

COPING SKILLS OF OVER-AGE STUDENTS OF BESTLINK COLLEGE OF THE PHILIPPINES BULACAN CAMPUS: BASIS FOR MODIFICATION AND ACCOMMODATION

ABSTRACT

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Over-age students—those aged 28 and above—face unique challenges in balancing academic work with personal, family, and employment responsibilities. At Bestlink College of the Philippines, Quezon City, many over-age learners demonstrate resilience and determination despite these obstacles. This study explores how overage students cope with age-related barriers, what motivates their persistence, and how educational modifications and accommodations support their success. According to UNESCO, 9.82 percent of Filipino students were classified as overage in 2017. Appropriate instructional adjustments play a crucial role in reducing stress, boosting confidence, and enhancing problem-solving skills, thereby helping over-age students navigate their academic journeys. This study uses a descriptive quantitative design. Thirty overage students were selected via purposive sampling. A validated questionnaire was administered to collect data on demographic profiles, learning challenges, coping strategies, and accommodation needs. Reliability and validity were confirmed through expert review and pilot testing. Collected responses were analyzed using frequency and percentage distributions and weighted mean calculations. Of the thirty respondents, 63.3 percent were female and 83.3 percent were aged 28 to 35. The majority were single (76.6 percent) and unemployed (63 percent). Key challenges in self-paced learning included managing multiple responsibilities, effective communication, and lesson retention. Critical thinking, time management, and communication emerged as the top skills students aimed to improve. Accessibility needs centered on visual aids, flexible deadlines, peer tutoring, and hearing assistance. Although adaptation to online learning was vital, 61 percent of respondents reported low motivation due to academic pressure, workload, and unclear goals. Findings highlighted that over-age students in Bestlink College relied on cognitive and behavioral strategies—such as prioritizing tasks and seeking targeted accommodations—to manage their dual roles. As a result, it was recommended that the institution expand learning support services by providing visual and auditory aids, establishing peer-tutoring programs, and offering flexible scheduling. Strengthening guidance and counseling, clarifying academic expectations, and implementing targeted motivational initiatives were also advised to enhance engagement and academic success among over-age learners.

RECOMMENDED CITATION

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