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PRACTICE OF PERSONAL DISCIPLINE AMONG RADIOLOGIC TECHNOLOGY STUDENTS IN THEIR LEARNING ADVANCEMENT: AN ASSESSMENT

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ABSTRACT

Radiologic technology students vary in their approach and dedication depending on their discipline within the field. Those with a strong sense of discipline are known for their meticulousness, attention to detail, and commitment to accuracy in diagnostic procedures. This discipline extends beyond technical skills to encompass a deep regard for patient well-being, adherence to protocols, and continuous learning to keep pace with advancements in healthcare. Such students understand the gravity of their role in delivering precise imaging that directly impacts medical decisions and patient care. Cultivating discipline during radiologic technology education equips students to handle complex situations, embrace new technologies, and maintain the highest standards of professionalism.

Keywords: Time Management, Choosing Peers, Academic Pressure, Personal Discipline, Radiologic Technology.

1. INTRODUCTION

Learning discipline was a proactive approach to learning that entailed self-control, focus, and dedication to gaining knowledge and developing abilities. Setting goals, managing time, resisting distractions, and employing good study methods are all part of it. It involves developing a comfortable studying atmosphere, arranging materials, setting clear goals, and adhering to a well-organized study plan. Active listening, critical thinking, note-taking, and regular review are also expected.

Numerous factors influenced students' learning and altered their disciplines. The key factor was the advent of digital gadgets; students at the time devoted more time to viewing various genres of movies and anime, playing games, and reading novels on mobile devices or computers than studying or reading books pertinent to their course. And the fast-paced and multi-tasking aspect of modern life impacts their disciplines and habits. Additional influences included changing family compositions and methods of parenting, which could end up in inconsistent discipline at home, affecting students' behavior at school, and the pressure to maintain academic achievements with extracurricular activities and community involvement, which could incapacitate students, leading to procrastination and a lack of motivation. Lastly, cultural expectations and peer influences might make it harder for students to prioritize their academic responsibilities over social and entertainment-related activities. To help students retain discipline, a holistic approach that encompasses the digital age, family relationships, time management, and social pressures had to be implemented.

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Studies showed that a stressor experienced in college may serve as a predictor of mental health diagnoses, Barbayannis et al. (2022). Continuous academic pressure and load wore down students, caused them to lose interest in their studies and extracurricular activities, and gave them a negative attitude toward learning. Academic burnout had negative consequences for college students' psychological health and was closely tied to depression, according to earlier studies. Additionally, significant academic burnout was associated with impaired cognitive function in students, which was negatively correlated with current GPA and academic achievement. The pursuit of excellence in healthcare necessitated not just state-of-the-art equipment but also highly disciplined and skilled professional students who played a critical role in this endeavor. The proposal sought to promptly enhance educational processes, with a particular emphasis on radiologic technology students. The investigation involved an analysis of prevailing trends in education and an assessment of the efficacy of existing methods in adequately preparing students for their prospective roles in the field of radiologic technology. This study aimed to determine and evaluate the learning discipline of radiologic technology students in their learning development. Finally, through the study, the researchers might have proposed an empowerment program that may have improved students' discipline which was vital in their learning advancement as they continued to pursue their future careers.

2. METHODOLOGY

The various research methods that were employed in their study were presented in this study. This utilized both quantitative and qualitative methods, also known as mixed methods, to acquire the necessary numerical and subjective data. The Percentage and Frequency Distribution for data processing was also used, which works together with the Likert Five-point scale in determining and assessing personalized experiences, to quantify personalized data.

The mean is taken by taking the average of the acquired numerical data from the questionnaires, to be able to determine the measure of central tendency. This is followed by Standard Deviation, which is applied to measure the statistical variability of data points.

Furthermore, the aforementioned Likert Five-Point Scale, which is among the statistical methods applied, is a method used for measuring beliefs, attitudes, and other forms of data that are distinct to each respondent, Bhandari and Nikolopoulou (2020). Through said method, the data for interpretation will originate, and be used to determine the conclusion of the paper. Lastly, the triangulation method will be utilized to provide further validity and integrity to the findings and will decrease the costs that come from reprojection errors, Lee and Civera (2019).

Additionally, with careful consideration of privacy, all personal information acquired from this study cannot be used in matters outside of research, to protect the identity of the respondents. A formal letter was provided and signed before conducting this study to ensure that all findings and sensitive data are solely for research purposes and kept with strict confidentiality.

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Table 1. ***Distribution of Respondents According to Demographic Profile.***
N= 70

	n	f	Percentage of responses
Gender	**No. Items**	**Response**	
	Male	30	43
	Female	40	57
	Total	**70**	**100%**
Year level	**No. Items**	**Response**	**Percentage of response**
	1st year	25	35.71
	2nd year	21	30
	3rd year	12	17.14
	4th year	12	17.14
	Total:	**70**	**100%**

The frequency and distribution of responders by demographic profile are shown in Table 1. According to the data, 40 of the 70 respondents are female, or 57% of the total, and 30 of the respondents are male, or 43%. As for the respondents' year level at Perpetual Help College of Manila, they are divided into four groups: twenty-one respondents (30%) are in their second year, twelve respondents (17.14%) are in their third year, and twenty-five respondents (35.71%) are in their fourth year. As a result, every participant completed the questionnaire, guaranteeing a 100% response rate.

3. RESULTS AND DISCUSSION

Table 2. *Ways on How Students Manage Personal Discipline in Their Learning Advancement in terms of Time Management*

No.	Items	SD	Mean	Rank	VI
1	I am capable of doing tasks all the time.	47.31	3.74	1st	Agree
2	I can balance my time between my hobbies and studies.	42.49	3.64	4th	Agree
3	I can perform meaningful tasks daily.	44.62	3.66	3rd	Agree
4	I find myself able to succeed in every activity.	44.55	3.69	2nd	Agree
5	I can manage to have enough rest	27.85	3.09	5th	Neutral
	Average Mean		3.56		
	Standard Deviation (SD)		*41.36*		Agree

Table 2, Ways on How Students Manage Personal Discipline in their Learning Advancement in terms of Time Management, shows that item number 1, "I am capable of doing tasks all the time," had the highest mean score of 3.74, which is read as "Agree." This means that most students are confident in their capacity to do assignments on time.

On the other hand, item number 5, "I can manage to have enough rest," was interpreted as "Neutral" and had the lowest mean score of 3.09. This suggests that students have mixed feelings

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about getting enough sleep, which points to a possible area where their time management abilities could use some work.

A mean score of 3.69, or "Agree," was obtained for item number 4, "I find myself able to succeed in every activity," indicating that students are typically optimistic about their performance in a variety of activities.

Overall, the results show that although students are confident in their capacity to complete assignments and participate in class, they have trouble making sure they get enough sleep. This suggests that they are not managing their time well enough, possibly prioritizing their performance in school and extracurricular activities over getting enough sleep. Redressing this imbalance through healthier rest and sleep patterns may improve their general time management and self-discipline, which will benefit both their academic and personal performance.

According to Ahmad (2019), effective time management is considered crucial in traditional academic settings, where grades are directly influenced by one's ability to organize their time efficiently. Undoubtedly, the skill to manage time well is strongly correlated with academic success. Conversely, poor time management can lead to failure and diminish the level of achievement. In online learning, where self-discipline is essential for dedicating sufficient time to coursework, time management skills become even more critical.

Table 3. ***Ways on How the Students Are Affected in Their Learning Advancement in Terms of Choosing Peers.***

No	Items	SD	Mean	Rank	VI
1	I surround myself with people who can uplift me.	55.80	3.71	5th	Agree
2	I spend time with friends who can help me become a better version of myself.	54.90	3.9	4th	Neutral
3	I choose a peer group that motivates pursue my goals.	58.11	4	3rd	Agree
4	I ensure myself to have a circle of friends that boost my confidence.	62.51	4.1	1st	Agree
5	I choose peers who can help me develop my self-esteem.	60.76	4.06	2nd	Agree
Average Mean			3.95		Agree
Standard Deviation (SD)			*58.42*		

Table 3 shows, Ways in How the students are Affected in Their Learning Advancement in terms of Choosing Peers, show that item number 4, "I ensure myself to have a circle of friends that boost my confidence," achieved the highest mean score of 4.1, interpreted as "Agree." This suggests that students prioritize having friends who enhance their confidence.

Supporting this finding, item number 1, "I surround myself with people who can uplift me," obtained the lowest mean score of 3.71, yet still interpreted as "Agree." This indicates that while slightly lower, students still generally agree on the importance of being around uplifting individuals.

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Item number 3, "I choose peers who can help me develop my self-esteem," received a mean score of 4.06, also interpreted as "Agree," highlighting that students value friends who contribute positively to their self-esteem.

Similarly, item number 2, "I choose a peer group that motivates me to pursue my goals," had a mean score of 4, interpreted as "Agree." This reflects students' preference for friends who motivate them to achieve their goals.

Lastly, item number 5, "I spend time with friends who can help me become a better version of myself," received a mean score of 3.9, interpreted as "Agree." Although slightly lower than the other items, it still indicates a general agreement on the importance of supportive friendships.

Overall, the results imply that students are aware of the profound influence that their peers have on their motivation, self-worth, confidence, and personal development. Most of them concur that it's critical to select companions who will further their academic and personal growth.

Peer selection greatly influences both the academic performance and social growth of students. They often form friendships and seek guidance from peers who share similar academic abilities, demonstrating a process of social choice. The presence of high-achieving classmates positively impacts individual academic success, especially for those already performing well academically. However, exposure to more accomplished peers can sometimes have adverse effects on students' self-perception, drive, and grading, particularly among those from less advantaged backgrounds. Peer interactions also shape students' behavior and decision-making, as visible effort may lead students to conform to prevailing norms to avoid social consequences, resulting in changes in performance and decision-making. In essence, the quality of peer relationships significantly influences students' academic achievements and social adaptation, with well-accepted students generally achieving higher academically, while socially marginalized students are more prone to academic challenges and negative outcomes (Zhou 2022).

Table 4. ***Ways on How the Students Are Affected in their Learning Advancement in terms of Academic Pressure.***

No.	Items	SD	Mean	Rank	VI
1	I frequently avoid cramming in school activities.	35.54	3.24	5th	Agree
2	I refrain from stressful situations which lead to a mental breakdown.	47.23	3.63	3rd	Agree
3	I stay away from distractions that take me a long time to finish my tasks.	41.59	3.31	4th	Neutral
4	I am persistent in learning the new mode of learning.	63.64	3.74	2nd	Agree
5	I make plans to improve my decision-making.	57.43	4.01	1st	Agree
Average Mean			*3.59*		Agree
Standard Deviation (SD)			*49.01*		

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Table 4 shows, Ways on How The Students Are Affected in their Learning Advancement in terms of Academic Pressure, it is surprising to know from the gathered data that item number 5, "I make plans to improve my decision-making," had the highest mean score of 4.01, meaning that respondents "Agree." This suggests that students often use these tactics as a coping mechanism for pressure to perform well academically.

The lowest mean score, 3.24, was obtained for question number 1, "I frequently avoid cramming in my school activities," yet the response was nevertheless read as "Agree." This indicates that although students generally agree that cramming should be avoided, it is not as frequently done as other tactics.

The results of item number 3, "I persisted in learning the new mode of learning," suggest that students are typically optimistic about their persistence in adjusting to new learning techniques. This item had a mean score of 3.74, which is likewise translated as "Agree."

It is evident from item number 4, "I refrain from stressful situations which lead to mental breakdown," that students typically agree on the significance of avoiding stressful situations. The mean score of 3.63 for this item was interpreted as "Agree."Finally, the mean score for item number 2, "I stayed away from distractions that took me a long time to finish my tasks," was 3.31, which read as "Neutral." This indicates that students' opinions on their abilities to avoid distractions are conflicting and may require further attention.

Overall, the results point to students' proactive management of academic pressure through enhanced decision-making and flexibility in response to novel learning environments. Some people still find it difficult to resist cramming and distractions, which suggests that their skills for managing academic pressure may need some improvement.

Adolescents continually confront a multitude of examinations to gain entry into better schools, enduring pressure from various sources such as academic tasks, expectations, and interpersonal dynamics. The excessive academic pressure they face can trigger emotional upheavals, potentially leading to long-term mental health issues like depression. Problematic behaviors often arise as a response to this intense psychological burden, with severe manifestations including suicide and violence. Such behaviors not only harm the physical and mental well-being and social development of adolescents but also inflict lasting damage on families, schools, and society at large. Consequently, it becomes imperative to alleviate the academic pressures weighing on teenagers.) Jiang 2022).

4. CONCLUSIONS

From the study’s findings, the researchers arrived at this conclusion: The practice of personal discipline among radiologic technology students affects them in their learning advancement, however, through a proposed student enhancement program students will be able to develop self-discipline to manage their academic, extracurricular, and personal obligations, and peer selection.

5. RECOMMENDATIONS

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Based on the findings and recommendations from the study, the following enhanced recommendations are proposed:

1. This study will be recommended to Radiologic technology students. This research benefited them in developing crucial self-discipline skills, a quality necessary for their academic and future professional endeavors. This subject matter helped students develop their capacity for effective time management, adherence to study routines, and goal focus, to name just a few aspects of discipline. Additionally, these students gained invaluable lessons on how to handle difficult situations, particularly those that arose during their advanced learning experiences, through this research project.

2. This study helped Radiologic technology professors.to examine areas where discipline has to be applied to improve their learning development. Furthermore, this study helped guide them in disciplining themselves as they continued pursuing their future careers.

3. This research might have assisted schools in customizing programs to improve students' study habits, resulting in better academic performance and overall school success. It could have helped to increase retention rates, as well as attract more students and parental and community support.

4. Parents. have great contributions, to inculcating discipline in students which were made possible by their selfless efforts and diligent labor. They should impose a structured disciplined environment to make sure that their children can maintain routines and an organized living space.

5. This study served as a guide and a point of reference \for future researchers when conducting similar investigations in the future.

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