ABSTRACT

This qualitative research study was conducted to determine the science learning lived experiences of technologically–deprived high school students. The participants of this study were the ten (10) purposively selected technologically–deprived high school students in one of the secondary schools in the District of Maayon during the S.Y 2022-2023. Results showed that technologically-deprived students experienced borrowing gadgets from others, missed updates in documenting important activities in science, had difficulty in printing activities, the exclusion feeling and limited learning experience. They were able to learn the significant value that every student must possess as they could use it as their asset in achieving their dreams in life. It can be conclude that, technologically–deprived students have inconveniences in searching for information, catching up on lessons, and submission of required outputs in science. Learning science without technology is challenging and frustrating. However, the most significant learning that a student may acquire is more than learning itself but also the motivation and life experiences that they could use through a lifetime. The learners' resiliency and adaptability to whatever situation they are in are their dynamics in persevering, coping, and pursuing their studies. In addition, students gain courage, self–motivation, and persistence from these experiences to pursue their desired dreams.

Keywords: lived experiences, science learning, technologically–deprived high school student