

ASSESSING COMPETENCIES IN TECHNICAL PROFICIENCY, COMMUNICATION SKILLS, AND ETHICAL INTEGRITY TOWARDS FUTURE PROFESSIONAL PRACTICE

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ABSTRACT

Competency remains essential for ensuring quality patient care and professional excellence in a fast-evolving world. This study assessed the competencies of 4th-year Radiologic Technology students in three key areas: technical proficiency, communication skills, and ethical integrity. Using quantitative and qualitative methods, the findings revealed that while students demonstrated strong competency in technical proficiency, communication skills, and ethical integrity, they acknowledged that there are persisting challenges that may affect the improvement of their professional growth. Pearson's correlation analysis showed that demographic factors, such as age and sex, had no significant influence on competency levels. These results emphasized the need for continuous training and structured internship programs to enhance student preparedness for professional practice. Based on the findings, an enhancement program was proposed to support future radiologic technologists in meeting healthcare standards and delivering high-quality patient care.

Keywords: Competencies, Technical Proficiency, Communication Skills, Ethical Integrity, Future Professional Practice.

1. INTRODUCTION

In a rapidly advancing world, competency has become the cornerstone of success, particularly in the medical field, where technology and patient-centered care are transforming treatment approaches. As these shifts reshape healthcare, the demand for highly skilled professionals grows. The increasing demand for skilled professionals has led to stricter competency standards to ensure quality services and patient safety (Jabri et al., 2021). Healthcare institutions establish these competencies to prevent inefficiencies that could affect service quality. According to Shahrabaki et al. (2020), competence directly influences job performance and professional behavior, highlighting its importance in healthcare.

The fast growth of technical knowledge has changed the environment and the requirements for competence for many professionals and the healthcare system. Wahyuni and Raharja (2021) emphasized that high competence among health professionals improves patient satisfaction. The competence of health workers plays a significant role in patient care. Therefore, it is vital that healthcare professionals, starting with students in allied health, have a structured understanding of the skills they need to acquire. Radiologic technologists play a key role in patient care, often being the first healthcare providers patients encounter (Andersson, 2012, as cited by Willin et al., 2022).

In Davao, Radiologic Technology interns struggled with CT, MRI, and Radiation Therapy, particularly in patient care, positioning, and image acquisition (Florentino et al., 2019, as cited by Cerbito et al., 2020).

In contrast, an updated study in 2024 found that interns demonstrated high competency in general radiography but highlighted the need for enhanced training programs to address gaps (Estira, 2024). However, challenges such as handling pediatric patients, adapting to hospital environments, and bridging theoretical knowledge with practical skills remain (Cañete et al., 2020). These challenges highlight the need to continuously enhance Radiologic Technology training programs to bridge competency gaps and better prepare students for clinical practice.

To succeed in this field and adhere to healthcare standards, students must develop three critical competencies: technical proficiency, communication skills, and moral integrity. The researchers chose these triad competencies to ensure the effectiveness of healthcare delivery. Evaluating these skills in a clinical context is vital, as it reflects whether future medical professionals are adequately prepared to enter the healthcare workforce and provide high-quality care.

This study sought to assess the competency levels of fourth-year Radiologic Technology students in the areas of technical skills, communication, and ethical conduct. Gaining insight into their current capabilities allows students to better prepare for the realities and demands of a professional healthcare setting. Based on the findings, the researchers proposed a development program designed to further equip future radiologic technologists for effective and compassionate patient care.

2. METHODOLOGY

Researchers collected data on competencies, challenges, and their impact on future professional practice to develop recommendations for an enhancement program and gather essential insights. Data from the respondents were gathered through hard copies of the survey and Google forms. Quantitative research is used to collect the competencies of fourth-year Radiologic Technology students. This was followed by their clinical instructors assessing the students' competencies to affirm their responses. Moreover, quantitative data was also used to evaluate the challenges the radiologic technology student encountered in improving their competencies. On the contrary, Tenny et al. (2022) stated that qualitative research provides an in-depth description of the respondents' perceptions, experiences, and behavior as it focuses on the "how" and "why" aspects instead of numerical data. Open-ended are utilized to understand how students perceive their challenges and how they affect their competencies, which are essential for their future professional practice. FRT1 to FRT20 were used as a code for Future Radiologic Technologist. For Clinical Instructors, it was CI1-CI8. That being said, utilizing both quantitative and qualitative research designs in the study enriched the findings.

Table 1. Respondents of the Study

Gender	n=20	f	Percentage of responses
	No. Items	Responses	
Male		13	65
Female		7	35
Total:		20	100
Year Level	No. Items	Responses	Percentage of responses
4th year		20	100
Total		20	100

Table 1 shows that the 4th-year Radiologic Technology students are primarily male, comprising 65% (13) of the population, while females make up 35% (7). All respondents are 4th-year intern students. These findings indicate that the senior year of Radiologic Technology is male-dominated

3. RESULTS AND DISCUSSIONS

Table 2. Distribution of Radiologic technology Students According to Demographic Profile.

Gender	n=20	f	Percentage of responses
	No. Items	Responses	
Male		13	65%
Female		7	35%
Total:		20	100%
Age	No. Items	Responses	Percentage of responses
31 above		-	-
27-30 years old		5	25
23-26 years old		7	35
19-22 years old		8	40

Total	20	100%
Mean Age	23.9	

Table 2 shows the distribution of Radiologic Technology students according to their demographic profile, specifically age and sex. Out of 20 respondents, the largest group falls within the 19-22 age bracket, comprising 8 respondents (40%), followed by 7 respondents (35%) in the 23-26 age group, and 5 respondents (25%) in the 27-30 age group. Notably, there were no respondents aged 31 and above. This shows that there is a range of ages within the students, demonstrating diversity between age and gender. As stated by Khuntia et al. (2022), a diverse workforce brings a range of perspectives and experiences, leading to more comprehensive and culturally sensitive care.

Regarding the respondents' sex, the data shows that the respondents are as follows: 65 percent males and 35 percent females. From this, it can be assumed that male students are in charge of the Radiologic Technology course at Perpetual Help College of Manila. This is supported by earlier findings that radiologic technology has always been male-dominant since it has always been related to technical skills and physical labor (Abduljabbar et al., 2020). Nonetheless, recent studies demonstrate a growing percentage of females enrolling in the profession as medical imaging gender stereotypes decline and career opportunities rise (Khounsarian et al., 2021).

Table 3. Distribution of Clinical Instructors According to Demographic Profile.

Gender	n=8		
	No. Items	f	Percentage
Male		5	62.5%
Female		3	37.5%
Total		8	100%

Table 3 illustrates the demographic description of the Clinical instructor. The findings reveal that CIs are mostly male at 62.5%, compared to 37.5% who are female. This is supported by earlier evidence that radiologic technology has always been male-dominant based on its stereotype of technical abilities and physical strength (Rawal et al., 2022).

Table 4. Level of students' competencies in terms of Technical Proficiency

Items	SD	FRT Mean	Rank	VI	SD	CI Mean	Rank	VI
1. Adheres to the principles of radiation protection and maintains medical asepsis.	3.87	4.15	2.5	High	2.07	4.13	1	High
2. Knowledgeable on how to use the operating console.	4.24	4.20	1	High	1.67	4	2	High
3. Can perform diagnostic imaging procedures with minimal supervision..	4.18	4.15	2.5	High	2.07	3.63	5	High
4. Can execute accurate positioning of the anatomic part of interest.	4.18	4.05	4	High	1.52	3.88	3	High
5. Can utilize both manual and automatic imaging equipment with minimal guidance.	3.24	3.95	5	High	1.67	3.75	4	High
Average Mean	(FRT)	4.10		High				
	(CI)	3.88		High				
	(FRT)	3.94						
Standard Deviation (SD)	(CI)	1.80						

Table 4 shows the frequency distribution of the level of competencies of students in terms of Technical Proficiency. The highest computed mean score of 4.20 was obtained by Item 2, Students are knowledgeable on how to use the operating console, with a verbal interpretation of "High." The lowest computed mean score of 3.95 was recorded for Item 5, Students have high competence in utilizing both manual and automatic imaging equipment with minimal guidance, also with a verbal interpretation of "High." This supports the assertion made by Koyuncuoğlu (2022) that technical skills are fundamental to providing accurate and safe diagnostic imaging, emphasizing the need for continuous training to ensure competency in equipment operation.

On the part of the Clinical Instructors, Table 4 also shows their frequency distribution of the Level of Students' Competencies in terms of Technical Proficiency. Item number 1, Adheres to the principles of radiation protection and maintains medical asepsis, obtained the highest computed mean value of 4.13 with a verbal interpretation of "High. Meanwhile, item number 3, Can perform diagnostic imaging procedures with minimal supervision, had the lowest computed mean value of 3.63, also with a verbal interpretation of "High." These findings suggest that while students are

consistent in applying safety and infection control practices, they still require further guidance to build confidence in independently performing diagnostic procedures. Mentorship and hands-on support from experienced radiologic technologists are essential in developing student readiness for clinical practice (Bredella et al., 2020).

Table 5. Level of students' competencies in terms of Communication Skills

No.	Items	SD	FRT Mean	Rank	VI	SD	CI Mean	Rank	VI
1.	Can provide clear instructions to the patient before and after a radiographic procedure.	3.32	3.95	4.5	High	1.67	4	4	High
2.	Can clearly and effectively communicate both orally and written.	2.74	3.95	4.5	High	1.67	4	4	High
3.	Capable of working together with other healthcare professionals.	3.39	4	2	High	2.07	4.13	1.5	High
4.	Attentively listens to the concerns of both the patients and healthcare professionals	3.32	4	2	High	1.67	4	4	High
5.	Maintains eye contact with patients and healthcare team members to demonstrate active engagement.	3.32	4	2	High	2.07	4.13	1.5	High
Average Mean		(FRT)	3.98	High					
		(CI)	4.05	High					
Standard Deviation (SD)		(FRT)	3.22						
		(CI)	1.83						

Table 5 presents the frequency distribution of the Level of Students' Competencies in terms of Communication Skills. Items number 3, Capable of working together with other healthcare professionals, number 4, Capable of working together with other healthcare professionals, and number 5, Maintains eye contact with patients and healthcare team members to demonstrate active engagement, obtained the highest computed mean value of 4.00 with a verbal interpretation of "High." Meanwhile, item number 2, Can clearly and effectively communicate both orally and in writing, had the lowest computed mean value of 3.95, with a verbal interpretation of "High." These findings indicate that while students show strong communication skills, there is still room for

improvement in verbal and written communication. Effective communication is essential in clinical practice for ensuring patient-centered care and professional collaboration (Washed & Abuzaid, 2024).

To gain valuable insight, Table 5 also presents the frequency distribution of challenges faced by Radiologic Technology students in terms of communication skills as evaluated by Clinical Instructors. Items number 3, Able to work with other healthcare professionals, and number 5, Maintains eye contact with patients and team members, both obtained the highest computed mean of 4.13, with a verbal interpretation of "High." Meanwhile, items 1, 2, and 4 all received the lowest computed mean of 4.00, tying for the lowest rank, yet still interpreted as "High." These results highlight the importance of collaborative and active engagement in clinical settings. According to Abukari & Petrucka (2021), recognizing communication barriers and facilitators is essential for promoting patient-centered care.

Table 6. Level of students' competencies in terms of Ethical Integrity

No.	Items	SD	FRT Mean	Rank	VI	SD	CI Mean	Rank	VI
1.	Always adhere to patient confidentiality and protect their personal information.	3.81	4.05	1.5	High	1.67	4	4	High
2.	Follows ethical guidelines and protocols even when in challenging situations.	3.61	4.05	1.5	High	1.67	4	4	High
3.	Maintains professionalism and ethical behavior when dealing with sensitive or personal patient information.	3.32	4	4	High	1.67	4	4	High
4.	Demonstrates respect for patients' cultural beliefs, values, and traditions during medical procedures.	3.54	4	4	High	1.82	4.38	1.5	Very High
5.	Strives to improve ethical knowledge and understanding to provide the best care possible.	4	4	4	High	1.82	4.38	1.5	Very High

Average Mean	(FRT)	4.02	High
	(CI)	4.15	High
Standard Deviation	(FRT)	3.65	
(SD)	(CI)	1.73	

Table 6 presents the frequency distribution of the Level of Students' Competencies in Terms of Ethical Integrity. The table shows that items 1, Always adhere to patient confidentiality and protect their personal information, and 2, Follow ethical guidelines and protocols even when in challenging situations, acquired the highest computed mean of 4.05 with a verbal interpretation of "High." Whereas items 3, Maintains professionalism and ethical behavior when dealing with sensitive or personal patient information, 4, Demonstrates respect for patients' cultural beliefs, values, and traditions during medical procedures, and 5, Strives to improve ethical knowledge and understanding to provide the best care possible, acquired the lowest computed mean of 4.00 with same verbal interpretation of "High." Ethics training should be emphasized in practice, mentoring, and ethical case discussions to further develop students' competencies (Andersson et al., 2022).

Table 6 also presents the frequency distribution of Senior Radiologic Technologists' evaluation of students' ethical integrity. Items number 4, Demonstrates respect for patients' cultural beliefs, values, and traditions, and number 5, Strives to improve ethical knowledge, both received the highest mean of 4.38, with a "Very High" interpretation. Items 1, 2, and 3, regarding patient confidentiality, ethical guidelines, and professionalism, each scored 4.00, with a "High" interpretation. These findings indicate that clinical instructors view students' ethical integrity positively, particularly in cultural sensitivity and ethical competence, which are essential for patient-centered care and trust in healthcare relationships (Palmtyd et al., 2020).

Table 7. Challenges Faced by The Student in Improving Their Competencies

Items	SD	FRT Mean	Rank	VI	SD	CI Mean	Rank	VI
1.Struggle to keep up with the rapid technological advancements in radiology.	3.39	4	2	Agree	1.52	3.5	1.5	Agree
2.Struggle to apply theoretical knowledge in complex situations.	4.24	4.2	1	Agree	1.14	3.38	4	Somewhat Agree

3. Feel nervous or uncomfortable when communicating with patients, especially when explaining complex procedures.	1	2.9	4	Somewhat Agree	1.14	3.38	4	Somewhat Agree
4. Language barriers with patients often make it difficult for them to communicate effectively.	1.10	3.4	3	Agree	1.14	3.38	4	Somewhat Agree
5. It is challenging for them to maintain patient confidentiality in crowded clinical settings.	1.24	2.5	5	Disagree	1.52	3.5	1.5	Agree
Average Mean	(FRT)	3.40	Somewhat Agree					
	(CI)	3.43	High					
Standard Deviation (SD)	(FRT)	2.72						
	(CI)	1.29						

Table 7 shows the frequency distribution of the challenges experienced by Radiologic Technology students in improving their competencies. Among the listed items, item 2, Struggle to apply theoretical knowledge in complex situations, recorded the highest mean score of 4.2, with a verbal interpretation of "Agree." This indicates that students find it most difficult to apply theoretical concepts during clinical internships, which may hinder the development of their professional competencies. In contrast, item 5, It is challenging for them to maintain patient confidentiality in crowded clinical settings, received the lowest mean score of 2.5, corresponding to a verbal interpretation of "Disagree." This suggests that maintaining patient confidentiality is considered the least challenging issue among the students.

These results reflect a clear gap between theory and practice, which, according to Gassas (2021), can be addressed through hands-on experience and guidance from more experienced staff members. In addition, the data show that students also face other challenges, such as keeping pace with rapid technological advancements, language barriers during communication, and discomfort in explaining complex procedures to patients. These issues further contribute to difficulties in building essential competencies.

On the other side, Table 7 also presents the challenges faced by Radiologic Technology students as evaluated by Senior Radiologic Technologists. Items 1, Struggle to keep up with the rapid technological advancements in radiology, and 5, It is challenging for them to maintain patient confidentiality in crowded clinical settings, both received the highest mean of 3.5, with a verbal interpretation of "Agree," indicating that students struggle most with adapting to technology and maintaining confidentiality. Items 2, 3, and 4, Struggle to apply theoretical knowledge, Feel nervous communicating with patients, and Language barriers with patients, received a mean of 3.38, with a "Somewhat Agree" interpretation. This indicates that senior radiologic technologists view challenges in technology adaptation and patient confidentiality as key barriers to student development. As Mazaheri and Tahmasbi (2024) note, inadequate knowledge of imaging modalities can harm patients, highlighting the importance of overcoming these challenges. Maintaining patient confidentiality is also crucial for building trust and ensuring ethical responsibility (Palmytyd et al., 2020).

Table 9. The Students Experienced Challenges and its Effect on Their Technical Integrity

FRT1, FRT5, FRT8	The participants are motivated to adapt to new machines in the hospital by the challenges they experience.
FRT2, FRT6, FRT7, FRT9, FRT13, FRT15	The challenges that participants experienced have strengthened their technical proficiency by promoting continuous learning.
FRT3, FRT17	The challenges that participants experienced can hinder their technical proficiency by slowing their learning progress.
FRT4, FRT12, FRT16, FRT18	The challenges that the participants experienced have helped them develop critical thinking skills and strengthen their problem abilities, enabling them to troubleshoot effectively.
FRT10, FRT20	The challenges that participants experienced have helped them gain confidence in operating machines, handling patients, and overcoming difficulties, making them feel prepared for their future profession.
FRT11, FRT14, FRT19	The challenges they experienced made them feel less confident, hesitant to try new things, and shy to work with others due to insufficient technical knowledge.

Table 9 showed that most FRTs viewed their encountered challenges positively; through it, they are encouraged to adapt and continuously learn about new technological advancements. Given this, it shows that challenges do not become a way to discourage students because they help them to improve and have a positive mindset. However, not all students are like that. Challenges can hinder the procedure and make them lose confidence, which affects their professional growth. According to Lewis (2020), with emerging technologies changing the way people work, it is their responsibility to continually assess and prepare for the changes. Additionally, the research added

that by adopting a mindset of lifelong learning and continuous skill development, organizations can continue to thrive, and employees can continue to remain relevant in the workplace.

Table 10. The Students Experienced Challenges and its Effect on Their Ethical Communication Skills

FRT1, FRT3, FRT8, FRT20	The challenges that participants experienced led to miscommunication and misunderstanding with patients and colleagues.
FRT2, FRT4, FRT13, FRT14, FRT16	The challenges that participants experienced have helped them learn to give clear instructions, use simple terms, and properly explain procedures to patients, improving their ability to communicate complex ideas effectively.
FRT5, FRT19	The challenges that participants experienced help them improve the communication and collaboration with patients and colleagues in professional settings.
FRT6, FRT9, FRT11, FRT12	The challenges that participants experienced helped them recognize the importance of active listening, allowing them to better understand patient needs and communicate with compassion.
FRT7	The communication challenges that the participant experienced hinder the examination process.
FRT10, FRT15	The experienced challenges by participants helped them build trust with patients and enhance compassionate communication to provide better care.
FRT17, FRT18	The experienced challenges by the participants helped them develop patience in communication.

Table 10 presents how the challenges encountered by students impact their communication skills. Participants FRT1, FRT3, FRT8, and FRT20 shared that the difficulties they faced often resulted in miscommunication and misunderstandings with both patients and fellow healthcare workers. In contrast, respondents such as FRT2, FRT4, FRT13, FRT14, and FRT16 stated that they did not allow their challenges to become obstacles. Instead, they viewed these difficulties as learning experiences that helped them improve their ability to give clear instructions, simplify technical terms, and effectively explain procedures to patients.

Notably, FRT5 and FRT19 expressed that facing communication-related issues actually strengthened their collaborative skills in clinical environments. This point of view was echoed by FRT6, FRT9, FRT11, and FRT12, who emphasized that their experiences highlighted the value of active listening, which allowed them to better understand patient needs and respond with empathy. However, not all feedback reflected a positive outlook. For instance, FRT7 reported that communication difficulties negatively impacted the examination process, indicating that certain issues remain unresolved and may need further support or intervention. On a more optimistic note, FRT10 and FRT15 stated that overcoming communication challenges helped them build trust with patients and improved their ability to communicate with compassion, leading to better patient care. Similarly, FRT17 and FRT18 noted that these experiences taught them patience and reinforced the

importance of clear, respectful communication—skills vital to both personal and professional development.

Calfoforo (2023) emphasizes that professional success in healthcare requires not only technical competence but also well-developed soft skills. For student interns, mastering communication and interpersonal skills is essential in meeting workplace demands. Nonetheless, the study also points out that issues such as low self-confidence can hinder skill acquisition. To address this, fostering creativity and building self-esteem among student interns is crucial to enhancing workplace performance.

FRT1, FRT8	The challenges experienced by participants helped them recognize the importance of patient privacy, confidentiality, and honesty in difficult situations.
FRT2, FRT7, FRT14	The challenges that participants experienced taught them to take ownership of their actions and be accountable and responsible.
FRT3, FRT11	The challenges that participants experienced affected their performance and outcome of procedures.
FRT4, FRT9, FRT15 FRT16, FRT18	The challenges that participants experienced help them prioritize honesty and fairness in decision making, strengthening their professionalism.
FRT5, FRT6, FRT19	The challenges that participants experienced helped them build trust and rapport with patients by deepening their understanding of the important role of confidentiality.
FRT10, FRT12, FRT13	The challenges that participants experienced guided them in maintaining consistent ethical behavior in their professional practice.
FRT17, FRT20	The challenges that participants experienced helped them gain confidence by maintaining ethical standards.

Table 11. The Students Experienced Challenges and its Effect on Their Ethical Integrity. Table 11 highlights how the challenges faced by students influence their ethical integrity. FRT1 and FRT8 shared that the difficulties they encountered reinforced the significance of upholding patient privacy, confidentiality, and honesty, especially in complex clinical situations. Similarly, FRT5, FRT6, and FRT19 noted that these experiences deepened their awareness of confidentiality and contributed to building stronger trust and rapport with patients.

Furthermore, FRT2, FRT7, and FRT14 explained that such challenges cultivated a greater sense of accountability and responsibility, encouraging them to take full ownership of their professional actions. In the same vein, FRT10, FRT12, and FRT13 emphasized that these experiences played a key role in shaping their commitment to consistent ethical behavior in future practice.

On the contrary, not all students viewed these challenges as constructive. FRT3 and FRT11 indicated that ethical dilemmas negatively impacted their performance and the quality of care they

were able to provide. Meanwhile, FRT4, FRT9, FRT15, FRT16, and FRT18 shared that their experiences allowed them to prioritize fairness and integrity in clinical decision-making, ultimately reinforcing their sense of professionalism. Furthermore, FRT17 and FRT20 highlighted how overcoming ethical challenges allowed them to gain confidence by maintaining ethical standards.

Table 12. The Students Experienced Challenges and its Effect on Their Technical Proficiency (CLINICAL INSTRUCTOR)

CI1, CI2, CI5, CI7, CI8	According to Clinical Instructors, students have strong determination for growth and improvement.
CI3	Clinical instructors viewed that challenges hinders the professional growth of the individual, which could affect their professional practice.
CI4, CI6	Clinical Instructors stated that the challenges students encountered could have helped improve their attention to radiographic detail.

Table 12 shows the clinical instructor's insight into how the challenges experienced by radiologic technology students affect their communication skills. CI1, CI2, CI5, CI7, and CI8 viewed that FRTs, even though faced with challenges students' have great determination for growth and improvement, indicating they are eager and willing to learn to improve their progress and skills. While CI3 opposes and thinks that challenges could hinder the student's professional growth. On the other hand, CI4 and CI6 saw that through the challenges, students' attention to radiographic details was improved, indicating that they are preventing image misinterpretation and collecting x-ray cases for practice and improvement.

Table 13. The Students Experienced Challenges and its Effect on Their Communication Skills (CLINICAL INSTRUCTOR)

CI1, CI5, CI6 CI8	A clinical instructor saw that the challenges faced by students motivated them to exert effort for effective communication, which in turn drove them to be good at communication skills.
CI3, CI7	Clinical instructors believe that challenges like lack of communication could affect the students' practice and hinder the procedure.
CI2, CI4	Clinical instructors stated that challenges will help students to enhance their skills.

Table 13 presents the clinical instructor's view of how the challenges experienced by radiologic technology affect their communication skills. CI1, CI5, CI6, and CI8 can see that through challenges, FRTs exert effort for effective communication, indicating that they strive hard to improve and be better and have the drive to improve their communication skills. In contrast, CI13 and CI7 state that challenges affect students' practice, eventually hindering the procedure.

On the other hand, the views of CI2 and CI4 stated that students' communication skills are improved through their experienced challenges.

Table 14. The Students Experienced Challenges and its Effect on Their Ethical Integrity. (CLINICAL INSTRUCTOR)

CI1, CI4, CI8	The Clinical Instructors stated that students are more likely to respect patient privacy when faced with a challenge because they are strongly determined to adhere to it.
CI3, CI6, CI7	Clinical Instructors stated that difficulties heighten students' commitment to professional integrity
CI2	Clinical instructors view challenges as helping students to be competent in every procedure.
CI5	Clinical Instructors claimed that it is hard for students to behave more politely and obediently when faced with challenges.

Table 14 displays how the Clinical Instructor's perception of the challenges experienced by Radiologic technology students affects their ethical integrity based on their observation. CI1, CI4, and CI8 stated that the difficulties experienced by students help them to learn respect and value for patient privacy. CI3, CI6, and CI7 believed that difficulties heighten students' commitment to professional integrity, indicating that students adhere and adjust in the best way possible to conform to the principles of the practice. On the other hand, CI5 claimed that new-generation radiologic technology students have difficulty behaving more politely and obediently, which denotes that if challenges occur, students may find it hard to respond and act ethically.

4. CONCLUSION

From the findings of the study, the researchers were able to arrive at this conclusion: Radiologic Technology students demonstrate high competencies in technical proficiency, communication skills, and ethical integrity. However, they face challenges that hinder their growth and development in the profession. To address these issues, an enhancement program was developed to ensure that students stay updated with the rapidly evolving healthcare field, particularly in the radiology department.

5. RECOMMENDATION

Given the findings and conclusion of this study, the following recommendations were drawn:

1. Radiology technology students should attend hands-on workshops and training on new technologies and software. This will evaluate their knowledge and skills and allow them to identify areas for improvement. It will also encourage an adaptable mindset that will enable them to change and be updated with every innovation, which is essential in radiology.
2. To be well-versed in the field, students should actively develop their social and communication skills, which are crucial in their future professional practice. Implementing a communication training workshop will improve patient satisfaction scores and enhance teamwork among staff. In

addition, these skills are essential as they will deal with patients, instruct them on procedures, and work with colleagues to build an effective team ready to give proper care to the community.

3. Administrators should integrate career-focused discussions and mentorship programs. Providing students with access to workshops, seminars, and hands-on training will help bridge the gap between theoretical knowledge and practical application. Additionally, fostering a supportive learning environment where students can seek guidance and career advice will empower them to navigate their professional journey with confidence and competence.

4. According to the study, administrators should integrate career-focused discussions and mentorship programs to foster confidence in radiologic technology students and enhance their professional growth and readiness for advanced roles. Providing students access to workshops, seminars, and hands-on training will help bridge the gap between theoretical knowledge and practical application; fostering a supportive learning environment where students can seek guidance and career advice will empower them to navigate their professional journey confidently and competently.

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