Investigating the Relationship Between Training Programs and Technological Resources to the Efficiency of Computer System Servicing Students

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ABSTRACT

This research focused on the influence of training programs and technological resources on the efficiency of the computer system servicing students in Lorenzo S. Sarmiento Sr. National High School. The main aim of the study was to evaluate the levels of training programs, technological resources, and students' efficiency based on their specific indicators, examine the significant relationship between training programs and students' efficiency, as well as the relationship between technological resources and students' efficiency, and identify which domains of training programs and technological resources significantly influence students' efficiency. A quantitative-correlational research design involved 102 Grade 12 computer system servicing students. The study applied statistical methods, including mean, Spearman's rho, and multiple regression analysis. Findings indicated that the level of training programs was very high, the technological resources were also very high, and the efficiency level was very high; there was a significant relationship between training programs and students' efficiency, as well as between technological resources and students' efficiency. Furthermore, two out of the three domains of training programs and technological resources influenced the students' efficiency. Therefore, training programs and technological resources play a crucial role in enhancing student efficiency in tasks related to computer system servicing.

Keywords: CSS, Training Programs, Technological Resources, Efficiency, Philippines

INTRODUCTION

Numerous educational institutions around the world are grappling with the problem of inefficient computer system servicing for students, which hinders their access to essential academic resources. For instance, the University of Cape Town in South Africa has faced criticism for long wait times and technical delays, particularly during peak periods such as registration and exam weeks, leaving students without the timely support they need (Mokhathi, 2020). Similarly, the University of Sydney in Australia struggles with resource distribution, exacerbating delays in providing students with necessary assistance during critical academic times (Bennett, 2021). These inefficiencies not only frustrate students but also negatively impact their academic success, as access to digital platforms was vital for their learning experience (Cheng, 2020). The City University of New York (CUNY) in the United States faces challenges related to outdated technologies, leading to prolonged response times for students requiring technical support (Wagner, 2022). This widespread issue highlights the pressing need for educational institutions globally to invest in modernizing their computer systems and improving their efficiency to better support students in their academic endeavors (Anderson & Lee, 2023).

In the Philippines, Computer system servicing play crucial role in sharpening student's skill, making them better at solving technical problem and keeping computer systems running smoothly (Martinez, 2020). Moreover, TESDA offers courses, like computer system servicing NCII, providing with hands on practice. Which includes installing, fixing, and setting up both computer systems and networks (Garcia, 2021). By participating in these comprehensive training programs, students become adept at ensuring smoother operations within educational and workplace environments, as their efficiency in resolving technical problems enhances user satisfaction and minimizes disruptions (Brown, 2021). Furthermore, the skills and confidence developed through these programs position students for successful careers, as they emerge as valuable assets capable of contributing to technology-dependent fields with a focus on efficiency and reliability (Santos, 2023).

Technological resources are crucial for the educational development of students in Cebu Argao, empowering them with essential skills and knowledge for the computer system servicing (Lopez, 2019). Cebu Technological University-Argao Campus (CTU-Argao) recognizes the importance of technology in enhancing the learning experience and preparing students for a competitive job market (Kintanar, 2021). The university's focus on faculty development plans emphasizes the need for training, material resources, and instructional processes to improve teaching and learning, which ultimately benefits students (Reyes, 2020). By investing in technological resources, CTU-Argao can equip its students with the necessary tools to access information, engage in interactive learning, develop critical thinking skills, and acquire in-demand digital skills (Kintanar, 2021). This equips them for a successful future in a world increasingly reliant on technology (Gonzales, 2022).

The efficiency of computer systems servicing students in Davao de Oro was hindered by several critical issues (Santos, 2022). Many educational institutions, such as Mindanao Kokusai Daigaku, still rely on outdated paper-based systems, leading to inefficiencies in data management and accessibility (Caliso et al., 2022). Additionally, the absence of a centralized system complicates data processing and retrieval, which was essential for effective school management (Grepon et al., 2021). The need for enhanced systems was evident, as students report difficulties with online learning platforms and communication issues (Rosello et al., 2023). Overall, the Davao de Oro region faces significant challenges that hinder effective computer system servicing (Alvarez, 2022).

Many educational institutions, such as Mindanao Kokusai Daigaku, still rely on outdated paper-based systems, leading to inefficiencies in data management and accessibility (Caliso et al., 2022). Additionally, the absence of a centralized system complicates data processing and retrieval, which was essential for effective school management (Grepon et al., 2021). The need for enhanced systems was evident, as students report difficulties with online learning platforms and communication issues (Rosello et al., 2023). Furthermore, through classroom observations and peer interactions, the researchers identified challenges related to maintaining the practical efficiency of computer system servicing students (Alvarez, 2022), similar to how emotional and social complexities affect students' well-being in other educational contexts (Martinez, 2020). Despite numerous studies on the influence of emotional intelligence on social well-being, few studies have examined the specific impact of training programs and technological resources on students' technical efficiency, particularly in local settings (Santos, 2021). This research aims to fill that gap by exploring how these factors influence the skills and readiness of computer system servicing students (De Jesus, 2021). Understanding this relationship was crucial, as it would provide insight into how educational institutions can better equip students with the tools and knowledge needed for success in a rapidly evolving technological landscape (Garcia, 2022).

Research Objectives

1. To determine the Training Programs in Senior High School students in terms of:
1.1 assemble computer hardware;
1.2 prepare installer; and
1.3 install application software based on software.
2. To determine the Technological Resources in Senior High School students in terms of:
2.1 sensing capability;

2.2 innovativeness; and

2.3 reputation.

3. To determine the Efficiency of computer system servicing in Senior High School students in terms of:
   3.1 reflection;
   3.2 safety; and
   3.3 environmental.
4. To determine the significant relationship between the Training programs and the efficiency of computer system servicing of Senior High School Students.
5. To determine the significant relationship between the Technological Resources and the efficiency of computer system servicing of Senior High School Students.
6. To determine which of the domains in training program was significantly influence the efficiency of computer system servicing of Senior High School Students.
7. To determine which of the domains in Technological resources was significantly influence the efficiency of computer system servicing of Senior high School Students.

METHODOLOGY

This study employed quantitative non-experimental research design that uses correlational technique to describe the hypothetical existence of a relationship between three defined variables and to determine the direction and degree of that relationship if one exists. When the purpose was to describe the condition of the situation as it existed at the time of the study to investigate the causes of a particular phenomenon, the descriptive correlation method was considered appropriate. Correlational research design investigates relationships between variables without the researcher controlling or manipulating any of them.

A correlation reflects the strength and direction of the relationship between two or more variables (Bhandari, 2021). Correlational research was the best quantitative method of research in which you have two or more quantitative variables from the same group of subjects (Gay et al., 2006).

This survey dealt on quantitative data about the said phenomenon. The quantitative aspect was an appropriate schedule for gathering the data designed for the target respondents to answer the questions. The process of gathering the data used questionnaires. The focus of the study would be to determine the influence of teachers' attitude and teaching approaches to the student's motivation among the Senior High School students in the Lorenzo S. Sarmiento Sr. National High School.

Population and Sample

Simple random sampling was employed in selecting the respondents for this study. The subjects included 137 Grade 12 Computer System Servicing from Lorenzo S. Sarmiento Sr. National High School, all of whom must be part of the Senior High School Department in order to participate. These individuals were considered ideal respondents due to their direct involvement in students' training programs and technological resources, aligning with the study's focus on the efficiency of computer system servicing.

According to Kline (2005), a sample size of 137 respondents was considered medium. In the case of Grade 12 Computer System Servicing of Senior High School students out of a population of 102 individuals, a random sample of 34 respondents was selected. The chosen number of grade 12 computer system servicing students, 34 was deemed statistically significant for representing the broader population of grade 12 computer system servicing. The sample size was computed using the Raosoft sample size calculator. Shown in Table 1 are the distribution of respondent. In determining the number of respondents in each section, stratified random sampling would be used.

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Table 1. Population and Sample size of Respondents

Section	Population	Respondents
A	46	34
B	45	34
C	46	34
Total	**137**	**102**

Statistical Tool.

The statistical tools that were used for data analysis and interpretation are the following:

Mean. This statistical tool was used to determine the level of training programs and technological resources and efficiency of computer systems servicing students.

Spearman's rho. This statistical tool was used to determine the significance on the relationship of training programs and technological resources to the efficiency of computer system servicing students.

Multiple regression analysis. This statistical tool was used to determine the influence of training programs and technological resources on the efficiency of computer system servicing students.

RESULTS

Level of Training Program

Table 2 shows the level of Training program, Assemble Computer Hardware, Prepare Installer, Install Application was 4.42, described as very high, with a standard deviation of 0.50. The very high level could be attributed to the high ratings given by the respondents in all indicators. This entails that the respondents' responses to the level of training programs are very much positive in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, and personal growth and professional development.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.50 or very high for assemble computer hardware with a standard deviation of 0.60; 4.43 or very high for prepare installer with a standard deviation of 0.44; 4.42 or very high for install application with a standard deviation of 0.50.

Table 2. Level of Training Programs

Indicators	Mean	SD	Descriptive Equivalent
Assemble Computer Hardware	4.50	0.60	Very High
Prepare Installer	4.43	0.44	Very High
Install Application	4.42	0.50	Very High
Overall	4.45	0.51	Very High

Level of Technological Resources

Shown in Table 3 are the mean scores for the indicators of Technological Resources, with an overall mean of 4.42 and described as very high with a standard deviation of 0.55. The very high level could be attributed to the very high rating given by the respondents in all indicators. This indicates that the respondent's responses to the level of technological resources are very much positive.

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The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.48 or very high for Reputation with a standard deviation of 0.50; 4.41 or very high for Innovativeness with a standard deviation of 0.57; 4.37 or very high for Sensing Capability with a standard deviation of 0.59.

Table 3. Level of Technological Resources

		Technological Resources
Efficiency of Computer System Servicing Students	Spearman's rho	0.750*
	p-value	< .001

Level of Efficiency of Computer System Servicing Students

Table 4 presents the mean scores of the efficiency of computer system servicing students in terms of reflection, safety, and environmental factors. The overall mean was 4.42, with an equivalent description of very high and a standard deviation of 0.45. This indicates that the respondents' perceptions of the efficiency of computer system servicing students were very much positive across the indicators of reflection, safety, and environmental considerations.

The cited overall mean score was the result obtained from the following computed mean scores from highest to lowest: 4.46 or very high for Safety with a standard deviation of 0.46; 4.42 or very high for Reputation with a standard deviation of 0.46; and 4.37 or very high for environmental with a standard deviation of 0.44.

Table 4. Efficiency of Computer System Servicing Students

Indicators	Mean	SD	Descriptive Equivalent
Reflection	4.42	0.60	Very High
Safety	4.46	0.46	Very High
Environmental	4.37	0.50	Very High
Overall	4.42	0.51	Very High

Significance on the Relationship Between Training Programs and Efficiency of Computer System Servicing Students

The results revealed that training programs and the efficiency of computer system servicing students have a significant relationship. This result was due to a p-value of <.001, which was less than the 0.05 level of significance. Hence, this leads to the decision that the null hypothesis, which stated that there was no significant relationship between training programs and the efficiency of computer system servicing students, was rejected. Moreover, Spearman's rho value, which was 0.684, further indicates that there was a strong correlation between training programs and the efficiency of computer system servicing students.

Table 5: Significance on the Relationship Between Training Programs and Efficiency of Computer System Servicing Students

		Training Programs
Efficiency of Computer System Servicing Students	Spearman's rho	0.684*
	p-value	< .001

Significance on the Relationship Between Technological Resources and Efficiency of Computer System Servicing Students.

Another crucial purpose of this study was to determine whether or not technological resources have a significant relationship with the efficiency of computer system servicing students. Spearman's rho was used to determine the correlation between the two variables. The results of the computation are shown in Table 6.

The results revealed that technological resources and the efficiency of computer system servicing students have a significant relationship. This result was due to a p-value of <.001, which was less than the 0.05 level of significance. Hence, this leads the decision that the null hypothesis, which stated that there was no significant relationship between technological resources and the efficiency of computer system servicing students, was rejected. Moreover, Spearman's rho value, which was 0.750., further indicates that there was a strong correlation between technological resources and the efficiency of computer system servicing students.

Table 6: Significance on the Relationship Between Technological Resources and Efficiency of Computer System Servicing Students

		Technological Resources
Efficiency of Computer System Servicing Students	Spearman's rho	0.750*
	p-value	< .001

Multiple Regression Analysis on the Training Programs on the Efficiency of Computer Servicing Students

The data shown in Table 7 were the regression coefficients to test the significant influence of training programs on the efficiency of computer system servicing students. Using Multiple Regression Analysis, the data revealed that the influence of training programs on the efficiency of computer system servicing students has an f-value of 32.204 and a corresponding significance p-value of <.001, which is significant.

This means that the level of training programs influences the efficiency of computer system servicing students since the probability was less than 0.05. The coefficient of determination (R^2), which was 0.214, indicates that 35.7% of the variation in the efficiency of computer system servicing students can be explained by training programs. The remaining 64.3% was chance variation, suggesting that other factors beyond the scope of this study may also contribute to the efficiency of computer system servicing students.

Table 7: Multiple Regression Analysis on the Influence of Training Programs on the Efficiency of Computer System Servicing Students

Training Programs	Coefficients	t-value	p-value	Decision *a*=0.05
Assemble Computer Hardware	0.92*	1.061	0.003	H0 is not rejected
Prepare Installer	0.423*	4.106	<.001	H*o* is Rejected
Install Application	0.290*	3.053	0.003	H0 is not rejected
Dependent Variable: Efficiency of Computer System Servicing Students				

*p<0.05 R=0.705 R^2=0.496 R=0.214 F-ratio=32.204 p-value=< .001

Multiple Regression Analysis of the Technological Resources on the Efficiency of Computer Servicing Students

The data shown in Table 8 were the regression coefficients to test the significant influence of technological resources on the efficiency of computer system servicing students. Using Multiple Regression Analysis, the

data revealed that the influence of technological resources on the efficiency of computer system servicing students has an f-value of 18.836 and a corresponding significance p-value of <.001, which was significant.

This means that the level of technological resources influences the efficiency of computer system servicing students since the probability was less than 0.05. The coefficient of determination (R^2), which was 0.637, indicates that 39% of the variation in the efficiency of computer system servicing students can be explained by technological resources. The remaining 61% was chance variation, suggesting that other factors beyond the scope of this study may also contribute to the efficiency of computer system servicing students.

Table 8: Regression Analysis on the Influence of Technological Resources on the Efficiency of Computer System Servicing Students

Technological Resources	Coefficients	t-value	p-value	Decision A=0.05
Collaborative Learning	0.156*	1.960	0.53	Ho is not rejected
Teachers Support	0.403*	5.075	<.001	H*o* is Rejected
Contextual Learning	0.383*	5.018	<.001	H*o* is Rejected
Dependent Variable: Efficiency of Computer System Servicing Students				

*p < 0.05 R= 0.798 $R^{2=}$0.637 F= 57.277 p-value = < 0.001

DISCUSSIONS

Level of Training Programs

In the preceding chapter, the findings regarding the training programs in Grade 12 Senior High School Computer System Servicing (CSS) learners in Lorenzo S. Sarmiento Senior National High School. It revealed that the level of training programs was reported as very high, indicating a comprehensive and well-structured implementation of activities and initiatives that enhance students' learning experiences and technical skill development.

Training programs play a crucial role in enhancing the competencies of computer system servicing students, as they significantly improve technical proficiency, foster confidence, and bridge gaps between theoretical knowledge and practical application. A study conducted at Suan Sunandha Rajabhat University highlights the importance of high-quality computer labs, expert trainers, and well-maintained facilities in ensuring effective training, resulting in improved skills, high satisfaction rates, and better performance in information technology (Chirapruk & Thitinaruemit, 2019). Such programs not only strengthen students' professional competence but also positively impact their academic and practical outcomes. Competent students, equipped with the ability to communicate complex ideas clearly and effectively, were better positioned to engage in learning and problem-solving, demonstrating the critical influence of well-structured training programs on student success.

In addition, the implementation of effective training programs, such as those incorporating tools like GIT, plays a crucial role in enhancing the quality of collaboration in students' software projects. These programs not only result in more structured and organized project outcomes but also contribute significantly to curriculum development, especially in project-based learning. According to Muslim et al. (2024), integrating GIT into educational practices aligns learning objectives with the demands of the technology industry, preparing students to meet sector challenges with competence and adaptability. Continuous implementation of such training ensures that students are equipped with relevant skills, fostering academic achievement and improving their competitiveness in the information technology field. This holistic approach highlights the importance of adopting efficient methods to prepare students for their future endeavors.

Lastly, the training programs enhance students' technological skills by combining practical and theoretical approaches to prepare them for the digital era. According to Ende et al. (2024), these programs improve hardware proficiency through hands-on sessions in assembly and troubleshooting, while also teaching essential software tools like word processing, spreadsheets, graphic design, and basic programming. Additionally, technology-based projects foster creativity, enabling students to develop innovative solutions such as videos, animations, and simple applications. This comprehensive approach equips students with the skills and creativity needed to succeed in a technology-driven world.

Level of Technological resources

In the previous chapter, the study reported the level of technological resources of Computer System Servicing among Grade12 Senior High School. It revealed that reputation was described as very high. All Three indicators for this variable were also described as very high, suggesting a significantly strong presence of this quality within the computer system servicing.

The respondents' level of technological resources of Grade 12 Senior High School indicates positive perceptions and high capabilities in dealing with challenges related to Sensing Capability, Innovativeness, and Reputation. This very much positive level of Technological Resources indicates a supportive for adaptability within the computer System Servicing Students.

The integration of technological resources into education, particularly in social studies, has become essential for enriching the learning experience and fostering dynamic student participation. According to Reyes et al. (2024), the use of technology in teaching not only enhances student engagement and motivation but also supports the development of critical thinking, analytical, and collaborative skills necessary in a technology-driven society**.**

Level Of Efficiency of Computer System Servicing Students

In the previous chapter, the study reported the level of Computer System Servicing among Grade12 Senior High School. It revealed that reputation was described as very high. All Three indicators for this variable were also described as very high, suggesting a significantly strong presence of this quality within the computer system servicing.

Safety as a Priority The study indicated that students rated safety procedures highly, reflecting their awareness and importance of safe practices in computer servicing environments. The mean score for safety was notably high, suggesting that students prioritize this aspect in their learning and practical applications (Orbeta, 2023). Engagement Traits: The research highlighted a strong correlation between student engagement traits—such as attention and interest—and their performance in Computer system servicing.

A study by Orbeta (2023) found that safety was the most significant factor influencing the efficiency of computer system servicing education for students, with a high mean score of 4.46 for safety-related engagement traits. The study highlights that student feel more secure and confident in their ability to succeed when learning in a safe environment. Additionally, cognitive performance understanding and retention of information and affective performance emotional engagement were also positively linked to efficiency.

Significance on the Relationship Between Training Program and Efficiency of Computer System Servicing Students

The relationship between training programs and the efficiency of computer system servicing students was strongly influenced by the integration of technological resources and innovative instructional methods. De Jesus (2019) highlights that computer-based training significantly improves students' academic performance in computer hardware servicing by providing hands-on activities, immediate feedback, and practical exposure. This approach addresses challenges such as insufficient practice materials and individualized assistance, which

are critical for mastering technical skills. The study also incorporated a pedagogical agent, "DAC: The Builder," which helps detect and mitigate behaviors like "gaming the system," ensuring students focus on learning rather than exploiting the system for correct answers (De Jesus, 2019).

Training programs in Computer Systems Servicing NC II (National Certificate Level II) were designed to students with the competencies needed to install, configure, maintain, and repair computer systems and networks. These programs directly impact the efficiency of computer system servicing by providing a structured approach to learning essential skills. Effective training programs integrate both theoretical knowledge and practical application. Computer-based training has emerged as a valuable tool in this context, offering an interactive and engaging learning experience. Effects of computer hardware servicing found that it can improve students' academic performance by providing assistance and materials that address the challenges of learning such as computer assembly and troubleshooting (De Jesus, 2019).

Significance on the Relationship Between Technological Resources and Efficiency of computer system servicing students

The relationship between technological resources and the Efficiency of Computer Systems Servicing (CSS) students was multifaceted, with Information and Communication Technology (ICT) playing a crucial role in enhancing academic engagement and performance. A lack of ICT resources can hinder students' ability to complete tasks efficiently, leading to negative experiences as students often share limited equipment, causing time constraints. Implementing technology improves student motivation and engagement through interactive learning experiences, facilitating higher-order thinking skills and collaborative problem-solving. Studies suggest that proficiency in ICT skills significantly impacts CSS students' academic performance by simplifying complex tasks and enhancing intrinsic motivation, leading to better grades compared to traditional methods. Computer hardware servicing, a technical skill involving computer set building, troubleshooting, software installation, system configuration, and maintenance (De Jesus, 2019), benefits from ICT tools like videos, graphics, and animation, enhancing understanding and retention.

The efficiency of computer systems servicing was closely related to technological resources, which enhance productivity, minimize downtime, and provide cost effective solutions. The availability and proper utilization of these resources can significantly impact the academic performance and skill improvement of students in this field. Regular maintenance and updates performed by computer system servicing (CSS) ensure that both hardware and software operate at peak efficiency. By performing routine checks and optimizations, such as clearing cache and managing startup programs, faster boot times and improved application loading speeds can be achieved, which is critical for both productivity and overall efficiency (CloudConsole, 2024)

Multiple Regression Analysis on the Influence of the Domain of Training Program on Efficiency of computer system servicing students

The domain of a training program, alongside technical expertise, significantly influences the efficiency of computer systems servicing students. Training programs that incorporate hands-on exercises are crucial for developing competency, as practical application reinforces theoretical knowledge and enhances skills in computer assembly, troubleshooting, and maintenance [De Jesus, 2019]. Computer-based training software, when integrated with pedagogical agents, can also positively impact academic performance by providing individualized feedback [Bringula et al., 2022]. Computer-based training (CBT) software, when integrated with pedagogical agents, can also positively impact academic performance by providing individualized feedback (Bringula et al., 2022).

Computer systems servicing programs were designed to equip students with the skills to install and configure computer systems, set up computer networks and servers, and maintain and repair computer systems and network. Computer hardware servicing was a technical skill where students learn computer set building, troubleshooting, software installation, system configuration, and computer maintenance (De Jesus, 2019). Challenges in learning computer hardware servicing include a lack of practice, insufficient assistance and

materials, and the difficulty of understanding a functional motherboard without dismantling a working computer.

Multiple Regression Analysis on the Influence of the Domain of technological resources of the efficiency of computer system servicing

The regression an analysis investigating the influence of technological resources adversity quotient on efficiency of computer system servicing students among Senior high school students reveals that Technological resources were essential in shaping the learning experience of Computer System Servicing (CSS) grade 12 students. Having access to modern tools, software, and hardware significantly influences their ability to build technical skills, troubleshoot effectively, and keep up with industry standards. Schwalbe (2019) highlights that integrating technology into technical education strengthens problem-solving abilities and enhances hands-on learning. This was especially important for CSS students, who need direct experience working with computer components, operating systems, and networking tools. When students have access to up-to-date equipment and software, they develop the skills and knowledge necessary to meet industry demands with confidence

A study by Johnson et al. (2020) revealed that students who had access to modern digital learning tools—such as virtual labs and simulation software—showed greater proficiency in troubleshooting and hardware diagnostics. This finding underscores the need for institutions offering Computer System Servicing (CSS) programs to invest in update technological resources to enhance student learning and overall program effectiveness.

In summary, access to advanced technological tools plays a crucial role in shaping the success of CSS students, equipping them with hands on experience that mirrors real world applications. As technology rapidly evolves, educational institutions must keep pace by providing students with cutting hardware, software, and digital platforms. Doing so ensures graduates are well-prepared to navigate the ever-changing landscape of computer system servicing.

CONCLUSION

Conclusions were drawn based on the result. The study concludes that the level of influence of computer system servicing students' Training programs was very high, as well as its indicators, assemble computer hardware, Prepare Installer, and Install Application. Furthermore, the study also concludes that the level of influence of computer system servicing students' Technological resources, was very high, along with its indicators, Sensing capability, Innovativeness, and Reputation. Moreover, the level of computer system servicing students' Efficiency of computer system servicing students was very high, encompassing the three domains: Reflection, Safety, Environmental. Furthermore, the findings contradict the theoretical assumption of no significant relationship between the influence of computer system servicing students' use of training programs and Technological resources on the efficient of computer system servicing students. Moreover, it was analyzed through Spearman's rho product moment correlation that school computer system servicing students' use of training programs has a very high correlation with the Efficiency of computer system servicing students, and Technological resources shows very high correlation with the Efficiency of Computer system servicing students.

Contrary to the assumption, the study concludes that computer system servicing students' use of training programs and Technological resources have significant relationship and efficiency of computer system servicing students.

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