The International Review of Multidisciplinary Research
Volume 1, Issue 7, May 2026, pp. 1-6
https://doi.org/10.5281/zenodo.20400276

The Perspective of a Radiologic Technologist on the Influence of Continuous Professional Development on Their Competency

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Article Details:

Received: 20 April 2026
Revised: 28 April 2026
Accepted: 6 May 2026
Published: 27 May 2026
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Recommended Citation:

Pura, J. F. L., Baraquia, S. K., Locriana, E. M., Mercado, A. E. P., Porras, M. J. M. (2026) The Perspective of a Radiologic Technologist on the Influence of Continuous Professional Development on Their Competency. The International Review of Multidisciplinary Research. 1 (7), 1-6.
https://doi.org/10.5281/zenodo.20400276

Index Terms:

competency, continuing professional development (CPD), professional regulation commission (PRC), radiologic technology

Abstract. This study explored the perspectives of radiologic technologists on the influence of Continuous Professional Development (CPD) on their competency in selected hospitals in Laguna. Using a qualitative research design and Interpretative Phenomenological Analysis (IPA), data were collected through semi-structured interviews with five licensed radiologic technologists who have actively participated in CPD activities. The findings revealed that CPD plays a significant role in enhancing the knowledge, skills, and overall competency of radiologic technologists. Participants expressed that CPD helps them stay updated with new imaging techniques, improve patient safety practices, and strengthen their confidence in performing their duties. Moreover, CPD was also seen as a tool for professional growth, lifelong learning, and career development. However, the study also identified several challenges encountered by participants, including financial constraints, time limitations, and lack of institutional support. Despite these barriers, radiologic technologists remain motivated to engage in CPD due to its positive impact on their professional practice and patient care. Based on the findings, the study concludes that CPD is essential in maintaining and improving the competency of radiologic technologists. It is recommended that healthcare institutions provide greater support, such as accessible training programs and financial assistance, to encourage active participation in CPD. Future researchers may further explore CPD in different settings or use a larger sample size to expand the findings.

Introduction

Radiologic technologists play a core role in the provision of health care services because they operate advanced imaging equipment, validate high-quality diagnostic images, and promote patient safety. Their roles do not limit them to technical capabilities, as they must be able to adapt to swiftly evolving technology and work standards. Since demands keep rising, continuing professional development (CPD) is crucial, as it can help health care professionals refresh their knowledge, learn new methods, and enhance existing ones, so they can remain qualified in the field.

The study by Suliman, Kruger, and Pienaar (2020) emphasizes that CPD is crucial for sustaining professional growth and adapting to a fast-changing workplace. It supports healthcare professionals in keeping pace with advancements in medical science and technology, maintaining service quality and ethical standards, and promoting lifelong learning and job satisfaction. However, challenges such as heavy workloads, limited resources, lack of institutional support, negative perceptions, and low motivation hinder active participation. Despite these barriers, CPD remains vital for professional development and improved patient care.

Previous studies have consistently emphasized the importance of CPD in enhancing professional knowledge, technical skills, and overall competency among healthcare professionals. Research shows that CPD contributes to improved patient outcomes, stronger safety practices, and increased professional confidence. In radiologic technology, CPD has been linked

to better adaptation to technological advancements and the reinforcement of clinical competencies necessary for high-quality service delivery.

Across the literature, there is general agreement that CPD promotes lifelong learning and supports professional growth. Many studies highlight that participation in CPD enables healthcare professionals to remain updated with current practices and align with global standards. Furthermore, CPD is widely recognized as a key mechanism for sustaining competence and ensuring quality care in dynamic healthcare environments.

However, existing research also presents several limitations and inconsistencies. CPD faces difficulties due to financial constraints, time constraints, and the unavailability of learning opportunities. This impacts the Radiologic Technologists' ability to attend CPD activities regularly.

Given these gaps, there remains an underexplored area regarding how radiologic technologists themselves perceive the influence of CPD on their competency. Understanding their experiences is essential to determine whether CPD programs effectively address real-world professional needs and challenges.

Specifically, the study seeks to answer the central question:

1. What are the perspectives of radiologic technologies on the influence of continuous professional development on their competency?

Methodology

Research Design

This study employed a qualitative research method literature transcendental phenomenology as an approach. A transcendental-phenomenological study describes the shared meaning of people's lived experiences of a phenomenon while setting aside the researcher's personal opinions. It focuses on understanding how individuals experience and interpret a situation to discover the true essence of that experience.

This approach in a qualitative study reinforces the fact that its main objective and essence are to explore the research participants' lived experiences and allow them to narrate the research findings through their experiences. Furthermore, the researchers have been able to delve deeper into the challenges and coping strategies used by Radiologic Technologists who comply with their CPD and how this influences their competency in their field.

Partcipants

The study selected 5 participants from (1) St. James Hospital, (1) Cabuyao Public Hospital, (1) JP Rizal, (1) Global Care Medical Center, and (1) Calamba Doctors Hospital. Purposive sampling was used in this study because the researchers relied on their own judgment in selecting participants. To be eligible, Radiologic Technologists were required to have at least six years of work experience and active involvement in Continuous Professional Development (CPD).

Ethical Considerations

Participants' consent was also considered, as it is important to have access to and rapport with the vulnerable individuals participating in the study (Anderson & Spencer, 2002). The study's central purpose and the data-collection procedures were compromised because participants sometimes withdrew. The participants protected the confidentiality of the respondents and their statements, the expected benefits to accrue to the participants in the study, and the participants' and the researcher's signatures (Creswell, 2007).

Results and Discussion

This section presents the result and discussion of findings from the data based on the experiences of Radiologic Technologist on participating Continuing Professional Development (CPD). Using Interpretative Phenomenological Analysis (IPA), data revealed several themes that reflect participants perceptions, challenges and recommendations regarding CPD programs.

Theme 1. Registered Radiologic Technologists' Perceptions on the Role of Continuous Professional Development in Professional Growth

Registered Radiologic Technologists (RRTs) use Theme 1 to emphasize that they consider Continuous Professional Development (CPD) a mechanism for professional growth, knowledge improvement, and career maintenance. The responses indicate several subordinate themes like stay up to date on new techniques, and have an insight into quality assurance and patient safety, consider career advancement, and practical considerations, and professional networking and experiential learning, which in turn belong to larger superordinate themes like Professional Growth and Knowledge Enhancement, Career Advancement and Practical Considerations, and Professional Networking and Experiential Learning. These results are consistent with the current literature, which has highlighted the need for CPD as a key component in preserving competence, keeping up with technological changes, and maintaining professional identity in radiologic practice.

Estira (2024) also stressed that continuing training should be structured to fill competency gaps and support the growing healthcare standards. Moreover, Cantillon and Jones (2020) observe that CPD has a positive impact on practitioners' performance when the learning process is relevant and applied.

Theme 2. Registered Radiologic Technologists' Understanding of Continuous Professional Development in Practice and Regulation

Theme 2 shows the meaning and perception of Continuous Professional Development (CPD) as defined and understood by Registered Radiologic Technologists (RRTs). The answers indicate that there are two strong themes at the superordinate level: Professional Growth and Competency Development, and Regulatory Compliance. These themes were underscored by participants, who focused on continuing education, technology adjustments, patient safety, skill development, career growth, and legal mandates. These results align with the literature discussed in Chapter 2, indicating that CPD is a mechanism for maintaining competency and a mandatory regulatory framework that ensures professional standards.

These results are very much consistent with the Chapter 2 literature, which establishes CPD as a multidimensional process that simultaneously supports competency improvement, the quality of patient care, professional mobility, and compliance with national regulatory frameworks. The combination of developmental and compliance approaches shows that CPD is functional at both personal and systemic levels in the radiologic profession.

Theme 3. Application-Oriented Continuous Professional Development Activities Among Registered Radiologic Technologists in Clinical Practice

Continuous Professional Development (CPD) activities attended by Registered Radiologic Technologists (RRTs) are identified in thematic Chart C. The feedback shows active participation in technical training, safety programs, specialized certifications, and various forms of learning, including webinars, workshops, conferences, and hybrid seminars. Such findings replicate the superordinate theme of Application-Oriented Professional Development, which is underpinned by subordinate themes of technical competence, safety compliance, specialization, quality standards, and continuous innovation. In line with Chapter 2, CPD is a systematic process for ensuring competency, keeping up with technological changes, and reinforcing professional standards in radiologic practice.

As Theme 3 shows, Registered Radiologic Technologists are actively involved in coordinated, practice-application-oriented CPD that develops technical competence, safety, specialization, and quality excellence. The variety of programs offered in radiation protection training at national conventions also demonstrates close alignment with competency-based models and national regulatory objectives. In line with Chapter 2 literature, CPD is both a compliance requirement and a strategic tool for maintaining professional excellence, supporting technological change, and reinforcing institutional patient safety culture. These results support the claim that successful CPD engagement is associated with quantifiable professional development and practicability within clinical environments.

Theme 4. Bridging Theory and Practice: The Role of CPD in Strengthening Radiologic Technologists' Competence

The discoveries summarized in Theme 4 highlight how Continuous Professional Development (CPD) can improve the practical competence and professional performance of Registered Radiologic Technologists (RRTs). Application of CPD Learning in Professional Practice is the superordinate theme, and it is further subordinated by themes such as improved radiation safety practices, technical skills development, knowledge in the practical environment, direct application of the learning process, and engagement in the profession. The findings have aligned with the literature on CPD, indicating that it is a key mechanism for translating learning into clinical competence, confidence, and professional accountability.

Altogether, Theme 4 indicates that CPD has a profound impact on RRTs' ability to apply acquired skills in healthcare facilities, improve patient safety, and enhance confidence and efficiency in procedures. The respondents stressed that CPD bridges the gaps uncovered by formal education and offers an opportunity to learn practically, develop skills in practice,

and take responsibility. These results echo the body of literature that emphasizes applying CPD to fill competency gaps, enhance technical and procedural competencies, and bolster professional engagement (Ong et al., 2021; Cruz, 2023; Lee et al., 2025)

Theme 5. From Knowledge to Implementation: CPD in Clinical Radiologic Practice

The results of Theme 5 indicate how Continuous Professional Development (CPD) is applied in real-life clinical practice by Registered Radiologic Technologists (RRTs). In comparison with previous themes, which emphasized knowledge acquisition, this part dwells on its application, especially in radiation protection, improving imaging quality, communicating with patients, and complying with regulations. These results align with the literature in Chapter 2, which states that CPD is best applied during daily learning practice (Al-Omary et al., 2024; Yingxia et al., 2025). The overarching themes show that CPD goes beyond theoretical enrichment and becomes a viable tool for enhancing service quality, patient safety, and the continuity of the profession.

In general, Theme 5 validates that CPD is not limited to theoretical study but is an active participant in everyday radiologic practice. Participants consistently reported using CPD knowledge in radiation protection, improving imaging quality, communicating with patients, and complying with regulations. These results are highly applicable to the literature discussed in Chapter 2, and it is important to note that CPD will only be effective when it is used in a clinical setting, where it attains its real value. Although the earlier themes were centered on the accumulation of knowledge, the competency in action in this theme reinforces CPD as the transformative tool that enhances patient safety, quality of the provided service, and professional sustainability in radiologic technology.

Theme 6. Structural and Systemic Barriers to Continuous Professional Development Participation

The results shown in Theme 6 reveal the structural and operational obstacles that affect Registered Radiologic Technologists' involvement in Continuous Professional Development (CPD). Although CPD is commonly acknowledged as a crucial element in ensuring professional competence, participants identified time and financial constraints, as well as accessibility and institutional obstacles, as key concerns. The reasons supporting these findings are the Chapter 2 literature, which has consistently identified logistical, economic, and systemic barriers as key factors influencing CPD engagement. The superordinate themes depict the unavailability and lack of finances, whereas the subordinate themes describe the lived experiences underlying the barriers.

Theme 6 shows that although Registered Radiologic Technologists are aware of the critical role of CPD in competence and professional development, their attendance is largely affected by time constraints, financial resources, accessibility, and institutional regulations. These results are very consistent with the Chapter 2 findings, which discuss systemic and structural barriers as the primary determinants of CPD engagement. Nevertheless, even under such circumstances, the participants still testify to the importance of CPD in maintaining professional knowledge and clinical relevance. This implies that it is important to maximize the accessibility, affordability, and institutional support for CPD to ensure that competency development results in better clinical practice and patient care outcomes.

Theme 7. Adaptive Strategies in Managing Continuous Professional Development Requirements

The results in Theme 7 emphasize the strategic approach to the Continuous Professional Development (CPD) issues by the Registered Radiologic Technologists (RRTs). Though past subjects focused on promoting knowledge, this section shows the reality on the ground regarding finance planning for CPD participation, time management, institutional negotiation, and legal compliance. Intrinsic professional commitment and extrinsic regulatory pressure are reflected in the responses and are consistent with the literature describing CPD as both developmental and compliance-related (Grehan et al., 2023; Shaba & Nkosi, 2025). These adaptive strategies explain how RRTs are navigating structural barriers to remain professionally competent.

Theme 7 shows that although CPD has become a prominent part of professional competence, its execution is influenced by financial requirements, institutional support, time limitations, and regulatory requirements. The strategies displayed by participants include budgeting and online learning, institutional negotiation and compliance-based participation. These results align with the literature in Chapter 2, which notes that CPD success is not only dependent on content but also on accessibility, workplace encouragement, and implementation systems (Al-Omary et al., 2024; Yingxia et al., 2025). Finally, a combination of an intrinsic commitment to professional conduct and an extrinsic regulatory requirement sustains CPD among RRTs; as such, both render the concept a developmental instrument and a mandatory professional requirement.

Theme 8. Recommendations for Enhancing Continuous Professional Development Implementation

The results in Theme 8 focus on the participants' suggestions for enhancing the implementation of Continuous Professional Development (CPD). Although Thematic Chart A focuses on knowledge and skills expansion, Chart H moves towards structural, institutional and policy issues that shape a person (CPD participation). The superordinate themes indicate that CPD, as a learning mechanism, is not only a regulatory but also an economic and organizational system that directly influences clinical competency and professional development. These discoveries align with Chapter 2 literature, which emphasizes that CPD effectiveness is determined by accessibility, relevance, institutional support, and policy frameworks.

Thematic 8 illustrates that, although Registered Radiologic Technologists appreciate CPD as the key to sustaining clinical competence, its sustainability depends largely on accessibility, relevance, institutional support, and policy endorsements. The participants' suggestions indicate a transition from CPD being perceived solely as a mandatory compliance with the law to its being recognized as a system designed to address economic realities, corporate culture, and regulatory policies. As per the literature in Chapter 2, CPD is most effective when it is affordable, competency-based, practically applicable, and supported by institutional leadership and national policy mechanisms. Therefore, educational innovation and structural change are essential to improving the implementation of CPD.

Conclusion and Recommendations

Findings

This chapter summarizes the results from the qualitative data to illustrate how the subjects had experienced through the thematic chart display. The results indicate that the Continuing Professional Development (CPD) provides knowledge and skill enhancement as well as competence in the radiologic technologists. It allows them to learn new techniques and improve their performance in using different imaging modalities. It also shows that CPD is important in maintaining their professional license.

The results also provide evidence that CPD would enhance the patient's safety and quality of service due to the increased awareness of radiation protection and effective patient communication. However, the challenges that the subjects are encountering are, costly seminars, workload and lack of time, traveling constraints, inaccessible programs and lower salaries received particularly for the ones who are employed by private sectors.

To address these challenges, the participants suggested better time management and budgeting. They also recommended attending webinars, joining free CPD programs, and asking for support from institutions like allowances and sponsorships to help them continue their professional development.

Conclusion

The study concludes that Continuous Professional Development (CPD) has a strong positive impact on the competency of radiologic technologists by improving their skills, confidence, and ability to provide quality services. It is not only a tool for learning and professional growth but also a requirement for license renewal, making it essential for career continuity. CPD also plays an important role in patient safety, especially in radiation protection, imaging accuracy, and communication with patients. However, even though CPD is helpful, many radiologic technologists still face problems like expensive fees, lack of time, and limited programs, which make it hard for them to participate. Overall, CPD is effective in improving their skills and knowledge, but it still needs to be more accessible and affordable for everyone.

Recommendations

The study recommends that radiologic technologists stay active in CPD and focus on practical learning that can be applied in their daily work to improve their skills and competence. It also suggests that healthcare institutions should provide more support, such as sponsorships, allowances, and flexible schedules, to lessen financial and time burdens. CPD organizers are encouraged to improve the quality of activities by offering more hands-on training instead of relying mostly on webinars. In addition, the Professional Regulation Commission (PRC) and other agencies should review CPD policies to make them easier to access, especially for those with low income. Lastly, future researchers are encouraged to conduct more studies in different places to better understand the long-term effects of CPD on skills and the quality of healthcare services.

Acknowledgements

The authors would like to thank the colleagues and institutions who provided guidance, feedback, and support throughout the conduct of this research and the preparation of this manuscript. Any remaining errors or omissions are the sole responsibility of the authors.

Funding

This research received no external funding from any public, commercial, or not-for-profit funding agency, and no organization provided financial support for the conduct of the study, authorship, or publication of this article.

Competing Interests Statement

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

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.