

LIVED EXPERIENCES OF NOVICE RADIOLOGIC TECHNOLOGY INSTRUCTORS IN DAVAO DEL SUR

Charls Bryan G. Reduble, RRT

Davao Doctors College

Abstract

This qualitative study explores the lived experiences of novice Radiologic Technology instructors in selected academic institutions in Davao del Sur, Philippines. Utilizing a hermeneutic-phenomenological approach, the research investigates the challenges faced, coping strategies employed, and professional insights gained by instructors transitioning from clinical practice to academic teaching. Ten licensed Radiologic Technologists with 1 to 3 years of teaching experience were purposively selected and interviewed using a validated semi-structured guide. Data were analyzed thematically following van Manen's interpretive framework. Four key themes emerged: (1) *Exploration of Unknown Territory*, reflecting initial uncertainty, anxiety, and the need to navigate unfamiliar instructional environments; (2) *Sense of Fulfillment*, highlighting emotional rewards derived from student learning and mentorship; (3) *Adaptation to the Clinical-to-Academic Transition*, which captured difficulties in acquiring pedagogical competence and managing dual expectations; and (4) *Managing Curriculum and Instruction*, encompassing efforts in lesson preparation, content delivery, and classroom management. Although participants experienced nervousness and self-doubt early in their careers, these were mitigated by mentorship and self-directed learning. The findings highlight the critical need for structured onboarding, faculty development programs, and mentorship systems tailored to the context of allied health education. These insights offer valuable guidance for academic institutions, program developers, and policymakers seeking to support the long-term success and retention of new instructors in the field.

Keywords: *Social Science, Novice Instructors, Radiologic Technologists, Hermeneutic-Phenomenology, Davao del Sur*

Corresponding email: chacreduble@gmail.com

Introduction

Radiologic Technology instructors are integral to the development of skilled professionals in the field of diagnostic imaging (Tsai & Jao, 2020). As educators, they shape not only the technical capabilities of students but also their professional attitudes and ethical understanding within the healthcare environment (Ingrassia, 2021). According to (Al-Worafi, 2024), the lack of skilled instructors in Radiologic Technology is a significant concern that negatively impacts the hands-on training and growth of upcoming professionals in the healthcare field. Despite the growing demand for Radiologic Technologists in the Philippines and worldwide, the number of experienced Radiologic Technology professionals entering academia remains alarmingly low (Sedillo & Chavez, 2021).

In the study by (Akkas and Cephe, 2022 and Arpilleda, 2021), novice instructors face significant challenges early in their careers, including managing the classroom, adapting to new responsibilities, and building relationships with students and colleagues. Additional difficulties involve lesson planning, student engagement, and coping with limited teaching experience (Syam et al., 2023). Globally, research has pointed out comparable patterns, underlining the worldwide deficiency and difficulties in finding qualified instructors in health-related fields, such as Radiologic Technology. Several scholars have observed a notable disparity between the increasing need for health professionals and the availability of qualified educators in this area (Golz et al., 2022; Asamani et al., 2021). More often, novice Radiologic

Technology instructors face challenges transitioning to academia, including adapting to new teaching methods, theory-practice gaps, insufficient hands-on practice, and limited access to imaging modalities (Webster & Clark, 2020; Lemu et al., 2020). These global challenges threaten Radiologic Technology education sustainability, with a shortage of educators limiting student intake, delaying curriculum development, and risking program closures, especially in rural areas (Caballero, 2020).

Research on the experiences of novice Radiologic Technology instructors in Davao del Sur is limited (Sison & Bautista, 2021). While research often focuses on curriculum and technical aspects, few studies explore new faculty challenges, emphasizing the need for self-care strategies like support networks, scheduling breaks, and learning to say no (Zimmerman, 2021). The Sedillo & Chavez (2021) study discussed the relationships between behavior and satisfaction in turnover intentions in academic institutions. Its findings highlighted the need for in-depth studies on part-time and full-time faculty, behavior, and turnover intentions in Region XI. The experiences of radiologic technology instructors can provide valuable insight into their challenges and strategies to navigate the evolving demands of medical education. Understanding the challenges faced by novice instructors could inform strategies to improve educational strategies, mentorship programs, and institutional support systems, ultimately benefiting both educators and students in radiologic technology education in the region.

Methods

This study used a hermeneutic-phenomenological approach to explore the lived experiences of novice Radiologic Technology instructors in Davao del Sur, focusing on their various experiences, coping strategies, as well as the insights contributed to the community. The hermeneutic-phenomenological approach combines the methodologies of phenomenology and hermeneutics to explore and interpret human experiences (Alsaigh & Coyne, 2021). The research was pursued to understand how these instructors, in their early years of teaching,

interpret and navigate support systems such as mentoring, professional development, and work-life balance. By examining their personal experiences, the study uncovered how these factors shape their decisions to remain in their positions and engage meaningfully with their work. The qualitative approach is ideal for capturing the complexities of these lived experiences, as it allows for an in-depth exploration of how novice instructors perceive the institutional structures around them (Staller & Chen, 2022).

The study was conducted in private higher education institutions in Digos City, Davao del Sur, Region XI. The study involved ten (10) licensed Radiologic Technologists from two academic institutions in Davao del Sur offering Radiologic Technology programs. Understanding their lived experiences is essential for improving these programs. To ensure a diverse understanding of faculty experiences, the study used purposive sampling to select participants based on specific criteria relevant to the research goals, enhancing rigor and trustworthiness (Andrade, 2020; Campbell et al., 2020).

This research used inclusion and exclusion criteria to ensure relevant and accurate data. The ten faculty participants are either part-time or full-time instructors, actively involved in classroom and clinical training. They must also have 1-3 years of teaching experience, and no prior academic background, ensuring they had only clinical experience before entering the Radiologic Technology academe. Exclusion criteria include faculty with more than 3 years of teaching experience and those teaching in other programs. The ten selected instructors were interviewed individually to gather insights about their lived experiences, challenges, and coping strategies.

The collected data were analyzed using the six-step interpretative phenomenological approach suggested by van Manen (2016) that guided the researcher in exploring lived experiences. Van Manen's hermeneutic phenomenological approach is highlighted as a valuable method for understanding lived experiences in diverse disciplines (Santiago et al., 2020). Applied to the context of novice radiologic technology instructors, the process began with turning to a meaningful

phenomenon—in this case, the transition from clinical practice to teaching—which sparks genuine interest and commitment. The researcher then investigated this experience as it is lived, gathering rich, first-person narratives through methods such as in-depth interviews. Reflection followed, where essential themes are identified, such as feelings of unpreparedness, identity development, and the search for mentorship. These themes were described and interpreted through careful writing and rewriting, a process van Manen views as central to deepening understanding. Throughout, the researcher maintained a pedagogical focus, ensuring the inquiry remained relevant and oriented toward improving teaching practice and support systems for novice instructors. Finally, the study balanced individual elements with the overall context, integrating themes into a cohesive and authentic portrayal of the experience. This approach offered a powerful way to capture and interpret the nuanced, complex realities of new educators in radiologic technology. In essence, Van Manen's approach focused on describing and interpreting lived experiences in a reflective, iterative manner, revealing deeper insights into human phenomena. By following these guidelines, the study developed meaningful insights into the lived experiences of novice Radiologic Technology instructors.

Results and Discussion

Varied emerging themes were identified upon processing the information given by the participants. When asked about their lived experiences, 4 emergent themes were identified. The first emergent theme identified is “Exploration of Unknown Territory”, with subthemes: Excitement, Apprehension, and Nervousness. The second emergent theme is “Sense of Fulfillment” with cluster themes: Joys of Mentorship, Appreciation and Supporting Student Growth. The third emergent theme is “Clinical-to-Academic Transition” with subthemes: Adaptive Challenge, Mentorship, and Time Management. Finally, the fourth emergent theme, “Managing Curriculum and Instruction” with subthemes: Establishing Student Rapport,

Preparation of Learning Materials, and Mastery of Subject.

Under the Coping Strategies of Novice Radiologic Technology Instructors aspect, three emergent themes were identified. The first one is “Learning and Adaptability” with cluster themes of Ensuring Professional Competence and Establish Sense of Empathy. The second theme is “Stress Management” with subthemes of Work-Life Balance and Divine Providence. The last theme under coping strategies is “Reassessing Goals,” with cluster themes of Dealing with self-doubts and Sustainable work-life integration.

When Insights the Novice Radiologic Technology Instructors contribute to the community was discussed, two themes emerged. The first one is identified as “Attainment of Success” with subthemes on Mastery of Subject Matter, Wholehearted Dedication and Drive, and Patience and Perseverance. The second and final one is “Faculty Training and Development Programs” with cluster themes of Professional Development in Teaching Methodologies and Personal Growth and Mental Well-being.

Lived Experiences of Novice Radiologic Technology Instructors

Participants were asked about their direct experiences and thoughts. They were encouraged to share their initial feelings and interpretations about their transition to academia, the challenges of balancing clinical expertise with teaching responsibilities, the emotional and cognitive adjustments required, and the impact of institutional support on their professional growth.

Emergent Theme 1: Exploration of Unknown Territory

Radiologic Technologists often face a unique career path, where they must choose between continuing in clinical practice or transitioning into the academic realm (Patel et al., 2021). This decision brings opportunities and challenges (Simcock et al., 2021). When considering career opportunities, I weighed the characteristics of being in a clinical or academic

setting. Various ideas, options, and plans are laid on career decisions I have yet to make. In my experience, when I was offered to pursue an academic profession. Ultimately, I became a clinician-educator and had a rollercoaster of emotions when I began the academic journey.

The central theme, "Exploration of Unknown Territory," captures the emotions and motivations of novice Radiologic Technology instructors as they step into the academic setting. It reflects the sense of venturing into uncharted ground, where they face a steep learning curve and unfamiliar responsibilities.

Essential Theme 1.1: Excitement

Excitement among novice instructors is often driven by the opportunity to innovate and make a meaningful impact on curriculum and teaching practices (Lindqvist, Weurlander, & Wernerson, 2023). For many, this stems from the pride of passing clinical expertise to future Radiologic Technologists, contributing to the profession's advancement (Nujhati, 2024). These findings align with my own experience entering academe—feeling eager and fulfilled by the chance to share my clinical knowledge with aspiring Radiologic Technologists. Teaching also fosters professional growth, deepening content knowledge and enhancing communication and leadership skills (Butler, Lee, & Hooley, 2022). Participants similarly described excitement as a key emotion in beginning their academic journey when asked about their initial impressions.

"At first, I'm a bit excited, pressured and a little nervous because this is another field, we are not licensed teachers that is why we need to adjust from clinical to academe." (IDI 1; 1.1; line 1-3)

"... I want another environment, trying something new, to try new experiences, at some point excited as a result of my realizations during the pandemic." (IDI 7; 1.1; line 570-572)

Essential Theme 1.2: Apprehension

Novice instructors, especially those transitioning from clinical practice, often feel

uncertain about navigating the academic environment and meeting the expectations of students and institutions (Coker, 2022; Schulenberg et al., 2024). Like any professional entering an unfamiliar academic setting, I was hesitant about whether I could live up to the expectations of being an educator and whether my experiences and clinical expertise were enough to facilitate students' learning and maintain the competence needed.

Additionally, instructors may feel unsure about classroom management or handling administrative responsibilities, new aspects of the role that are not typically encountered in clinical practice (Dahlke et al., 2021). Thus, this apprehension is often rooted in a fear of not meeting the expectations of students, colleagues, or the institution. However, for many, it is a balance between embracing the challenge and feeling the weight of responsibility (Kerridge, 2024). Moreover, these apprehensions were familiar to me and the participants in their respective academic experiences and were evident in the transcripts, which elaborated on their feelings.

"... at first I was hesitant to become an instructor because I lack the background, the experience when it comes to teaching, so I was hesitant to pursue this profession, reluctant in the sense that they might not learn something from me or they won't understand." (IDI 6; 1.1; line 472-476)

"... contemplating whether I made the right decision venturing on this field, if they can learn from me, initially I was just looking for part-time job because of burnout working at the hospital during the pandemic..." (IDI 7; 1.1; line 566-568)

"... I had my doubts if I can do it ..." (IDI 9; 1.1; line 761-762)

Essential Theme 1.3: Nervousness

Nervousness often goes hand in hand with the uncertainty of any major career shift (Sullivan & Ariss, 2021). Every time I introduce new topics, nervousness cuts through my teaching excitement. That flutter of anxiety keeps me sharp, pushing me to prepare

thoroughly so I can remain deserving of my students' trust in my knowledge and teaching. For new instructors, nervousness is linked to the fear of failure concerning not living up to their standards or the expectations of others, which can be overwhelming (Freeman et al., 2022). Teaching carries high stakes, shaping students' futures and competencies (Fraschini & Park, 2022). Hence, instructors may face anxiety about their teaching effectiveness and student perception (Djawamara & Listyani, 2021), along with performance anxiety, especially when presenting new material (Coker, 2022), which can lead to self-doubt questioning whether they are truly equipped to thrive in this new role (Aydin, 2021).

However, I have recognized the feeling as part of my professional and educator growth. The feeling is often part of the growth process, and many instructors report that their nervousness subsides as they gain more experience and confidence in their teaching abilities (Irhamna & Fithriani, 2023). The feeling of nervousness was evident also in the statements provided by the participants in the interview.

"... I was nervous and at the same time challenged because I was new to the teaching profession and my work experience is clinical practice and there is a quite difference between academe and clinical duty. On top of that, I was nervous because what if the subjects I'm going to handle are the subjects I had difficulties when I was still studying ... " (IDI 10; 1.1; line 821-826)

"... being nervous will never go away, I also had the fear, given the expectations, expectations of the students that when you say instructor, you are perceived to be the best and know-it-all which made me asked my self if I can take it?" (IDI 3; 1.1; line 186-191)

Emergent Theme 2: Sense of Fulfillment

The theme of "Sense of Fulfillment" in the experiences of novice Radiologic Technology Instructors highlights the deep sense of meaning they find in their roles. This fulfillment comes from shaping the next

generation of radiologic technologists, contributing to better patient care, and growing professionally. Despite challenges like balancing teaching and clinical duties, they find purpose in overcoming obstacles, mentoring students, and impacting healthcare. Their sense of fulfillment grows as they develop as educators and build meaningful relationships with students, ultimately feeling a strong connection to their vocation and its long-term significance.

Essential Theme 2.1: Joys of Mentorship

The theme, Joys of Mentorship, holds deep emotional meaning for novice Radiologic Technology instructors, highlighting mentorship as a supportive relationship that fosters students' professional and personal growth beyond technical instruction (Ramani et al., 2024). As an educator delivering my technical know-how in the field of Radiologic Technology, I am very happy to have the opportunity to contribute to the student's knowledge. The study of Skjevik et al. (2024) found that instructors report high satisfaction ($M = 4.55/5$) from mentoring, which offers a sense of purpose as they witness students' growth and success (Ben-Amram & Davidovitch, 2024). The greatest reward of teaching is seeing my students grow into skilled professionals. Every lesson I share deepens my expertise, reminding me why I chose this path in Radiologic Technology.

Health mentors experience personal growth, increased self-efficacy, and generativity by sharing their experiences with students (Kline et al., 2022), while effective mentorship involves a reciprocal learning relationship that supports skill, knowledge, and professional development (Tariq et al., 2023). The transcripts presented below encapsulated the joy of mentorship participants experienced during their academic stint, which shows similar findings from the researchers.

"...I have some rewarding experiences when it comes to an instructor, these are when I received such compliments thru evaluation form that have given to me." (IDI 5; 1.2; line 383-385)

"... seeing your students doing excellent performances on their output evaluations. Many of them pass their quizzes and exam which means I have taught them effectively ..." (IDI 9; 1.2; line 765-768)

Essential Theme 2.2: Appreciation

A key component of fulfillment is the recognition and appreciation received from students. When students appreciate and acknowledge the instructors' impact on their learning, it enhances instructors' sense of purpose, often leading to more effective teaching and learning strategies, especially at higher grade levels (Li et al., 2022). Student appreciation is essential to my growth and fulfillment as an educator. I strive to be as approachable and open as possible to my students to make them feel I am willing to help them deepen their knowledge and understanding of the profession.

In addition, the feeling of being valued strengthens student-instructor relationships. It enriches teaching (Lane & Meth, 2021), while appreciation serves as a powerful motivator, encouraging teachers to strive for excellence and fostering a competitive yet supportive environment (Marjuni, 2020). Appreciation from the students is central to an instructor's fulfillment. It boosts the instructor's morale and strengthens their connection with students, ultimately enhancing the learning environment. At the same time, negative experiences can diminish self-efficacy and interest in the subject (Li & Singh, 2023). The participants in the transcripts below describe their feelings of appreciation. The participants in the transcripts below describe the feeling of appreciation.

"... I like it when every semester evaluations I get their positive feedbacks and I can say to myself I was an effective teacher ..." (IDI 1; 1.2; line 5-8)

"... when my students understand the lessons, saying my subject is their favorite, they like me, my heart is full reading their evaluation every end of the semester..." (IDI 7; 1.2; line 578-581)

Essential Theme 2.3: Supporting Student Growth

Guiding my students through their learning journey has been one of the most rewarding parts of my teaching career. Hearing how my mentorship shapes their growth and prepares them to become skilled professionals reminds me of education's transformative power. According to (Taylan & Özkan, 2021), instructors take pride in participating in this transformative process, knowing they play a critical role in shaping the profession's future. Similarly, (Wang et al., 2021) mentioned how instructors derive a profound sense of purpose and satisfaction from guiding students through their educational transformation from initial struggles to eventual mastery of technical skills and professional competency. Moreover, recent studies have explored instructors' roles in promoting student learning across different educational settings (Niemtchenko et al., 2023). My sense of accomplishment is present when I see that the students enjoy learning, continuously strive to do better in the subjects and emerge successful. The following participant's transcripts elaborated on their take on being part of the learning journey of the students:

"... seeing the students handling equipment during internship as a licensed professional, it's so fulfilling like seeing them during clinical rotation and them being able to handle the machine as well as being licensed professionals already ..." (IDI 8; 1.2; line 681-685)

"... whenever my students tell me that they understood the subject and during board exams, they will say that 'Maam/Miss what you taught actually showed up in the exams' ..." (IDI 6; 1.2; line 482-484)

Emergent Theme 3: Clinical-to-Academic Transition

The third emergent theme describes the transition and challenges novice Radiologic Technology Instructors face as they shift from hands-on clinical practice to a more structured academic teaching role. The participants shifted from a hands-on, practical approach in clinical

settings to a more theoretical and conceptual focus in the classroom. This requires adapting communication styles to engage students in critical thinking and balancing clinical rigor with the developmental stages of student learning (Berglund et al., 2023).

Essential Theme 3.1: Adaptive Challenge

Novice instructors often face feelings of isolation as they adjust to a new work environment, and this isolation can lead to decreased cognitive ability, depression, and reduced teaching performance (Armes-Thomas et al., 2022). The transition from a clinical setting, where they are skilled and confident, to an academic setting, where they may be new and uncertain, can cause them to feel like outsiders (Ng & Luggasy, 2021). They may struggle to find their place within the institutional culture, connect with colleagues, and establish authority and respect among students (McPherson & Wendler, 2023; Jones et al., 2020). As a novice instructor, I had my share of struggles and adjustments from my clinical to academic transition. Shifting my focus to a new environment became slightly tricky due to numerous things to watch. These things include lesson planning, increasing technical competence, colleague and student engagement, and tending to personal growth. Beginner instructors struggle to reconcile and practice in standardized educational environments and manage their relationships with veteran teachers (Stewart & Jansky, 2022). However, unlike the notion that when you are in a new environment where isolation often leads to adverse effects, I used these struggles and adjustments to better my perspective towards the new job in the academe. Moreover, the participants shared their encounters with the struggles of transition and fitting into the new environment, consistent with the usual struggles in other studies.

"... kind of difficult at first because you are studying and working at the same time ... Studying your lessons while working at a hospital, so the transition was a bit difficult." (IDI 4; 1.3; line 315-318)

"... it's a struggle for me, I was not prepared at first for clinical, though I have been around interns, teaching them about the clinical side of the profession, academe is in at another level because you should be teaching them everything in theory, you must be creative enough for them to grasp the concepts that you want to impart." (IDI 7; 1.3; line 585-590)

Essential Theme 3.2: Mentorship

Support and guidance from experienced colleagues are crucial in helping novice instructors adapt (McPherson & Wendler, 2023; McEntyre et al., 2022). I have experience seeking advice and ideas from more experienced colleagues in the academe. It is my way to gain techniques, valuable insights, strategies on classroom management, and delivery of lessons to the students. Experienced mentors offer essential guidance, practical strategies, and emotional support that help new instructors build confidence and succeed (Ben-Amram & Davidovitch, 2024). This guidance bridges clinical and teaching proficiency, enabling novice instructors to adopt effective strategies from experienced educators (Niaz & Mistry, 2020).

Additionally, experienced mentors offer practical teaching guidance and emotional support, easing the transition from clinical practice to academia (Stewart, 2020; Grassley et al., 2020). Moreover, a supportive peer group fosters a sense of belonging and validation, which is essential for professional growth and smoother academic navigation (Shabbier & Shoukat, 2024). The effects of mentorship from my colleagues have greatly helped me in my career in the academe. Not only have I gained knowledge and techniques, but I have also expanded my network of friends and connections that can help in the future by deepening and advocating positive changes and development in the field of Radiologic Technology. The lack of formal support and mentoring can lead to complex transitions, potentially resulting in attrition or decreased motivation (Sodidi & Jardien-Baboo, 2020). Henceforth, the transcripts below show how

participants seek guidance and support from more experienced academic colleagues.

"... when it comes to technique or strategies since I am still a novice in academe, I seek for advice or techniques from my co-instructors that have been in the profession for quite some time." (IDI 10; 2.3; line 914-916)

"... what I did is I asked the other instructors regarding the status of our students under their subject ... don't be shy to ask other experienced instructors, learn from them, be open-minded for suggestions, techniques and advice to better your craft ..." (IDI 7; 2.4; 3.2; line 637-639; line 660-663)

"... I talk with my co-professors, I get some useful idea from them ..." (IDI 2; 2.2; lines 127-128)

Essential Theme 3.3: Time Management

Novice instructors face balancing teaching duties with clinical responsibilities, often requiring part-time work in clinical settings while preparing lectures, grading assignments, and supporting students (Pitre & Pugh, 2023). Time management is critical for instructors and learners (Jing et al., 2022). Transitioning from the fast-paced clinical environment to the structured academic setting required significant adjustments in prioritizing and allocating my time. Learning the importance of setting clear boundaries between work and personal time, I realized that effective time management meant being realistic about what I could accomplish each day and staying organized with tools like calendars and to-do lists. Unlike clinical work's immediate, task-driven nature, academe demands long-term planning and multitasking. Besides, research indicates a strong correlation between effective time management, teachers' instructional performance, and students' academic outcomes (Ayeni, 2020). However, novice teachers often face time and classroom management challenges, particularly in communication and rule enforcement (Yaras, 2024). Overwhelmed by their duties, without effective time management, they risk burnout (Grunewald, 2024). As enumerated below, participants

emphasized the challenges and benefits of effective time management when venturing into the role of a novice instructor in academia.

"... it was very challenging for me since I was working on two jobs at that time before I decided to let go the clinical job ..." (IDI 2; 1.3; line 75-77)

"... it's time management. Since I have hospital and school job, I make it to a point that I have proper scheduling. I plot it efficiently to avoid conflict ..." (IDI 6; 2.3; line 529-531)

"For me it's time management. For example, if you have an 8-hour shift under clinical practice, you focus on that. Because if you try to do it altogether, you'll be pressured and stressed. Focus on the clinical if it's clinical, for teaching in a classroom, you should focus on teaching the student." (IDI 9; 2.3; line 793-797)

Emergent Theme 4: Managing Curriculum and Instruction

The fourth emerging theme, "Managing Curriculum and Instruction," captures the challenges and strategies these educators face when navigating the complexities of designing and delivering effective training programs. For novice instructors, this theme typically reflects the initial hurdles they encounter as they balance theory, hands-on skills, and integrating new technologies into the curriculum. It reflects the journey of novice instructors as they move from feeling unsure and overwhelmed to becoming more skilled and confident in their ability to manage the curriculum and instructional demands of radiologic technology education (McBee et al., 2022). They are continuously learning how to adapt their teaching to support student success best and meet the ever-changing needs of the healthcare industry (Arruzza, 2023).

Essential Theme 4.1: Establishing Student Rapport

For novice instructors, building a strong rapport with students is crucial for creating a positive learning environment and influencing student engagement, attitudes, and motivation (Amerstorfer & Freiin von Münster-Kistner, 2021). Building rapport with students was crucial for creating a supportive and engaging learning environment. By showing interest in their goals and fostering open communication, I helped students feel more comfortable. Also, effective strategies include self-disclosure, recognizing students, and being accessible (Saeed, 2024). It indicates that face-to-face and online relationships establish rapport through connecting, information sharing, attentiveness, and personalized instruction (Flanigan et al., 2023). Managing the curriculum required flexibility, as I had to balance structured lesson plans with adaptability to student needs. Combining strong rapport with an organized yet flexible approach to instruction helped improve student engagement and success.

Furthermore, humor and active response also play key roles in fostering rapport (Tatum, 2021). Instructors worldwide recognize the importance of rapport-building to address students' rhetorical, relational, and motivational needs (Frisby & Muñoz, 2021). The transcript below shows the participants' efforts to connect with the students and understand varying attitudes.

"Students are different and unique; dealing with different attitudes and personality gives you the motivation to seek strategies to catch their attention and to interact ..." (IDI 1; 1.4; lines 13-16)

"What bothers me before are students that do not show up at class. What I did is I talked to the student, asked the reason why the absence as the student shows the same performance on other subjects under different instructors ..." (IDI 9; 2.1; line 778-781)

Essential Theme 4.2: Preparation of Learning Materials

Adequate preparation of learning materials is key to successful instruction, especially for novice instructors in healthcare

(Mukundan, 2022). However, it is not only about delivering information but presenting it in ways that are accessible, engaging, and aligned with students' needs (Tran, 2020). Multimedia elements enhance engagement and retention (Cloonan & Fingeret, 2020), while novice instructional designers in public health often use online games, videos, and infographics (Zhu et al., 2020). Preparing learning materials was initially challenging, but I learned to streamline the process by refining and reusing materials while incorporating multimedia for better understanding. Being in the academe required harmonizing theoretical knowledge with practical application, using syllabi and lesson plans to stay organized while remaining flexible. Over time, I became more efficient in creating effective materials and structuring lessons, leading to a more successful learning experience for students.

Furthermore, research mentioned that strategies for high-quality curriculum development include collaboration, training workshops, and feedback (Gallagher et al., 2022). However, novice debriefers in healthcare face challenges in facilitating participation and assessing debriefing quality, underscoring the need for dedicated faculty development (Ng & Lugassy, 2021). Furthermore, sentiments on the preparation of learning materials by the participants were noted in the in-depth interviews.

"... they were complaining about my ppt presentation that lack information, so I changed my strategy and put more words and sentences along with images and videos in the ppt while explaining the concepts ..." (IDI 4; 2.3; line 345-348)

"... preparing materials for class, look for resources, reading and learning again, it's such a hassle in the teaching life but you got no choice but to be open again for reading and re-learning ..." (IDI 7; 2.1; line 602-604)

"... preparing activities. I noticed that students get easily bored, so what I did is thinking of fun learning activities for engagement for students to make them active ..." (IDI 9; 1.4; line 772-775)

Essential Theme 4.3: Mastery of the Subject

Participants often struggled to balance their inexperience with the need to appear confident and competent. Content mastery is essential for effective teaching and student trust. Naibaho et al. (2023) stress that without it, student-centered learning suffers. Radiologic technology includes expertise in imaging techniques, safety standards, and clinical protocols. According to (Basu, 2020), novice healthcare instructors can build mastery through a gradual process, progressing from basic rules to contextual understanding and emotional engagement. Accordingly, I focused on deepening my understanding of academic principles and staying updated with field advancements in my teaching and learning process. I learned to integrate technical content into engaging lessons and design assessments that measure theory and practice. Over time, I gained confidence in my expertise and teaching, enhancing my ability to support student success.

Furthermore, Radiologic Technology demands theoretical knowledge and practical expertise, making it essential for instructors—especially novices—to connect classroom content with real-world applications (Wibowo et al., 2024; Lundvall et al., 2021). Effective educators also require skills in leadership, evidence-based practice, and pedagogy (Kuivila et al., 2020). Mastery of the subject enhances teaching by enabling instructors to use personal experience and real-world examples (Pendyala, 2022), as emphasized by the participants.

“I searched a lot of references when it comes to my particular subject, I mean specific subject, I studied a lot about it so that I can impart more knowledge to my students. ...” (IDI 5; 2.1; line 410-413)

“What I do is I see to it I am prepared, I know by heart what I teach my students because it’ll be a letdown if I won’t be able to answer their questions and because our knowledge is limited, what I do is park the unanswered question for the current meeting and give the answer to the next session ...” (IDI 10; 2.1; line 878-885)

Coping Strategies of Novice Radiologic Technology Instructors

Coping strategies are essential for novice radiologic technology instructors as they navigate the challenges of adapting to a new teaching environment and balancing the demands of curriculum delivery, student engagement, and professional development. As these instructors transition from practitioners to educators, they often encounter obstacles such as managing classroom dynamics, mastering complex subject matter, and integrating technology into their lessons. Given radiologic technology's technical nature, they must convey theoretical knowledge and ensure students gain practical, hands-on skills. To manage these pressures effectively, participants employ various coping strategies, including seeking mentorship, engaging in professional development, refining time management skills, and building strong student relationships. These strategies help them manage stress and enhance their effectiveness as educators, enabling them to create a supportive learning environment while continuously improving their teaching practices. Several themes emerged from the interviews of novice instructors on their coping strategies and how they impacted their experiences in the academe.

Emergent Theme 1: Learning and Adaptability

The emergent theme of "Learning and Adaptability" emphasizes the dual challenge that the participants faced in their early teaching careers. They must build and demonstrate technical proficiency to ensure students acquire clinical expertise. Conversely, they must cultivate empathy and emotional intelligence to create a positive and supportive classroom environment. This balance is critical for fostering student learning and success and helping novice instructors cope with the pressures of their new role. By mastering this balance, novice instructors can improve teaching effectiveness, build strong relationships with students, and contribute to a more compassionate, understanding educational atmosphere.

Essential Theme 1.1: Ensuring Professional Competence

One of the significant challenges for the participants is being prepared to answer the often intricate and technical questions that students ask. Entering academia, I prioritized staying current through workshops, research, and colleague collaboration. In Radiologic Technology's specialized field, I frequently face detailed student inquiries. To cope with this challenge, I intensify my subject mastery, continually expanding my knowledge and staying current with the latest advancements in the field. This can include attending professional development workshops, engaging in self-study, collaborating with colleagues, or seeking mentorship from more experienced instructors (Chidume & Pass-Ivy, 2020; Takashiki et al., 2023).

Reviewing materials and seeking feedback also refined my teaching while deepening my subject knowledge. This commitment boosted my confidence and ensured that students received relevant instruction. Like novice instructors, subject mastery builds credibility and student trust (Phillips & Park Rogers, 2020) while reducing anxiety about unpredictable questions and enhancing classroom dynamics (Sillerud & Winkler, 2020). Participants shared their coping strategies by intensifying their mastery level in the transcripts below.

"... every first day of class I implement rules to ensure transparency about my expectations so they can't question it ..." (IDI 2; 2.1; line 121-123)

"... so I tried harder, I explained thoroughly my lessons and I constantly ask them if they understand and get the concept. For me to know if they get something or nothing from the lesson." (IDI 6; 2.1; line 505-509)

"... about the MRI, I do not have ample experience on the clinical application so in order to overcome this challenge, I asked permission from the dean to take my students on tour around Davao and Digos for hospital exposure to not only have theoretical

knowledge but also learn some skills ..." (IDI 8; 2.1; line 708-714)

Essential Theme 1.2: Establish Sense of Empathy

Developing a sense of empathy and cultivating other key traits of effective teaching are essential coping strategies for novice instructors. Teaching helped me discover that building empathy was essential for student success. At the same time, I learned to balance technical skills with compassion, recognizing that effective teaching involves sharing knowledge and understanding and supporting students' needs. Teaching radiologic technology involves a combination of theory and practical skills, and students come from various backgrounds with varying levels of prior knowledge (Dewi et al., 2023). I also understood that empathy improved my relationships with students and boosted their engagement, making teaching more than just transferring knowledge—it became about building connections that fostered academic and personal development. Students value instructors who are knowledgeable, enthusiastic, patient, and prepared (Moè et al., 2020). Effective instructors demonstrate strong teaching abilities, including setting up appropriate learning environments, providing context, and giving constructive feedback (Pylman & Emery, 2023; Miller, 2021). Novice instructors often face managing students' frustrations, misunderstandings, and diverse learning paces. To improve clinical education quality, instructors should focus on developing their teaching skills, maintaining scientific and practical competence, and serving as fair evaluators (Yekefallah et al., 2021). Some of these strategies and experiences are solidified by the statements of the participants.

"... give me time to answer the questions on the next meeting, and I realized that there is always room for improvement because we don't know everything." (IDI 1; 2.4; line 40-42)

"One of the strategies and techniques I use is discipline, being compassionate and also patient which also I teach my students." (IDI 2; 2.3; line 142-144)

"I studied his question for me to explain further my answer to him. Or aside from that, the most challenging is unruly students, always being absent; at that point, I realized that being an instructor isn't just about teaching but also monitoring them; the responsibility is no joke." (IDI 10; 2.1; line 884-890)

Emergent Theme 2: Stress Management

The second emergent theme, "Stress Management," highlights the importance of addressing the emotional and physical challenges that come with the demands of teaching in a highly specialized field. Teaching radiologic technology involves balancing rigorous academic content with practical, hands-on skills training, often in high-pressure environments such as clinical settings. According to the participants', managing stress is essential to maintaining their well-being, preventing burnout, and ensuring long-term success in their roles. The subthemes discussing work-life balance and divine providence were discovered during the interviews.

Essential Theme 2.1: Work-Life Balance

Novice educators are frequently overwhelmed by lesson planning, grading, and administrative duties (Zhang et al., 2021). Early in my teaching career, I often worked late and brought tasks home, leaving me stressed and drained. Learning to set boundaries - scheduling work hours and making time to unwind - proved transformative. Regular breaks and time with loved ones helped me recharge, reducing stress while improving my focus and classroom presence. Intentional breaks and relaxation activities—like reading, walks, or socializing—provide critical mental resets, preventing burnout and sustaining productivity (Kakar & Akinola, 2020)—social connections combat isolation by fostering belonging and emotional well-being (Bautista et al., 2020). Study participants emphasize similar approaches: unwinding, bonding with friends, and disconnecting from work to rejuvenate. These practices reinforce that work-life balance is beneficial and essential for

educators' long-term effectiveness and well-being. These strategies and experiences align closely with the reported experiences of the participants.

"... usually I don't bring work at home, I leave it at school, it's just work ..." (IDI 3; 2.2; line 247-249)

"... set aside everything. Take a pause, detach yourself from work, bond with friends, go to beach or hike a mountain so when you return to work, you'll be okay and ready to take on the tasks." (IDI 9; 2.2; line 784-787)

"... I allot time to forget about work for an hour or even overnight. After it, I feel recharged and I get back to work again." (IDI 10; 2.2; line 900-902)

Essential Theme 2.2: Divine Providence

For some participants, prayer, meditation, and seeking spiritual guidance served as powerful tools for managing stress and finding inner peace. Turning to prayer or meditation offers an opportunity for reflection, calming the mind, and seeking guidance or strength in challenging moments (del Castillo et al., 2023). Correspondingly, prayer and meditation became my key tools for managing stress. The demands of teaching and staying on top of clinical work were overwhelming at times, so I began incorporating short meditation sessions and prayer into my routine. These practices helped calm my mind, reduce anxiety, and keep me grounded. For those with spiritual beliefs, asking for divine guidance can provide comfort and perspective, especially when faced with difficult situations in the classroom or clinical setting (Chirico et al., 2020). Relying on spiritual activities like prayer and church attendance to manage stress -- this practice not only helps reduce stress but also promotes a sense of purpose and connection to something greater than oneself (Bautista et al., 2020). It allows the participants to manage their emotional well-being, ground themselves in times of uncertainty, and feel supported through a sense of faith. Like the participants' experiences, prayer and meditation improved my focus, reduced stress, and helped me handle

challenges more effectively, making me a better instructor and maintaining my overall well-being. The participants mentioned in their interviews that they meditate and pray to ask for guidance.

"... I confine myself in my room and pray "Lord, please help me, Lord extend my patience" I tend to lean on the spiritual side to cope." (IDI 1; 2.2; line 26-27)

"... sometimes I pray "Lord, help me because I am so affected with my students' academic performances" ... " (IDI 3; 2.2; line 239-242)

" Aside from that, I pray hoping to overcome challenges ... " (IDI 8; 2.2; line 719-721)

Emergent Theme 3: Reassessing Goals

"Reassessing Goals" is the third theme that emerged when participants were asked about the coping strategies of novice radiologic technology instructors. It stresses the importance of reconnecting with the deeper motivations and personal values that drive them to teach. In the face of the daily challenges and stresses associated with their roles, participants often reflect on why they chose this career path and the meaningful impact they hope to make. This reflective practice helped them gain perspective, stay motivated, and overcome feelings of burnout or frustration. Dealing with self-doubts and sustainable work-life integration are subthemes under this third emergent theme. It helped the participants stay connected to why they entered the profession and the difference they can make in students' lives, even when faced with challenges. Ultimately, this practice supported their emotional well-being, helping them stay motivated, focused, and resilient as they continued to grow in their teaching careers.

Essential Theme 3.1: Dealing with Self-doubts

The transition from practitioner to educator often involves self-doubt, as new instructors face challenges like teaching complex material and managing classrooms.

Early in my career, I questioned my teaching ability and whether I could teach effectively but I overcame this by seeking feedback, learning from mistakes, and focusing on progress. Gold & Gold (2024) highlighted that novice instructors often cope with self-doubt by engaging in professional development, seeking mentorship, and focusing on their progress. Similarly, Najafi and Nasiri (2023) emphasize the value of peer support, noting that sharing experiences with fellow educators fosters reassurance and a sense of community. New educators can gradually develop the confidence needed to excel in their roles by applying feedback, reflection, and collaboration strategies. Participants have disclosed how they addressed self-doubts and used learnings to strengthen their roles.

"... I strive to read more books to expand my knowledge and learnings, to better explain things to my students." (IDI 6; 2.4; line 542-545)

"... I focus on the things I can control." (IDI 7; 2.4; line 648-649)

"... I condition myself to be more determined. Not that I pressure myself, more like I motivate myself in thinking that these students I'll be handling will be future colleagues of mine." (IDI 9; 2.4; line 799-802)

Essential Theme 3.2: Sustainable work-life integration

Sustainable work-life integration emerged as a key theme, with participants highlighting the challenge of balancing teaching responsibilities and personal life. Radiologic technology instructors manage lesson planning, grading, and clinical duties, often at the expense of personal time (Fonte et al., 2023). Similarly, work-life balance requires self-awareness and time management skills (Shabir & Gani, 2020). In my academic career, I learned that preventing burnout involves setting boundaries, practicing time management, seeking support, and prioritizing self-care. Above all, I learned that sustainable work-life integration, rather than strict balance, helps me remain effective and fulfilled

professionally and personally. Participants shared strategies such as delegation, emotional regulation, and realistic goal-setting to maintain work-life harmony.

"... I've been developing this kind of routine like I allotted, 4 days for my subject and teaching life and the other 3 days somehow my personal, going out to the city or having fun with my friends or meet and greet through it, it would somehow balance my social life and also my CI life." (IDI 5; 2.2; line 424-428)

"... that's my personal routine that weekdays are intended for work and Sunday is for my me time." (IDI 6; 2.2; line 524-525)

"... I try to finish my work at the school so when I go home, I don't have anything in my mind about unfinished tasks, that's what I practice so when I go home, my mind is cleared from schoolwork." (IDI 10; 2.2; line 909-913)

Insights which Novice Radiologic Technology Instructors Can Contribute to the Community

Even in the early stages of their teaching careers, novice radiologic technology instructors possess valuable insights and fresh perspectives that can significantly contribute to the educational community. Their experiences navigating the challenges of transitioning from practitioners to educators enable them to offer practical, real-world solutions for common obstacles faced in the classroom and clinical settings. As they grow into their roles, these participants often bring innovative ideas, a deep understanding of the evolving needs of students, and a willingness to embrace new teaching methodologies and technologies. Their insights into effective teaching practices, student engagement, and the integration of current industry trends can help shape the future of radiologic technology education. These insights have been ascertained through the interviews with novice radiologic technology instructors and two themes have emerged.

Emergent Theme 1: Attainment of Success

The emerging theme discussing attainment of success emphasized the importance of evolving perspectives on what success means in education and professional development. Despite being new to their roles, participants have a unique ability to reflect on their journey and the strategies they have employed to overcome challenges, thereby contributing valuable insights on achieving success both in the classroom and beyond. Their understanding of success is complex, encompassing student achievement and personal growth, effective teaching strategies, and developing a supportive, collaborative educational environment. Subthemes like "Mastery of subject matter," "Wholehearted Dedication and Drive," and "Patience and perseverance" have transpired, which can help cultivate a culture of success within the radiologic technology education community, one that values growth, collaboration, and a holistic approach to achievement.

Essential Theme 1.1: Mastery of subject matter

Mastery of the subject matter is foundational to achieving success for the participants. It enables them to confidently teach complex concepts and ensure that students receive accurate, relevant, and up-to-date information (Kuivila et al., 2020). Instructors who deeply understand the field are better equipped to answer students' questions, troubleshoot clinical problems and create meaningful learning experiences (Sillerud & Winkler, 2020). In mastering my subject, it required a solid understanding of both technical skills and recent advancements. Success came with practice, refining my teaching methods, and connecting my theory to real-world applications. Through continuous study, research, and professional development, novice instructors gradually build expertise, enhancing their teaching effectiveness and building student trust and respect (Basu, 2020). Additionally, mastering the subject helps them feel more confident and capable, contributing to overall success and satisfaction in their roles.

Student feedback helped me grow, and continuous improvement became key to becoming a more effective instructor. Eventually, mastery and success came from expertise, adaptability, and ongoing learning. According to the transcripts from the participants' interviews, a vital mindset about mastery of subject matter must always be upheld to deliver a meaningful teaching experience.

"To all the novice instructors especially in our field, please study hard, harder, do a lot of researches, and gather some information with difference references so that you can ahhh teach your students in a different ways and different theories and somehow also, you can also defend what are those questions that are possibly thrown to you." (IDI 5; 3.2; line 458-462)

"... do not be contented of just reading a single topic, read more for continuous learning ..." (IDI 6; 3.1; line 547-548)

"... as an instructor, you need to step out of your comfort zone and try to correlate your topics from theory into reality for better understanding ..." (IDI 8; 3.2; line 751-754)

Essential Theme 1.2: Wholehearted Dedication and Drive

Passion, dedication, and commitment are key factors driving success among novice instructors. These qualities help them navigate early teaching challenges and foster engaging, student-centered learning environments (Al-Khansaa & Green, 2024). Moreover, reasons for leaving the profession include lack of challenge, passion, perceived competence, job satisfaction, work capacity, and feeling of belonging (Kox et al., 2020). On the contrary, I have not found myself having reasons to leave the academe as I manage my dedication and drive to stay present in teaching and imparting my knowledge to students by focusing more on mastering both the subject and effective teaching methods. Staying motivated, adapting to challenges, and continuously learning helped me grow; my commitment to my students and the field will help in the success of all. A strong

commitment to student success motivates instructors to refine their teaching and provide meaningful support (Diab & Green, 2024). These findings underscore the importance of dedication and drive to retain and nurture novice healthcare instructors and professionals. The transcripts below encapsulate the subtheme of passion, dedication, and commitment by novice radiologic technology instructors.

"... you should be passionate, you have to be humble enough to learn new things and stretch your patience as you are to deal with different kinds of students ..." (IDI 1; 3.1; lines 43-45)

"... you should have the passion to teach ... but if you lack the passion, it will reflect when the time comes to the students and you should go beyond and do the extra mile to teach well in the field." (IDI 3; 3.1; line 277, 285-287)

"... dedication, if you don't have the dedication, you won't last long in this industry, if you do not you a very good job teaching, they will not learn anything and in college, you are partly responsible with their future, it's your responsibility to prepare them for the profession ..." (IDI 7; 3.1; line 650-654)

Essential Theme 1.3: Patience and Perseverance

Patience and perseverance are essential qualities for success in teaching Radiologic Technology. Novice instructors gradually develop these traits as they adapt to teaching challenges and refine their practices (Rubertone et al., 2022; Narayanan et al., 2021). When students struggled, or lessons did not go as planned, I stayed patient and tried different approaches. I also need to remain calm and persistent when guiding students through complex concepts and practical skills. Over time, patience and perseverance support student success and the instructor's growth into a confident, effective educator (Meyer et al., 2021). My persistence helped me improve as a teacher and helped my students succeed. This is evident in the statements below regarding patience and perseverance as novice radiologic technology instructors.

"... being patient, especially to your students, it's the most important thing because you need to in a reality that students, regardless in college, still are young. When you teach them, you must have lots of patience because there's a difference in your level of intelligence and experiences..." (IDI 2; 3.1; line 160-165)

"... You will need patience with students and you also need to understand their side, and as an instructor, you will need encouragement to persevere and continue." (IDI 4; 3.1; line 359-361)

Emergent Theme 2: Faculty Training and Development Programs

Novice Radiologic Technology instructors play a significant role in advocating for and enhancing professional development opportunities within the educational community. As instructors who are relatively new to teaching, they bring fresh perspectives on the effectiveness of current training programs and identify areas where additional support or development is needed. Their insights on faculty training programs can directly impact how these programs evolve better to meet the needs of novice and experienced instructors alike, thereby improving overall teaching quality and the educational experience for students. Subthemes "Professional Development in Teaching Methodologies" and "Personal Growth and Mental Well-being" were identified after data from the interviews were collected.

Essential Theme 2.1: Professional Development in Teaching Methodologies

The participants recognized that effective teaching goes beyond knowledge of the subject matter. It involves mastering diverse teaching methods, understanding different learning styles, and staying current with the latest pedagogical trends (Aderet-German & Dromi, 2021). By attending seminar workshops,

novice instructors gain exposure to various innovative teaching strategies that can be applied in the classroom and clinical settings (McPherson & Wendler, 2023; McEntyre et al., 2022). These workshops often focus on enhancing communication, improving student engagement, utilizing technology, and developing active learning methods such as case-based learning or flipped classrooms (Chandran et al., 2023; Way et al., 2021). Faculty training and development programs will also help me improve my teaching. Thankfully, my institution has assisted me, imparted new strategies, like active learning and technology use, and allowed me to collaborate with experienced colleagues. These programs boosted my confidence and helped me create a more effective learning environment for my students.

Additionally, these seminar workshops provide opportunities to connect with fellow instructors, share insights, and build a sense of community among educators, contributing to a collaborative atmosphere where everyone can grow (Miller, 2021). Newly hired teachers face challenges in instructional strategies and classroom management, often coping by seeking help from mentors and adapting to their environment (Carulasan, 2024). Participants strongly suggest the importance of training, seminars, and workshops in enriching knowledge and opportunities for novice radiologic technology instructors in the academe.

"... I hope there will be seminars and trainings about classroom management and teaching strategies so we can learn different styles that can be useful." (IDI 1; 3.3; lines 49-51)

"... attend trainings and seminars relevant to our profession because technologies evolve and we will need trainings to keep up ..." (IDI 3; 3.3; line 302-304)

"... provide trainings and seminar to new instructors to help them adjust and guide them on what to do as new and fresh instructor transitioning from clinical to teaching ..." (IDI 9; 3.3; line 817-820)

Essential Theme 2.2: Personal Growth and Mental Well-being

Participants experienced stress from balancing teaching and personal life. Prioritizing mental health helped them build resilience and maintain a positive outlook. This is supported by the study of Cobb (2022), which explored the interplay of identity, resilience, and agency, revealing that these elements help teachers manage pressures during their transition into the profession. Self-improvement included ongoing personal development through further education, mentorship, and reflective practices (Dahlke et al., 2021). Some institutions provide faculty training and development programs that greatly support personal growth and mental well-being. I have attended similar seminars and programs that provided valuable teaching strategies and opportunities for connection with colleagues, reducing isolation and boosting my confidence. The skills and support I gained helped me manage stress and build resilience, leading to improved focus and energy both in the classroom and beyond. Moreover, novice instructors who prioritize mental health can develop better coping strategies for handling classroom challenges, stressful situations, and the emotional demands of teaching (Cheng et al., 2023). In addition, maintaining mental well-being is crucial for personal success and creating a positive and supportive teaching environment that fosters student success (Kosholap et al., 2021). Participants opened up about the significance of self-improvement and taking care of mental health by being prepared and flexible.

“... enhance one’s listening skills, practice how to open more with the students ...” (IDI 2; 3.3; line 179-180)

“... you should be mentally prepared, as much as possible, to study your subject diligently. If you have experiences, you can share them to the students as they like to listen and looking forward to for being future Radtechs ...” (IDI 3; 3.2; line 296-300)

“... meetings should be done to assess the lapses. Team building must be held for cooperation and bonding with co-instructors to

strengthen the relationship within the department ...” (IDI 6; 3.3; line 560-563)

Implications and Recommendations

This study emphasizes the meaningful role that novice Radiologic Technology instructors play in shaping both education and practice within the profession. As they bridge clinical experience with classroom teaching, they enrich student learning and help prepare future Radiologic Technologists for real-world healthcare settings. Their journey, though often marked by challenges, reveals the importance of mentorship, emotional support, and professional development in helping them grow into confident educators. Their insights not only guide improvements in curriculum and teaching strategies but also foster a more compassionate, resilient, and well-rounded approach to learning and patient care.

For future research and practical improvements in Radiologic Technology education, particularly concerning novice instructors. To strengthen institutional support, targeted policy and curriculum reforms should be implemented, particularly in onboarding and training programs. Structured mentorship initiatives, standardized pedagogical training, and stress management workshops could be integrated into onboarding processes to address early-career challenges.

Additionally, longitudinal studies should examine long-term career progression among novice instructors, assessing how initial training impacts their teaching efficacy and leadership development. To gain a more holistic understanding of instructors' lived experiences and coping mechanisms, future researchers should consider employing alternative research designs beyond hermeneutic-phenomenology. Furthermore, expanding the geographic scope of future studies beyond Davao del Sur would allow for a broader and more nuanced understanding of regional differences in challenges, support structures, and instructional practices among Radiologic Technology educators

Finally, revisiting program curricula to include professional development modules on mental health resilience and advanced teaching techniques could enhance novice instructors' adaptability. These reforms, grounded in the study's findings, would not only improve instructor retention and performance but also elevate the overall quality of Radiologic Technology education.

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