation itself is closely linked to time management, as proper organization boosts drive, while poor management leads to procrastination and stress. Enhanced motivation and study skills have also been linked to improved GPA (Dayupay et al., 2022).

Table6.	Motivational	Strategies	That	Can	Help	Radiologic	Technology	Students	to
Overcome The Experienced Challenges Based on Intellectual Growth									

Items	SD	Mean	Rank	VI
1. I use effective study techniques and time management strategies to enhance learning.	13.73	3.69	2nd	Agree
2. I actively seek new knowledge and experiences to prepare for my future career.	14.51	3.66	3rd	Agree
3. I improve my focus and concentration by eliminating distractions during study sessions.	11.87	3.46	5th	Agree
4. I develop my critical thinking skills by analyzing and solving problems systematically.	13.55	3.64	4th	Agree
5. I explore creative approaches to learning by using diverse resources and strategies.	13.77	3.7	1st	Agree
Average Mean Standard Deviation (SD)	3.63 13.49			Agree

The frequency distribution of motivational strategies that help Radiologic Technology students overcome challenges based on intellectual growth is presented in Table 6. The highest-ranked item, "I explore creative approaches to learning by using diverse resources and strategies," received a computed mean of 3.7 with a verbal interpretation of "Agree." In second place, "I use effective study techniques and time management strategies to enhance learning," had a mean of 3.69. Items "I actively seek new knowledge and experiences to prepare for my future career" and "I develop my critical thinking skills by analyzing and solving problems systematically" followed with mean scores of 3.66 and 3.64, respectively. The lowest-ranked item, "I improved my focus and concentration by eliminating distractions during study sessions," had a mean of 3.46, still interpreted as "Agree." The total weighted mean was 3.63 with a standard deviation of 13.49 (M=3.63, SD=13.49), indicating a general agreement among students on the effectiveness of these strategies for intellectual growth.

Notably, the highest-rated item emphasizes the importance of exploring creative learning methods through diverse resources and strategies. This supports the idea that effective and varied learning techniques contribute significantly to intellectual development and student motivation. Unlike monotonous methods, dynamic and engaging strategies enhance academic performance by making students more active participants in their learning process. As Nasir et al. (2023) note, non-monotonous, interactive learning approaches are key to boosting student achievement and maintaining motivation.

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Items	SD	Mean	Rank	VI
1. I welcome constructive feedback to improve my academic performance.	14.95	3.78	2nd	Agree
2. I actively engage with peers to develop problem-solving and creativity skills.	11.83	3.62	4th	Agree
3. I communicate effectively and participate in group activities with confidence.	14.7	3.75	1st	Agree
4. I build healthy relationships and seek social support for emotional well-being.	7.11	3.33	5th	Neutral
5. I stay focused on academic goals and make positive choices regarding peer influence.	13.11	3.63	3rd	Agree
Average Mean Standard Deviation (SD)	3.62 12.34			Agree

# Table 7. Motivational Strategies That Can Help Radiologic Technology Students to Overcome The Experienced Challenges Based on Social Development

The frequency distribution of motivational strategies that help Radiologic Technology students overcome challenges based on social development is shown in Table 7. The highest-ranked item, "I communicate effectively and participate in group activities with confidence," had a computed mean of 3.75 with a verbal interpretation of "Agree." In second place, "I welcome constructive feedback to improve my academic performance," received a mean of 3.78. Items "I stay focused on academic goals and make positive choices regarding peer influence" and "I actively engage with peers to develop problem-solving and creativity skills" followed with mean scores of 3.63 and 3.62, respectively, both also interpreted as "Agree." The lowest-ranked item, "I build healthy relationships and seek social support for emotional well-being," had a mean of 3.33, with a verbal interpretation of "Neutral." The total weighted mean was 3.62 with a standard deviation of 12.34 (M=3.62, SD=12.34), reflecting a generally positive response.

The highest-rated item highlights the value students place on effective communication and group participation, underscoring the importance of peer collaboration in academic success. The findings suggest that students who engage socially are more likely to grow both academically and personally. Moreover, a sense of emotional belonging reinforces students' commitment to their studies. As Dy et al. (2023) emphasized, strong peer connections significantly contribute to student retention, illustrating the vital role of both academic and social support in educational success.

 Table 8. Realizations Made by Radiologic Technology Students in Overcoming the

 Experienced Challenges in Terms of Financial Constraints

Items	SD	Mean	Rank	VI
1. I have learned to budget effectively.	13.02	3.61	4th	Agree
2. I have become resourceful in funding my education.	15.51	3.73	2nd	Agree
3. I prioritize essential expenses for my studies.	15.91	3.78	1st	Agree

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7.87	3.35	5th	Neutral
12.14	3.63	3rd	Agree
3.62 12.89			Agree
	7.87 12.14 3.62 12.89	7.87       3.35         12.14       3.63         3.62       12.89	Vol. 8, No           7.87         3.35         5th           12.14         3.63         3rd           3.62         12.89         12.89

The frequency distribution of realizations made by Radiologic Technology students in overcoming challenges related to financial constraints is presented in Table 8. The highest-ranked item, "I prioritize essential expenses for my studies," received a computed mean of 3.78 with a verbal interpretation of "Agree." In second place, "I have become resourceful in funding my education," had a mean score of 3.73. Items "I created a financial plan to help me manage my responsibilities more effectively" and "I have learned to budget effectively" followed with means of 3.63 and 3.61, respectively. The lowest-ranked item, "I have a scholarship or a job that helps me with my financial struggles," received a mean of 3.35, interpreted as "Neutral." The total weighted mean was 3.62 with a standard deviation of 12.89 (M = 3.62, SD = 12.89), indicating that students generally agree on the importance of these strategies in overcoming financial challenges.

Interestingly, the highest-rated item underscores students' ability to prioritize essential expenses, reflecting their capacity to make practical financial decisions amid constraints. This finding aligns with Moore et al. (2021), who noted that financial independence during college often introduces new pressures, with many students relying on loans and juggling full-time work while studying. These pressures can contribute to heightened stress and anxiety. Despite these challenges, students exhibit resilience by budgeting, creating financial plans, and becoming resourceful in funding their education—demonstrating a proactive approach to managing financial responsibilities while pursuing their academic goals.

Dimetatives				
Items	SD	Mean	Rank	VI
1. I can do an excellent job on the assignments and tests in this course.	17.68	3.76	5th	Agree
2. I can understand the basic concepts taught in this course	18.4	3.84	4th	Agree
3. I use resources like study groups and online tools.	17.83	3.86	2nd	Agree
4. I stay persistent despite setbacks.	19.46	3.88	1st	Agree
5. I balance theory and practice well.	17.09	3.86	2nd	Agree
Average Mean Standard Deviation (SD)	3.84 18.09			Agree

 Table 9. Frequency Distribution and Descriptive Measures Realizations Made by Radiologic

 Technology Students in Overcoming the Experienced Challenges in Terms of Academic

 Difficulties

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The frequency distribution and descriptive measures of realizations made by Radiologic Technology students in overcoming academic difficulties are presented in Table 9. The highest-ranked item, "I stay persistent despite setbacks," received a computed mean of 3.88 with a verbal interpretation of "Agree." In second place, "I use resources like study groups and online tools" and "I balance theory and practice well," both received a mean score of 3.86. Item "I can understand the basic concepts taught in this course" followed with a mean of 3.84, while "I can do an excellent job on the assignments and tests in this course" had the lowest mean score of 3.76, though still interpreted as "Agree." The overall weighted mean was 3.84 with a standard deviation of 18.09 (M = 3.84, SD = 18.09), indicating a generally positive attitude among students toward overcoming academic difficulties.

The highest-rated item emphasizes the students' strong commitment to persistence, highlighting resilience as a key factor in handling academic challenges. This aligns with the findings of Zaidan Mohammed et al. (2021), who stated that personal growth and self-acceptance play a vital role in coping with career decision-making difficulties, which are often influenced by academic stress. While such stress can put students' well-being at risk, it does not necessarily lead to negative outcomes. With proper support and guidance, students are capable of developing effective coping strategies that help them manage stress, build resilience, and strengthen their ability to make sound academic and career decisions.

Items	SD	Mean	Rank	VI
1. I prioritize more important tasks effectively.	28.35	4.35	1st	Strongly Agree
2. I make time for rest and self-care.	25.84	4.25	2nd	Strongly Agree
3. I use tools like planners to stay organized.	14.4	3.75	5th	Agree
4. I set realistic goals for my time.	17.39	3.82	4th	Agree
5. I create a realistic schedule to balance my responsibilities.	16.69	3.85	3rd	Agree
Average Mean Standard Deviation (SD)	4 20 53			Agree

Table 10. Frequency Distribution and Descriptive Measures on the Realizations Made	e by
Radiologic Technology Students in Overcoming the Experienced Challenges in Term	s of
Time Management Challenges	

The frequency distribution and descriptive measures on the realizations made by Radiologic Technology students in overcoming time management challenges are shown in Table 10. The highest-ranked item, "I prioritize more important tasks effectively," received a computed mean of 4.35, with a verbal interpretation of "Strongly Agree." In second place, "I make time for rest and self-care" had a mean of 4.25, also rated "Strongly Agree." "I create a realistic schedule to balance my responsibilities" ranked third with a mean of 3.85, followed by "I set realistic goals for my time," which had a mean of 3.82. The lowest-ranked item, "I use tools like planners to stay organized," received a mean of 3.75, with a verbal interpretation of "Agree." The overall weighted

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average was 4.00 with a standard deviation of 20.53 (M=4, SD=20.53), indicating that students generally manage their time effectively despite academic challenges.

The highest-rated item reflects students' strong commitment to prioritizing tasks, even when handling multiple responsibilities. Additionally, the high rating for "I make time for rest and self-care" underscores the importance of maintaining a balance between academic work and personal well-being to avoid burnout. These findings are supported by Yusof (2024), who highlights that poor time management can lead to stress and burnout, affecting students' health and performance. For students in demanding fields like Radiologic Technology, overcoming time management challenges requires effective prioritization, scheduling, and goal setting. By focusing on these strategies, students can better manage their time, reduce inefficiencies, and achieve greater success in both their academic and career paths.

 Table 11. Q1: Difficulties Experienced By Radiologic Technology Student's Based On

 Emotional Well-being

Respondents Code	Response
FRT1, FRT7, FRT13, FRT19, FRT22, FRT28, FRT31, FRT33, FRR80,RT81, FRT83, FRT86, FRT89, FRT92, FRT98, FRT101, FRT113, FRT115	The participants experienced significant financial struggles, including rising tuition, limited financial aid, and the burden of self-financing their education while managing daily expenses.
FRT2, FRT5, FRT8, FRT10, FRT16, FRT17, FRT20, FRT26, FRT39, FRT44, FRT45, FRT46, FRT47, FRT48, FRT49, FRT53, FRT54, FRT56, FRT57, FRT58, FRT60, FRT69, FRT70, FRT 73, FRT75, FRT81, FRT84, FRT 90, FRT93, FRT95, FRT99, FRT102, FRT104, FRT10, FRT107, FRT110, FRT120	The participants faced intense academic pressure, struggling with high expectations, exam stress, career uncertainty, and the constant pressure to perform well.
FRT3, FRT6, FRT23, FRT24, FRT25, FRT27, FRT36, FRT67, FRT68, FRT82, FRT85, FRT88, FRT97, FRT103, FRT105, FRT108, FRT114, FRT116	The participants struggled with work-life imbalance, time constraints, multitasking challenges, and personal distractions, making it difficult to manage their studies effectively.
FRT4, FRT29	The participants faced struggles with a lack of resources and the challenge of keeping up with rapid technology advancements in their studies.
FRT9, FRT12, FRT15, FRT18, FRT30, FRT74, FRT91, FRT94	The participants experienced extreme fatigue, with their energy drained by clinical training and coursework, leading to last-minute studying due to exhaustion.

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FRT11, FRT14, FRT32, FRT35, FRT37, FRT38, FRT40, FRT43, FRT50, FRT51, FRT55, FRT62, FRT65, FRT72, FRT77, FRT78, FRT108	The participants struggled with self-doubt, failure, anxiety, family obligations, and mental exhaustion, making it difficult to stay motivated and manage stress.
FRT21, FRT41, FRT59, FRT63, FRT66, FRT96, FRT100, FRT111, FRT112, FRT119	The participants faced collaboration struggles, peer comparison, and competition with classmates, which affected their learning and made managing group projects and personal study challenging.
FRT34, FRT42, FRT52, FRT61, FRT64, FRT71, FRT76, FRT79, FRT87	The participants felt overwhelmed by their workload, making it difficult to balance their academic responsibilities effectively.

The Difficulties Experienced By Radiologic Technology Student's Based On Emotional wellbeing is displayed in Table 11. Through detailed analysis of student responses, distinct patterns emerged, highlighting specific struggles with isolation, academic overload, time management, technological adaptation, fatigue, self-doubt, and collaborative difficulties.

The findings shows that Radiologic Technology students faced a range of challenges affecting their emotional well-being and academic performance. Many reported experiencing emotional struggles such as isolation, stress, and mental exhaustion, which significantly impacted their overall mental health. A considerable number of students also dealt with intense academic pressure, including high expectations, exam stress, and uncertainty about their career paths, often feeling overwhelmed by the constant need to perform well. Others encountered work-life imbalance, time constraints, and distractions that made it difficult to manage their studies effectively. Some students struggled with limited resources and the fast pace of technological advancements in their coursework. Fatigue from clinical training and academic demands was also a common issue, leading to poor energy levels and last-minute studying. Additionally, students battled with self-doubt, anxiety, fear of failure, and family obligations, all of which affected their motivation and ability to cope with stress. Lastly, difficulties with collaboration, peer comparison, and competition in group settings hindered effective learning and teamwork.

According to Wardani et al. (2020), enhancing student motivation is essential, as it gives learners the chance to explore personally and discover meaningful experiences through their work. However, students who lack motivation often show little interest in learning, which can reduce their effort and level of engagement. When this lack of motivation is combined with ineffective time management and demanding academic workloads, it can result in a cycle of stress and diminished academic performance.

Table	12.	Difficulties	Experienced	By	Radiologic	Technology	Student's	Based	On
Intelle	ctual	Growth							

Respondents Code	Response
FRT1, FRT11, FRT30, FRT83, FRT100, FRT113	The participants faced significant challenges, including limited academic resources, technology constraints, and the need to balance personal sacrifices with daily stress.

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FRT2, FRT6, FRT12, FRT13, FRT21, FRT24, FRT33, FRT35, FRT36, FRT38, FRT39, FRT41, FRT43, FRT46, FRT47, FRT48, FRT51, FRT58, FRT65, FRT69, FRT72, FRT73, FRT74, FRT75, FRT78, FRT86, FRT89, FRT98, FRT102, FRT106, FRT114	The participants experienced academic stress, restricted intellectual growth, and a decline in critical thinking due to limited support and missed learning opportunities.
FRT3, FRT7, FRT10, FRT16, FRT20, FRT22, FRT40, FRT53, FRT55, FRT60, FRT82, FRT85, FRT87, FRT90, FRT93, FRT96, FRT99, FRT103, FRT105, FRT107, FRT110, FRT112, FRT115, FRT119	The participants struggled with work-study conflicts, time constraints, and poor time management, leading to a disorganized schedule that hindered deep learning.
FRT4, FRT5, FRT8, FRT17, FRT23, FRT27, FRT29, FRT32, FRT80, FRT84, FRT88, FRT91, FRT94, FRT97, FRT101, FRT104, FRT108, FRT111, FRT116, FRT118	The participants faced financial limitations and employment interference, with tuition concerns and the burden of self-financing creating stress that distracted from their academic and clinical training.
FRT6, FRT15, FRT49, FRT50, FRT54, FRT62, FRT67, FRT68, FRT70, FRT77, FRT81, FRT95	The participants experienced an overwhelming workload and information overload, making it difficult to retain information and maintain attention.
FRT9, FRT14, FRT18, FRT37, FRT42, FRT44, FRT52, FRT61, FRT63, FRT 64, FRT66, FRT71, FRT79, FRT117	The participants faced significant performance anxiety and exam stress, which contributed to mental exhaustion and a persistent fear of failure. As they struggled with self-doubt and the pressure to meet academic expectations. their motivation declined, leaving them feeling discouraged and overwhelmed.
FRT31, FRT45, FRT56, FRT57, FRT109, FRT120	The participants experienced social isolation as they devoted most of their time to academic responsibilities, leaving little to no room for social interactions. The constant pressure to keep up with peers led to intellectual comparison, which further intensified their self-doubt and stress.
FRT19, FRT25, FRT26, FRT28, FRT59, FRT76, FRT92	The participants struggled with a lack of enrichment opportunities, limiting their ability to engage in activities that could enhance their learning and personal growth. The constant pressure to be self- sufficient added to their stress, forcing them to prioritize academic and financial responsibilities over their well-being.

The Difficulties Experienced By Radiologic Technology Student's Based On Intellectual Growth is displayed in Table 12. This study investigates the specific challenges radiologic technology students face in their intellectual development, revealing a complex web of obstacles that hinder their cognitive growth.

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The findings reveal that radiologic technology students face a multifaceted array of intellectual development challenges stemming from academic, personal, and socioeconomic factors. The study highlights that limited resources, academic stress, time management issues, financial burdens, overwhelming workloads, performance anxiety, social isolation, and a lack of enrichment opportunities collectively hinder their cognitive growth. Each student group experienced distinct yet interconnected difficulties, ultimately impacting their ability to engage in deep learning, critical thinking, and overall intellectual advancement. These challenges underscore the need for enhanced support systems, resource accessibility, and balanced academic structures to foster a more conducive environment for intellectual development.

Siregar & Lubis (2023) states that intellectual development enhances critical thinking and cognitive abilities. However, academic stress and lack of support can hinder this process. Participants experienced restricted intellectual growth and reduced critical thinking due to limited support and missed learning opportunities.

 Table 13. Difficulties Experienced By Radiologic Technology Student's Based On Social

 Development

Respondents Code	Response
<ul> <li>FRT1, FRT6, FRT8, FRT10, FRT15, FRT17, FRT19,</li> <li>FRT23, FRT24, FRT26, FRT28, FRT32, FRT34,</li> <li>FRT35, FRT36, FRT37, FRT38, FRT39, FRT40,</li> <li>FRT42, FRT43, FRT44, FRT45, FRT48, FRT49,</li> <li>FRT50, FRT51, FRT52, FRT53, FRT54, FRT55,</li> <li>FRT56, FRT57, FRT58, FRT59, FRT60, FRT61,</li> <li>FRT62, FRT64, FRT65, FRT68, FRT69, FRT70,</li> <li>FRT71, FRT72, FRT73, FRT74, FRT75, FRT76,</li> <li>FRT77, FRT78, FRT80, FRT88, FRT89, FRT91,</li> <li>FRT93, FRT94, FRT95, FRT96, FRT97, FRT98,</li> <li>FRT99, FRT100, FRT104, FRT106, FRT114</li> </ul>	The participants struggled with limited social time as their demanding academic schedules, financial constraints, and competitive pressures forced them to prioritize studies over personal connections.
FRT5, FRT41, FRT46, FRT66, FRT78, FRT84, FRT92, FRT109, FRT115	The participants experienced constant burnout and mental exhaustion, with exam anxiety and academic stress straining their social lives, causing emotional fatigue and feelings of guilt even during moments of relaxation.
FRT2, FRT63	The participants felt overwhelmed by their coursework, struggling to manage academic demands that left them mentally and emotionally drained.
FRT4, FRT11, FRT14, FRT22, FRT25, FRT31, FRT81, FRT86, FRT105, FRT108, FRT117, FRT120	The participants faced significant financial constraints that limited their ability to engage in social activities, often forcing them to skip outings, student group events, and social gatherings due to the cost.
FRT3, FRT7, FRT13, FRT16, FRT30, FRT83, FRT90,	The participants struggled with time management as

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FRT101, FRT103, FRT107, FRT110, FRT112, FRT119	home responsibilities, packed schedules, and work-study balance took priority, leading to schedule conflicts that limited their ability to socialize effectively.
FRT18, FRT20, FRT21, FRT27, FRT29, FRT33, FRT47, FRT67, FRT82, FRT85, FRT87, FRT102, FRT111, FRT113, FRT116, FRT118	The participants faced constant academic pressure, often choosing study over socializing, as the drive to excel and focus grades drained their social energy, weakened their support system, and led to a sacrificed social life.
FRT9, FRT12	The participants experienced exhaustion from academics, with their energy drained by intense studying and demanding coursework.

The Difficulties Experienced By Radiologic Technology Student's Based On Social Development is displayed in Table 13. This study examined the challenges radiologic technology students encounter in their social development, revealing a pattern of limited social engagement due to academic pressures, financial constraints, and time management difficulties. Through analysis of student responses, it's evident that the demanding nature of the program forces many to prioritize studies over social connections, leading to isolation, burnout, and restricted opportunities for social growth.

The findings on social development challenges among radiologic technology students reveal that academic demands, financial burdens, and time management difficulties significantly restrict their ability to engage in meaningful social interactions. The majority of students reported limited social time due to their rigorous schedules and the need to prioritize academic performance over personal connections. Burnout, emotional exhaustion, and financial constraints further isolated students, limiting their participation in social activities and weakening their support systems. Many struggled to balance coursework, home responsibilities, and part-time work, which hindered their social growth and led to feelings of isolation and mental fatigue. Overall, the study underscores the profound impact of academic pressures on students' social well-being, highlighting the need for support strategies that promote balance, emotional health, and opportunities for social engagement.

According to Dy (2022), described time management as tools and techniques for maximizing time and improving life quality. Effective time management balances responsibilities and reduces stress, while poor time management leads to inefficiency and stress. Participants in a study struggled with this, experiencing schedule conflicts and limited social interaction due to balancing home, work, and study obligations, leaving little time for personal growth and relaxation.

#### 4. CONCLUSION

From the findings of the study, Radiologic technology students encounter financial, academic, and time management challenges that affect their performance and well-being. Effective time management, financial aid, and academic support from educators, universities, families, and peers help them overcome these difficulties. With resilience, discipline, and adaptability, they can successfully navigate these challenges. A well-structured radiologic technology program further supports their academic success and professional growth.

## **5. RECOMMENDATION**

Based on the findings and conclusions of this study, the following recommendations are proposed:

- 1. Students should actively seek financial aid opportunities like scholarships, grants, and exploring part-time jobs for income and experience. Developing budgeting skills and prioritizing essential expenses can help reduce financial stress and prevent excessive work hours that interfere with studies. Educational institutions should expand financial assistance programs, offer flexible tuition payment schemes, and collaborate with private organizations and government agencies to provide more scholarships for working students. Additionally, students should seek jobs with flexible work arrangements, such as remote or adjustable-hour positions, and prioritize employers who support their academic commitments through study leave benefits or reduced hours during exams.
- 2. Adopting effective study techniques such as time-blocking, active recall, and concept mapping can improve retention and performance despite busy schedules. Schools should also implement academic flexibility through recorded lectures, self-paced modules, and hybrid learning options to help working students balance coursework and job responsibilities.
- 3. Students should prioritize jobs with flexible schedules that allow workload adjustments during exams and seek employers who support their academic commitments. Developing strong time management skills through effective planning, goal-setting, and productivity tools can help balance work and studies efficiently.
- 4. Students should prioritize self-care by setting aside time for rest and stress-relief activities like exercise, meditation, or social interactions to prevent burnout. Seeking emotional support from peers, mentors, or counselors can help them cope with academic and financial pressures. Schools should also enhance mental health services by providing counseling, stress management workshops, and peer support groups to support students' well-being.
- 5. Students should take advantage of continuous learning opportunities like online courses, workshops, and research involvement to expand their knowledge beyond the classroom. Actively engaging with faculty and industry professionals can provide valuable mentorship and career guidance. Schools should also promote research and innovation by offering grants, laboratory access, and learning resources to support students' academic and professional growth.
- 6. Students should maintain a healthy social life by participating in student organizations, volunteer work, or networking events to build connections that support career growth. Collaborating with peers in academic and work settings can strengthen teamwork and communication skills while fostering a supportive environment. Schools should also develop inclusive engagement programs, such as mentorship and leadership activities, that accommodate working students and help them stay socially connected despite their busy schedules.

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