

**ASSESSMENT OF FACTORS INFLUENCING CAREER PATHWAY CHOICE
AMONG FINAL YEAR STUDENTS OF RADIOGRAPHY IN THE UNIVERSITY OF
BENIN.**

BY

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CERTIFICATION

This is to certify that this project work “Assessment of Factors Influencing Career Pathway Choice Among Final Year Students of Radiography in the University of Benin” was carried out by Enyeribe Chidera Favour , with matriculation number: BMS2101809 of the Department of Radiography and that the work was done under my supervision.

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DEDICATION

I would like to dedicate this project to God Almighty who has been my strength , I would also like to appreciate my family, who have been my constant source of love, support, and inspiration throughout my academic journey. Your unwavering encouragement and belief in my abilities have been invaluable, and I am grateful for the sacrifices you have made to help me pursue my dreams.

I would like to express my gratitude to my supervisor, whose guidance and expertise have challenged me to grow and develop as a student.

To my family, lecturers, supervisor, classmates, and friends. Thank you for being a part of my academic journey and for helping me achieve my goals. This project is a testament to the power of collaboration, dedication, and perseverance, and I am proud to share it with you.

ACKNOWLEDGEMENT

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ABSTRACT

This study investigates the factors influencing career pathway choice among final year students of radiography in the University of Benin. A cross-sectional study design will be employed, using a mixed-methods approach to collect data from students. The study aimed to identify the most important factors influencing career pathway choice and explore the relationship between demographic characteristics and career pathway preferences. The findings of this study will contribute to the existing body of knowledge and provide insights into the factors that influence career pathway choice among radiography students, informing educators, professionals, and policy makers. The study's results will have implications for career guidance programs, education, and policy decisions related to radiography and healthcare.

Keywords: "radiography students," "career choice," "career pathway," "influencing factors."

CHAPTER ONE

INTRODUCTION

1.1 Background of the study.

The field of radiography plays a crucial role in modern healthcare systems, offering diagnostic and therapeutic services essential in patient management. With increasing specialization, students must choose career pathways like diagnostic imaging, radiation therapy, etc.

Understanding the determinants of these choices is vital for educational guidance. Radiography has changed a lot in the past two decades. This is due to new technology, changing healthcare demands, and updates in education and regulations. These shifts have led to new advanced roles, more research, and increased academic opportunities within the field. As a relatively young academic profession, radiography still varies significantly in education and practice globally (Zanardo et al., 2023).

Career decision-making is a complex and multifactorial process that significantly influences the professional development and of individuals. In health sciences, particularly in radiography, students are faced with diverse career pathways ranging from clinical practice and academia to research, industry, and specialized modalities such as nuclear medicine or sonography.

Understanding the drivers behind these career decisions is crucial for designing effective career guidance programs and aligning educational strategies with students' aspirations. Radiographers have been crucial in research, helping improve imaging and patient treatment. Now, many can be clinical academics, meaning they can do research and work with patients at the same time. While others help too, radiographers have typically focused more on the practical side of research like finding patients and doing scans rather than leading the research themselves (Simcock et al., 2021).

Factors Influencing Career Choice (General Overview): Review studies on career choice in various health professions

- Individual Factors: Interests, values, personality traits, academic aptitude, prior knowledge.
- Environmental Factors: Family background, socioeconomic status, peer influence, cultural norms.
- Educational Factors: Curriculum content, quality of teaching, practical training,
- Professional Factors: Perceived prestige of profession/specialization, job security, remuneration, work-life balance, career progression opportunities, availability of advanced training.
- Mentorship and Role Models: The impact of observing successful professionals.
- Common specializations: Diagnostic radiography, sonography, radiotherapy, nuclear medicine, MRI, CT.

In the Nigerian context, limited data exist on the career preferences of radiography students and the factors shaping their decisions. The University of Benin, being one of the key institutions offering radiography programs in Nigeria, provides an ideal setting for such an investigation. This study aims to assess the factors that influence career pathway choices among final-year radiography students at the University of Benin.

Picking a career is often tough for Nigerian students, influenced by their own interests, parental wishes, and peer pressure. This often leads them into fields they're not suited for or interested in, potentially harming their performance. Many Nigerian radiography students, for instance, try to

switch programs or universities, likely due to a lack of interest or difficulty with the academic demands(Ukwueze et al., 2014).

1.2 Statement of the problem.

There is an observable variation in the career preferences of radiography students across different institutions and countries . However, there is insufficient empirical data addressing these factors among students at the University of Benin. This knowledge gap limits the effectiveness of career support services and long-term workforce planning within the radiography profession. Identifying and addressing the determinants of career choices can help promote student satisfaction, reduce workforce mismatch, and enhance professional development.

1.3 Research Questions.

1. What are the most preferred career pathways among final-year radiography students?
2. How do personal and academic factors influence students' career decisions?
3. What role do economic and social factors play in shaping career choices?
4. How can the findings improve career counseling and curriculum planning?

1.4 Research Hypothesis.

Null hypothesis H_0 : There is no significant relationship between personal, academic, and environmental factors and the choice of Administration as a career pathway among final-year radiography students.

Alternative hypothesis H_1 : There is a significant relationship between personal, academic, and environmental factors and the choice of Administration as a career pathway among final-year radiography students.

1.5 Aims and Objectives of study.

This project aims to assess the factors influencing career pathway choice among final year students of radiography in the University of Benin.

Specific Objectives:

1. To identify preferred career pathways of final-year radiography students.
2. To assess the impact of personal, academic, and economic factors on career choices.
3. To evaluate the influence of mentorship, family, and societal expectations.

1.6 Significance of the Study.

This study will provide empirical evidence to support institutional planning and student development in radiography education. It will also contribute to the existing body of knowledge on career pathway choice among radiography students and provide insights into the factors that influence their decisions. The findings will be useful for educators and professionals in the field to develop effective support systems and career guidance programs.

1.7 Scope of the Study.

The study is limited to final year radiography students at the University of Benin. It will focus on personal, academic, economic, and social factors that influence career pathway choices. The study does not include students in other years or from other institutions.

1.8 Operational definition of terms.

For the purpose of this study, the following terms are operationally defined:

1. **Assessment:** This refers to the act of judging or deciding the amount, value, quality, or importance of something, or the judgment or decision that is made.
2. **Career Pathway:** Area of specialization.
3. **Influencing Factors:** Personal, academic, economic, and social determinants.
4. **Career Pathway Choice:** This refers to the selection of a specific career path or profession within the field of radiography, such as clinical practice, research, academia, or administration.
5. **Final Year Students:** This refers to students who are in their final year of study in the Department of Radiography, University of Benin.
6. **Demographic Characteristics:** This refers to the personal characteristics of the students, such as age, sex, marital status, and socioeconomic status.
7. **Factors Influencing Career Pathway Choice:** This refers to the reasons or motivations that influence students' decisions about their career pathways, such as personal interests, job security, salary, and opportunities for advancement.
8. **Personal Interests:** Refers to the students' personal preferences, values, and passions that influence their career pathway choices.

9. Job Security: Refers to the perceived stability and security of a particular career pathway, including factors such as employment opportunities, job stability, and career advancement.

These operational definitions provide a clear understanding of the key terms used in the study and ensure consistency in data collection and analysis.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptual Review.

Career pathway choice is a multifaceted process influenced by individual interests, socio-cultural factors, institutional support, and exposure to career options. For radiography students, the decision to pursue specific career paths whether in clinical practice, research, industry, or academic is determined by a combination of these variables. For final-year radiography students, the decision is particularly critical, as it determines not only their immediate employment opportunities but also their contribution to health system capacity and the long-term development of the radiography profession. In the Nigerian context, radiography offers diverse opportunities spanning diagnostic imaging, therapeutic applications, industrial radiography, academic careers, and postgraduate specializations. However, students' awareness, motivations, and decisions are often shaped by a complex interplay of personal goals, cultural expectations, systemic constraints, and professional guidance.

- Career Pathways in Radiography.

Awareness is often the first determinant of career choice. Without exposure to the full range of career possibilities, students' choices become limited to the most visible or popular options.

Agbo et al. (2024) conducted a cross-sectional study among Nigerian radiography students and discovered a strikingly low awareness of industrial radiography, with many students associating the profession exclusively with diagnostic practice. This finding underscores the limited scope of career exploration among undergraduates, which may be due to curricular emphasis, lack of industry exposure, or insufficient career guidance, the role of awareness in shaping students' choices was highlighted, noting that industrial radiography remains an underexplored pathway due to limited exposure and information. Similarly, Namah et al. (2013) surveyed radiography students at the University of Lagos and found that their subspecialty preferences gravitated towards technologically advanced modalities such as CT and MRI. Few expressed interest in

nuclear medicine, sonography, or therapeutic radiography, despite these being critical for a balanced workforce. This suggests that awareness is shaped by the level of exposure during training, with high-tech, urban-based modalities enjoying greater visibility.

For UNIBEN students, this trend likely persists, as the curriculum may provide uneven exposure across subspecialties. The limited awareness of industrial, academic, or therapeutic pathways risks producing graduates who cluster in already saturated fields while leaving other domains understaffed.

- Career Guidance and Mentorship.

Career guidance and mentorship are critical in shaping informed career decisions. In contexts where structured counseling is lacking, students may rely on peer influence, anecdotal information, or limited clinical exposure to make life-defining choices.

Motsepe et al. (2024) evaluated the effects of school-based career guidance in South Africa and found that structured interventions significantly improved radiography undergraduates' confidence in their chosen pathways. This demonstrates the value of early, targeted counseling in clarifying misconceptions and broadening awareness of career options.

Hizzett and Snaith (2022) further demonstrated that mentorship during clinical placements enhanced students' confidence, professional identity, and clarity of future plans. Mentorship thus provides not only career information but also emotional and professional support, which can counterbalance negative perceptions of the profession.

Ali et al. (2021) found that early exposure to radiology and strong mentorship positively influence students' commitment to the field, emphasizing the importance of experience during

formative academic years. Ossai et al. (2016), in a study of final-year medical students in Southeast Nigeria, highlighted the absence of organized career counseling, noting that students often chose specialties based on perceived prestige or financial return rather than structured career planning. This absence mirrors the situation in many Nigerian universities, including UNIBEN, where professional mentorship is not systematically integrated into radiography training.

- Gender and Sociocultural Influences

Career choices are not made in isolation from social context. Gender roles, cultural expectations, and societal stereotypes can profoundly influence professional pathways.

Nightingale et al. (2022) conducted a mixed-methods study on therapeutic radiography and found that male students often faced societal stereotypes portraying the profession as female-dominated and caring-oriented. This discouraged some men from pursuing therapeutic radiography despite genuine interest. Conversely, female students reported pressure to choose pathways perceived as more compatible with family responsibilities.

Although limited, evidence from Nigeria suggests similar sociocultural influences. Patriarchal expectations and gendered perceptions of technology-intensive fields may influence students at UNIBEN, with men gravitating towards modalities like CT and MRI, and women being more represented in sonography or patient-oriented specialties. Such dynamics can lead to skewed gender representation across subspecialties, undermining equity and limiting the diversity of perspectives within the profession.

- Regulatory and Professional Challenges

Beyond individual motivations, systemic and regulatory contexts significantly shape career pathways. In Nigeria, radiography faces regulatory challenges that constrain career attractiveness. Luntsi et al. (2015) highlighted deficiencies in regulation and practice in Northern Nigeria, citing inadequate professional recognition, lack of modern equipment, and weak institutional support. These challenges discourage specialization and undermine the profession's attractiveness compared to medicine or engineering.

Geofery et al. (2021) studied radiographers in rural North-Eastern Nigeria and reported that infrastructural deficits, safety concerns, and lack of incentives influenced career choices. Few radiographers were willing to work in underserved rural areas, even though such areas urgently need imaging professionals.

For UNIBEN students, these findings suggest that systemic challenges—such as poor infrastructure, limited postgraduate opportunities, and weak policy support—could deter them from pursuing less visible but critical pathways like rural practice, therapeutic radiography, or industrial radiography.

- Postgraduate and Academic Pathways

Postgraduate education and academic careers are essential for professional growth, knowledge production, and workforce sustainability, yet they are often underexplored by undergraduates. Simcock et al. (2021) provided qualitative insights into clinical-academic careers, describing them as both challenging and rewarding. Barriers included lack of protected research time and limited institutional recognition, while rewards included intellectual fulfillment and opportunities for leadership.

Zanardo et al. (2023), in a cross-national study, showed that academic career pathways in radiography education are fragmented and inconsistent globally, making it difficult for aspiring academics to progress.

These findings highlight the importance of deliberate institutional support in fostering postgraduate and academic careers. At UNIBEN, students may lack awareness of or access to these pathways, limiting the pool of future radiography educators and researchers.

- Comparative Insights from Medical Education.

Research on medical students offers valuable parallels. Ali et al. (2021) found that medical students' commitment to radiology as a career was influenced by lifestyle considerations, mentorship, and perceived prestige. Similarly, Falase et al. (2022) reported that medical students in Lagos prioritized financial reward, recognition, and career stability in their specialty preferences.

Ossai et al. (2016) emphasized the lack of structured career counseling as a key driver of poor specialty distribution in Nigeria's medical workforce. These insights align with patterns observed in radiography, suggesting that systemic issues in Nigerian health education cut across professions.

For UNIBEN radiography students, the parallels suggest that their career choices are likely shaped by similar factors such as motivation, prestige, mentorship, and systemic barriers—though possibly amplified by the lower visibility of radiography compared to medicine.

Similarly, Hizzett and Snaith (2022) identified motivational factors such as job satisfaction, personal interest, and income potential as key influencers.

For UNIBEN students, these motivational dimensions are crucial. Many may prioritize pathways that offer financial stability and recognition, especially given Nigeria's challenging economic environment. At the same time, intrinsic motivators such as personal interest in advanced imaging or desire for patient interaction may guide specialty decisions.

Motivation is a major driver of career choice and can be categorized into intrinsic and extrinsic influences. Intrinsic motivation involves passion for patient care, intellectual curiosity, or interest in medical technology, while extrinsic motivation includes considerations such as financial security, job prestige, work-life balance, and career advancement.

Institutional factors also play a significant role. Motsepe et al. (2024) emphasized the impact of career guidance, suggesting that structured support can direct students toward diverse career opportunities.

The concept of career choice in radiography also intersects with academic performance and student interest. Ukwueze et al. (2014) and Mohamed et al. (2024) reported that students' perceptions of their academic capabilities and interests significantly influenced their career preferences. Thus, the conceptual framework for understanding career pathway choices among radiography students must integrate psychological, educational, and socio-cultural dimensions.

2.2 Empirical Review

Empirical investigations reveal diverse factors affecting career pathway choices among radiography and medical students.

Agbo et al. (2024), through a cross-sectional study, discovered a low level of awareness about industrial radiography among Nigerian students, contributing to its low selection as a career option. Namah et al. (2013) found that most radiography students preferred diagnostic imaging specialties, primarily due to greater exposure and perceived career benefits.

Geofery et al. (2021) explored rural career choices among radiographers in Northern Nigeria and noted that poor infrastructure, lack of professional support, and limited incentives discouraged students from pursuing careers in underserved regions. Falase et al. (2022) corroborated these findings, identifying income potential, personal interest, and job security as dominant determinants of medical students' career choices in Lagos.

Similarly, Ossai et al. (2016) stressed the lack of effective career guidance in Nigerian medical schools, highlighting the confusion and indecisiveness among final-year students regarding specialty selection. International perspectives further enrich the discourse. Hizzett and Snaith (2022) found that clinical placements and mentorship significantly impacted UK radiography students' intentions, while Mohamed et al. (2024) noted that postgraduate educational aspirations were influenced by ambition, faculty encouragement, and institutional culture.

Zanardo et al. (2023) provided a global context, showing that academic career pathways are largely shaped by institutional policies and cultural differences, emphasizing the need for supportive environments that nurture academic interests.

Together, these findings indicate that radiography career choice is influenced by intersecting personal, institutional, and systemic factors.

2.3 Theoretical Framework

This study adopts an integrated theoretical framework drawing from the Social Cognitive Career Theory (SCCT), Theory of Planned Behavior (TPB), and Person-Environment Fit Theory.

a. Social Cognitive Career Theory (SCCT) Developed by Lent, Brown, and Hackett in 1994, states that career development is driven by self-efficacy, outcome expectations, and goal-setting. It explains how students' beliefs about their abilities and the anticipated outcomes of various career paths influence their interests and choices. Studies by Mohamed et al. (2024) and Ukwueze et al. (2014) support this framework by linking self-perceived academic performance and motivation to specific career trajectories.

SCCT is relevant to this study because it integrates both individual-level variables (motivation, self-belief) and contextual factors (mentorship, regulation, gender roles, systemic barriers), all of which emerged in the reviewed literature as critical to radiography students' career choices.

b. Theory of Planned Behavior (TPB) Ajzen's (1991) TPB suggests that career intentions are influenced by attitudes toward the behavior, subjective norms, and perceived behavioral control. The findings by Agbo et al. (2024) and Motsepe et al. (2024) align with TPB, illustrating how students' intentions are shaped by their attitudes, peer influence, and institutional guidance.

c. Person-Environment Fit Theory Holland's (1997) theory emphasizes that individuals are drawn to career environments that match their personalities, values, and abilities. Falase et al. (2022) and Namah et al. (2013) support this view, showing that students gravitate toward specialties that offer personal fulfillment and align with their long-term professional identities.

- Factors Influencing Career Pathway Choice.

Several factors have been identified as influencing career pathway choice among radiography students. These include:

1. Personal interests and values (Hizzett & Snaith, 2022)
2. Job security and opportunities for advancement (Ali et al., 2021)
3. Salary and benefits (Agbo et al., 2024)
4. Work-life balance (Mohamed et al., 2024)
5. Mentorship and clinical experience (Ali et al., 2021)
6. Career guidance and support (Motsepe et al., 2024)

Despite growing scholarship, several gaps remain:

1. Limited research specifically targets final-year radiography students at UNIBEN, leaving an institutional gap in understanding their unique context.
2. Industrial and academic career pathways are underexplored, with most Nigerian studies focusing only on clinical practice.
3. Gendered influences on radiography students' career choices in Nigeria remain poorly documented.
4. Few studies empirically test the effectiveness of mentorship and structured guidance programs in Nigerian radiography education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Settings

This study was conducted in the University of Benin, specifically the Department of Radiography among final year students.

3.2 Study Design

It is a descriptive cross-sectional study for assessing prevailing factors at a specific point in time using a structured questionnaire.

3.3 Target Population

The target population for this study comprises of all final-year radiography students in the University of Benin.

3.4 Sampling techniques/Sampling size

Data will be taken via Census . The sample size will be the total number final year students in the university of Benin gotten from the Census, 127 students to be precise (source Head of Department of radiography).

3.5 Instrument for Data Collection

The instrument or tool used for data collection in this study was a structured and self-administered questionnaire.

3.6 Validity of Instrument

To guarantee that the questionnaire effectively measures the intended constructs, it was subjected to both face validity and content validity checks.

3.7 Reliability of Instrument

The reliability of this instrument is established through a pilot study that will be conducted among a small group of final year students who will not be included in the main study population. The internal consistency of the questionnaire will be measured using Cronbach's Alpha. A reliability coefficient of 0.75 or above was considered acceptable, indicating that the instrument can produce consistent and dependable results in measuring the prevailing factors at a specific point in time. Necessary adjustments were made to improve question clarity and ensure consistency across the items.

3.8 Method of Data Collection

Data for this study were gathered through a structured, self-administered questionnaire, which was distributed to final year students in radiography department, University of Benin. The questionnaire was used to collect data on students' demographic characteristics, career pathway preferences, and factors influencing their choices either in printed form or digitally via platforms such as Google Forms.

Informed consent was obtained from all participants prior to administering the questionnaire.

Participants were given a 7-day period to complete and return the questionnaires, which was collected by the researchers either in person or electronically.

Confidentiality was strictly maintained throughout the study. All responses will be anonymous, with no names or personal identifiers recorded to ensure participant privacy.

3.9 Method of Data Analysis

Data collected was subjected to simple descriptive analysis to obtain the frequency and percentage of respondents' responses. The data was analyzed using SPSS (Statistical Package for the Social Sciences). Descriptive statistics (frequencies, percentages, means) summarized the data, while chi-square tests and logistic regression was used to examine associations between variables.

3.10 Ethical Consideration

During this course of this study, all data collected from students was handled with the utmost confidentiality and anonymity. Approval from the relevant ethical review boards will be secured prior to conducting the research. The study complies fully with all applicable data protection regulations.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 DATA PRESENTATION

4.1.2 Demographic Characteristics of Respondents

Table 4.1 shows the demographic information of the participants who were involved in this study. That findings reveal that gender of the respondents were majorly women with a total of 79 (62.2%). A large proportion of the respondents were within the age range of 20 years to 25 years, the study also had just 1 (0.8%) out of the 127 respondents aged below 20. 94 (74%) participants considered themselves to be in the middle class as regard their socio-economic status and only 12 (9.5%) considered themselves to be high class citizens. A total of 119 respondents reported that they were single. The main source of sponsorship for these final year students was reported to be mostly by their parents with a sum of 71 participants attesting to this, 26 of them were sponsored by their Guardians, a fair proportion of the participants were self-sponsored and just 9 of them were being sponsored by scholarships/grants at the time of the study.

Table 4.1: Demographic Information of Respondents (N=327)

Variable	Category	Frequency	Percentage (%)
Sex	Male	48	37.8
	Female	79	62.2
Age	Below 20	1	0.8
	20-25	79	62.2
	26-30	39	30.7
	30 years and above	8	6.3

Socio-economic Status	Low	21	16.5
	Middle	94	74.0
	High	12	9.5
Marital Status	Single	119	93.7
	Married	7	5.5
	Divorced	1	0.8
Sponsorship of Education	Parents	71	55.9
	Guardians	26	20.5
	Self-sponsored	19	15.0
	Scholarship/Grant	9	7.1
	Others	2	1.6

4.1.3 Objective 1: Students' Career Pathway Preferences.

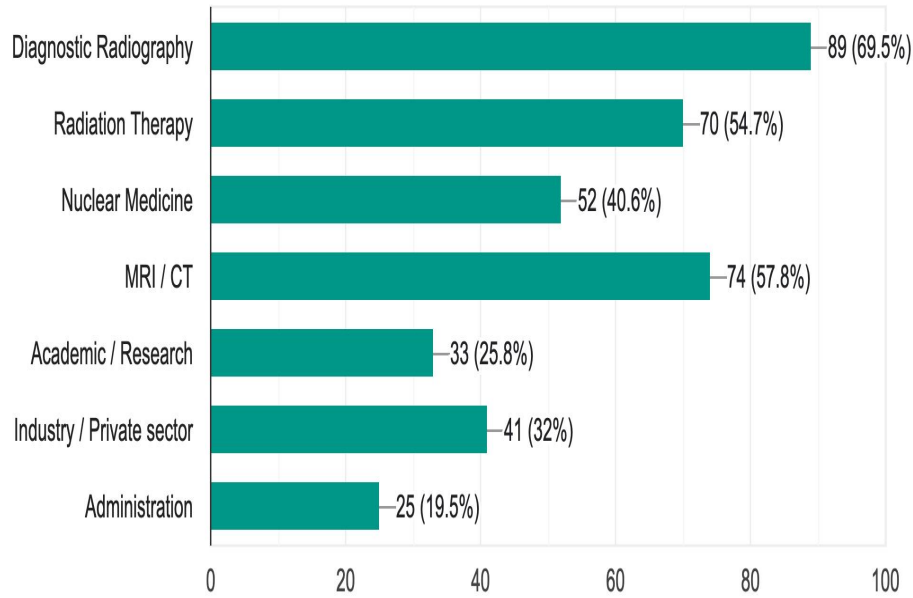


Fig 4.1: Distribution of possible career pathways for students

The graph shows the desired career lines of 127 respondents in the profession of radiography. The results indicate that the majority of the respondents in the survey are interested in the career option Diagnostic Radiography as 89 out of the 125 respondents indicated their preference to this pathway, which is 69.5%. Next, MRI /CT specialization is also a much preferred one, as the respondents selected 74 (57.8%). In a similar manner, 70 respondents (54.7%) prefer Radiation Therapy. The number of people who expressed interest in Nuclear Medicine is moderate, with 52 respondents (40.6%). Industry/Private Sector positions, in turn, were also of interest to 41 respondents (32%). In the meantime, the Academic/Research occupation was selected by 33 respondents (25.8%), which means that very little number of respondents is oriented towards teaching or scientific study. Lastly, Administration was the lowest career pathway chosen by 25 respondents (19.5%), meaning that majority of radiographers do not consider the managerial or administrative roles as the desirable ones against the actual clinical practice.

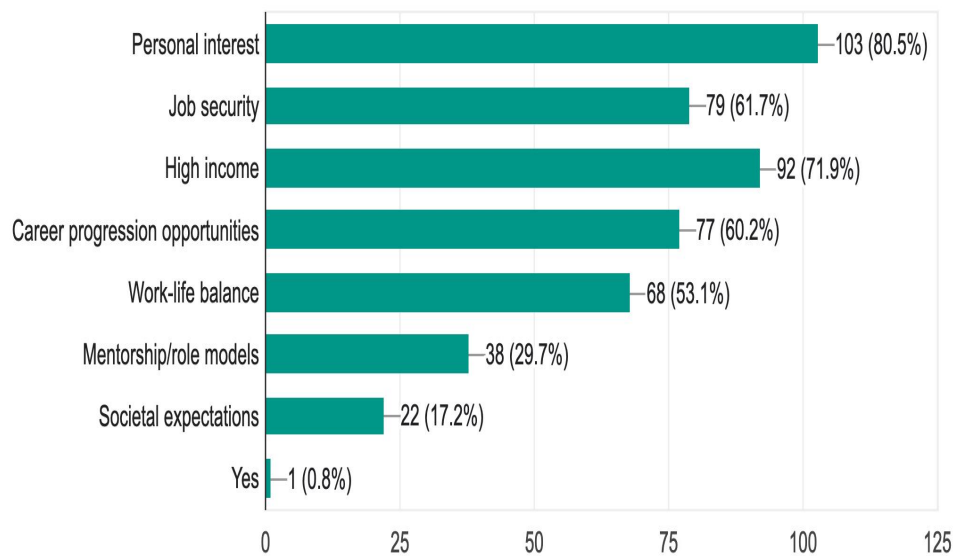


Fig 4.2: Distribution of reason for preference of career pathways for students

Figure 4.2 shows the distribution of the reasons why the respondents chose certain career pathways in radiography. The data demonstrate that the personal interest is the most powerful factor, and it is selected by 103 respondents (80.5%). The second factor, which is the most prevalent when it comes to career choice is the high income as 92 respondents (71.9%) said that financial benefits play a major role in their decision. Next comes job security, having been chosen by 79 respondents (61.7%), these being the desire to have a stable work and have a stable career, especially in the healthcare field where radiography will be always needed. Choice of career pathways for students was also greatly influenced by career progression opportunities which was reported by 77 respondents (60.2%). The work-life balance, which was an ingredient reported by 68 respondents (53.1%), also suggests that flexible work schedule and low stress levels are other key factors that influence job satisfaction among most radiographers. The lesser yet significant ones are the mentorship and role models, mentioned by 38 respondents (29.7%),

society expectations reported by 22 respondents (17.2%), and finally Only 1 respondent (0.8%) chose Yes, probably due to an unclear answer without any particular reason.

Table 4.2: Responses on considerations for postgraduate studies in Radiography or related fields. (N=127)

Questions	Responses (Frequency %)		
	Yes	No	Not sure
Have you considered postgraduate studies in Radiography or related fields?	89 (70.1%)	14 (11.31%)	24 (18.9%)

The findings from table 4.2 illustrates that majority of the final year students show a strong interest in pursuing further post graduate studies in radiography or related fields after their undergraduate degree.

4.1.4 Objective 2: Factors affecting students’ career choices.

Table 4.5 shows the responses of the participants and the calculated mean scores of these responses on the factors that may affect students preference when choosing career pathways. Respondents reported that there are a number of factors that have a strong effect on their career pathway choices. Work-life balance was the peak in terms of the highest mean score (Mean = 4.03), which suggests that the balance between professional and personal life is one of the key factors to consider. This is closely preceded by monetary gains (Mean = 4.02) and job security (Mean = 3.95), implying that economic and employment security positions hold a lot of significance. On the same note, personal interests (Mean = 3.86) and exposure during clinical

training (Mean = 3.72) were rated positively, indicating that intrinsic motivation and on-the-job experience have a significant influence on career preferences. Another item that got an agree remark was academic strength or performance (Mean = 3.44), which suggests that academic competence in radiography courses does affect choices of specialization to some degree. Conversely, the family expectations and peer influence were neutral among the respondents (Mean = 3.30 and 2.65 respectively). These reduced means scores suggest that external social influences, like family pressure or peer suggestions are less influential in career path determination than personal and professional motivation. In general, the findings indicate that the career decisions made by radiography students or practitioners rely mostly on personal factors (interests and work life balance), financial and employment stability, and family and peer factors have a little influence on such choices.

Table 4.3: Responses and means scores on factors affecting students’ career choices. (N=127)

Questions	SA	A	N	D	SD	Mean score	remark
My personal interests strongly influences my career choice.	41	42	36	1	7	3.86	Agree
Family expectations influence my career choice.	16	42	42	18	9	3.30	Neutral
Exposure during clinical training shaped my preference.	29	46	42	8	2	3.72	Agree
Financial benefits of a career pathway affect my decision.	48	48	22	4	5	4.02	Agree
Academic strength/performance in radiography courses influence my decision.	16	43	54	9	5	3.44	Agree
Peer influence affects my choice of career pathway.	6	22	42	35	22	2.65	Neutral
Job security is a major determinant in my career choice.	43	46	30	5	3	3.95	Agree

Work-life balance is important in my choice.	46	48	27	3	3	4.03	Agree
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Table 4.4: Arithmetic mean scale and its interpretation

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1-1.80	1.81-2.60	2.61-3.4	3.41-4.20	4.21-5

Table 4.5: Responses on mentorship and role models in radiography or related field

(N=127).

Questions	Responses (Frequency %)	
	Yes	No
Did you have a mentor/role model in radiography or a related field?	70 (55.1%)	57 (44.9%)

Table 4.5 shows the participants responses on having mentors and role models in Radiography or other related fields. The finding reveal that 70 respondents had mentors/role models in radiography or other related fields who they look up to and aspire to be like. The other 57 reported that they do not. The results imply that having mentors or role models seem fairly important to the participants.

The thematic analysis in Table 4.6 reveals that financial motivation (20.5%) and personal interest/passion (19.7%) are the two most dominant factors influencing radiography career pathway choices. This indicates a balance between intrinsic motivation and financial considerations among respondents. Job security (11.8%) and career growth (11.0%) also play

significant roles, highlighting the importance of long-term stability and professional advancement. Other notable themes such as job satisfaction (8.7%) and work-life balance (7.1%) reflect a growing awareness of holistic well-being and fulfillment in career decisions.

Table 4.6: Thematic Analysis of the Elements Affecting the Choice of Radiography Career Pathway (N = 127).

Theme	Description	Example Responses	(n)	%
Personal Interest and Passion	This theme embodies the answers focusing on intrinsic motivation, career affection, personal satisfaction and interest in radiography as one of the fundamentals in career choice	"Personal interest", "Passion", "Love for the profession", "I love what I do", "Personal fulfillment"	25	19.7%
Financial Motivation	Covers the responses that refer to financial rewards, income stability and monetary benefits as the major factor in career choice	"High income", "Financial benefits", "Money", "Stable income", "Financial stability"	26	20.5%
Job Security and Employment Opportunities	This is concerned with the answers that indicate the value of job security, ease of employment, and career opportunities in the field of radiography	"Job security", "Ability to get job easily", "Career opportunities", "More career opportunities and a stable income"	15	11.8%
Career Growth and Professional Development	Reflects the answers regarding the possibility of career progression, enhancement, and self-development.	"Career progression", "Personal development", "Self-improvement", "Exposure to more technology", "Opportunities for growth in the field"	14	11.0%
Job Satisfaction and Fulfillment	Consists of responses in which the participants stressed on fulfillment, personal satisfaction, and contentment with work.	"Job satisfaction", "Satisfaction and fulfillment", "Job fulfillment"	11	8.7%
Work-Life Balance	Implicates respondents who appreciate having a healthy balance between work and personal life.	"Work-life balance", "Work-life balance and fulfillment", "Work-life balance and a high income"	9	7.1%
Exposure and Learning Opportunities	Represents the participants who are driven by the exposure to technologies, learning experiences, and academic development in the	"Exposure to new technology", "Self-improvement and learning", "Improvement and access to technology"	5	3.9%

	field.			
Professionalism and Career Identity	Discusses responses related to professionalism, personal objectives or professional identity in radiography.	"Being professional", "Career goals", "Personal goals and interest", "Knowledge"	4	3.1%
Unclear or Miscellaneous Responses	Responses which were ambiguous, partial or not specifically related to the question.	"None", "Nil", "I don't know", "My life"	5	3.9%

The thematic analysis in Table 4.6 reveals that the most prevalent factors affecting the choice of career pathway of radiography are financial motivation (20.5%), and personal interest/ passion (19.7%). This means that the level of intrinsic motivation and finances is balanced among the respondents. There are also job security (11.8%), career growth (11.0%) which are also key factors which indicate the need to have long term stability and professional growth. Other remarkable ones like job satisfaction (8.7%) and work-life balance (7.1%) indicate an increase in the behavior of the comprehensive well-being and satisfaction during career choices.

Table 4.7: Thematic Analysis of the Elements Affecting the Choice of Radiography Career Pathway (N = 127).

Theme	Description	Example Responses	(n)	%
Mentorship and Guidance Programs	The respondents highlighted the significance of programmed mentorship programs with the involvement of more experienced radiographers, lecturers, and professionals to inform the students regarding the decisions and exposure in their careers.	"Mentorship programs should be implemented", "Enhanced mentorship programs", "More professionals should be empowered to mentor students"	29	22.8%
Orientation and Awareness Campaigns	The need is based on the fact that awareness programs, seminars, webinars and campaigns should be conducted on career orientation to educate students on the various pathways and expectations of	"Awareness programs on mentorship should be conducted", "Orientation programs on all modalities", "Spreading awareness on the	24	18.9%

	radiography.	importance of mentorship",		
Exposure to all Radiography Modalities	emphasizes suggestions that in order to help students make an informed career choice, they should be exposed to and given practical experience in all radiography specializations.	"Exposure to all modalities should be encouraged", "Students should be allowed postings in all specialties", "More exposure to other imaging modalities",	18	14.2%
Clinical Training and Practical Experience Improvement	Recommends the enhancement of clinical placements, equipments, and taking hands-on clinical experience which is more practical and does not involve theory in enhancing the knowledge on the field.	"Clinicals should surpass theory classes", "Improvement on clinical work program", "More equipment for training students", "Stay focused in your clinical placement"	14	11.0%
Educational Workshops and Seminars	Calls to have regular workshops, talk shows, and training to gain awareness, motivation, and skills development among the students.	"Workshop classes should be implemented", "Hold workshops for students", "Talk shows for enlightenment", "There should be webinars from time to time"	12	9.4%
Early Career Counseling and Professional Orientation	Suggests that proper counseling and guidance to students should be provided at the initial stages so that they can know all the different career options and make the right choice.	"There should be a counseling session about career path", "Early orientation", "Proper orientation should be carried out about the profession",	10	7.9%
Motivation and Personal Development	This involves self-awareness, lifelong learning and personal growth in regard to professional growth.	"Be open to knowledge", "Encouraging students to keep learning", "Stay grounded and act professional", "Work hard and be intentional"	6	4.7%
Role of Lecturers and Educational Institutions	Marks to the role of schools and lecturers in mentoring, guiding and supporting students in academic and professional life.	"Lecturers should be exemplary mentors", "Employment of more lecturers for mentorship", "Career opportunities should be highlighted by mentors to students"	5	3.9%

Unclear or No Specific Response	Includes such responses as Nil, None, No idea, Nothing and other unclear or missing comments.	"Nil", "None", "No idea", "Nothing", "I don't have"	9	7.1%
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The thematic analysis in Table 4.7 shows that mentorship and guidance programs (22.8%), orientation and awareness campaigns (18.9%), and exposure to all radiography modalities (14.2%) are the most prevalent ones. Such results imply that students perceive that they need well-organized mentorship, increased awareness, and wider clinical experience to make informed career choices.

Enhancing clinical training (11.0%), conducting educational workshops (9.4%), also became important success factors in professional development. In the meantime, career counseling, motivation and active role of lecturers were viewed as enabling strategies.

4.1.5 Hypothesis testing

H₀: There is no significant relationship between personal, academic, and environmental factors and the choice of Administration as a career pathway among final-year radiography students.

H₁: There is a significant relationship between personal, academic, and environmental factors and the choice of Administration as a career pathway among final-year radiography students.

4.1.5.1 Test of hypothesis using inferential statistics (Point-Biserial correlation results)

Variables used:

Personal factors: This variable was measured using item 1 & 2 of section C in our data collection instrument

Academic factors: This variable was measured using item 5 of section C in our data collection instrument

Environmental factors: This variable was measured using items 6 & 8 of section C in our data collection instrument

Table 4.8: Point-Biserial Correlation between Administration Career Pathway Choice and personal, academic and environmental Factors

Factor	Correlation coefficient (r)	t-calculated	t-critical (0.05, df=125)	Decision	Remark
Personal factors	-0.09	0.96	1.979	Fail to reject H ₀	Insignificant relationship
Academic factors	0.11	1.27	1.979	Fail to reject H ₀	Insignificant relationship
Environmental factors	0.03	0.30	1.979	Fail to reject H ₀	Insignificant relationship

In Table 4.3, the calculated value of t-value ($t = 0.96$) is lower than the critical t-value ($t_{0.05,125} = 1.979$) indicating that the personal factors are not significant at the specified t-value. Thus, the null hypothesis has not been rejected, and it means that personal factors and the decision to follow the Administration as the career pathway have no significant correlation.

In the same way, the academic factors yielded a t-calculated value ($t = 1.27$), that is equally lower than the critical t-value (1.979). This means that academic variables do not play a major role in the desire of students to work in the administrative positions.

Lastly, the environmental factors gave the t-calculated value of 0.30 considerably lower than the critical value, and it points out that the students have no strong influence on whether to take administrative positions based on environmental factors as well.

4.2 DISCUSSION

This research question was the association of the personal, academic, and environmental factors with the choice of the final-year Radiography students towards the Administration as a career pathway. Point-biserial correlation and critical-value decision rule were used to test the relationships between each of the factors tested and the choice of administration and yielded no statistically significant values (personal: $r = -0.09$, $t = 0.96$; academic: $r = 0.11$, $t = 1.27$;

environmental: $r = 0.03$, $t = 0.30$). These results suggest that, in this sample, the usual predictors that are often used in a majority of the health-career decision research did not predict the aspirations of students to become administrators.

The reason for this could be that the administrative career in health care is not as apparent to students throughout the training as clinical specialty. A number of recent studies focus on the high role of clinical placements, role models and visible professional practice on specialization intentions and when students exposed to active clinical roles and engaged practitioners in their clinical placements, they tend to develop interest in those specialties. This effect of placement-and-role-model has been reported in the context of radiology and in broader health professions literature and implies that absence of exposure to administrative leadership has the potential to soften any quantifiable relationship among domains of factor that are normally considered and administration decisions (Hizzett & Snaith, 2022).

There are also common themes in a study by Winderbaum & Coventry (2024) such as mentorship and premeditated career direction as both motivational drivers of career intention. Students with mentoring and career counselling target programs also note the increased clarity and change of choice to the under-represented careers; lack of mentoring is linked with the weak/unresolved career choices. This may be the reason why you are finding non-significant relationships in case little curricular emphasis or mentoring contact is given to the administrative pathways. These findings are in line with current syntheses that emphasize mentorship, as well as formal guidance, as adjustable factors affecting the career development of students.

The other interpretation takes into consideration measurement and situational factors. A study by Yasin et al. (2024) indicates that career selection is multidimensional and at times guided by structural or socio-economic factors (e.g. job market perceptions, postgraduate opportunities,

debt) that may not well be represented by standard Likert-type personal/academic/environmental items. Studies in diversity of contexts indicate that the career intentions expressed by students can evolve and are also responsive to curricular focus and system-wide inducements: thus, a cross-sectional view may underrepresent relationships that would otherwise be found in longitudinal or mixed-methods studies.

This result that academic performance was not significantly predictive of administration preference is not new since the literature has suggested that academic strength more frequently predicts specialty selection or research career over management roles, which can be selected due to other reasons (e.g., leadership interest, perceived lifestyle or opportunity not directly related to patient care). The recent studies of radiography and medical education indicate that specialty appeal is often connected not only with job content and lifestyle but also only with grades (Mohamed et al., 2024).

There are obvious policy and educational ramifications. Suppose the goal is to increase awareness and student interest in administrative careers, the curriculum must include leadership exposure, i.e., placement rotations in management, administrative career talks should be designed to elucidate the administrative career paths and administrative career benefits, and/or specific mentoring of students with health services managers. Active mentorship programs, institutional career guidance, and active mentorship have proven to have an effect in the change of career intentions among other healthcare cohorts and are viable interventions (McIntosh, 2024).

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS, LIMITATIONS AND SUGGESTIONS FOR FUTURE STUDIES

5.1 CONCLUSION

This study assessed intending career fulfillment among radiographers at the University of Benin Teaching Hospital. This paper has focused on issues that affect career pathway decisions among students of final year radiography students at University of Benin. Results indicated that majority of the students favored clinically oriented careers like Diagnostic Radiography, MRI/CT, and Radiation Therapy with fewer liking the Administrative roles and the Academic/Research positions. The decision taken by the students was largely influenced by personal interest, the economic motive, employment security, and professional growth, and in this case work-life balance was also a factor. On the other hand, there was little influence of family expectations and peer influence. Thematic findings also highlighted the importance of mentorship, career orientation and wider exposure to all forms of radiography so that they would make informed decisions. Altogether, the career choices of radiography students are strongly predisposed by both personal and professional factors and not due to external influence.

5.2 RECOMMENDATIONS

1. The University of Benin and Department of Radiography (UBTH) needs to work out structured mentorship programs according to which the students are assigned to the experienced radiographers and administrators. This will make them open to different career horizons such as leadership, administration, and research.

2. Seminars, workshops and career fairs ought to be held frequently to inform the students about the entire range of the radiography specializations. The early career counseling, starting with the lower levels of study, will assist students to make informed and meaningful career choices.
3. All the radiography fields such as diagnostic, therapeutic, nuclear medicine, MRI/CT, research, and administration should be included in the clinical postings to offer students a wide range of knowledge about the profession and its several opportunities.
4. Schools ought to establish supportive policies and training conditions that facilitate professional growth and well-being, including the increased interest of students in satisfied and composed career development.

5.3 LIMITATIONS

1. Only final-year radiography students at the University of Benin were restricted to take part in the study. The results might not be a complete reflection of radiography students in other institutions in Nigeria or even elsewhere.
2. The data were gathered on a single occasion, and the views of the students were recorded during the time of their graduation. They may change their career choice over time and experience.
3. The answers were based on how respondents perceived themselves, and it might be a result of social desirability bias or a misconception of certain questions.

5.4 SUGGESTIONS FOR FUTURE STUDIES

1. Future studies ought to incorporate radiography students in various universities and geographical areas so that findings can be compared and generalized to Nigeria or to the West Africa.
2. Quantitative surveys should be followed by qualitative interviews or focus group discussions to have more profound knowledge about the complex motivational factors underlying the decisions of career paths.
3. In the long term, tracking the radiography graduates would assist in establishing the validity of the preferences expressed by the graduates in school as compared to their real job preferences in the workforce once they join the workforce.
4. Future research might determine the impact of curriculum design, internship arrangement, and employment policies on exposure and perception of various career alternatives among the students.

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Appendix 1
Questionnaire ;

Assessment of Factors Influencing Career Pathway Choice Among Final Year Students of Radiography in the University of Benin.

Dear Participant,

I am **Enyeribe Chidera Favour**, a final-year undergraduate radiography student at the University of Benin, Edo State.

I am conducting a research study to assess the factors influencing career choices among final year students of radiography in the University of Benin.

Your participation in this study is entirely voluntary, and all your responses will be kept confidential and used strictly for academic research. There are no right or wrong answers, and your honest responses will greatly contribute to the success of this research.

Thank you for your valuable time and cooperation.

** Indicates required question.*

1. My participation is voluntary. *

Mark only one oval.

Yes

No

Section A: Demographic Information.

Please choose your best answer

2. Age *

Mark only one oval.

- Below 20 years
- 20-25 years
- 26-30 years
- 30 years and above

3. Gender *

Mark only one oval.

- Male
- Female

4. Socio-economic Status *

Mark only one oval.

- Low
- Middle
- High

5. Marital Status *

Mark only one oval.

- Single
- Married
- Divorced
- Other: _____

6. Sponsorship of Education *

Mark only one oval.

- Parents
- Guardians
- Self-sponsored
- Scholarship/Grant
- Others

Section B: Career Pathway Preferences

Choose the best option(s)

7. Which of the following career pathways do you prefer most *

Check all that apply.

- Diagnostic Radiography
- Radiation Therapy
- Nuclear Medicine
- MRI / CT
- Academic / Research
- Industry / Private sector
- Administration

8. Why do you prefer this pathway? *

Check all that apply.

- Personal interest
- Job security
- High income
- Career progression opportunities
- Work-life balance
- Mentorship/role models
- Societal expectations
- Other: _____

9. Have you considered postgraduate studies in Radiography or related fields? *

Mark only one oval.

- Yes
- No
- Not sure

Section C: Factors Influencing Career Choice

(Please choose the extent to which you agree with the following statements:

Strongly Agree / Agree / Neutral / Disagree / Strongly Disagree)

10. My personal interests strongly influences my career choice. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

11. Family expectations influence my career choice. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

12. Exposure during clinical training shaped my preference. *

Mark only one oval.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. Financial benefits of a career pathway affect my decision. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

14. Academic strength/performance in radiography courses influence my decision. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

15. Peer influence affects my choice of career pathway. *

Mark only one oval.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

19. Did you have a mentor/role model in radiography or a related field? *

Mark only one oval.

Yes

No

20. *

If yes, how much did mentorship influence your decision?

Mark only one oval.

Slightly

Moderately

Strongly

21. What suggestions would you give to improve career guidance for radiography students in UNIBEN? *

16. Job security is a major determinant in my career choice. *

Mark only one oval.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

17. Work-life balance is important in my choice. *

Mark only one oval.

Strongly disagree

Disagree

Neutral

Agree

Strongly agree

Section D: Open-Ended Questions

18. *

What do you consider the single most important factor in your career pathway choice in radiography?

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Appendix 2



RESEARCH ETHICS COMMITTEE
COLLEGE OF MEDICAL SCIENCES
UNIVERSITY OF BENIN, BENIN CITY, NIGERIA.



Chairman: Prof. F. A Imarhiagbe
MBChb, FMCP
Cert Clin Res and ethics (NIH), MD.
0803449092

Email: researchethics.cms@gmail.com

P.M.B 1154, BENIN CITY

Our Ref: CMS/REC/01/VOL.2/810

Date: 17th October, 2025

Re: ASSESSMENT OF FACTORS INFLUENCING CAREER PATHWAY CHOICE AMONG FINAL YEAR STUDENTS OF RADIOGRAPHY IN THE UNIVERSITY OF BENIN

Name of Principal Investigator: **ENYERIBE CHIDERA FAVOUR**
Department Of Radiography,
School of Basic Medical Science
College of Medical Sciences,
University of Benin

REC Approval No: CMS/REC/2025/810

This is to inform you that the research described in the submitted proposal, the Informed Consent Forms and other participant information materials have been reviewed and approved by the College Research Ethics Committee, University of Benin.

This approval dates from **17th October, 2025 to 16th October, 2026**. In multi-year research, Endeavour to submit your annual report to the REC early in order to obtain renewal of your approval and avoid disruption of your research.

The National Code of Health Research Ethics requires you to comply with all institutional guidelines, rules and regulations and with the tenets of the code including ensuring that all adverse events are reported promptly to the REC. No, changes are permitted in the research without prior approval by REC except in circumstances outlined in the code. REC reserves the right to conduct compliance visit to your research site without prior notice. Thank you.

PROF. F.A IMARHIAGBE
Chairman, REC

Promoting best ethical & scientific standard for research in Nigeria