
**STRUGGLES AND MOTIVATIONS IN PURSUING RADIOLOGIC TECHNOLOGY
EDUCATION: AN INPUT FOR RESILIENCE PROGRAM**

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ABSTRACT

Without a doubt, throughout their college years, learners face challenges and motivations. These difficulties might either keep students motivated to continue their education or, conversely, they could make them lose interest in it. Like any student, those pursuing a degree in radiologic technology will face difficulties and find motivation for their academic endeavors. This study looked at radiologic technology students' motivation and challenges in pursuing the field they have selected. Finally, the researchers suggested a resilience program that may support students in pursuing their education based on their findings.

Keywords: Struggles, Motivations, Radiologic Technology Student, Resilience.

1. INTRODUCTION

The academic journeys of college students are said to be intertwined with and invariably marked by both difficulties and accomplishments. When it comes to the idea of studying, they certainly have obstacles and difficulties in their educational endeavors. Even the most talented high school students who excel in the class find college to be academically challenging, (Boyle and Hashemi, 2023). College students frequently run across a range of issues on the route to success, such as challenges with financial uncertainties, managing commitments, poor academic preparations, or a lack of resources that act as a barrier for students. These obstacles may either motivate students, and encourage them to continue their studies, or instead, they may get demotivated or discouraged in pursuing their education.

In the context of medical education, it is common for college students enrolled in pre-medical courses to suffer in the same ways as other students. Pre-medical students must spend a lot of time studying because the coursework in pre-medical education is quite rigorous. The stakes are higher in medical school than in other types of higher education because medical students need to internalize their lecturers' instructions effectively enough, (Kowarski, 2019). Moreover, he also stated that the goal of the entire exercise was for students to develop the capacity to make decisions that would affect the lives of other people. This extra responsibility puts additional pressure on the student to complete the task correctly.

Students who enroll in radiologic technology bachelor's degree programs will undoubtedly face comparable challenges to those who participate in other pre-medical courses. For students in radiologic technology education to persevere through their studies and overcome challenges, they need to be motivated and resilient. The need for motivation in the field of radiologic technology stems from the fact that this specific course necessitates a high degree of commitment and

perseverance due to its demanding and constantly evolving character. Motivated radiologic technology students are more likely to raise the bar for medical care in the present and the future in addition to being more eager to pursue career growth and continual improvement.

Like any other student taking a pre-med course, radiologic technology college students do have several challenges that affect them in pursuing their career profession. The difficulties could be related to their knowledge, skills, attitude, or other things that may serve as a hindrance to them. The researchers aimed to understand the problems and motivations that influence students' decision to pursue a radiologic technology course, which led the researcher to develop a program for improving resiliency.

This study aimed to determine the various challenges experienced by the radiologic technology students in pursuing radiologic technology courses as well as, examine how they persist to finish the course and stay motivated despite the experienced difficulties. Finally, through the study, the researchers proposed a resilience program to help future radiologic technology students keep their perseverance despite the various hardships they encounter.

2.METHODOLOGY

To provide recommendations for a resilience program and obtain essential information, researchers collected pertinent data about the challenges and motivations confronting students who wish to pursue degrees in radiologic technology. Data from respondents were gathered for this study through a mixed-method strategy that included qualitative and quantitative research. The necessary data are gathered through a hard copy of survey forms and Google forms.

(Bhandari, 2023) states that qualitative research is the approach utilized to comprehend how individuals perceive the world. Although there are numerous techniques for qualitative research, they all have a flexible nature and are dedicated to preserving rich meaning when interpreting the data. Gathering and evaluating non-numerical data is a part of this kind of research. It is useful for getting a comprehensive understanding of an issue or coming up with fresh research ideas.

Contrarily, quantitative research emphasizes evaluating objective ideas by examining correlations among variables, according to (Kharbach, 2023) as cited by (Creswell, 2014). This method allows for the systematic collection of numerical data that can be statistically analyzed because the variables are measurable and quantifiable.

To address the research's issue, mixed method type of research incorporates parts of both qualitative and quantitative research, (George, 2021). In addition, because mixed techniques include the advantages of both quantitative and qualitative research, they can provide you with a more comprehensive picture than either one alone. In addition, mixed methods research is frequently employed in the social, behavioral, and health sciences—particularly in complicated situational or societal studies in multidisciplinary contexts.

The study began with a quantitative questionnaire problem and concluded with a qualitative examination of the primary quantitative data. Using a concurrent triangulation type of mixed-method research methodology simplifies and expedites the data collection process for the researchers. In the beginning, a quantitative survey was developed to gather quantitative data from radiologic technology students regarding their preferred way of learning and how it affects their

academic progress. A quantitative questionnaire employed a descriptive study approach to pinpoint the numerous elements that affect a radiologic student's problems and reasons for continuing their education in radiologic technology. The researchers conducted a face-to-face handling of survey forms with the respondents to collect qualitative information about the struggles and motivations experienced by radiologic technology students as they pursue their academic goals.

Furthermore, the quantitative and qualitative results are interpreted to be able to finalize the information gathered regarding the struggles and motivation experienced by radiologic technology students in pursuing their education as well as to create a resilience program.

Table 1. Distribution of Respondents According to Demographic Profile.

Gender	n=73	f	Percentage of responses
	No. items	Response	
Male		33	45.2
Female		40	54.8
Total:		73	100%

continuation...

Year Level	No. Items	Response	Percentage of response
1st year		29	39.7
2nd year		23	31.5
3rd year		15	20.5
4th year		6	8.2
Total:		73	100%

Table 1 shows a somewhat larger proportion of female students over academic years, indicating broader trends of growing female engagement in education This displays the frequency distribution of the student demographic profile which shows that males make up 45.2% of the population, while female respondents make up 54.8%. There are 39.7% first-year students, 31.5% second-year students, 20.5% third-year students, and 8.2% fourth-year students This finding inspires thoughts on recruiting and retention methods in educational institutions.

Meanwhile, the Zippia research 2024, states that 40.1% of diagnostic radiologic technologists are men and 59.9% of them are women. This indicates that women are more likely to be employed in the field of radiologic technology. This research implies changing gender dynamics in healthcare professions and emphasizes the significance of encouraging inclusiveness and diversity in career paths.

In conclusion, our findings highlight the need to resolve gender discrepancies in education and work, enabling all individuals to prosper and contribute meaningfully to their chosen industries.

3. RESULTS AND DISCUSSIONS

Table 2. Difficulties Experienced by the Students in Taking Radiologic Technology Education Based on Knowledge

No.	Items	SD	Mean	Rank	VI
1	I have difficulty focusing and concentrating in class during discussions.	38.71	3.41	1st	Agree
2	I have poor memory retention of valuable information regarding our lesson.	33.57	3.09	3rd	Neutral
3	I can poorly analyze situational tasks given to us in our subjects.	37.05	3.09	3rd	Neutral
4	It is difficult for me to create learning techniques.	33.73	2.94	5th	Neutral
5	It is not easy for me to manage my time.	54.58	3.36	2nd	Agree
Average Mean Standard Deviation (SD)			3.18 39.53		Neutral

Table 2, shows the frequency distribution of the Difficulties Experienced by the Students in Taking Radiologic Technology Education, with the highest computed mean score of 3.41, item number 1, *I have difficulty focusing and concentrating in class during discussions*, and “Agree” for verbal interpretation. Item number 4, *It is difficult for me to create learning techniques*, received the lowest computed mean of 2.94, with “Neutral” as a verbal interpretation. This supports the assertion made by (Strickey, 2021) that students' lack of information may have an impact on their ability to focus and pay attention in class. Knowledge facilitates student participation in class activities and duties, which enhances the student's ability to concentrate and focus on that particular task. Lack of knowledge causes pupils to become distracted from their work, which can result in low engagement and memory retention.

Table 3. Difficulties Experienced by the Students in Taking Radiologic Technology Education Based on Skills

No.	Items	SD	Mean	Rank	VI
1	I have poor communication skills	30.84	3.16	1st	Neutral
2	I have difficulty working under pressure.	35.62	3.08	3rd	Neutral
3	I struggle to perform proper patient care.	25.91	3.12	2nd	Neutral
4	I am troubled by patient positioning due to a lack of knowledge of anatomy and different positioning techniques.	18.29	2.19	5th	Disagree
5	It is not easy for me to handle new imaging equipment.	16.47	2.27	4th	Disagree
Average Mean		2.76		Neutral	
Standard Deviation (SD)		25.43			

Table 3, displays the frequency distribution of Difficulties Experienced by the Students in Taking Radiologic Technology Education in terms of Skills, item number 1, *I have poor communication skills*, received the highest computed mean value of 3.16, indicating a verbal interpretation “Neutral”. Item number 4, *I am troubled by patient positioning due to a lack of knowledge of anatomy and different positioning techniques*, had a verbal interpretation of “Disagree”, and the lowest computed mean of 2.19. As per (Vidyalaya, 2019), students who have poor or improper communication skills now could face various challenges in the future, including interviews, collaboration, engagement with others, and memory and presence. Therefore, it was stated that students should work on improving their communication skills while still in school or college, as effective communication skills will help them succeed in their education, career, and life.

Table 4. Difficulties Experienced by the Students in Taking Radiologic Technology Education Based on Attitude

No.	Items	SD	Mean	Rank	VI
1	I have low self-esteem due to having difficulty keeping up with lessons.	51.34	3.12	4th	Neutral
2	I have no motivation when I cannot accomplish many school activities.	57.87	3.22	3rd	Neutral
3	I have inadequate enthusiasm in pursuing goals when troubled.	51.11	3.41	1st	Agree

4	I have high anxiety during practical and written exams.	40.49	3.03	5th	Neutral
5	I feel depressed when faced with stressful situations.	35.16	3.29	2nd	Neutral
Average Mean Standard Deviation (SD)		3.21 47.19		Neutral	

Table 4, shows the frequency distribution of Difficulties Experienced by the Students in Taking Radiologic Technology Education Based on Attitude, item number 3, *I have inadequate enthusiasm in pursuing goals when troubled*, received the highest computed mean value of 3.41, indicating a verbal interpretation of “Agree”. Whereas item number 4, *I have high anxiety during practical and written exams*, got the lowest computed mean of 3.03 which states “Neutral” as the verbal interpretation. This supports the study of (Ahmad, 2021), which demonstrates the importance of a student's attitude in maintaining motivation to learn and achieve in their studies. When students encounter obstacles such as an excessive amount of coursework, challenging assignments, and trouble completing important tasks, they often become demotivated. When students experience too many difficulties, they often become demotivated, which lowers their mental resilience and tends to give up.

Table 5. How do these Difficulties Experienced by the Students in Taking Radiologic Technology Education Affect them based on Knowledge

No.	Items	SD	Mean	Rank	VI
1	I have difficulty keeping up with the new pieces of information given inside the classroom.	32.96	3	5th	Neutral
2	I have inadequate concentration on assigned tasks and class activities.	35.27	3.25	3rd	Neutral
3	I struggled to engage in critical thinking across various situations.	45.49	3.52	1st	Agree
4	I cannot learn effectively due to changes in teaching methods.	53.46	3.16	4th	Neutral
5	I have insufficient self-knowledge in preparing myself for a future career.	42.87	3.34	2nd	Neutral
Average Mean Standard Deviation (SD)		3.25 42.01		Neutral	

Table 5, shows the frequency distribution of How do these Difficulties Experienced by the Students in Taking Radiologic Technology Education Affect them based on Knowledge, item number 3, *I struggled to engage in critical thinking across various situations*, received the highest computed mean score of 3.52, indicating a verbal interpretation “*Agree*”. Item number 1, *I have difficulty keeping up with the new pieces of information given inside the classroom*, got the lowest computed mean of 3 with a verbal interpretation of “*Neutral*”. Lack of knowledge and understanding could be the cause of a lack of critical thinking. Fear of being criticized makes students less likely to ask questions in class, which prevents them from learning things that could be helpful in critical thinking scenarios. Furthermore, your knowledge and comprehension of the concept of critical thinking may be hindered by a lack of social interaction. Expanding your knowledge, gaining experience, and never being afraid to ask questions are the best ways to gain knowledge which enhances your critical thinking skills.

Table 6. How do these Difficulties Experienced by the Students in Taking Radiologic Technology Education Affect them based on Skills

No.	Items	SD	Mean	Rank	VI
1	I have an insufficient amount of necessary skills to perform necessary tasks.	40.97	3.53	1st	Agree
2	I have poor patient management due to poor communication skills.	27.39	2.92	2nd	Neutral
3	I have little to no confidence in performing patient positioning skills.	29.59	2.92	2nd	Neutral
4	I have difficulty handling imaging equipment due to poor technical competence.	25.24	2.26	4th	Disagree
5	I have difficulty in performing radiation protection.	19.92	2.27	3rd	Disagree
Average Mean			2.78		Neutral
Standard Deviation (SD)			28.62		

Table 6, shows the frequency distribution of Ways in How Difficulties Experienced by the Students in Taking Radiologic Technology Education Affect them based on Skills, item number 1, *I have an insufficient amount of necessary skills to perform necessary tasks*, had the highest computed mean value of 3.53, which indicates a verbal interpretation “*Agree*”. Whereas item number 4, *I have difficulty handling imaging equipment due to poor technical competence*, got the lowest computed mean of 2.26 with a verbal interpretation of “*Disagree*”. This sort of result is also demonstrated by the study conducted by (Hako et. al, 2019). The article states that while students face a variety of issues, a major one is a lack of the requisite skills. To perform better in

class, the student must possess these essential skills. Without these abilities, students often find it difficult to study and finish tasks.

Table 7. How do these Difficulties Experienced by the Students in Taking Radiologic Technology Education Affect them based on Attitude

No.	Items	SD	Mean	Rank	VI
1	I have no eagerness to adopt a positive outlook on learning.	22.53	2.82	5th	Neutral
2	I have not felt like I need to practice discipline.	23.91	3.05	3rd	Neutral
3	I feel undetermined and burnt out to preserve my goal.	36.79	2.97	4th	Neutral
4	I tend to have confusion due to academic pressures from peers.	44.31	3.22	2nd	Neutral
5	It is difficult for me to adjust to the changes in the new learning style.	39.62	3.25	1st	Neutral
Average Mean Standard Deviation (SD)			3.06 33.43		Neutral

Table 7, shows the frequency distribution of Ways in How Difficulties Experienced by the Students in Taking Radiologic Technology Education Affect them based on Attitude, item number 5, *It is difficult for me to adjust to the changes in the new learning style*, received the highest computed mean value of 3.25, which has a verbal interpretation “Neutral”. On the other hand, item number 1, *I have no eagerness to adopt a positive outlook on learning*, got the lowest computed mean of 2.82 with a verbal interpretation “Neutral”. This strengthens the findings of (Yotta, 2023), who wrote that a learner's preferred method of learning is determined by their learning style. Mismatches between students' different learning styles and the instructional strategies used by teachers frequently arise, even though teachers don't always accommodate them.

Table 8. Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Positive Career Outlook

No.	Items	SD	Mean	Rank	VI
1	It is a profession of high demand nowadays.	63.21	3.99	1st	Agree
2	There is an increased demand for radiologic technologists as the population ages.	62.36	3.85	4th	Agree

3	The field of radiologic technology is continually expanding and progressing.	63.1	3.97	2nd	Agree
4	It is a well-established profession.	56.19	3.83	5th	Agree
5	It can provide various options as specializations.	61.04	3.93	3rd	Agree
Average Mean Standard Deviation (SD)		3.91 61.18		Agree	

Table 8, shows the frequency distribution of Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Positive Career Outlook, item number 1, *It is a profession of high demand nowadays*, received the highest computed mean value of 3.99, signifying a verbal interpretation “Agree”. Whereas item number 4, *It is a well-established profession*, got the lowest computed mean of 3.83 with a verbal interpretation of “Agree”. This idea is supported by a study by (Lee, 2023), who found that a person's level of pleasure and contentment can be significantly impacted by selecting a profession that is in demand. A high-demand or well-paying employment can lead to financial security and stability, which can assist people in achieving their long-term objectives, including saving for retirement or buying a house.

Table 9. Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Few Academic Requirements

No.	Items	SD	Mean	Rank	VI
1	It is only a short-term program.	47.92	3.74	2nd	Agree
2	Entry-level positions are easy.	57.3	3.38	4th	Neutral
3	It doesn't require academic attainment for higher compensation.	38.23	3.36	5th	Neutral
4	The subjects incorporated are inclined to our future profession.	59.02	3.89	1st	Agree
5	If compared to other educational programs, enrollment is simpler.	52.69	3.68	3rd	Agree
Average Mean Standard Deviation (SD)		3.61 51.03		Agree	

Table 9, shows the frequency distribution of Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Few Academic Requirements, item number 4, *The subjects incorporated are inclined to our future profession*, had

the highest computed mean value of 3.89, which denotes “Agree” on verbal interpretation. On the contrary, item number 3, *It doesn't require academic attainment for higher compensation*, got the lowest computed mean of 3.36 and a verbal interpretation of “Neutral”. Academic performance may be improved if inclined subjects demonstrate an interest in the offered course and encourage student involvement. Students may believe in job exploration as a vehicle for engagement even more than teachers and administrators do. The majority of students reported feeling more motivated in the classroom when they could immediately apply what they were learning to a job or profession. (Klein, 2023).

Table 10. Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Competitive Salary

No.	Items	SD	Mean	Rank	VI
1	It can provide a high salary even in an entry-level position.	60.98	3.97	4th	Agree
2	A salary-wise profession that can compete with other occupations.	57.57	3.89	5th	Agree
3	It has the potential to increase salaries with greater education.	58.69	4.01	3rd	Agree
4	A salary increase is possible with longer experience.	64.82	4.08	2nd	Agree
5	There is a chance of landing in a specialization with higher pay.	66.88	4.16	1st	Agree
Average Mean Standard Deviation (SD)			4.02 61.79		Strongly Agree

Table 10, shows the frequency distribution of Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Competitive Salary, item number 5, *There is a chance of landing in a specialization with higher pay*, had the highest computed mean value of 4.16, indicating “Agree” as the verbal interpretation. Whereas item number 2, *A salary-wise profession that can compete with other occupations*, got the lowest computed mean of 3.89 and a verbal interpretation of “Agree”. This bolsters the assertions of (Lehmann, 2019) that the majority of college students obtain their degrees to pursue future employment with a higher salary. Possessing financial resources and earning capacity are essential for leading a comfortable life. Furthermore, he said that obtaining a college degree does not ensure that one will succeed in their work. Nonetheless, a college education can enhance students' lives in general down the road.

Table 11. Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Career Opportunities

No.	Items	SD	Mean	Rank	VI
1	It provides the possibility of working abroad.	73.17	4.23	3rd	Strongly Agree
2	Likelihood of getting a good position in the hospital.	79.06	4.33	2nd	Strongly Agree
3	It can serve as an opportunity to study medicine.	70.94	4.15	4th	Agree
4	It holds the opportunity to pursue a higher degree.	81.53	4.34	1st	Strongly Agree
5	It can provide easy career development.	68.95	4.12	5th	Agree
Average Mean			4.23	Strongly Agree	
Standard Deviation (SD)			74.73		

Table 11, shows the frequency distribution of Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education in terms of Career Opportunities, item number 4, *It holds the opportunity to pursue a higher degree*, had the highest computed mean value of 4.34, indicating a verbal interpretation of “*Strongly Agree*”. Whereas item number 5, *It can provide easy career development*, got the lowest computed mean of 4.12 and a verbal interpretation of “*Agree*”. This supports the claim made by (Mahdzar et al., 2022) that students are motivated by the possibility of continuing their higher education because they think doing so will allow them to advance in their profession. They also think that obtaining a higher education will improve their life by securing a well-paying job.

Table 12. Ways Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Positive Career Outlook

No.	Items	SD	Mean	Rank	VI
1	It increases motivation to finish education.	50.26	3.63	5th	Agree
2	It has the assurance of providing concrete goals for the future.	55.69	3.96	3rd	Agree
3	It may provide a more meaningful learning experience.	49.69	3.75	4th	Agree
4	It gives a sense of purpose.	63.88	4.05	2nd	Agree

5	It improves decision-making skills.	79.31	4.21	1st	Strongly Agree
Average Mean		3.92		Agree	
Standard Deviation (SD)		59.77			

Table 12, shows the frequency distribution of Ways in How Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Positive Career Outlook, item number 5, *It improves decision-making skills*, received the highest computed mean value of 4.21, which indicates a verbal interpretation of “*Strongly Agree*”. On the other hand, item number 1, *It increases motivation to finish education*, got the lowest computed mean of 3.63, and a verbal interpretation “*Agree*”. It is intriguing to learn that the results of this study and the paper written by (Theodorou, 2019) are identical. According to her paper, students' minds can become highly effective at making decisions if they have a clear objective or a clear career goal because their goals should guide the criteria they use to make decisions.

Table 13. Ways in How Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Few Academic Requirements

No.	Items	SD	Mean	Rank	VI
1	It may help increase commitment to education.	65.67	4.05	4th	Agree
2	It gives a more enthusiastic approach to skill development.	68.09	4.05	4th	Agree
3	It can increase confidence and promote independence.	74.35	4.26	1st	Strongly Agree
4	It can reduce stress and allow students to engage in diverse interests.	68	4.19	2nd	Agree
5	It can motivate students to excel academically.	69.89	4.16	3rd	Agree
Average Mean		4.14		Agree	
Standard Deviation (SD)		69.2			

Table 13, shows the frequency distribution of Ways in How Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Few Academic Requirements, item number 3, *It can increase confidence and promote independence*, had the highest computed mean value of 4.26, indicating a verbal interpretation of “*Strongly Agree*”. Whereas item number 1, *It may help increase commitment to education*, and item number 2, *It gives a more enthusiastic approach to skill development*, got the lowest

computed mean of 4.05 and “Agree” for verbal interpretation. This supports (Tribulano and Moneva, 2020) article, which suggests that independence and confidence may be linked to certain academic criteria. High self-confident students, according to them, can complete schoolwork with ease, and the majority of them don't hesitate to join in any activity.

Table 14. How do these Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Competitive Salary

No.	Items	SD	Mean	Rank	VI
1	It serves as an inspiration to stay resilient academically.	66.65	4.18	5th	Agree
2	It could inspire one to seek higher education.	71.71	4.25	3rd	Strongly Agree
3	It can serve as a motivation to pursue financial stability.	78.37	4.33	2nd	Strongly Agree
4	It helps to achieve long-term hopes and ambitions	79.94	4.34	1st	Strongly Agree
5	It is a good investment for a long-term source of income	70.69	4.21	4th	Strongly Agree
Average Mean		4.26		Strongly Agree	
Standard Deviation (SD)		73.47			

Table 14, shows the frequency distribution of How do these Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Competitive Salary, item number 4, *It helps to achieve long-term hopes and ambitions*, got the highest computed mean of 4.34 indicating a verbal interpretation of “Strongly Agree”. Whereas item number 1, *It serves as an inspiration to stay resilient academically*, got the lowest computed mean of 4.18 and a verbal interpretation “Agree”. The findings are also evident in the article by (Wooll, 2022), which suggests that this could encourage students to keep going and advance in their development for long-term financial security and general well-being.

Table 15. Ways How Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Career Opportunities

No.	Items	SD	Mean	Rank	VI
1	It motivates me to be technically competent.	78.43	4.32	2nd	Strongly Agree
2	It can expose students to diverse paths.	67.57	4.08	5th	Agree

3	It may increase resiliency to advance academically.	73.31	4.29	3rd	Strongly Agree
4	It provides the determination to seek higher learning.	84.07	4.39	1st	Strongly Agree
5	It gives a reason to stay on track with the chosen education.	68.98	4.21	4th	Strongly Agree
Average Mean		4.26		Strongly Agree	
Standard Deviation (SD)		74.47			

Table 15, shows the frequency distribution of Ways How Different Motivations of the Radiologic Technology Students in Pursuing Radiologic Technology Education Affect them in terms of Career Opportunities, item number 4, *It provides the determination to seek higher learning*, had the highest computed mean value of 4.39, indicating a verbal interpretation of “*Strongly Agree*”. Item number 2, *It can expose students to diverse paths*, got the lowest computed mean of 4.08 and a verbal interpretation of “*Agree*”. The article (Way, 2018) also demonstrates this outcome, as she writes that adult students' main incentive for continuing higher education is to progress their careers and get better jobs. Despite whatever challenges they may encounter, the unconventional student body's diversity is primarily concentrated on discovering methods to advance in their professions.

4.CONCLUSION

Based on the findings of the study, the researchers were able to arrive at this conclusion: Students obtaining a degree in radiologic technology encounter various struggles and motivations during their academic journey, however, a resilience program was formulated to address the struggles experienced and improve their motivations in pursuing Radiologic Technology program.

5.RECOMMENDATIONS

The researchers suggest a few recommendations for anticipated measures to minimize the difficulties faced by the students and enhance their motivation in their pursuit of radiologic technology education

1. For the students studying radiologic technology to make progress toward their goals of maintaining resilience throughout their academic journey, they may wish to expand the scope of their self-evaluation by analyzing their experiences, including their challenges and reasons for pursuing the field. This can be done by applying various factors, including knowledge, skills, and attitude aspects.
2. Students also need to have a positive outlook at all times to stay motivated to study. In addition, to obtain additional information from others, which could greatly increase their knowledge, they also need to learn how to interact and blend in with their peers. For students to succeed in their chosen fields of study, they must thereby acquire the skills of socializing and communication.
3. The study also suggests that professors may want their students to participate more in class activities, so they should employ engaging and interactive teaching approaches. Engaging

- pupils may be the best way to increase their learning because it sparks their curiosity and helps them acquire new skills and knowledge that they can apply to their future endeavors.
4. The majority of the 73 students studying radiologic technology who responded to the survey stated that the lessons taught in the classroom should be related to their intended field of work. It has been reported that students are more involved and eager to participate in all activities when the lessons are related to their intended careers. In addition, it sparks their interest, which gives them the perseverance to complete their education.
 5. The collaboration between educators and administrators must keep students to bring awareness of their chosen career path and opportunities that will mold them to persevere in professional growth.

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