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Challenges, Motivations, and Resiliency of Third-Year Radiologic Technology Students in Pursuing the Radiologic Technology Program

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Index Terms:

radiologic technology students, radiologic technology program, academic challenges, motivation, resiliency, pre-clinical readiness

Abstract. This research explored the challenges, motivations, and resilience of third-year Radiologic Technology students at Calamba Doctors College as they progressed through the program. In particular, it aimed to ascertain the extent of challenges in academic demands, financial constraints, and pre-clinical readiness; the level of motivation regarding academic achievement goals, family support, and institutional support; and the level of resiliency regarding emotional regulation, career aspirations, and self-efficacy. The research was a quantitative, descriptive design with a structured Likert-scale questionnaire. All respondents were third-year Radiologic Technology students attending the Academic Year 2025-2026, selected through total enumeration sampling. Frequency, standard deviation, percentage, and weighted mean were used to analyze data. The results indicated that the students reported severe difficulties across all areas of their academic work, citing multiple challenges, including academic requirements and financial demands, as the most serious obstacles. The students showed high motivation, particularly when driven by their academic achievement goals and when their family members supported them. The respondents demonstrated exceptional strength in dealing with challenging situations, with their resilience at a very high level. The study participants demonstrated normal emotional coping skills, driven by their career goals and self-confidence, while their emotional control showed the least development. The researchers developed a comprehensive action plan based on their research findings, supported by data-driven evidence. The plan uses Objective Structured Clinical Examination (OSCE) training and learning resource upgrades, along with peer support programs, to improve institutional support systems and help students manage their emotions and prepare for their upcoming hospital internships.

Introduction

The experience of higher education is a mix of accomplishments and struggles, both of which play a significant role in determining a student's success. Similar to other students, higher education students encounter many academic, personal, and emotional barriers that challenge their resilience and flexibility (Boyle & Hashemi, 2023). Third-year Radiologic Technology students often experience some of the most challenging periods of their academic tenure. It has been found that students at this stage of the year are more susceptible to fatigue, stress, and emotional exhaustion, which could affect their empathy and performance compared to previous years (Abuzaid et al., 2025). Despite such adversities, most students exhibit resilience—the ability to rebound, adjust, and stay positive in the face of challenges.

Third-year Radiologic Technology students often experience some of the most challenging periods of their academic tenure. It has been found that students at this stage of the year are more susceptible to fatigue, stress, and emotional exhaustion, which could affect their empathy and performance compared to previous years (Abuzaid et al., 2025). Despite such adversities, most students exhibit resilience—the ability to rebound, adjust, and stay positive in the face of challenges. For instance, a study conducted among students in Zamboanga demonstrated a strong positive correlation among adaptive coping strategies, motivation, and psychological well-being (Dumpac, 2022).

Research Questions

The existing challenges that allied health students encounter during their studies. The existing research study identifies a clear research gap, as researchers have examined less how multiple stressors affect third-year Radiologic Technology students during their essential development phase toward their clinical internships. This gap requires resolution because unmanaged student stress and insufficient pre-clinical preparedness pose risks to student health and academic progress, and diminish the future healthcare workforce's professional abilities. Educational institutions can establish specific support systems that use actual data to protect students from burnout while helping them achieve enduring success by identifying essential elements. The study will address the following research question: What specific perceived challenges do these students experience, what levels of motivational factors do they experience, what is their current level of resiliency, and what actionable interventions can be proposed to enhance their academic and clinical preparedness?

Assumptions of the Study

The present study is based on several assumptions about the quality of the data and respondents' self-awareness. First, it assumes that the third-year Radiologic Technology students at the Calamba Doctors' College can reflect on their academic challenges, motivational and resiliency experiences, and will respond with reliable and valid information. It also assumes that the challenges encountered, in particular, academic demands, financial constraints, and pre-clinical preparedness, as well as motivational factors including academic goals, family support, and institutional support, are the primary drivers affecting student persistence. Finally, it assumes that the level of resiliency, which encompasses emotional regulation, career aspirations, and self-efficacy, is a valid framework for understanding students' coping abilities.

Objectives of the Study

The primary objective of this study was to describe the perceived challenges, levels of motivation, and resiliency of third-year radiologic technology students at Calamba Doctors' College as they transition from classroom-based learning to clinical internship. The study sought to profile the status of these variables to provide a comprehensive overview of the student cohort's experience and ultimately to propose recommendations to enhance support for students in the Radiologic Technology program.

Conceptual Framework

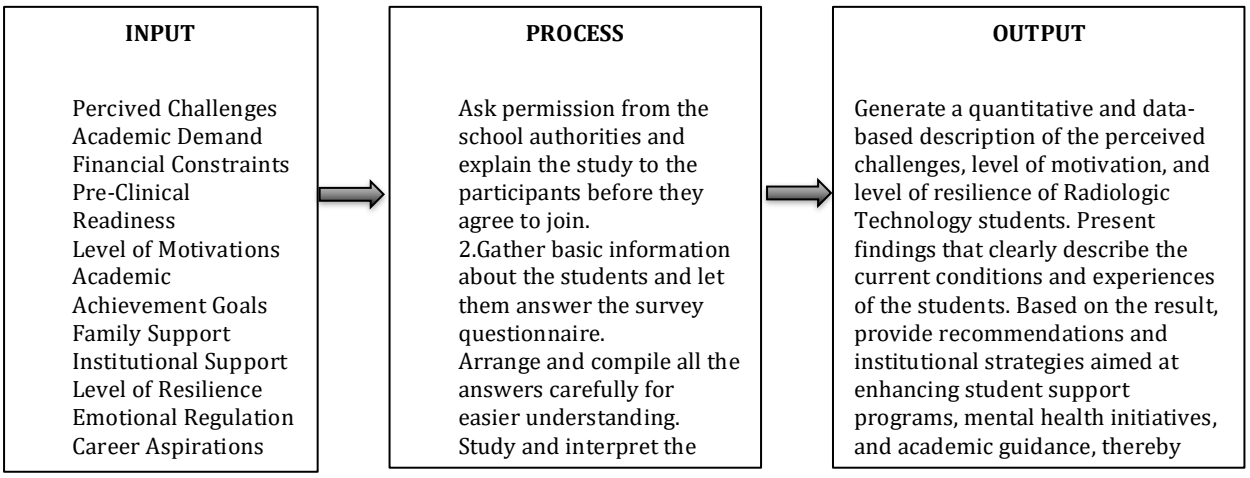

Figure 1. Input-Process-Output (IPO) Model.

The study's framework, as illustrated in Figure 1, is based on students' challenges, motivation, and resilience in the 3rd year of Radiologic Technology at Calamba Doctors College. It also reveals the research flow that initiates with the input variables. The measurement and description of these variables were conducted through a structured research process that included data collection, data organization, and statistical analysis. This output contains summarized results and an evidence-based course of action to enhance student support services and enhance the resilience of third-year Radiologic Technology students in Calamba Doctors in College.

Methodology

Research Design

This study used a quantitative descriptive research design to systematically present the respondents' conditions, experiences, and perceptions. This design was chosen because it allows for an accurate and detailed description of students' academic and personal situations, including their challenges, motivations, and resiliency, without seeking causal or correlational relationships.

Respondents of the Study

The respondents of this study were the third-year students enrolled in the Bachelor of Science in Radiologic Technology program at Calamba Doctors' College during the Academic Year 2025-2026. A total of 60 students participated in the study.

Sampling Procedure

Total population sampling was used as the sampling technique. All 60 third-year students in the Radiologic Technology program were included in the study. This approach was chosen because the number of eligible respondents was manageable, enabling the study to include all relevant participants and ensure a comprehensive representation of the cohort.

Research Instrument

A self-constructed questionnaire, adapted and modified from Cardoso et al. (2024), was used to collect data. The instrument is divided into three sections: Perceived Challenges (academic demands, financial constraints, and pre-clinical readiness), Level of Motivation (achievement goals, family, and institutional support), and Level of Resiliency (emotional regulation, career aspirations, and self-efficacy). Responses were measured on a 4-point Likert scale from 1 (Strongly Disagree) to 4 (Strongly Agree) to capture participants' perceptions across all variables accurately.

Validation Instrument

The validated instrument was developed by the researchers, who presented it to their research adviser, a language editor, a statistician, and professionals in the field of research and education for comments and suggestions to improve its statement structure and suitability for the intended participants. The internal consistency reliability of the research instrument was examined using Cronbach's Alpha. According to established interpretive guidelines, Cronbach's Alpha values of 0.70–0.79 are considered acceptable, while values of 0.80–0.89 are regarded as good (Cucos, 2025). The research instrument undergoes a reliability test using Cronbach's alpha.

Data Gathering Procedure

The researchers followed up by obtaining permission to survey the signatures of the Dean of the Radiologic Technology Department and the Chief Operating Officer of Calamba Doctors' College. After obtaining consent, the sample was selected using a total enumeration sampling technique to represent a wide range of opinions and experiences of third-year Radiologic Technology students enrolled during the Academic Year 2025-2026. Before the surveys were administered, a consent form was mailed together with the questionnaire, which stated the purpose of the study, the role of the participants, and assured confidentiality of the information that would be gathered.

The researchers are aware of respondents' tight schedules; therefore, the online survey was conducted via Google Forms. The respondents had enough time to provide correct and detailed answers. After data collection was completed, all information obtained was handled with care and respect and was available only to the researchers and the statistician for analysis. The findings of the statistical treatment then provided the basis for the study's results and conclusions.

Statistical Treatment

After the survey questionnaire was completed and gathered, it will then be subjected to processing and evaluation using the relevant statistical tools, which are as follows:

1. Frequency and percentage were used to describe the demographic profile of Calamba Doctors College third-year Radiologic Technology students.
2. Weighted mean, standard deviation, and ranking were used in order to establish the perceived challenges, level of motivation, and level of resiliency faced by students in studying the course of Radiologic Technology

Ethical Consideration

The researchers in this study on Challenges, Motivation, and Resilience of Third-Year Radiologic Technology Students in Pursuing the Radiologic Technology Program at Calamba Doctors College strictly adhered to ethical principles to safeguard the rights and well-being of all participants. Each respondent was provided with an informed consent form, ensuring that participation was completely voluntary and that they could withdraw at any time without penalty. All information obtained was treated with strict confidentiality, and no identifying details were revealed in the presentation of the results. The study also received formal approval from the Dean, Program Chair, and Chief Operating Officer (COO) of Calamba Doctors College prior to the distribution of the questionnaires. These ethical steps were taken to ensure that the study upholds professional integrity, respects participant autonomy, and maintains the credibility of the research process.

Results and Discussion

Age Range	Frequency	Percentage (%)
20-22	57	95%
23-25	2	3%
26-28	0	0%
29 and above	1	2%
Total	**60**	**100%**

Table 1. Demographic Profile of Radiologic Technology Students by Age

56 (95%) of the respondents belong to the 20-22 age range. 2 (3%) of the respondents belong to the 23-25 age range. None (0%) of the respondents belong to the 26-28 age range. Lastly, one (2%) of the respondents belongs to the 29 and above age range. This distribution shows that most third-year radiologic technology students are in the age range of 20 to 22 years old.

Gender	Frequency	Percentage (%)
Male	24	40%
Female	36	60%
TOTAL	**60**	**100%**

Table 2. Demographic Profile of Radiologic Technology Students by Gender

The third-year Radiologic Technology students' demographics show that female students make up the majority of the student population. The table shows that there are 24 (40%) male respondents and 36 (60%) female respondents, comprising the total number of third-year radiologic technology students. The Radiologic Technology program has a 3rd-year student population that is mainly female.

Source of Financial Support	Frequency	Percentage (%)
Parents/Guardians	47	78%
Scholarship	9	15%
Part-time Work	4	7%
Total	**60**	**100%**

Table 3. Demographic Profile of Radiologic Technology Students by Source of Financial Support

Forty-seven (78%) of the respondents are fully supported by their parents/guardians. Nine (15%) of the respondents are supported by their parents/guardians and by a scholarship program. Moreover, 4 respondents (7%) rely on part-time work to fund their academic expenses, making it the least common source of financial support. These results indicate that the vast majority of the student population remains financially dependent on their guardians during their professional training.

Residence	Frequency	Percentage (%)
Off-campus distant	39	65%
Off-campus nearby	21	35%
TOTAL	**60**	**100%**

Table 4. Demographic Profile of Radiologic Technology Students by Residence

Thirty-nine (65%) of the respondents are living in a distant place off-campus. Twenty-one (35%) of the respondents live in a nearby off-campus location. The preponderance of students living at a distance suggests that a substantial portion of the cohort may face challenges related to daily commuting. In determining proximity, commuting time is a more appropriate basis than physical distance.

Employment Status	Frequency	Percentage (%)
Unemployed	57	95%
Part-time Employment	3	5%
TOTAL	**60**	**100%**

Table 5. Demographic Profile of Radiologic Technology Students by Employment Status

57 (95%) of the respondents are not working, and 3 (5%) are working part-time. This distribution suggests that the student population is primarily focused on their academic responsibilities, with very few balancing a professional workload alongside their clinical and classroom requirements.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	I can manage my time effectively to complete all required readings, assignments, and case studies.	3.30	0.53	4	Very High
2.	I can keep up with the academic workload required by my courses throughout the semester.	3.37	0.52	1.5	Very High
3.	I can meet course deadlines even when multiple academic tasks are required at the same time.	3.37	0.58	1.5	Very High
4.	I can sustain consistent academic effort across lectures, laboratory activities, and assessments.	3.33	0.58	3	Very High
5.	I can handle the overall academic demands of the Radiologic Technology program without falling behind.	3.27	0.52	5	Very High
	Ave. WM	**3.30**		**Very High**	

Legend: 3.25-4.00 - Very High Challenge, 2.50-3.24 - High Challenge, 1.75-2.49 - Moderate Challenge, 1.00-1.74 - Low Challenge

Table 6. The Perceived Challenges of Third-Year Radiologic Technology Students in Terms of Academic Demands

The second and third indicators, which are being able to keep up with the academic workload throughout the semester and meeting deadlines, even when multiple academic tasks are required at the same time, both obtained the highest ranking and weighted mean score of 3.37 (Very High Challenge). On the other hand, the fifth statement, *which concerns being able to handle the academic demands of the program without falling behind, ranked lowest,* with a mean score of 3.27 (Very High Challenge). In sum, the data demonstrates that third-year Radiologic Technology students perceived the academic demands of their program as a Very High Challenge with an average weighted mean of 3.33.

The second and third indicators both received the highest rank, indicating Very High Challenge. This indicates that students possess significant confidence in handling continuous course obligations and managing simultaneous academic responsibilities within the Radiologic Technology program. This observation is supported by the study of Cruz et al. (2024), which highlighted that the ability to maintain consistent progress through semester-long coursework and manage

overlapping tasks is an attribute of students who successfully adapt to the program's integrated structure. In contrast, the fifth indicator, which addresses overall academic demands, received a slightly lower rating, with a verbal interpretation of Very High Challenge. This may indicate that students perceive the full program as more challenging than its individual components.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	Financial support is sufficient to allow me to concentrate on my studies without distraction	3.32	0.72	2	Very High
2.	I have access to resources or support that help me effectively manage the costs of my education	3.35	0.63	1	Very High
3.	I have enough allowance to sustain my daily classes.	3.18	0.79	4	High
4.	Scholarships or financial aid opportunities are available and accessible to me.	3.82	0.91	5	High
5.	Managing expenses is achievable through financial discipline.	3.25	0.75	3	Very High
	Ave. WM	**3.18**		**High**	

Legend: 3.25-4.00 - Very High Challenge, 2.50-3.24 - High Challenge, 1.75-2.49 - Moderate Challenge, 1.00-1.74 - Low Challenge

Table 7. The Perceived Challenges of Third-Year Radiologic Technology Students in Terms of Financial Constraints

As shown in the table, having access to resources helped manage the cost of education, with the highest mean score of 3.35 (Very High Challenge). The availability of scholarships or financial aid opportunities, on the other hand, ranked the lowest with a mean score of 2.82 (High Challenge). Overall, with an average weighted mean of 3.18, the third-year Radiologic Technology students perceived High Challenges related to financial constraints.

The first indicator, with a weighted mean of 3.35 and a verbal interpretation of Very High, aligns with the study by Cardoso et al. (2024), which notes that access to cost-management resources is a significant factor in reducing financial stress and an essential component of resilience programs in allied health education. Their study among Radiologic Technology students indicated that those with access to these resources exhibited greater academic engagement and fewer cases of course withdrawal. In contrast, according to Choa and Andres (2020), certain learners miss out on opportunities due to a lack of knowledge regarding the application procedures and timeline, which explains the fourth indicator, or the availability of scholarships and financial aid opportunities, ranked the lowest, with High as the verbal interpretation and a 2.82 mean score.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	Being confident allows me to strengthen my practical skills.	3.33	0.57	1	Very High
2.	The level of my preparedness is high regarding clinical procedures.	2.85	0.71	3	High
3.	The practical exposure I have received has been sufficient for my readiness in clinical training.	2.62	0.88	4.5	High
4.	My ability to transfer classroom learning to the clinical setting is well-developed.	2.62	0.78	4.5	High
5.	I consistently review and practice technical skills to maintain proficiency.	2.88	0.72	2	High
	Ave. WM	**2.86**		**High**	

Legend: 3.25-4.00 - Very High Challenge, 2.50-3.24 - High Challenge, 1.75-2.49 - Moderate Challenge, 1.00-1.74 - Low Challenge

Table 8. The Perceived Challenges of Third-Year Radiologic Technology Students in Terms of Pre-clinical Readiness

The first statement, which emphasizes the strengthening of clinical skills through confidence, ranked highest with a weighted mean score of 3.33 (Very High Challenge). For the lowest rank, the third and fourth statements, which indicate that the practical exposure obtained is sufficient for clinical training readiness and for transferring classroom learning into practice, are tied with a mean score of 2.62 (High Challenge). With an average weighted mean score of 2.86, third-year Radiologic Technology students perceived a High Level of challenge in their pre-clinical readiness.

The highest-ranked statement is the first, which has the only indicator rated Very High Challenge. There is general agreement that students frequently view confidence as a key component of acquiring practical competencies, indicating that they feel capable of learning new skills when they have a positive perception of their abilities. The study by Jainal and Lantaka (2024) found that students with greater confidence in their fundamental skills are more inclined to participate actively in practical training opportunities, leading to enhanced skill development and improved internship performance. On the contrary, the third and fourth indicators were ranked lowest, with a mean score of 2.62, interpreted as High Challenge, suggesting, according to Thomas and Reddy (2023), that theoretical content often did not address the small details of real-world procedures, leading to challenges in applying learning to practice.

	Indicators	WM	Level	Verbal Interpretation
1.	Academic Demands	3.30	1	Very High
2.	Financial Constraints	3.18	2	High
3.	Pre-Clinical Readiness	2.86	3	High
	Ave. WM	**3.11**		**High**

Table 9. Summary of the Perceived Challenges of Third-Year Radiologic Technology Students in Pursuing the Radiologic Technology Program

Academic demands were the highest-ranked, with a mean score of 3.30, with a verbal interpretation of Very High**.** This shows that students feel a lot of pressure with their coursework, managing their workload, and balancing theoretical and practical requirements. The research conducted by Radhmani and Kalaivani (2021) underscores that although students can cultivate resilience to navigate these demands, the perceived severity of academic pressure is frequently the primary challenge identified by learners. For the second rank, the financial constraints had a mean score of 3.18 and a verbal interpretation of High Challenge**.** This shows that while students have access to cost-management resources, challenges persist in formal financial aid accessibility and consistent daily support, creating notable but manageable financial pressures. This aligns with the study by Cardoso et al. (2024), which found that while many Radiologic Technology students have access to cost-management resources, gaps in scholarship accessibility and inconsistent allowances create substantial financial strain. On the other hand, pre-clinical readiness, with a mean score of 2.86 and a verbal interpretation of High Challenge, obtained the lowest rank. It indicates that, while students feel adequately prepared for pre-clinical training, practical exposure and knowledge transfer remain key challenges.

In summary, academic demands are the most pressing and recognized challenge for the Radiologic Technology Program, followed by financial constraints and then pre-clinical readiness. The overall average of 3.11 indicates that the students perceived High challenge across the evaluated domains.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	Working toward my academic goals keeps me motivated.	3.40	0.56	3	High
2.	Commitment to complete the Radiologic Technology program remains strong.	3.42	0.56	2	High
3.	Struggling with coursework only strengthens my resolve to work harder.	3.10	0.71	5	Positive
4.	I set clear, measurable goals for my performance in each course.	3.23	0.59	4	Positive
5.	I believe that hard work in academics will lead to a successful career.	3.63	0.49	1	High
	Ave. WM	**3.36**			**High**

Legend: 3.25-4.00 - High Perception, 2.50-3.24 - Positive Perception, 1.75-2.49 - Low Perception, 1.00-1.74 - Negative Perception

Table 10. Level of Motivation of Third-Year Radiologic Technology Students in terms of Academic Achievement Goals

The fifth indicator, which states that a belief in hard work in academics will lead to a successful career path, has the highest mean of 3.63 (High Perception). In contrast, the third indicator, which expresses that a strengthening of resolve to strive harder comes from struggling with coursework, has the lowest mean of 3.10 (Positive Perception).
The fifth indicator, with the highest ranking, articulates that a belief in hard work will lead to a successful career, with a weighted mean of 3.63 (High Perception), and is an expression of the high achievement-oriented motivation of third-year Radiologic Technology students. This is in accordance with the assumption that "students formulate academic achievement

goals to organize their educational endeavors, which provide meaning and direction to their behavior" (Co Shu Ming, 2021). On the other hand, the third indicator, the lowest-ranked, had a weighted mean of 3.10 (Positive Perception). The somewhat lower mean indicates that the development of resiliency in the face of academic struggles may not be as strongly internalized among radiologic technology students as the belief in the importance of hard work for career success.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	My family actively encourages me in my academic efforts.	3.48	0.60	1	High
2.	Emotional support throughout my studies was provided.	3.28	0.78	4	High
3.	They offer strong moral support when I face academic difficulties.	3.30	0.77	3	High
4.	My family is a safe space for discussing my academic problems.	3.05	0.91	5	Positive
5.	I feel a sense of pride and duty toward my family's sacrifices for my education.	3.42	0.70	2	High
	Ave. WM	**3.31**		**High**	

Legend: 3.25-4.00 - High Perception, 2.50-3.24 - Positive Perception, 1.75-2.49 - Low Perception, 1.00-1.74 - Negative Perception

Table 11. Level of Motivation of Third-Year Radiologic Technology Students in terms of Family Support

The first indicator, indicating active encouragement of family in students' academic efforts, had the highest mean, 3.48 (High Perception). The fourth indicator, suggesting a safe space in the family domain for discussing academic difficulties, obtained the lowest rank and a mean of 3.05, which is interpreted as Positive Perception. The first indicator, which received the highest rank, emphasizes the active encouragement of students' academic endeavors as the most influential form of family support perceived by students. This assertion is supported by the study by Gorges et al. (2023), which found a positive correlation between family support and medical students' intrinsic motivation. When families support academic endeavors, students develop intrinsic motivation as they internalize that support. This finding closely resembles the present study, suggesting that when radiologic technology students feel supported at home, they can develop intrinsic motivation and learning engagement. The least-rank, on the other hand, is the fourth indicator, implying that a safe space for discussing academic challenges within the family of students has a weighted mean of 3.05 (Positive Perception). Although still positively perceived, this statement had the lowest mean and the highest variability, suggesting that students' experiences with open academic communication at home vary more widely. The difference between encouragement and academic discussion needs to be made clear.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	The faculty and staff at the school consistently guide and support my academic journey.	2.75	0.77	3	Positive
2.	Facilities and resources (e.g., labs, libraries) enhance my learning experience.	2.47	0.91	5	Positive
3.	My instructors provide support when I encounter difficulties.	2.73	0.71	4	Positive
4.	Clinical instructors provide excellent preparation for hospital duties.	2.83	0.74	1	Positive
5.	The school promotes mental health and well-being among students.	2.80	0.82	2	Positive
	Ave. WM	**2.72**		**Positive**	

Legend: 3.25-4.00 - High Perception, 2.50-3.24 - Positive Perception, 1.75-2.49 - Low Perception, 1.00-1.74 - Negative Perception

Table 12. Level of Motivation of Third-Year Radiologic Technology Students in terms of Institutional Support

The fourth indicator, which stated the excellent guidance of clinical instructors in preparing students for clinical duties, had the highest mean (2.83) and ranked first (Positive Perception). The second indicator, which received the lowest rank, suggests that the contribution of facilities and resources, such as laboratories and libraries, to enhancing students' learning experience had the lowest mean of 2.47 (Positive Perception). The highest-ranked indicator, the fourth, indicates that clinical instructors' guidance was perceived as the strongest form of institutional support influencing students' academic motivation. Its top ranking suggests that among institutional factors, clinical instructors' guidance contributes most to

students' sense of readiness, confidence, and professional commitment. This is in strong alignment with the concept of institutional support as discussed in the work of Ashraf et al. (2024), which highlighted the fact that "a friendly learning climate, in which the instructor is seen as credible and competent, is an important facilitator of student motivation, engagement, and achievement." In clinical-based programs such as Radiologic Technology, the instructor is not only the facilitator of knowledge but also the mentor in the development of the student's professional identity, and clinical guidance is likely to improve the student's perceived competence. The lowest-ranked indicator, the second, implies that while the contribution of facilities and resources is recognized by students, they are considered to have lesser motivational value than instructional support.

	Indicators	WM	Level	Verbal Interpretation
1.	Academic Achievement Goals	3.36	1	High
2.	Family Support	3.31	2	High
3.	Institutional Support	2.72	3	Positive
	Ave. WM	**3.13**		**Positive**

Table 13. Summary of the Perceived Motivation of Third-Year Radiologic Technology Students in Pursuing the Radiologic Technology Program

The results showed that the academic achievement goals had the highest weighted mean of 3.36, ranking first with a verbal interpretation of High Perception. This is followed closely by family support, with a weighted mean of 3.31, also verbally interpreted as High Perception. On the contrary, the lowest weighted mean is institutional support, with a weighted mean of 2.72, ranking third with a verbal interpretation of Positive Perception. In conclusion, the average weighted mean for students' perceived motivation is 3.13, which corresponds to a verbal interpretation of Positive Perception. The results further indicate that the primary motivating factor for the third-year Radiologic Technology students is their intrinsic desire to achieve academic success. This is further evident in the high mean score on academic achievement goals, indicating that students are highly intrinsically motivated to master their field and pass their professional licensure examinations. This is in line with the findings of Refozar et al. (2020), who found that allied health students have high levels of motivation, particularly due to their career aspirations and the desire to become competent in their field, especially as they near their clinical internship years. The second most influential factor is family support, which emphasizes the cultural and social aspects of student motivation. In the cultural and social context of the Philippine educational system, the family is considered the foundation of psychological and financial security. Nonetheless, the lower ranking of institutional support also presents another potential area of improvement within the academic environment. While the students agreed they are being supported within their environment, the disparity between this and their personal/family motivators may indicate they feel the need for better facilities and administration within the academic environment. In summary, the students are generally motivated to pursue the program; however, their motivation is more personal and familial. Enhancing institutional interventions may further bridge the gap and ensure that these future radiologic technologists have a more holistic support system.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	My career plan as a radiologic technologist is already set.	3.10	0.77	5	High
2.	Having clear goals helps me stay focused throughout the academic challenges.	3.50	0.60	1	Very High
3.	I frequently plan and take steps toward my career goals.	3.33	0.68	2	Very High
4.	The career path I chose as a radiologic technologist provides me with satisfaction.	3.27	0.66	3.5	Very High
5.	I am confident about pursuing a career in Radiologic Technology.	3.27	0.73	3.5	Very High
	Ave. WM	**3.28**		**Very High**	

Legend: 3.25-4.00 - Very High Resilience, 2.50-3.24 - High Resilience, 1.75-2.49 - Low Resilience, 1.00-1.74 - Not Resilience

Table 14. Level of Resiliency of Third-Year Radiologic Technology Students in terms of Career Aspiration

The second indicator, which assessed how goal setting affects academic concentration, received its highest mean score of 3.50. The research shows that students need a clear objective that serves as their primary psychological anchor for managing program stress. The high mean indicates that students need clarity about their goals, as these goals serve as their primary motivation for tackling challenging academic work and clinical tasks. In contrast, the first indicator, which states that having a completely finalised and set career plan, had the lowest mean of 3.10 (High Resilience). The level of resilience remains high, but the lower mean indicates that some students are still finalising the specifics of their future career plans.

This suggests that the students are certain of their profession choice and satisfied with the field of radiology, but their chosen path is the least certain.

Indicator two was supported by the research of Thomas et al. (2023), who emphasize that having clear personal goals and a strong understanding of their mission provides students with the inner motivation they need to stay focused and determined. The result for the first indicator aligns with the research by Thomas et al. (2023), who found that students need a defined mission to develop their motivation, which helps them succeed through academic obstacles. The researcher notes that while the students demonstrate high resilience, their lower ranking of this statement shows their ongoing work to develop specific details about their future career paths.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	Staying emotionally composed when facing academic struggles comes naturally to me.	3.05	0.79	4	High
2.	I maintain clear boundaries between my academic life and my personal time to prevent burnout.	3.32	0.68	1	Very High
3.	When I receive critical feedback on my performance, I view it objectively and constructively.	3.25	0.68	2	Very High
4.	I actively confront academic challenges rather than avoiding them.	3.22	0.61	3	High
5.	I seek out support from friends, family, or counselors when I feel overwhelmed.	3.02	0.87	5	High
	Ave. WM	**3.17**		**High**	

Legend: 3.25-4.00 - Very High Resilience, 2.50-3.24 - High Resilience, 1.75-2.49 - Low Resilience, 1.00-1.74 - Not Resilience

Table 15. Level of Resiliency of Third-Year Radiologic Technology Students in terms of Emotional Regulation

The highest mean (3.32) was recorded for the first indicator regarding the maintenance of the clear boundaries between academic and personal life, which ranked first and was interpreted as Very High Resilience. The fifth indicator, on the other hand, states that the tendency to seek external support from the social or professional circles when overwhelmed yields the lowest rank with a mean of 3.02, interpreted as High Resilience. These findings align with the research of Calo et al. (2024), which demonstrates that academic programs that teach students about High Resilience improve their emotional control and stress management by teaching them to transform negative thoughts into beneficial self-reflection. Students who performed well in handling objective feedback demonstrated their ability to overcome obstacles in accordance with the cognitive modification approach. Students' support-seeking behavior received low rankings, which supports the claims made by Wille et al. (2025), who demonstrated that social learning and social support play crucial roles in helping students manage their emotional distress. However, students struggle to use these social resources. The radiologic technology program demonstrates effective development of personal resilience and self-reliance skills. However, there is a substantial opportunity to improve by implementing peer support programs that would help students achieve their individual growth objectives.

	Indicators	WM	SD	Level	Verbal Interpretation
1.	I am highly confident in my ability to succeed as a radiologic technologist.	3.28	0.64	4	Very High
2.	I firmly believe that I can handle any challenges I encounter in my studies.	3.30	0.65	3	Very High
3.	I believe that my practical skills are sufficient to meet the minimum competency requirements for all third-year pre-clinical training.	2.98	0.65	5	High
4.	I believe that my practical skills are sufficient to meet the minimum competency requirements for all third-year pre-clinical training.	3.43	0.65	1	Very High
5.	I am confident in my ability to pass all my subjects.	3.38	0.61	2	Very High
	Ave. WM	**3.28**		**Very High**	

Legend: 3.25-4.00 - Very High Resilience, 2.50-3.24 - High Resilience, 1.75-2.49 - Low Resilience, 1.00-1.74 - Not Resilience

Table 16. Level of Resiliency of Third-Year Radiologic Technology Students in terms of Self-Efficacy

The fourth indicator showed their strongest belief in their natural abilities to become Radiologic Technologists, with a score of 3.43, which evaluates their capacity to achieve success at work. Students base their belief in their future professional success as Radiologic Technologists on their existing self-efficacy. Students study better when they believe they will succeed because their professional dreams motivate them to work through difficult academic tasks.

The findings for indicator four align with those of Alipio (2020), who reported that High Resilience among Filipino radiologic technology students is characterized by self-regulation and internal motivation. Despite Alipio's emphasis on the importance of social support, the mean scores in this study are high, suggesting that internal motivation is the primary factor in the persistence of this group of students.

Indicators	WM	Level	Verbal Interpretation
1. Emotional Regulation	3.17	3	High
2. Career Aspirations	3.29	1	Very High
3. Self-Efficacy	3.28	2	Very High
Ave. WM	**3.25**	**Very High**	

Table 17. Summary of the Level of Resiliency of Third-Year Radiologic Technology Students in Pursuing the Radiologic Technology Program

The second indicator, Career Aspirations, obtained the highest mean (3.29) and ranked first (Very High Resilience). This means that having a clear vision and passion for their future profession is the most significant factor driving the resiliency of third-year radiologic technology students. The third indicator, Self-Efficacy, had a mean of 3.28, ranking second (Very High Resilience). This indicates that students' belief in their personal capabilities and their ability to succeed in the program is a vital secondary pillar of their resilience, enabling them to tackle difficult tasks with confidence in their own skills. Lastly, the first indicator, "Emotional Regulation," had the lowest mean (3.17) and ranked third, indicating High Resilience. Even though this is still a positive measure of resilience, the lower score compared to the other variables indicates that dealing with internal emotional stress reactions is the most difficult aspect for students. Overall, the average weighted mean of 3.25 indicates that the third-year radiologic technology students possess a level of Very High Resilience, primarily sustained by their professional aspirations and self-confidence.

The study's findings align with Maguire's (2024) view that resilience is characterized by the potential to transition from stress survival to successful performance in a stressful situation. These students are only in their third year, and their average resiliency scores are high, suggesting they have successfully navigated this transition and are now psychologically prepared for the high-pressure environment of radiography.

Area of Concern	Objectives	Activities	Time Frame	Resources Needed	Persons Involved	Expected Outcome
Institutional Support (Positive Perception) Facilities and resources are not fully enhancing learning.	- To upgrade and modernize laboratory equipment to meet current radiologic technology standards - To ensure accessibility and usability of library and digital learning resource	**Learning Resource Enhancement Initiative** - Upgrade radiology laboratory equipment and imaging simulators - Maintain library operations aligned with the academic schedule, add e-books and online journals	Facility/ resource upgrades within 3-5 Academic Years	- Updated radiology equipment - Library resources (e-books, journals) - Budget allocation for upgrades	- School Administration - Program Coordinator -Biomedical Equipment Technicians -Librarians	Students feel more supported by faculty and staff. The students have improved satisfaction with facilities and resources.
Emotional Regulation	- To promote	**Academic Resiliency**	Seminars within	- Licensed counselors	-Guidance Counselors	Students develop

(Normal Resilience) Low tendency to seek support when overwhelmed	help-seeking behavior and peer support systems - To strengthen peer and institutional support systems	**Seminars** - Motivational talks, problem-solving exercises, and peer mentoring **Peer Support and Counseling Program** - Peer groups, counseling sessions, and open forums for emotional sharing	Academic Year (Once Per Semester) - Peer-support program throughout year (Ongoing across the entire School Year)	- Wellness facilitators - Seminar speakers - Peer mentors - Training materials - Safe discussion spaces	- Faculty Mentors - Student Affairs Office - Peer Mentors	stronger emotional regulation skills and feel comfortable seeking support; overall, their resiliency improves.

Table 18. Proposed Action Plan

This action plan emphasizes a systematic, comprehensive approach to enhancing students' readiness, resilience, and overall competence in radiologic technology prior to entering clinical practice. The plan encompasses OSCE-based training stations. This systematic exposure to simulated clinical situations improves not only technical proficiency but also adaptability, confidence, and emotional regulation, all of which are necessary for success in real-world healthcare settings.

Equally important are the implementation of institutional support and resource-upgrading programs, such as updating laboratory equipment, maintaining library services in line with academic schedules, and increasing access to digital learning materials. These initiatives exemplify the commitment to bridging the gap between classroom teaching and clinical practice by providing students with up-to-date tools and accessible resources.

Lastly, the program's emphasis on emotional regulation and resiliency programs enhances the technical training by addressing the psychological demands of healthcare education. In conclusion, the action plan is a comprehensive framework that balances academic excellence, clinical preparedness, and personal growth to create radiologic technologists who are confident, competent, and resilient in their professional practice.

Conclusion and Implications

Based on the study's findings, the following conclusions were drawn. Third-year radiologic technology students were predominantly female, aged 20-22, financially dependent on parents or guardians, living at a substantial distance from campus, and mostly unemployed due to the rigorous nature of the program. In terms of challenges, academic demands posed the most challenge, particularly in time management and managing simultaneous lecture and laboratory requirements. Regarding motivation, results showed that academic achievement goals emerged as the strongest driving force for students, reflecting their intrinsic motivation to believe that efforts in academic endeavors equate to successful advancement in their future careers. With regard to resiliency, career aspirations were the most influential factor in helping students adapt and recover from difficulties. The results showed that having goals and believing in their capacity as future professionals were the strongest pillars of their resiliency.

Collectively, the findings reported that while third-year Radiologic Technology students are highly motivated and resilient, they face substantial academic, financial, and clinical training challenges that place significant strain on their educational journey. This study strengthens existing understanding of student motivation and resiliency by illustrating how personal ambition and family influence can help students persist even when they face intense academic and clinical difficulties. In practice, the findings suggest the importance of implementing targeted academic support systems, financial assistance programs, enhanced pre-clinical training, and mental health initiatives within educational institutions to support student success better.

Future researchers are encouraged to expand the scope of study by using larger or different populations, conducting comparative research, or implementing intervention-based studies to create more complete approaches to supporting Radiologic Technology students.

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The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this article.

Data Availability Statement

The data used in this study are available upon reasonable request from the researchers. For confidentiality and ethical reasons, the respondents' personal information is not publicly disclosed. However, summarized data and results may be accessed for academic and research purposes with proper permission.

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Appendices

Please see attached appendices