

Influencing Factors of Employment Competitiveness in Relation to The Effects on Compensation of Higher Vocational Graduates Serving Regional Rail Transit Sectors

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Abstract

Studying can give you an advantage in your future career but to apply for a job that specify that one must a graduate, one must more likely be competing against others who have the same or similar academic qualifications and or preparation. Therefore, it is one's employability, the type of skills, abilities and personal qualities that a job applicant must possess could make one a stand out. This study explored the influencing factors of employment competitiveness in relation to the effects on compensation of higher vocational graduates serving regional rail transit sectors. It used a validated high reliability questionnaire in collecting data from 310 graduate respondents, employing comparative-correlational methods. The findings revealed that the following factors, namely professional cognition, occupational planning factor, work factor, hobbies and interest, working attitude and abilities, educational background and professional setting, professional learning practical ability, student cadre experience are influential in their employment competitiveness. Moreover, the personal profiles of the respondents were found significant in their assessments of employment competitiveness. Similarly, the domains of compensation factors showed great extent of effect among employment competitiveness among graduates of rail transit higher vocational schools consisted of: negotiate of salary and benefits, additional responsibilities, develop new skills and qualification, and advocacy for fair compensation practices. A strong correlation results signifies a strong positive and significant relationship between factors of employment competitiveness and domains of effect factors on compensation. These findings are bases for developing career programs for schools in ensuring the future of rail transit graduates for immediate employment.

Keywords

Employment competitiveness, Domains of compensations, Rail transit sectors.

1. Introduction

In China, the number of vocational school graduates graduated during 2023 has hit a new record high. As a result, this year witnessed an even higher pressure on total employment among vocational school graduates. Therefore, all regions and departments have resolutely taken up the responsibility of stabilizing employment and have done everything possible to stabilize and expand employment (Mo&Liao, 2023). Under such circumstances, it is high time for educational staff to adhere to the overall principle to realize the goal of educating students to be well employed.

For the year 2024, there are more than 1170,000 graduates facing the problem of employment. It is crucial for them to be better qualified so that they can seek their ideal jobs. Solving employment difficulties are crucial not only for students who are about to graduate, but also those who are currently-enrolled. As for those employed, it is essential to discuss the

influencing factors of employment competitiveness, so as to equip currently-enrolled students with those generic and professional skills as well as moral qualities. Only by actively changing the concept of employment, adjusting the employment mentality in time, setting the employment expectation with the times, looking at the long term and taking timely action, can we get rid of the employment difficulties.

1.1. Theoretical Framework

The research study was to conduct its analysis by employing the theory of human capital theory under new era.

In the process of the formation of human capital theory, "ability" has always been the core concept of human capital theory. The income level of workers depends on the production capacity of workers themselves, and human capital is the production capacity of workers. From the perspective of human capital investment, Theodore Schultz, the "father of human capital theory"(2010) summarizes the investment behavior affecting individual human capital level into education, training, health care and migration. Overall, Human Capital Theory suggests that investing in people—through education, training, and healthcare—can drive economic development and individual prosperity.

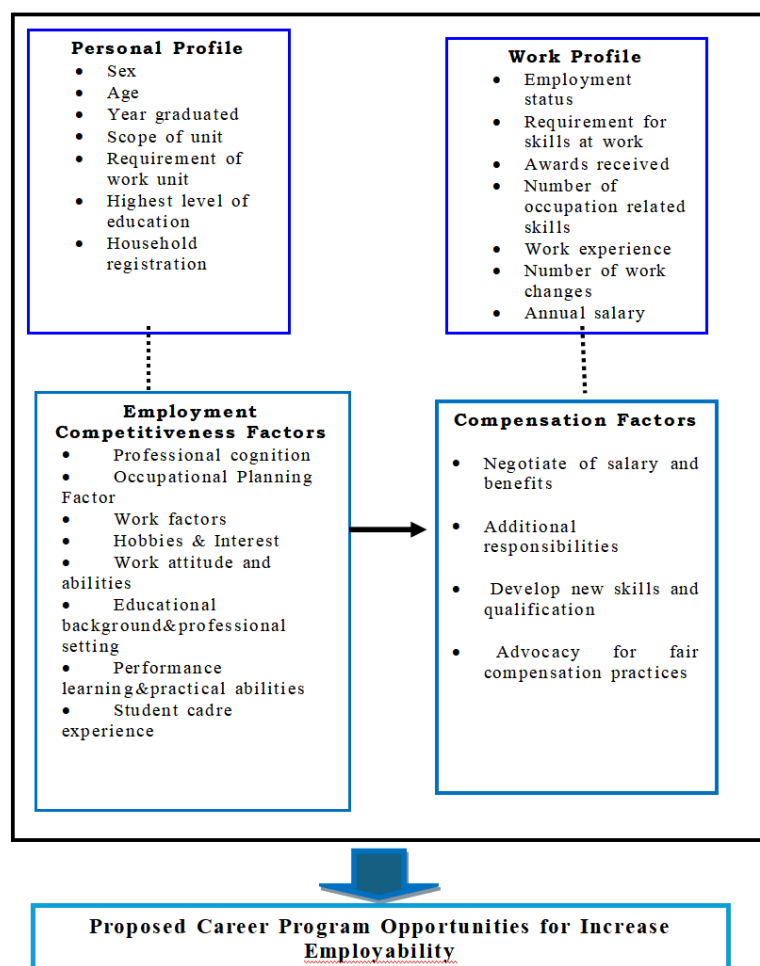


Figure 1. Research Paradigm

The provided diagram illustrates how demographic variables, such as age, sex, and job affiliation as well as city based is integrated into the analysis of student respondents. The study

assessed the influencing factors of employment competitiveness of graduates serving regional rail transit development in higher vocational school with rail transit characteristics in Guangzhou by taking Guangzhou Railway Polytechnic as example, using comparative analysis. Factors that seem to be influencing employment competitiveness of the students are classified into 2 categories, namely internal and external categories. In terms of human capital, there are self-influencing factors, so it is characterized as internal categories. For internal categories, personal ability, highest education level, student cadre experience, internship experience and other personal factors are discussed to clarify the linkage among them and graduates' employment competitiveness. On the other hand, national policy, family backgrounds, job locations and other factors are viewed as external categories.

Based on the above discussion, this study answered the following hypotheses at 5% level of significance:

Ho1: There is no significant difference in the assessment of the respondents on the factors that influence employment competitiveness among vocational school graduates when their personal profile is taken as a test factor.

Ho2: There is no significant difference in the assessment of the respondents on the effects of compensation among vocational school graduates when their work profile was taken as test factor

Ho3: There is no significant relationship between respondents' assessment on the factors of employment competitiveness and effect attributes of compensation of vocational school graduates.

1.2. Significance of the Study

The research holds significant importance as it seeks to probe into the influencing factors on employment competitiveness of vocational school graduates whose jobs are rail-transit-related. For rail transit sector graduates, it is conducive in helping professional development of majors set by the school and different departments of the school. For employment sector, it helps to promoting employment education system for clarifying the influencing factors affecting the employment competitiveness, so as to effectively fulfill the responsibilities of employment education in the vocational school. For school administrators, it help schools build up a brand-new vocational school employment education system under new era with clear objectives, improved contents, sound standards, scientific operation, strong guarantee for employment and remarkable results. It would also provide insights for railway transit sectors on how to reform talent training with a combination of academic needs and enterprises' requirements, so that the talents are co-cultivate by both schools and social enterprises.

1.3. Scope and Delimitation of Study

The limitation of study considered the dimension of the honest assessment among respondents on the influencing factors of employment competitiveness and impact of compensation among vocational graduates of railway transit in Guangzhou, and the degree of consideration of other variables and factors may not be sufficient. However, the overall personal and work profile, which is made up of many factors, can be considered in future studies to broaden the scope of the study, increase the variables studied or increase the groups researched to enhance the scientific and rational nature of the research work.

2. Methodology

An overview of the study's methodology, participants, research tool, data collection process, and statistical analysis is illustrated in this chapter, which provides a detailed overview of the procedures and tools used to collect and analyze the data.

2.1. Research Design

In order to investigate the influencing factors of employment competitiveness of graduates serving regional rail transit development in higher vocational school with rail transit characteristics in Guangzhou Railway Polytechnic under post-pandemic era, a descriptive comparative correlation design was utilized. Data samples on both variables were collected, and examined to determine the correlations among the variables.

The study derived its samples through purposive sampling techniques. The samples of respondents were based on the criteria selection, such that 1) a graduate of Guangzhou Railway Polytechnic; 2) willing to participate in the study, 3) is currently employed in one of the Rail Transit Company, such as Guangzhou Metro, Guangzhou Railway, etc. The focus of this study is to conduct a questionnaire survey on students view on internal and external factors such as value orientation, student cadre experience, internship experience, as well as parental income and expectations, etc. Using Qualtrics calculator it obtained 310 samples that predicts with 95% confidence at 5% margin of error.

3. Results

Table 1. Personal Profiles of the Respondents

Personal Profiles	Indicators	Frequency	Percentage
Sex	Male	200	65.0
	Female	110	35.0
	Total	310	100.0
Age	18 – 25 years old	130	42.0
	26 – 32 years old	87	28.0
	More than 32 years old	93	30.0
	Total	310	100.0
Year Graduated	2000-2009	70	23.0
	2010-2012	60	19.0
	2013-2015	63	20.0
	2016-2018	50	16.0
	2019-2021	25	8.0
	2022-2024	42	14.0
	Total	310	100.0
Scope of Unit	Subway	121	39.0
	Railway	129	42.0
	Intercity	60	19.0
	Total	310	100.0
Nature of Work Unit	State Organization	14	5.0
	State Owned Enterprise	178	57.0
	Private Enterprise	118	38.0
	Total	310	100.0
Highest Level of Education	Technical Secondary School	20	6.0
	Undergraduate Student	85	27.0
	Vocational	172	55.0
	Post Graduate Student	33	11.0
	Total	310	100.0
Household Registration	Rural	170	55.0
	Urban	140	45.0
	Total	310	100.0

This part of the manuscript contains the results of the study, after the collected data were subjected for data analysis using statistical package treatment.

3.1. Profile of the student-respondents in terms of the personal profile

Table 2. Work Profiles of the Respondents

Work Profiles	Indicators	Frequency	Percentage
Employment Status	Direct Employment After College	133	43.0
	Employment Before	53	17.0
	Employment After	124	40.0
	Total	310	100.0
Requirement for Skills at Work	Elementary	132	43.0
	Intermediate	108	35.0
	Advanced	58	19.0
	None	12	4.0
	Total	310	100.0
Number of Occupation Related Skills	1-3 certificates	179	58.0
	4-6 certificates	91	29.0
	7-9 certificates	31	10.0
	More than 10 certificates	9	3.0
	Total	310	100.0
Awards Received	1-5 awards	144	46.0
	6-10 awards	93	30.0
	More than 10 awards	73	24.0
	Total	310	100.0
Work Experience	1-3 years	83	27.0
	4-6 years	84	27.0
	7-10 years	84	27.0
	More than 10 years	59	19.0
	Total	310	100.0
Number of Work Changes	None	228	74.0
	1-5 times	82	26.0
	Total	310	100.0
Current Salary Range	Less than 6,000	39	13.0
	6,001 - 8,000	84	27.0
	8,001 - 10,000	98	32.0
	More than 10,000	89	29.0
	Total	310	100.0

Such as sex, age, year graduated, scope of unit, nature of work unit, highest level of education, & household registration, and, in terms of work profile such as employment status, requirement

for skill at work, award received, number of occupation related skills, work experience, number of work changes and current salary range.

In terms of the personal profiles of the respondents, of the 310 respondents, in terms of sex of respondents, the majority or 65% are male. A number or about 42% of the respondents belonged under the age range of 18-25 years old. It also noted that many of them had graduated from 2000-2009 followed by those who graduated from 2013-2015. The scope of unit revealed that said respondents were distributed almost evenly between categorized under railway and the subway and a few to intercity units. The nature of the work unit disclosed that majority or 57% of respondents belonged with a state-owned enterprise followed by those of private enterprise that made up 38%, while only about a handful or 5% are relegated to state organization. In terms of highest level of education of the respondents, 55% nor majority of them took a vocational course. This was followed by the 27% in the undergraduate level. Finally, the household registration of the respondents disclosed that the 55% or majority of them are registered resident in the rural area and the rest are urban residents.

In terms of the **work profiles** of the respondents, the employment status showed that 43% of them had direct employment after college, while 53% of the respondents were employed even before completing college, still a considerable number, about 40% were employed after college. The requirement for skills at work disclosed 43% of the respondents have skills for elementary or basic skills, 35% at least for intermediate grade skill; had advance skill requirement, and an insignificant number need not. The number of occupation related skills revealed that the 58 % or majority of them yielded presented 1-3 certificates which was followed by 35% with 4-6 certificates requirement, the rest presented at least 7-9 certificates or none at all. The awards received showed that 46% or almost fifty percent have at least 1-5 awards received, 30% with 6-10 awards received. Still 24% have more than 10 awards. The work experience divulged that respondents with recorded work experiences have equal number of respondents representing 1-3 years, 4-6 years and, 7-10 years. That 74 % or most of the respondents revealed that they have not experienced work changes and only a few or 26 % had at least 1-5 work changes. Lastly, the current salary range of the respondents was between 8,001 – 10,000 was enjoyed by at least 32%, more than 10,000 yuan were enjoyed by 29% respondents, still 27% by those of within salary range of 6001-8,000, 13% that was less than 6,000.

3.2. Respondents' assessment on the factors that influence employment competitiveness among vocational school graduates

Table 3. Overall Assessments of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates

Variables	Mean	SD	Adj Int	Int	Rank
Professional Cognition Factor	3.03	0.98	Agree	Influential	4.5
Occupational Planning Factor	2.90	1.04	Agree	Influential	8
Work Factor	3.11	0.96	Agree	Influential	2
Hobbies and Interests Factors	3.03	0.98	Agree	Influential	4.5
Working Attitude and Ability	2.94	1.01	Agree	Influential	7
Education Background & Professional Setting	3.05	0.96	Agree	Influential	3
Professional Learning & Practical Ability	2.96	1.00	Agree	Influential	6
Student Cadre Experience	3.14	0.93	Agree	Influential	1
Overall Mean	3.02	0.98	Agree	Influential	--

Scale: 4.00-3.51=Strongly Agree/Highly Influential; 3.50-2.51=Agree/ Influential; 2.50-1.51=Disagree/ Slightly Influential; 1.50-1.00=Strongly Disagree/ Not Influential

Overall, the overall assessment of the respondents on the factors that influence employment competitiveness among vocational school graduates, showed that the cited variables are regarded by the students themselves as unanimously “Influential” in the students being employed despite keen competition among job-hopefuls. Of the eight variables cited, the ranking of the “influential” employment competitive factors assessed among students/graduate respondents, are; 1) “Student cadre experience” with mean value of 3.14 and a corresponding standard deviation at .98, likewise, coming next is “Work factor” with mean value of 3.11 with a corresponding standard deviation of .96 ; 3) “Education Background & Professional Setting” with mean value of 3.05 with corresponding standard deviation of .96, all indicating heterogenous assessment. Fourth ranking is tied with items, “Professional Cognition Factor” and “Hobbies and Interests Factors”, both with mean value of 3.03 with corresponding standard deviation of .98. Next is “Professional Learning & Practical Ability” with mean of 2.96 with standard deviation of .96. Seventh, is, “Working Attitude and ability” with 2.94 mean value and corresponding standard deviation of 1.01. The least considered is the variable “Occupational Planning Factor” though considered “influential” but with least mean value of 2.90 and standard deviation of 1.04. This may seem to indicate that respondents are diverse in their assessment based on the high standard deviation score of more than 1.00, indicating heterogeneity. This could have been attributed to the different personal circumstances of the respondents.

3.3. Difference in the assessment of the respondents on the factors that influence employment competitiveness among vocational school graduates when their personal profile is taken as a test factor.

3.3.1. Differences when grouped according to sex

Table 4. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Sex

Variables	Group	Mean	t-value	Sig value	Decision on Ho	Interpretation
Professional Cognition Factor	Male	3.58	18.689	.000	Reject	Significant
	Female	2.02				
Occupational Planning Factor	Male	3.54	23.948	.000	Reject	Significant
	Female	1.75				
Work Factor	Male	3.64	17.334	.000	Reject	Significant
	Female	2.15				
Hobbies and Interests Factors	Male	3.60	19.548	.000	Reject	Significant
	Female	2.01				
Working Attitude and Ability	Male	3.53	21.206	.000	Reject	Significant
	Female	1.85				
Education Background & Professional Setting	Male	3.60	19.081	.000	Reject	Significant
	Female	2.06				
Professional Learning & Practical Ability	Male	3.54	3.54	.000	Reject	Significant
	Female	1.90				
Student Cadre Experience	Male	3.65	16.922	.000	Reject	Significant
	Female	2.22				
Overall	Male	3.58	19.617	.000	Reject	Significant
	Female	2.00				

Significant at .05

Using a T-Test of Independent Samples, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to sex. This implied that male and female respondents differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.3.2. Differences when grouped according to age

Table 5. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Age

Variables	Group	Mean	F-value	Sig value	Decision on Ho	Int
Professional Cognition Factor	18-25yrs	3.82	589.281	.000	Reject	Significant
	26-32 yrs	3.00				
	>32 yrs	1.89				
Occupational Planning Factor	18-25yrs	3.82	1109.590	.000	Reject	Significant
	26-32 yrs	1.89				
	>32 yrs	2.84				
Work Factor	18-25yrs	3.97	519.532	.000	Reject	Significant
	26-32 yrs	3.02				
	>32 yrs	2.00				
Hobbies and Interests Factors	18-25yrs	3.92	694.840	.000	Reject	Significant
	26-32 yrs	3.00				
	>32 yrs	1.65				
Working Attitude and Ability	18-25yrs	3.92	780.713	.000	Reject	Significant
	26-32 yrs	3.00				
	>32 yrs	1.65				
Education Background & Professional Setting	18-25yrs	3.91	623.489	.000	Reject	Significant
	26-32 yrs	3.02				
	>32 yrs	1.89				
Professional Learning & Practical Ability	18-25yrs	3.84	703.534	.000	Reject	Significant
	26-32 yrs	3.02				
	>32 yrs	1.07				
Student Cadre Experience	18-25yrs	3.98	483.543	.000	Reject	Significant
	26-32 yrs	3.03				
	>32 yrs	2.08				
Overall	18-25yrs	3.58	688.065	.000	Reject	Significant
	26-32 yrs	2.90				
	>32 yrs	1.25				

Using F or ANOVA Test, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to age. This implied that regardless of the age groupings of respondents, they differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.3.3. Post Hoc analysis on Significant findings

Table 6. Post Hoc ANOVA Test on the Differences in the Assessments of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates by Age

Variables	Age	Mean	18-25	26-32	> 32
			3.89	3.00	1.85
Professional Cognition Factor	18-25	3.89		*	*
	26-32	3.00	*		*
	> 32	1.85	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.82	2.99	1.54
Occupational Planning Factor	18-25	3.82		*	*
	26-32	2.99	*		*
	> 32	1.54	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.97	3.02	2.00
Work Factor	18-25	3.97		*	*
	26-32	3.02	*		*
	> 32	2.00	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.92	3.00	1.83
Hobbies and Interests Factors	18-25	3.92		*	*
	26-32	3.00	*		*
	> 32	1.83	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.82	3.00	1.65
Working Attitude and Ability	18-25	3.82		*	*
	26-32	3.00	*		*
	> 32	1.65	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.91	3.02	1.89
Education Background & Professional Setting	18-25	3.91		*	*
	26-32	3.02	*		*
	> 32	1.89	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.84	3.00	1.70
Professional Learning & Practical Ability	18-25	3.84		*	*
	26-32	3.00	*		*
	> 32	1.70	*	*	
Variables	Age	Mean	18-25	26-32	> 32
			3.98	3.03	2.08
Student Cadre Experience	18-25	3.98		*	*
	26-32	3.03	*		*
	> 32	2.08	*	*	

*The mean difference is significant at the 0.05 level.

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessments of the respondents on the factors that influence employment competitiveness among vocational school graduates revealed significant differences across all pairs of age. This implied diverse responses among the age categories of the respondents.

3.3.4. Differences when grouped according to School Year Graduation

Table 7. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Year Graduated

Variables	Year Graduated	Mean	F-value	sig	Decision Ho	Interpret
Professional Cognition Factor	2000-2009	4.00	1437.089	.000	Reject	Significant
	2010-2012	3.75				
	2013-2015	3.00				
	2016-2018	2.89				
	2019-2021	2.08				
	2022-2024	1.13				
Occupational Planning Factor	2000-2009	4.00	859.131	.000	Reject	Significant
	2010-2012	3.62				
	2013-2015	3.00				
	2016-2018	2.52				
	2019-2021	1.82				
	2022-2024	1.01				
Work Factor	2000-2009	4.00	1609.693	.000	Reject	Significant
	2010-2012	3.94				
	2013-2015	3.02				
	2016-2018	3.00				
	2019-2021	2.25				
	2022-2024	1.22				
Hobbies and Interests Factors	2000-2009	4.00	1274.508	.000	Reject	Significant
	2010-2012	3.82				
	2013-2015	3.00				
	2016-2018	2.83				
	2019-2021	2.09				
	2022-2024	1.16				
Working Attitude and Ability	2000-2009	4.00	841.667	.000	Reject	Significant
	2010-2012	3.60				
	2013-2015	3.00				
	2016-2018	2.65				
	2019-2021	1.96				
	2022-2024	1.04				
Education Background & Professional Setting	2000-2009	4.00	1231.822	.000	Reject	Significant
	2010-2012	3.79				
	2013-2015	3.02				
	2016-2018	2.89				
	2019-2021	2.06				
	2022-2024	1.23				
Professional Learning & Practical Ability	2000-2009	4.00	985.766	.000	Reject	Significant
	2010-2012	3.65				
	2013-2015	3.00				
	2016-2018	2.74				
	2019-2021	1.95				
	2022-2024	1.06				
Student Cadre Experience	2000-2009	4.00	1163.281	.000	Reject	Significant
	2010-2012	3.95				
	2013-2015	3.04				
	2016-2018	3.00				
	2019-2021	2.41				
	2022-2024	1.31				
Overall Mean			1175.370	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to year graduated. This implied that regardless of the year of graduation of respondents, they differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.3.5. Post Hoc Analysis on the significant findings in terms of year of graduation

Table 8. Post Hoc ANOVA Test on the Differences in the Assessments of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates by Year Graduated

Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.75	3.00	2.89	2.08	1.13
Professional Cognition Factor	2000-2009	4.00		*	*	*	*	*
	2010-2012	3.75	*		*	*	*	*
	2013-2015	3.00	*	*			*	*
	2016-2018	2.89	*	*			*	*
	2019-2021	2.08	*	*	*	*		*
	2022-2024	1.13	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.62	3.00	2.52	1.82	1.01
Occupational Planning Factor	2000-2009	4.00		*	*	*	*	*
	2010-2012	3.62	*		*	*	*	*
	2013-2015	3.00	*	*		*	*	*
	2016-2018	2.52	*	*	*		*	*
	2019-2021	1.82	*	*	*	*		*
	2022-2024	1.01	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.94	3.02	3.00	2.25	1.22
Work Factor	2000-2009	4.00			*	*	*	*
	2010-2012	3.94			*	*	*	*
	2013-2015	3.02	*	*			*	*
	2016-2018	3.00	*	*			*	*
	2019-2021	2.25	*	*	*	*		*
	2022-2024	1.22	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.82	3.00	2.83	2.09	1.16
Hobbies and Interests Factors	2000-2009	4.00		*	*	*	*	*
	2010-2012	3.82	*		*	*	*	*
	2013-2015	3.00	*	*		*	*	*
	2016-2018	2.83	*	*	*		*	*
	2019-2021	2.09	*	*	*	*		*
	2022-2024	1.16	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.60	3.00	2.65	1.96	1.04
Working Attitude and Ability	2000-2009	4.00		*	*	*	*	*
	2010-2012	3.60	*		*	*	*	*
	2013-2015	3.00	*	*		*	*	*
	2016-2018	2.65	*	*	*		*	*
	2019-2021	1.96	*	*	*	*		*
	2022-2024	1.04	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.79	3.02	2.89	2.06	1.23
Education Background & Professional Setting	2000-2009	4.00		*	*	*	*	*
	2010-2012	3.79	*		*	*	*	*
	2013-2015	3.02	*	*		*	*	*
	2016-2018	2.89	*	*	*		*	*
	2019-2021	2.06	*	*	*	*		*
	2022-2024	1.23	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.65	3.00	2.74	1.95	1.06

Professional Learning & Practical Ability	2000-2009	4.00		*	*	*	*	*
	2010-2012	3.65	*		*	*	*	*
	2013-2015	3.00	*	*		*	*	*
	2016-2018	2.74	*	*	*		*	*
	2019-2021	1.95	*	*	*	*		*
	2022-2024	1.06	*	*	*	*	*	
Variables	Year Graduated	Mean	2000-2009	2010-2012	2013-2015	2016-2018	2019-2021	2022-2024
			4.00	3.95	3.04	3.00	2.41	1.31
Student Cadre Experience	2000-2009	4.00			*	*	*	*
	2010-2012	3.95			*	*	*	*
	2013-2015	3.04	*	*			*	*
	2016-2018	3.00	*	*			*	*
	2019-2021	2.41	*	*	*	*		*
	2022-2024	1.31	*	*	*	*	*	

*The mean difference is significant at the 0.05 level.

3.3.6. Post Hoc analysis on significant findings with regard to year of graduation

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessments of the respondents on the factors that influence employment competitiveness among vocational school graduates revealed significant differences across all pairs of the year of graduation. This implied diverse responses among the years of graduation categories of the respondents.

3.3.7. Differences when grouped according to scope of Unit

Table 9. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Scope of Unit

Variables	Scope of Unit	Mean	F-value	sig	Decision Ho	Interpret
Professional Cognition Factor	Subway	3.94	2030.300	.000	Reject	Significant
	Railway	2.93				
	Intercity	1.39				
Occupational Planning Factor	Subway	3.88	1173.094	.000	Reject	Significant
	Railway	2.76				
	Intercity	1.23				
Work Factor	Subway	4.00	2146.161	.000	Reject	Significant
	Railway	3.04				
	Intercity	1.47				
Hobbies and Interests Factors	Subway	3.97	1720.581	.000	Reject	Significant
	Railway	2.90				
	Intercity	1.42				
Working Attitude and Ability	Subway	3.88	1075.836	.000	Reject	Significant
	Railway	2.81				
	Intercity	1.31				
Education Background & Professional Setting	Subway	3.96	1733.368	.000	Reject	Significant
	Railway	2.94				
	Intercity	1.46				
Professional Learning & Practical Ability	Subway	3.90	1304.559	.000	Reject	Significant
	Railway	2.84				
	Intercity	1.32				
Student Cadre Experience	Subway	4.00	1479.586	.000	Reject	Significant
	Railway	3.06				
	Intercity	1.59				
Overall			1582.936	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to scope of unit. This implied that regardless of the scope of unit of the respondents, they differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.3.8. Post Hoc Analysis on the significant findings based on scope of Unit

Table 10. Post Hoc ANOVA Test on the Differences in the Assessments of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates by Scope of Unit

Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			3.94	2.93	1.39
Professional Cognition Factor	Subway	3.94		*	*
	Railway	2.93	*		*
	Intercity	1.39	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			3.88	2.76	1.23
Occupational Planning Factor	Subway	3.88		*	*
	Railway	2.76	*		*
	Intercity	1.23	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			4.00	3.04	1.47
Work Factor	Subway	4.00		*	*
	Railway	3.04	*		*
	Intercity	1.47	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			3.97	2.90	1.42
Hobbies and Interests Factors	Subway	3.97		*	*
	Railway	2.90	*		*
	Intercity	1.42	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			3.88	2.81	1.31
Working Attitude and Ability	Subway	3.88		*	*
	Railway	2.81	*		*
	Intercity	1.31	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			3.96	2.94	1.46
Education Background & Professional Setting	Subway	3.96		*	*
	Railway	2.94	*		*
	Intercity	1.46	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			3.90	2.84	1.32
Professional Learning & Practical Ability	Subway	3.90		*	*
	Railway	2.84	*		*
	Intercity	1.32	*	*	
Variables	Scope of Unit	Mean	Subway	Railway	Intercity
			4.00	3.06	1.59
Student Cadre Experience	Subway	4.00		*	*
	Railway	3.06	*		*
	Intercity	1.59	*	*	

*The mean difference is significant at the 0.05 level.

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessments of the respondents on the factors that influence employment competitiveness among vocational school graduates revealed significant differences across all pairs of the scope of unit. This

implied diverse responses among the scope of unit categories of the respondents revealed significant findings across indicators based on diverse profiles among respondents. In particular, respondents that worked in the subway, has resulted in significant findings when paired with those that work in the railway and intercity transit. Subway employment could have been highly acceptable than other categories.

3.3.9. Differences when grouped according to nature of work

Table 11. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Nature of Work

Variables	Nature of Work	Mean	F-value	sig	Decision Ho	Interpret
Professional Cognition Factor	State Organization	4.00	224.384	.000	Reject	Significant
	State Owned Enterprise	3.57				
	Private Enterprise	2.09				
Occupational Planning Factor	State Organization	4.00	321.001	.000	Reject	Significant
	State Owned Enterprise	3.52				
	Private Enterprise	1.84				
Work Factor	State Organization	4.00	202.311	.000	Reject	Significant
	State Owned Enterprise	3.64				
	Private Enterprise	2.21				
Hobbies and Interests Factors	State Organization	4.00	240.590	.000	Reject	Significant
	State Owned Enterprise	3.59				
	Private Enterprise	2.08				
Working Attitude and Ability	State Organization	4.00	268.539	.000	Reject	Significant
	State Owned Enterprise	3.52				
	Private Enterprise	1.93				
Education Background & Professional Setting	State Organization	4.00	233.481	.000	Reject	Significant
	State Owned Enterprise	3.59				
	Private Enterprise	2.12				
Professional Learning & Practical Ability	State Organization	4.00	253.083	.000	Reject	Significant
	State Owned Enterprise	3.53				
	Private Enterprise	1.98				
Student Cadre Experience	State Organization	4.00	194.897	.000	Reject	Significant
	State Owned Enterprise	3.65				
	Private Enterprise	2.27				
Overall			242.286	.000	Reject	Significant

Significant @.05

Using F or ANOVA Test, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to the nature of work. This implied that regardless of the nature of work of the respondents, they differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.3.10. Post Hoc Analysis on significant findings as regards Nature of work

Table 12. Post Hoc ANOVA Test on the Differences in the Assessments of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates by Nature of Work

Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.57	2.09
Professional Cognition Factor	State Organization	4.00		*	*
	State Owned Enterprise	3.57	*		*
	Private Enterprise	2.09	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.52	1.84
Occupational Planning Factor	State Organization	4.00		*	*
	State Owned Enterprise	3.52	*		*
	Private Enterprise	1.84	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.64	2.21
Work Factor	State Organization	4.00			*
	State Owned Enterprise	3.64			*
	Private Enterprise	2.21	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.59	2.08
Hobbies and Interests Factors	State Organization	4.00		*	*
	State Owned Enterprise	3.59	*		*
	Private Enterprise	2.08	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.52	1.93
Working Attitude and Ability	State Organization	4.00		*	*
	State Owned Enterprise	3.52	*		*
	Private Enterprise	1.93	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.59	2.12
Education Background & Professional Setting	State Organization	4.00		*	*
	State Owned Enterprise	3.59	*		*
	Private Enterprise	2.12	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.53	1.98
Professional Learning & Practical Ability	State Organization	4.00		*	*
	State Owned Enterprise	3.53	*		*
	Private Enterprise	1.98	*	*	
Variables	Nature of Work	Mean	State Organization	State Owned Enterprise	Private Enterprise
			4.00	3.65	2.27
Student Cadre Experience	State Organization	4.00			*
	State Owned Enterprise	3.65			*
	Private Enterprise	2.27	*	*	

*The mean difference is significant at the 0.05 level.

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessments of the respondents on the factors that influence employment competitiveness among vocational

school graduates revealed significant differences across all pairs of the nature of work. This implied diverse responses among the nature of work categories of the respondents.

3.3.11. Differences when grouped according to the highest level of Education

Table 13. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Highest Level of Education

Variables	Highest Level of Education	Mean	F-value	sig	Decision Ho	Interpret
Professional Cognition Factor	Technical Secondary	4.00	533.862	.000	Reject	Significant
	Undergraduate	3.99				
	Vocational	2.82				
	Post Graduate	1.02				
Occupational Planning Factor	Technical Secondary	4.00	382.796	.000	Reject	Significant
	Undergraduate	3.97				
	Vocational	2.61				
	Post Graduate	1.00				
Work Factor	Technical Secondary	4.00	461.586	.000	Reject	Significant
	Undergraduate	4.00				
	Vocational	2.96				
	Post Graduate	1.05				
Hobbies and Interests Factors	Technical Secondary	4.00	478.483	.000	Reject	Significant
	Undergraduate	4.00				
	Vocational	2.83				
	Post Graduate	1.03				
Working Attitude and Ability	Technical Secondary	4.00	443.521	.000	Reject	Significant
	Undergraduate	3.97				
	Vocational	2.67				
	Post Graduate	1.00				
Education Background & Professional Setting	Technical Secondary	4.00	502.343	.000	Reject	Significant
	Undergraduate	4.00				
	Vocational	2.85				
	Post Graduate	1.09				
Professional Learning & Practical Ability	Technical Secondary	4.00	421.388	.000	Reject	Significant
	Undergraduate	3.96				
	Vocational	2.72				
	Post Graduate	1.01				
Student Cadre Experience	Technical Secondary	4.00	469.149	.000	Reject	Significant
	Undergraduate	4.00				
	Vocational	3.00				
	Post Graduate	1.14				
Overall			461.641	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to the highest level of education. This implied that regardless of the highest level of education of the respondents, they differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.3.12. Post Hoc Analysis on Significant findings according to Highest level of Education

Table 14. Post Hoc ANOVA Test on the Differences in the Assessments of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates by Highest Level of Education

Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	3.99	2.82	1.02
Professional Cognition Factor	Technical Secondary	4.00			*	*
	Undergraduate	3.99			*	*
	Vocational	2.82	*	*		*
	Post Graduate	1.02	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	3.97	2.61	1.00
Occupational Planning Factor	Technical Secondary	4.00			*	*
	Undergraduate	3.97			*	*
	Vocational	2.61	*	*		*
	Post Graduate	1.00	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	4.00	2.96	1.05
Work Factor	Technical Secondary	4.00			*	*
	Undergraduate	4.00			*	*
	Vocational	2.96	*	*		*
	Post Graduate	1.05	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	4.00	2.83	1.03
Hobbies and Interests Factors	Technical Secondary	4.00			*	*
	Undergraduate	4.00			*	*
	Vocational	2.83	*	*		*
	Post Graduate	1.03	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	3.97	2.67	1.00
Working Attitude and Ability	Technical Secondary	4.00			*	*
	Undergraduate	3.97			*	*
	Vocational	2.67	*	*		*
	Post Graduate	1.00	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	4.00	2.85	1.09
Education Background & Professional Setting	Technical Secondary	4.00			*	*
	Undergraduate	4.00			*	*
	Vocational	2.85	*	*		*
	Post Graduate	1.09	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	3.96	2.72	1.01
Professional Learning & Practical Ability	Technical Secondary	4.00			*	*
	Undergraduate	3.96			*	*
	Vocational	2.72	*	*		*
	Post Graduate	1.01	*	*	*	
Variables	Highest Level of Education	Mean	Technical Secondary	Undergraduate	Vocational	Post Graduate
			4.00	4.00	3.00	1.14
Student Cadre Experience	Technical Secondary	4.00			*	*
	Undergraduate	4.00			*	*
	Vocational	3.00	*	*		*
	Post Graduate	1.14	*	*	*	

*The mean difference is significant at the 0.05 level.

The differences in the assessments of the respondents on the factors that influence employment competitiveness among vocational school graduates revealed significant differences across all pairs of the highest level of education. This implied diverse responses among the highest level of education categories of the respondents.

3.3.13. Differences when grouped according to Household Registration

Table 15. Difference in the Assessment of the Respondents on the Factors that Influence Employment Competitiveness among Vocational School Graduates according to Household Registration

Variables	Household Registration		t-value	sig	Decision Ho	Interpret
	Rural	Urban				
Professional Cognition Factor	3.68	2.23	18.881	.000	Reject	Significant
Occupational Planning Factor	3.63	2.02	21.070	.000	Reject	Significant
Work Factor	3.75	2.33	18.714	.000	Reject	Significant
Hobbies and Interests Factors	3.70	2.22	19.650	.000	Reject	Significant
Working Attitude and Ability	3.62	2.10	19.705	.000	Reject	Significant
Education Background & Professional Setting	3.70	2.26	19.494	.000	Reject	Significant
Professional Learning & Practical Ability	3.64	2.14	19.369	.000	Reject	Significant
Student Cadre Experience	3.76	2.39	18.675	.000	Reject	Significant
Overall	3.69	2.21	19.445	.000	Reject	Significant

Using a T-Test of Independent Samples, the difference in the assessment of respondents on the factors that influence employment competitiveness among vocational school graduates yielded an overall significant result according to household registration. This implied that respondents whether they lived in the rural or urban, they differ in their assessment on the factors that influence employment competitiveness among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.4. Respondents' assessment on the effect of compensation on vocational school graduates.

3.4.1. Summary Table on the Assessed Effect of Compensation of Vocational School Graduates

Table 16. Overall Assessments on the Impact of Compensation of Vocational School Graduates

Variables	Mean	SD	Adj Desc	Interpretation	Rank
Negotiation of Salary and Benefits	2.93	1.00	Agree	Great Extent	3
Additional Responsibilities	3.10	0.96	Agree	Great Extent	1
Development of New Skills and Qualifications	2.90	1.02	Agree	Great Extent	4
Advocacy for Fair Compensation Practices	2.95	1.01	Agree	Great Extent	2
Overall	2.97	1.00	Agree	Great Extent	-

Scale: 4.00-3.51=Strongly Agree/ Very Great Extent; 3.50-2.51=Agree/ Great Extent; 2.50-1.51=Disagree/ Fairly Extent; 1.50-1.00=Strongly Disagree/ No Extent at All

Overall, the respondents' assessment "Agree/ Great Extent" on the effect of compensation of vocational school graduates by rank. Rank 1 with mean value of 3.10 with corresponding

standard deviation of .96 is *additional responsibilities*, interpreted to a “Great Extent”. The result indicate that employment opportunities do not just happen, it entails responsibilities that are attached to positions, duties and accountabilities. This is foremost in the attributes that the graduates will have to deal with should they join the young professionals employed by the rail transit. Rank second, with mean value of 2.96 with a corresponding advocacy for fair compensation practices, negotiation of salary & benefits and development of new skills & qualifications accordingly.

3.5. Differences in the Assessment of the Respondents on the Effect Acco of Compensation among Vocational School Graduates when their Work Profile is taken as a test factor

3.5.1. Differences when grouped in terms of Employment Status

Table 17. Difference in the Assessment of the Respondents on the Effect of Compensation among Vocational School Graduates according to Employment Status

Variables	Employment Status	Mean	F-value	sig	Decision Ho	Interpret
Negotiation of Salary and Benefits	Direct Employment	3.79	328.632	.000	Reject	Significant
	Employment Before	3.00				
	Employment After	2.00				
Additional Responsibilities	Direct Employment	3.95	332.615	.000	Reject	Significant
	Employment Before	3.01				
	Employment After	2.24				
Development of New Skills and Qualifications	Direct Employment	3.77	352.335	.000	Reject	Significant
	Employment Before	3.00				
	Employment After	1.92				
Advocacy for Fair Compensation Practices	Direct Employment	3.82	370.052	.000	Reject	Significant
	Employment Before	3.00				
	Employment After	1.99				
Overall Mean			345.908	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to employment status. This implied that regardless of the employment status of the

respondents, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.5.2. Post Hoc Analysis on significant findings according to Employment Status

Table 18. Post Hoc ANOVA Test on the Differences in the Assessment of the Respondents on the Effect of Compensation among Vocational School Graduates by Employment Status

Variables	Employment Status	Mean	Direct Employment	Employment Before	Employment After
			3.79	3.00	2.00
Negotiation of Salary and Benefits	Direct Employment	3.79		*	*
	Employment Before	3.00	*		*
	Employment After	2.00	*	*	
Variables	Employment Status	Mean	Direct Employment	Employment Before	Employment After
			3.95	3.01	2.24
Additional Responsibilities	Direct Employment	3.95		*	*
	Employment Before	3.01	*		*
	Employment After	2.24	*	*	
Variables	Employment Status	Mean	Direct Employment	Employment Before	Employment After
			3.77	3.00	1.92
Development of New Skills and Qualifications	Direct Employment	3.77		*	*
	Employment Before	3.00	*		*
	Employment After	1.92	*	*	
Variables	Employment Status	Mean	Direct Employment	Employment Before	Employment After
			3.82	3.00	1.99
Advocacy for Fair Compensation Practices	Direct Employment	3.82		*	*
	Employment Before	3.00	*		*
	Employment After	1.99	*	*	

*The mean difference is significant at the 0.05 level.

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessment of respondents on the impact of compensation among vocational school graduates revealed significant differences across all pairs of the employment status. This implied diverse responses among the employment status categories of the respondents.

3.5.3. Differences in the Assessment In terms of Requirement of Skills at Work

Table 19. Difference in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates according to Requirement for Skills at Work

Variables	Requirement for Skills at Work	Mean	F-value	sig	Decision Ho	Interpret
Negotiation of Salary and Benefits	Elementary	3.80	713.901	.000	Reject	Significant
	Medium	2.89				
	Advanced	1.49				
	None	1.00				
Additional Responsibilities	Elementary	3.95	1021.960	.000	Reject	Significant
	Medium	3.01				
	Advanced	1.78				
	None	1.00				
Development of New Skills and Qualifications	Elementary	3.78	589.121	.000	Reject	Significant
	Medium	2.82				
	Advanced	1.44				
	None	1.00				
Advocacy for Fair Compensation Practices	Elementary	3.83	875.742	.000	Reject	Significant
	Medium	2.88				
	Advanced	1.47				
	None	1.00				
Overall mean			800.181	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to requirement for skills at work. This implied that regardless of the requirement for skills at work of the respondents, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.5.4. Post Hoc Analysis on the Significant Findings According to Requirement for Skills at Work

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessment of respondents on the impact of compensation among vocational school graduates revealed significant differences across all pairs of the requirement for skills at work. This implied diverse responses among the requirement for skills at work categories of the respondents.

Table 20. Post Hoc ANOVA Test on the Differences in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates by Requirement for Skills at Work

Variables	Requirement for Skills at Work	Mean	Elementary	Medium	Advanced	None
			3.80	2.89	1.49	1.00
Negotiation of Salary and Benefits	Elementary	3.80		*	*	*
	Medium	2.89	*		*	*
	Advanced	1.49	*	*		*
	None	1.00	*	*	*	
Variables	Requirement for Skills at Work	Mean	Elementary	Medium	Advanced	None
			3.95	3.01	1.78	1.00
Additional Responsibilities	Elementary	3.95		*	*	*
	Medium	3.01	*		*	*
	Advanced	1.78	*	*		*
	None	1.00	*	*	*	
Variables	Requirement for Skills at Work	Mean	Elementary	Medium	Advanced	None
			3.78	2.82	1.44	1.00
Development of New Skills and Qualifications	Elementary	3.78		*	*	*
	Medium	2.82	*		*	*
	Advanced	1.44	*	*		*
	None	1.00	*	*	*	
Variables	Requirement for Skills at Work	Mean	Elementary	Medium	Advanced	None
			3.83	2.88	1.47	1.00
Advocacy for Fair Compensation Practices	Elementary	3.83		*	*	*
	Medium	2.88	*		*	*
	Advanced	1.47	*	*		*
	None	1.00	*	*	*	

*The mean difference is significant at the 0.05 level.

3.5.5. Differences when Grouped According to Number of Occupation of Related Skills

Using F or ANOVA Test, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to the number of occupation related skills. This implied that regardless of the number of occupation related skills of the respondents, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

Table 21. Difference in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates according to Number of Occupation Related Skills

Variables	Number of Occupation Related Skills	Mean	F-value	sig	Decision Ho	Interpret
Negotiation of Salary and Benefits	1-3 certificates	3.59	365.686	.000	Reject	Significant
	4-6 certificates	2.49				
	7-9 certificates	1.06				
	> 10 certificates	1.00				
Additional Responsibilities	1-3 certificates	3.71	434.136	.000	Reject	Significant
	4-6 certificates	2.76				
	7-9 certificates	1.25				
	> 10 certificates	1.00				
Development of New Skills and Qualifications	1-3 certificates	3.58	368.466	.000	Reject	Significant
	4-6 certificates	2.41				
	7-9 certificates	1.00				
	> 10 certificates	1.00				
Advocacy for Fair Compensation Practices	1-3 certificates	3.61	383.954	.000	Reject	Significant
	4-6 certificates	2.47				
	7-9 certificates	1.08				
	> 10 certificates	1.00				
Overall Mean			388.060	.000	Reject	Significant

3.5.6. Post Hoc Analysis on the Significant Findings According to Number of occupational Related Skills

Table 22. Post Hoc ANOVA Test on the Differences in the Assessment of the Respondents on the Effect of Compensation among Vocational School Graduates by Number of Occupational Related Skills

Variables	No. of Occupational Related Skills	Mean	1-3 certificates	4-6 certificates	7-9 certificates	>10 certificates
Negotiation of Salary and Benefits	1-3 certificates	3.59	3.59	*	*	*
	4-6 certificates	2.49	*	*	*	*
	7-9 certificates	1.06	*	*	*	*
	> 10 certificates	1.00	*	*	*	*
Variables	No. of Occupational Related Skills	Mean	1-3 certificates	4-6 certificates	7-9 certificates	>10 certificates
Additional Responsibilities	1-3 certificates	3.71	3.71	2.76	1.25	1.00
	4-6 certificates	2.76	*	*	*	*
	7-9 certificates	1.25	*	*	*	*
	> 10 certificates	1.00	*	*	*	*
Variables	No. of Occupational Related Skills	Mean	1-3 certificates	4-6 certificates	7-9 certificates	>10 certificates
Development of New Skills and Qualifications	1-3 certificates	3.58	3.58	2.41	1.00	1.00
	4-6 certificates	2.41	*	*	*	*
	7-9 certificates	1.00	*	*	*	*
	> 10 certificates	1.00	*	*	*	*
Variables	No. of Occupational Related Skills	Mean	1-3 certificates	4-6 certificates	7-9 certificates	>10 certificates
Advocacy for Fair Compensation Practices	1-3 certificates	3.61	3.61	2.47	1.08	1.00
	4-6 certificates	2.47	*	*	*	*
	7-9 certificates	1.08	*	*	*	*
	> 10 certificates	1.00	*	*	*	*

*The mean difference is significant at the 0.05 level.

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessment of respondents on the impact of compensation among vocational school graduates revealed significant differences across all pairs of the number of occupational related skills. This implied diverse responses among the number of occupational related skills categories of the respondents.

3.5.7. Differences in the Assessment when grouped in terms of Awards Received

Table 23. Difference in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates according to Awards Received

Variables	Awards Received	Mean	F-value	sig	Decision Ho	Interpret
Negotiation of Salary and Benefits	1-5 awards	3.73	863.802	.000	Reject	Significant
	6-10 awards	2.90				
	> 10 awards	1.43				
Additional Responsibilities	1-5 awards	3.88	787.948	.000	Reject	Significant
	6-10 awards	3.00				
	> 10 awards	1.71				
Development of New Skills and Qualifications	1-5 awards	3.72	744.365	.000	Reject	Significant
	6-10 awards	2.83				
	> 10 awards	1.39				
Advocacy for Fair Compensation Practices	1-5 awards	3.76	1012.652	.000	Reject	Significant
	6-10 awards	2.89				
	> 10 awards	1.42				
Overall mean			852.192	.000	Reject	Significant

Significant at .05

Using F or ANOVA Test, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to the awards received. This implied that regardless of the awards received by the respondents, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.5.8. Post Hoc Analysis on the Significant Findings According to Awards Received

Table 24. Post Hoc ANOVA Test on the Differences in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates by Awards Received

Variables	Awards Received	Mean	1-5 awards	6-10 awards	>10 awards
Negotiation of Salary and Benefits	1-5 awards	3.73		*	*
	6-10 awards	2.90	*		*
	> 10 awards	1.43	*	*	
Variables	Awards Received	Mean	1-5 awards	6-10 awards	>10 awards
Additional Responsibilities	1-5 awards	3.88		*	*
	6-10 awards	3.00	*		*
	> 10 awards	1.71	*	*	
Variables	Awards Received	Mean	1-5 awards	6-10 awards	>10 awards
Development of New Skills and Qualifications	1-5 awards	3.72		*	*
	6-10 awards	2.83	*		*
	> 10 awards	1.39	*	*	
Variables	Awards Received	Mean	1-5 awards	6-10 awards	>10 awards
Advocacy for Fair Compensation Practices	1-5 awards	3.76		*	*
	6-10 awards	2.89	*		*
	> 10 awards	1.42	*	*	

***The mean difference is significant at the 0.05 level.**

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessment of respondents on the impact of compensation among vocational school graduates revealed significant differences across all pairs of the awards received. This implied diverse responses among the awards received categories of the respondents.

3.5.9. Differences when grouped in terms of Work Experience

Table 25. Difference in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates according to Work Experience

Variables	Work Experience	Mean	F-value	sig	Decision Ho	Interpret
Negotiation of Salary and Benefits	1-3 years	4.00	745.784	.000	Reject	Significant
	4-6 years	3.26				
	7-10 years	2.72				
	> 10 years	1.29				
Additional Responsibilities	1-3 years	4.00	791.331	.000	Reject	Significant
	4-6 years	3.52				
	7-10 years	2.96				
	> 10 years	1.45				
Development of New Skills and Qualifications	1-3 years	4.00	712.163	.000	Reject	Significant
	4-6 years	3.24				
	7-10 years	2.64				
	> 10 years	1.25				
Advocacy for Fair Compensation Practices	1-3 years	4.00	799.110	.000	Reject	Significant
	4-6 years	3.32				
	7-10 years	2.71				
	> 10 years	1.28				
Overall			762.097	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to work experience. This implied that regardless of the work experience of the respondents, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.5.10. Post Hoc Analysis on Significant findings According to Work Experience

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessment of respondents on the impact of compensation among vocational school graduates revealed significant differences across all pairs of the work experience. This implied diverse responses among the work experience categories of the respondents.

Table 26. Post Hoc ANOVA Test on the Differences in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates by Work Experience

Variables	Work Experience	Mean	1-3 years	4-6 years	7-10 years	>10 years
			4.00	3.26	2.72	1.29
Negotiation of Salary and Benefits	1-3 years	4.00		*	*	*
	4-6 years	3.26	*		*	*
	7-10 years	2.72	*	*		*
	> 10 years	1.29	*	*	*	
Variables	Work Experience	Mean	1-3 years	4-6 years	7-10 years	>10 years
			4.00	3.52	2.96	1.45
Additional Responsibilities	1-3 years	4.00		*	*	*
	4-6 years	3.52	*		*	*
	7-10 years	2.96	*	*		*
	> 10 years	1.45	*	*	*	
Variables	Work Experience	Mean	1-3 years	4-6 years	7-10 years	>10 years
			4.00	3.24	2.64	1.25
Development of New Skills and Qualifications	1-3 years	4.00		*	*	*
	4-6 years	3.24	*		*	*
	7-10 years	2.64	*	*		*
	> 10 years	1.25	*	*	*	
Variables	Work Experience	Mean	1-3 years	4-6 years	7-10 years	>10 years
			4.00	3.32	2.71	1.28
Advocacy for Fair Compensation Practices	1-3 years	4.00		*	*	*
	4-6 years	3.32	*		*	*
	7-10 years	2.71	*	*		*
	> 10 years	1.28	*	*	*	

*The mean difference is significant at the 0.05 level.

3.5.11. Differences in the assessments when grouped in terms of Number of Work changes

Table 27. Difference in the Assessment of the Respondents on the Effect of Compensation among Vocational School Graduates according to Number of Work Changes

Variables	Mean of the Number of Work Changes		t-value	sig	Decision Ho	Interpret
	None	1-5 times				
Negotiation of Salary and Benefits	3.45	1.51	31.260	.000	Reject	Significant
Additional Responsibilities	3.56	1.85	19.050	.000	Reject	Significant
Development of New Skills and Qualifications	3.42	1.46	29.172	.000	Reject	Significant
Advocacy for Fair Compensation Practices	3.47	1.50	32.607	.000	Reject	Significant
Overall	3.48	1.58	28.022	.000	Reject	Significant

Using a T-Test of Independent Samples, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to the number of work changes. This implied that whether the respondents have a no or 1-5 times work changes, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.5.12. Differences when Grouped According to Current Salary Range

Table 28. Difference in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates according to Current Salary Range

Variables	Current Salary Range	Mean	F-value	sig	Decision Ho	Interpret
Negotiation of Salary and Benefits	< 6,000	4.00	679.193	.000	Reject	Significant
	6,001 – 8,000	3.79				
	8,001 – 10,000	3.00				
	> 10,000	1.60				
Additional Responsibilities	< 6,000	4.00	387.401	.000	Reject	Significant
	6,001 – 8,000	3.99				
	8,001 – 10,000	3.05				
	> 10,000	1.94				
Development of New Skills and Qualifications	< 6,000	4.00	781.857	.000	Reject	Significant
	6,001 – 8,000	3.76				
	8,001 – 10,000	2.98				
	> 10,000	1.52				
Advocacy for Fair Compensation Practices	< 6,000	4.00	838.910	.000	Reject	Significant
	6,001 – 8,000	3.83				
	8,001 – 10,000	3.01				
	> 10,000	1.59				
Overall			671.840	.000	Reject	Significant

Using F or ANOVA Test, the difference in the assessment of respondents on the impact of compensation among vocational school graduates yielded an overall significant result according to the current salary range. This implied that regardless of the current salary range of the respondents, they differ in their assessment on the impact of compensation among vocational school graduates. The null hypothesis was rejected at a 5% level of significance.

3.5.13. Post Hoc Analysis on Significant Findings According to Current Salary Range

Using a Sheffe Test, the post hoc ANOVA test on the differences in the assessment of respondents on the impact of compensation among vocational school graduates revealed significant differences across all pairs of the current salary range. This implied diverse responses among the current salary range of the respondents.

Table 29. Post Hoc ANOVA Test on the Differences in the Assessment of the Respondents on the Effect of Compensation among Vocational School Graduates by Current Salary Range

Variables	Current Salary Range	Mean	< 6,000	6,001-8,000	8,001-10,000	>10,000
			4.00	3.79	3.00	1.60
Negotiation of Salary and Benefits	< 6,000	4.00		*	*	*
	6,001 – 8,000	3.79	*		*	*
	8,001 – 10,000	3.00	*	*		*
	> 10,000	1.60	*	*	*	
Variables	Current Salary Range	Mean	< 6,000	6,001-8,000	8,001-10,000	>10,000
			4.00	3.99	3.05	1.94
Additional Responsibilities	< 6,000	4.00		*		*
	6,001 – 8,000	3.99	*		*	*
	8,001 – 10,000	3.05	*	*		*
	> 10,000	1.94	*	*	*	
Variables	Current Salary Range	Mean	< 6,000	6,001-8,000	8,001-10,000	>10,000
			4.00	3.76	2.98	1.52
Development of New Skills and Qualifications	< 6,000	4.00		*	*	*
	6,001 – 8,000	3.76	*		*	*
	8,001 – 10,000	2.98	*	*		*
	> 10,000	1.52	*	*	*	
Variables	Current Salary Range	Mean	< 6,000	6,001-8,000	8,001-10,000	>10,000
			4.00	3.83	3.01	1.59
Advocacy for Fair Compensation Practices	< 6,000	4.00		*	*	*
	6,001 – 8,000	3.83	*		*	*
	8,001 – 10,000	3.01	*	*		*
	> 10,000	1.59	*	*	*	

*The mean difference is significant at the 0.05 level.

3.6. Relationship between Respondents' Assessment on the Factors of Employment Competitiveness and the Effect Attributes Compensation of Vocational School Graduates

Using a Pearson r, the c there were strong correlations between respondents' assessments on the factors of employment competitiveness and the impact attributes compensation of vocational school graduates. This implied that factors of employment competitiveness strongly influenced the impact attributes of compensation of vocational school graduates. The null hypothesis was rejected at a 1% level of significance.

Table 30. Relationships between the Respondents' Assessments on the Factors of Employment Competitiveness and the Impact Attributes Compensation of Vocational School Graduates

Factors of Employment Competitiveness	Statistics	Impact Attributes Compensation of Vocational				
		Negotiation of Salary & Benefits	Additional Responsibilities	Development of New Skills & Qualifications	Advocacy for Fair Compensation Practices	Overall
Professional Cognition Factor	<i>Pearson r</i>	.986**	.986**	.973**	.988**	.983**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Occupational Planning Factor	<i>Pearson r</i>	.991**	.947**	.995**	.992**	.981**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Work Factor	<i>Pearson r</i>	.950**	.997**	.936**	.959**	.961**
	<i>sig.</i>	.000	0.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Hobbies and Interests Factors	<i>Pearson r</i>	.983**	.984**	.969**	.986**	.981**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Working Attitude and Ability	<i>Pearson r</i>	.998**	.952**	.995**	.996**	.985**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Education Background and Professional Setting	<i>Pearson r</i>	.981**	.985**	.967**	.985**	.980**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Professional Learning & Practical Ability	<i>Pearson r</i>	.995**	.963**	.987**	.995**	.985**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant
Student Cadre Experience	<i>Pearson r</i>	.942**	.993**	.930**	.951**	.954**
	<i>sig.</i>	.000	.000	.000	.000	.000
	<i>Decision Ho</i>	Reject	Reject	Reject	Reject	Reject
	<i>Interpret</i>	Significant	Significant	Significant	Significant	Significant

****.**Correlation is significant at the .01 level (2-tailed).

4. Summary of Finding

4.1. Respondents' Profile

4.1.1 *In terms of the personal profiles of the respondents*, the majority of them were male. Many of the respondents belonged under the age range of 18-25 years old. It also seemed that many of them had graduated from 2000 – 2009 followed by those who graduated from 2013 -2015. The scope of unit revealed that many of the respondents were categorized under railway followed by the subway. The nature of the work unit disclosed that the majority of respondents belonged with a state-owned enterprise followed by the private enterprise. The highest level of education of the respondents seemed that the majority of them took a vocational course. This was followed by the undergraduate level. Finally, the household registration of the respondents disclosed that the majority of them lived in the rural area.

4.1.2 *In terms of the work profiles of the respondents*, the employment status showed that 53% of the respondents were employed even before completing college. The requirement for skills at work disclosed that about 43% of the respondents have skills for elementary or basic skills. The number of occupation related skills revealed that majority of them yielded presented 1-3 certificates The awards received showed that 46% or almost fifty percent have presented at least 1-5 awards received. The work experience disclosed that respondents with recorded work experiences have equal number of respondents representing 1-3 years, 4-6 years and, 7-10 years. A greater proportion of the respondents revealed that they have not experienced work changes. Lastly, the current salary range of the respondents was between 8,001-10,000 was enjoyed by at least closed to fifty percent of the respondents.

4.2. Respondents' Assessment on the Factors that Influence Employment Competitiveness among Vocational School Graduates.

The overall assessment of the respondents' on the factors that influence employment competitiveness among vocational school graduates, showed that the cited variables are regarded by the students themselves as unanimously "Influential" in the students being employed despite keen competition among job- hopefuls. Of the eight variables cited, the top three factors that are "influential" to employment competitiveness among students/graduate respondents, are;

- (1) Student cadre experience assessed as heterogenously "Influential";
- (2) Work factor assessment was assessed homogenously "Influential";
- (3) "Education Background & Professional Setting" with mean value of all indicating heterogenous assessment.

This may seem to indicate that respondents are diverse in their assessment of the variables that influence employment competitiveness. This could have been attributed to their different personal circumstances. The least mean result was obtained for the variable "Occupational Planning Factor" though considered "influential"

4.3. Difference in the assessment of the respondents on the factors that influence employment competitiveness among vocational school graduates when their personal profile is taken as a test factor.

Using either t-test or Analysis of Variance, the assessment of the respondent/students which were compared based on their personal profile. The overall results showed significant differences in the result of hypothesis testing at .05 significance value. The details of the comparative analysis are presented as follows:

4.3.1 Differences in the assessment of the respondents on the factors that influence employment competitiveness when sex is used as a test factor, rejects the null hypothesis, indicating significant difference in the assessment between male and female respondents.

4.3.2 Differences in the assessment of the respondents on the factors that influence employment competitiveness when *Age* is used as a test factor, rejects the null hypothesis, indicating significant difference in the assessment between and among respondents with different age brackets.

4.3.3 Differences in the assessment of the respondents on the factors that influence employment competitiveness when *year graduated* was taken as test factor, rejects the null hypothesis, indicating significant difference in the assessment between and among respondents who graduated from several school year since 2000 until 2024, depicting 6 periods. Post hoc analyses showed significant paired comparison particularly those from graduates from school year 2000-2009 respondents' assessment were more influenced by factors for employment competitiveness as compared to later graduates.

4.3.4 Differences in the assessment of the respondents on the factors that influence employment competitiveness when *scope of unit* was taken as test factor, it rejects the null hypothesis, indicating significant difference in the assessment between and among respondents who assigned to subway units, railway, and Intercity vary in their assessment. Post Hoc analysis reveals that those graduates from Subways were influenced for employment competitiveness as compared to those of railways and Intercity units.

4.3.5 Differences in the assessment of the respondents on the factors that influence employment competitiveness when *nature of work* was taken as test factor, rejects the null hypothesis, indicating significant difference in the assessment between and among respondents who graduated with state organization, state-owned organization and private enterprise. Post Hoc analysis reveals that graduates from state organizations respondents assessment were more influenced by factors for employment competitiveness as compared to those who worked with state-owned and private enterprises.

4.3.6 Differences in the assessment of the respondents on the factors that influence employment competitiveness when *high level of education* was taken as test factor, rejects the null hypothesis, indicating significant difference in the assessment between and among respondents who graduated technical secondary, undergraduate courses, vocational and those who attended post graduate courses. Post Hoc analysis reveals that graduates from technical secondary were more influenced by factors for employment competitiveness as compared those of undergraduate, vocational and post graduates.

4.3.7 A significant difference resulted when respondents' assessment on factors that influence employment competitiveness were compared based on household registration. The respondents' assessment from rural and urban households were compared, rejects the hypothesis indicating significant difference. The higher mean value obtained by those from rural household signified influenced by factors of employment competitiveness.

4.4. Respondents' assessment on the impact of compensation of vocational school graduates

Using mean and standard deviation, the assessment on the impact of compensation of vocational school graduates was to "Great Extent", indicating high consideration and more focused on the choice of employment. Ranked results on the assessment of the variables yielded the following details;

What ranked first is the "Additional responsibilities" where respondents were unanimous in their assessment, followed closely by the "Advocacy for Fair Compensation Practices", third rank is "Negotiation of Salary and benefits". Finally, it is "Development of New Skills and Qualification".

4.5. Differences in the Assessment of the Respondents on the Impact of Compensation among Vocational School Graduates when their Work Profile is taken as a test factor

The t-test and analysis of variance (ANOVA) were utilized in treating the data on test difference to determine the comparative analysis on the impact of compensation when the students' work profile is taken as a test factor. The detailed results showed that:

4.5.1 Differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according to employment status was homogenously assessed significantly, where direct employment is highly considered when compared to other categories of work status.

4.5.2 Differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according to *requirement for work skills* was homogenously assessed significantly, where elementary skills are highly considered when compared to other categories of work skills.

4.5.3 Differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according to number of occupations of related skills was homogenously assessed significantly, where those with at least 1-3 skills is highly considered when compared to other categories of related skills of the number of occupations held.

4.5.4 Significant differences were obtained when comparing the differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according *number of awards* where those with 1-5 awards is highly considered when compared to other categories of number of awards received.

4.5.5 Differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according *work experience* was homogenously assessed significantly, where those who have worked for at least 1-3 years is highly considered when compared to other categories of work experience.

4.5.6 Differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according number of work changes was homogenously assessed significantly, where those who did not change work for the length of time they have been working is highly considered when compared to other categories of number of work changes.

4.5.7 Differences in the respondents' assessment on the influence of compensation based on their work profile when grouped according current salary range was homogenously assessed significantly, where those who earned the least is highly considered when compared to other categories of current salary ranges.

4.6. Relationship between Respondents' Assessment on the Factors of Employment Competitiveness and the Effect Attributes Compensation of Vocational School Graduates

The results on a statistical analysis that explored the relationship between factors of employment competitiveness and the impact attributes compensation of vocational school graduates. The strength and direction of the relationship that were measured by Pearson r coefficient. The significance of this relationship is determined by the corresponding significance value.

Using a Pearson r, there were strong correlations between respondents' assessments on the factors of employment competitiveness of the following overall variables, such that:

A Professional Cognition has impact attribute on compensation with an overall r-value of .989 that is strong and positive;

An occupational planning factor has impact attribute on compensation factor that is .981 which is significant and strong relationship.

Work Factor factors of employment competitiveness and the impact attributes compensation factor that is .961, which is robust and significant;

Hobbies and Interest factor has impact attribute on compensation factor that is .981 which is significant and strong relationship.

A Work Attitude and Abilities factor has impact attribute on compensation factor that is .985 which is significant and strong relationship.

An Educational background and Professional Setting impact attribute on compensation factor that is .980 which is significant and strong relationship.

A Performance learning and Potential factor has impact attribute on compensation factor that is .981 which is significant and strong relationship.

A Performance Learning & potential ability .985 which is significant and strong relationship.

A Student Cadre Experience factor has impact attribute on compensation factor that is .954 which is significant and strong relationship.

The strength of the correlation is considered robust, as coefficient above 0.70 are typically interpreted as strong and directly related. The significance value associated with the above correlation results is .000, which is less than the alpha level at .05 that is used in testing for statistical significance. Therefore, the significance value is low, it leads to the rejection of hypothesis (H_0) which states that there is no significant relationship between competitive employment factor and impact on compensation, that it can be said that the decision to reject the null hypothesis confirms that the observed correlation is statistically significant. This means that the assessment by the respondents that promote employment competitiveness are likely to be associated with high level of compensation practices factors among respondent-graduates.

5. Conclusions

The comprehensive assessment of the respondents has yield findings that contribute to the discussions on employment competitiveness and their impact on compensation, thus it can be inferred that;

5.1 The personal profile such as sex, age, year graduated, scope of unit, work unit, higher level of education and household registration; and work profile such as, work factor, employment status, requirement for skills at work, awards received, number of occupational related skills, work experience, number of work changes, and annual salary range of the respondent-graduates could have contributed to the attribute of employment competitiveness and its impact on compensation.

5.2 The self-assessments on the diverse factors of employment competitiveness are influential, which can enhance the sense of engagement among the graduates of railway transit to contribute to the positive outlook of the graduates.

5.3 The comparative assessment of the graduate-respondents that are highly significant underscore the importance and initiatives in equalizing varying personal circumstances.

5.4 The various factors characterizing the impact of compensation based on the varying factors among graduate-respondents in a group can be greatly associated with work factor profiles.

In conclusion, the study affirms that the students' assessment of the variables of employment competitiveness and impact on compensation that indicates positive and strong correlation is consistent with the statement of Secretary General Xi Jinping, and the framework of human capital theory, for it could lead to greater empowerment that foster a better employment culture for its graduates.

6. Recommendations

Based on the findings and conclusions, the following recommendations are hereby suggested the institutions that develop railway transit graduates to face future challenges for better employability practices:

6.1 The school must develop and implement initiatives aimed at leveraging the diversity within the higher vocational graduates in serving the regional rail transit sectors. This means a need to encourage collaboration and knowledge sharing among graduates of different sex, age brackets and educational backgrounds to foster an inclusive environment.

6.2 Higher vocational graduates that serve the rail transit workplace must be given opportunity to update their required skills as basic level of skills that are requirements to related occupation.

6.3 School administrators of the higher vocational institutions should give priority in the professional preparation of their rail transit graduates in order to continually strengthen and support their development for better service to the rail transit sector.

6.4 It is advisable for the rail transit sectors to work collaboratively with schools to provide holistic development among its apprentice/ applicants to optimize academic preparations and to address industry requirements and needs to ensure and cater to "right person for the right job".

6.5 It is important to support and encourage the conduct of research and exploration on the factors of employment competitiveness variables to gather insights that can be applicable to practices as they venture into shared experiences that come in handy in the real world of work.

6.6 The strong correlation associated with assessment on employment competitive factors and impact on compensation should be reinforced in their daily reflections of personal values, work commitments and sense of purpose in life.

6.7 Finally, the researcher is suggesting to the head of the school that served as research locale of the current investigation, the adoption of the proposed program.

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