

Employability of Real Estate Management Graduates in A University

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ABSTRACT

This study examined the occupational preferences and competency utilization of BS Real Estate Management graduates. The findings of the study serves as the basis for a proposed recommendation. Ninety University (90) graduates with degrees in real estate management participated in the study. The researchers utilized a descriptive research design was employed. The Commission on Higher Education's standard questionnaire, interpreted using straightforward percentages and ranks, served as the study's research instrument. According to the results, the study revealed that the job choices are influenced by prestige, career progression, pay, and benefits. Communication, problem-solving, human interactions, and critical thinking abilities are highly regarded. Employee growth initiatives, work-life balance, and the development of transferable skills should be given top priority by employers and academic institutions. It is suggested that soft skills training be included and that industry-specific competency criteria be investigated. The study's findings inform employer initiatives for maximizing talent development and curriculum improvements.

Keywords: Employability, tracer study, real estate management, descriptive method, Cebu City, Philippines

INTRODUCTION

The employability of graduates has become an issue that needs to be addressed in the global economy. It is a necessity to have the proper set of employability skills. According to the current state of employability skills in our country, only one-third of students entering the labor market can meet the criteria set for employment by employers. Due to low employability, the state will face huge skill gaps. Thus, there is an exigent need to transform or shift from rote learning practices to reflective learning (Misra & Khurana, 2017).

A Tracer Study is a study that can provide helpful information to evaluate higher education results and can then be used to improve and guarantee the quality of higher education institutions. As the stars multiply, the chances of graduating from a school also multiply. This implies that more industries shall be sought to assist the schools in developing significant competencies for its graduates concerning their future employment. It is then imperative that the school administrators be updated on what their graduates are doing, where they are working, and what they may achieve is the essence of conducting tracer studies with

a different hope to get relevant information on the extent of the program offerings and pieces of Training provided to its students and future graduates as the basis of enhancing future program offerings, activities, and elements of Training.

Salazar et al., (2015) strongly recommend that more training and experiential learning activities be enhanced. New entrants must be adequately assessed before accepting them to the course. The students must be given extra training so that they can get jobs other than being a manager. Also, the employers of the graduates must give credence to the efficiency or performance of their prospective employees.

RA 7722, otherwise known as the "Higher Education Act 1994," as quoted, mandates CHED to formulate and recommend development plans, policies, and programs on research. Therefore, CHED elevates one of its priority areas in education management research: Graduate Tracer Study (*CHED Region 10 - The Commission*, n.d.). These policies strengthen the move to conduct this study. It is not just an accomplishment of CHED's requirement but rather an effort to monitor the University of Cebu Main Campus BSREM, graduates. Though most of the time, replies on this matter are minimal, regularly growing in number.

The primary objective of a tracer study is to help educational institutions produce highly qualified and competitive graduates. Academic institutions must provide high-standard education and Training to transform their students and graduates into productive members of society. The University is an educational institution committed to providing an essential foundation. The main objective of this tracer study was to determine the level of employability of the graduates (Maglaque & Calma, 2015).

With all of these reasons expressed above, there is, therefore, a need to conduct a regular study that may determine the employment chances, actual job performance, and opportunities for success and achievement of the University of Cebu's Bachelor of Science in Real Estate Management graduates, and essential information in enhancing the programs offered in a specific department.

FRAMEWORK

This study is anchored on John Holland's Theory of Career Choice (1973) and supported by Yorke's Theory on Self-Viability (2004) and Albert Bandura's Social Cognitive Theory (1986).

John Holland's Theory of Career Orientation advises people to select careers congruent with their personalities. Similarly, based on self-determination theory, the self-concordance approach warns people to choose personal goals that match their autonomous interests and identifications. It showed that the identified motivation subscale was the primary source of these effects. Thus, career counselors may consider assessing students' self-concordance, particularly their levels of identified motivation, and determining their Holland codes (Sheldon et al., 2020).

Holland's Theory of Vocational Choice is a powerful framework for studying academic environments and student development in college. This study tests Holland's third proposition that students flourish in academic environments (i.e., majors) that are congruent with their personality types. In addition, we examine the extent to which student characteristics influence person-environment fit. Findings indicated that student characteristics and personality type were significantly related to person-environment fit. Moreover, person-environment fit is positively related to self-reported grades. However, the person-environment was not significantly related to either perceived learning gains or satisfaction with college (Rocconi et al., 2020).

This same study is also supported by the Employability Theory of Yorke (2004), which says students will develop their employability in ways that reflect their particular circumstances. Levin's theory strengthens

this on skills development: "Skills are earned through education. The major function of schools is to prepare workers to meet the labor demand and skills requirements. Education, therefore, should design curricula that prepare workers for job compatibility. Levin's theory implies that educational institutions should design "Social efficiency" curricula by preparing workers for economic stability (Yorke & Knight, 2007).

The relation between the degree of interest unity (i.e., person-environment fit in the interest domain) and career satisfaction has been inconsistent and generally low across studies. Findings showed more substantial congruence–satisfaction relations when the primary interest measure and complete interest profiles were used to generate interest congruence indices (Bai & Liao, 2019).

Estacio and Carlos-Manuel (2019) revealed that graduates in pre-pandemics have a higher employability rate than during the pandemic, with regular status and presently working as an associate professional in the Philippine construction industry and architectural companies related to their college degrees who found their first job and stayed on their jobs for more than three (3) years. Communication skill is considered the foremost competency learned in valuable college job placement.

Diaz and Maramento (2023) posit that there is equal opportunity among students enrolling in the HRM program enjoyed by the graduates regardless of their sex and civil status. The majority of the graduates were currently employed in locally related jobs. However, some were underemployed and unemployed. In addition, there was a high employability rate among HRM graduates. The suggestions to further improve the curriculum concentrated mainly on classroom standards, teaching methods, career guidance activities, and facilities and equipment. More industry exposure/actual Training gained favorable responses while posting job opportunities on bulletin boards and social media and providing computers with reservation software are also suggested to improve the classroom teaching methods.

Employing recent graduates would be appealing to understand how the competition affects employability. Since it is hard to develop an objective metric, employability cannot be measured by graduates' employment; instead, the long-term benefits should be noted. Some business training programs do not demonstrate a greater general employment rate, which could result from a substitution effect, even while they marginally improve self-employment among graduates one year after they complete their degree. However, the state of the labor market can also affect how employable students believe they are. They discovered that a more favorable labor market would have resulted in a more significant proportion of graduates who were happy with their educational program (Pardo-Garcia & Barac, 2020).

Furthermore, the faculty should review the program curriculum to ensure that any necessary revisions and accommodations conform with the various skills required in the business. Lastly, tracer studies like this are given outstanding support by the University to continue monitoring how its graduates are doing and what the faculty can do in the curriculum and instruction to produce more productive and commendable graduates (Dalan, et al., 2022).

Fajardo-Atian (2020) states that it is recommended to institutionalize the conduct of the tracer studies to include not only the graduates but also their employers. Review and upgrade the curricular offering of the graduate degree program to ensure the provision of competency development programs for the graduates. CSPC may regularly update its graduates' status once a year and ask for possible curriculum enhancement programs.

The study concluded that these graduates had acquired 21st-century skills in their respective degree programs. These results confirm future research confirming the most employable skills in secondary teaching. As recommended, classroom instruction might emphasize the development of these skills.

Eventually, these become the competitive advantage and employability capital of future graduates. Administering the licensure examination and releasing its results can be done within the first three months after graduation to lessen the cost of waiting (Caingcoy et al., 2021).

Most graduates occupy clerical jobs and are regularly or permanently employed in private companies in their communities. A combination of school, academic, and socioeconomic variables influenced their employability. While family concerns are the primary cause of unemployment, salaries, and benefits greatly influence remaining in the workplace and taking jobs unrelated to the course. Although the BSOA program has achieved the graduates' expectations, the problem of skills that were judged reasonably fulfilled still needs to be addressed (Ojeda-Jintalan, 2020).

Woya (2019) showed that some graduates have never been used and still require employment. As a result, the department needs to be connected to governmental and nongovernmental organizations. This could increase statistics grads' employability. According to Goodman and Tredway (2016), there is evidence that various sets of predictors influence perceived internal and external employability, as well as support for the scale's construct validity for evaluating employability.

Senekal and Munro (2019) state that this review's findings point to three potential models for implementation: a large-scale model, a smaller-scale model, and a mixed-method model. These recommended models may allow for the more efficient and effective implementation of graduate tracer studies across South Africa. The study showed that Educational Management graduates could survive as employees or entrepreneurs focusing on Educational Management scope.

The results showed that the graduates acquired relevant work-related capabilities such as time management and interpersonal and teamwork skills from their university education. However, they encountered considerable challenges during their transition period and faced barriers such as needing assistive technologies and communication equipment. There have been discussions about the need for direct university involvement in the transition process, engagement with other stakeholders to facilitate job searches, and for employers to make reasonable accommodations for graduates in the workplace (Odame et al., 2021).

The CTU-MC CoE graduates were proven proficient and competent to be employable in the government schools, as revealed in the seven illuminating themes, thus resulting in boon opportunities. High school teachers predominate on the track more than elementary teachers, with a negligible difference. As cascaded in its vision-mission, the institution prepared graduates for the field of work with the personality that matters compared to other predetermined factors. Academic preparation and career performance exhibited significance in successful teaching employment in public schools (T. Rojas & C. Rojas, 2016). Kalaw, (2019) revealed that the graduates claimed their pre-service training program helped them acquire 21st-century skills and competencies that were effective, adequate, and relevant in responding to the demands of their chosen occupations. Providing soft Training on applied computer software, forming a partnership with software developers, and offering foreign language and significant courses that merge machine learning and data science were some of the recommendations suggested by the graduates to improve the program further.

Halili et al., (2017) suggested that philosophy manifests in the practice choices of its graduates and that it can meet the rural and urban health workforce needs of the Western Mindanao region. It is recommended that sustainable employment of graduates can be secured if the University improves its current curriculum to incorporate more employability skills demanded by the labor market.

Andari et al., (2021) showed that Educational Management graduates could survive as employees or entre-

preneurs focusing on Educational Management scope. It is further recommended by Cañizares (2015) to update the current curriculum to be K-12 ready, foreseeing that future graduates should be developed to teach confidently in the light of the Philippine educational reform.

However, Finch et al. (2013) state that university programs and courses should focus on learning outcomes linked to developing soft skills to increase new graduates' employability. In addition, university graduates should highlight their soft and problem-solving skills when applying for jobs. Originality/value: This study contributes to the body of knowledge on the employability of university graduates by empirically examining the relative importance of five categories of employability factors that recruiters evaluate when selecting new graduates.

Moreover, Coetzee et al. (2014) revealed that entrepreneurial creativity, service dedication to a cause, and autonomy career anchors are significant predictors of emotional intelligence. Employability satisfaction significantly predicted the pure challenge and service/dedication to a cause career anchor. Managing others' emotions significantly predicted employability satisfaction. This contributes new knowledge to the field of career psychology. They may be used to inform human resource practices concerned with optimizing person-job fit and employee job and career satisfaction. In light of the turbulent work context, career counselors may find the results helpful in facilitating proactive career behavior among employees. Overall, the results of this study were relevant to the policy program formulation, curriculum revision/enhancement, on-the-job training priorities, and capstone project directions based on industry needs and trends in the Information Technology education field.

OBJECTIVES OF THE STUDY

This study determined the employability of the graduates of the Bachelor of Science in Real Estate Management of the University of Cebu, Main Campus, during the academic years 2020 – 2024. The findings serve as the basis for a proposed recommendation. Specifically, the study sought to answer the following: (1) the demographic profile of the respondents about their gender and their current region or location; (2) the employment status of the graduates; (3) the reasons for taking the course and job choices; (4) the competencies learned from college.

METHODOLOGY

This study utilized a descriptive survey design using a standardized questionnaire by the Commission on Higher Education (CHED). The study's respondents were graduates of Bachelor of Science in Real Estate Management from the University of Cebu – Main Campus from the academic year 2020 – 2024. The researchers traced 90 respondents (48.91%) out of 184 graduates from 2020 – 2024. They were determined from email, social media, and face-to-face. The data-gathering instruments were the CHED standardized tool questionnaire consisting of two (2) sections. The first part of the data-gathering instrument aimed to gather data concerning the demographic profile of the respondents in terms of gender, location, or region. Part two of data-gathering is graduates' employment status, factors of unemployment, and insights on their success in their profession. Before gathering data, the researcher submitted and processed a letter of approval to the Vice Chancellor for Academic Affairs requesting permission to conduct the study. To have the list of the graduates under the Bachelor of Science in Real Estate Management, the researchers asked for verifiable records from the University Registrar. The questionnaire was distributed to the respondents. Some answered through Google Forms and other face-to-face surveys. Answered respondents returned questionnaires, and the answers they provided were processed. Percentage, frequency, and rank were used

to measure the needed data.

RESULTS AND DISCUSSION

Profile of the Respondents

This part presents the profile of the respondents in terms of gender, and location or region the respondent currently resides.

Table 1 Profile of the Respondents
(*n=90*)

Profile Indicators	Frequency	Percentage (%)
Gender		
Male	32	35.56
Female	58	64.44
Location/Region		
Cebu City	25	27.78
Cebu Province	43	47.78
Outside Cebu but within region 7	18	20.00
Other regions within the Philippines	4	4.44

The data in Table 1 showed that 58, or 64.44%, of the 90 respondents were primarily female. Simultaneously, 32 respondents, or 35.56%, were men. In the real estate industry, women predominated. These days, women are self-reliant, empowered, and focused on their careers. Over time, the proportion of women in the workforce—particularly in sales—has increased. The findings of Coleman's (2020) and Hyland et al.'s (2020) study suggest that women perceive the glass ceiling as steadily rising regarding change at work. Higher female labor force participation and a narrower gender wage gap are two examples of equal labor market results positively correlated with more equal legislation regarding women in the workforce.

Likewise, the results revealed that most respondents, 47.78% or 43 of the respondents, reside in Cebu Province, followed by 27.78% or 25 of those in Cebu City. The majority of the respondents are living and currently working in Cebu Province.

Northcutt (2024) indicated that women have highly connected networks that impact promotions and career satisfaction, while men have less interconnected networks yet occupy more decision-making roles. Twelve semi-structured interviews provided more profound insights into Commercial Real Estate Professionals' perceptions and experiences with mentorship and sponsorship relationships and career outcomes.

Respondents Employment Status

Table 2 presents the respondent's employment status in terms of government examination passed, employment status, nature of employment, and present job.

Table 2 Respondents Employment Status
(n=90)

Indicators	Frequency	Percentage (%)
Government Examination Passed		
Civil Service Exam	21	13.73
CPALE	4	2.61
License Professional Teacher	6	3.92
Mechanical Engineer	3	1.96
Civil Engineers	2	1.31
Architect	3	1.96
Real Estate Broker	37	24.18
Real Estate Appraiser	16	10.46
Financial Advisor	2	1.31
Lawyer	3	1.96
Others, PRC, No Data	56	36.60
Employment Status		
Employed	60	66.66
Unemployed	15	16.67
Never Employed	15	16.67
Nature of Employment		
Permanent/Regular	39	43.33
Probationary	5	5.56
Contractual	6	6.67
Self-employed	10	11.11
No Data	30	33.33
Present Job		
Rank and File, Clerical	25	27.78
Professional, Technical, Supervisory	20	22.22
Managerial or Executives	19	21.11
Self-employed	10	11.11
No data	16	17.78

The results revealed that 24.18%, or 37 respondents, passed the real estate broker examinations, and 10.46%, or 16 of the respondents, passed the appraiser license. The majority of the respondents, 36.60% or 56 respondents, answered no since they were new graduates waiting for the following board exam schedule, which will happen in 2025. It was also revealed that other respondents show several licenses in their previous fields. Respondents took a Bachelor of Science in Real Estate Management to re-align within their current job and pass the license on both appraiser and brokerage.

The study findings revealed that the graduate's employment status was 66.66%, or 60 of the 90 respondents were employed. It is revealed that there was a higher percentage of employed graduates of the BS Real Estate Management. Currently, there were 15 who are currently unemployed, or 16.67% of the

respondents, and 15 or 16.67 said they are never employed. Interestingly, the majority of the graduates are currently working. It shows that the real estate business in the Philippines, preferably in Cebu, is growing and is good in Cebu's economy. The unemployment numbers must reflect the unemployment rate of Cebu City and Cebu Province since some respondents focus on professional examination reviews happening in 2025.

It also showed that 43.33%, or 39 of the 90 respondents, are regular or permanent. There 11.11% or 10 were currently self-employed, 5.56% were on probationary, and 6.67% or 6 of the respondents were currently contractual, not presently employed, and had no data. However, in their present job status, 27.78% or 25 respondents showed they hold rank and file and clerical jobs. About 22.22% or 20 of the respondents hold as professional, technical, and supervisory followed by the managerial or executives with 21.11% or 19 of the respondents. While 11.11% or ten respondents are self-employed, and 17.78% or 16 of the respondents with no data given. Interestingly, the study's finding on the employment rate is higher.

Many surveyed have passed government exams, suggesting a strong preference for regulated professions and public service. Since the real estate industry is becoming increasingly significant in the area, real estate broker and appraiser licenses are especially common. The distribution of other professional licenses, including those for lawyers and engineers, could be higher, indicating barriers to entering these fields.

Respondents' Reason(s) For Course and Job Choices

Table 3 presents the respondents' reasons for taking the course and job choices in terms of the reason for taking the course, the reason for not being employed, the reason for staying the first job, the reason for accepting the first job, and the reason for changing the job.

Table 3 Respondents' Reason(s) For Course and Job Choices
(n=90)

Indicators	Frequency	Percentage	(%)	Rank
Reason for Taking the Course				
High grades in the course or subject				
Areas related to the course	60	7.52	6	
Good grades in high school	58	7.26	8	
Influence of parents or relatives	42	5.26	10	
Peer Influence	36	4.51	11	
Inspired by a Role Model	64	8.02	5	
Strong passion for the profession	80	10.03	2	
Prospect for immediate employment	66	8.27		
Status of the Prestige of the Profession	76	9.52	4	
Availability of course offerings in				
Chosen institution	60	7.52	6	
The Prospect of Career Advancement	82	10.28	1	
Affordable for the family	54	6.77	8	
Prospect for attractive compensation	80	10.03	2	

The opportunity for employment abroad	30	3.76	12
No particular choice or no better ideas	10	1.25	
Reason for Not Employed			
Taking up advanced or further studies	3	20.00	2
Due to family concerns and decided			
Not to find a job	2	13.33	3
Not applicable (previously resigned)	10	66.67	1
Reasons for Accepting the First Job			
Salaries and benefits	64	35.96	1
Career challenge	39	21.91	3
Proximity to residence	42	23.60	2
Related to special skills	30	16.85	4
Not applicable	3	1.68	5
Reasons for Staying the First Job			
Salaries and benefits	47	26.40	1
Career challenge	26	14.61	4
Proximity to residence	38	21.35	3
Related to special skills	44	24.72	2
Not applicable	23	12.92	5
Reasons for Changing Job			
Salaries and benefits	55	30.90	1
Career challenge	37	20.79	2
Proximity to residence	35	19.66	3
Related to special skills	33	18.54	4
Not applicable	18	10.11	5

Table 3 revealed that 10.28% or 82 of the respondents chose the BS in Real Estate Management for career advancement, followed by a strong passion for the profession and attractive compensation, with 10.03% or 80 of the respondents taking Bachelor of Science in Real Estate Management because of attractive compensation. Only 1.25% of 10 respondents said they chose BSREM because they were undecided or had no choices.

However, for not being employed, 20.00% or 3 of the respondents take advanced or further studies for career advancement, 13.33% or two due to personal reasons, and 66.67% or 10 of the respondents either previously resigned or not given information. Moreover, the respondent's reasons for staying in their first job are the salaries and benefits got the highest with 26.40% or 47 and so with no reasons presented by the respondents got the same frequency.

Regarding reasons for accepting the first job, 35.96% or 64 of the respondents said that the majority chose it because of salaries and benefits. Likewise, 24.72 or 44 respondents said they took the jobs due to a career challenge followed by salaries and benefits, with 28.41% or 25 of the respondents due to the salary package offered. While others said that they change jobs due to related skills, 11.36% or 10 of the respondents, and is near their residence 2.27% or 2 of the respondents.

The respondent's reason for staying in their first job is the competitive salaries and benefits at 24.60% or 47 of the primary motivators. Skill utilization opportunities rank second, with 24.72% or 44 respondents

indicating the value of meaningful work. Meanwhile, 21.35% or 38 respondents chose proximity to residence, suggesting that flexibility and work-life balance matter. Moreover, with 14.61% or 26 of the respondents, career challenges imply employees seek professional development and other factors possibly indicating individual circumstances or dissatisfaction.

The study revealed that career advancement must coincide with the benefits they can get. We all know that the compensation package is exciting in the real estate business. It showed that other than a passion for the profession, attractive compensation was why respondents enrolled in the program. An interesting finding is that as sales professionals increase their income, holding constant the firm's portion of revenue, there is evidence that they will receive fewer fringe benefits from the firm. This finding is consistent with the theory that when a firm offers a total compensation package to an agent or broker, if more income is desired, given a level of revenue produced by the agent or broker for the firm, fringe benefits are less (Worzala & Wyman, 2021).

To the extent that high wages are explainable by reductions in turnover costs or higher quality workers, they are not an anomaly but merely an indication of the incomplete notion of competitive wages in the simple model. To the extent that wage differentials are due to increased employee effort levels that arise because the structure of pay provides superior productivity incentives, the notion of efficiency wages reflects confusion induced by the incomplete characterization of compensation by the simple competitive model. It is helpful to consider some elemental aspects of compensation policies as a basis for discussing these issues (Baker et al., 1988).

The Usefulness of Respondents’ Competencies Learned in College in First Job

Table 4 presents The Usefulness of Respondents’ Competencies Learned in College in the First Job.

Table 4 The Usefulness of Respondents’ Competencies Learned in College in First Job (n=90)

<i>Competencies learned useful in 1st job</i>	<i>Very Useful</i>		<i>Moderately Useful</i>		<i>Less Useful</i>	
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>
Communication Skills	62	68.89	25	27.78	3	3.33
Human Relation Skills	77	85.56	11	12.22	2	2.22
Problem-Solving Skills	74	82.22	12	13.33	4	4.44
Critical Thinking Skills	71	78.88	15	16.67	4	4.44

The data showed that out of 90 respondents, 68.89% or 62 answered critical thinking skills as *very useful* skilled learned in the first job, 85.56% or 77 of the respondents answered problem-solving skills categorized as *very useful*, 82.22% or 74 answered human relations skill also categorized as *very useful* and 78.88% or 71 answered communication skills categorized a *very useful* skill competency learned in the first job.

However, other respondents categorized the following as *moderately useful* competencies they learned from their first job. Communication skills: 27.78% or 25 respondents answered, 12.22% or 11 respondents answered human relation skills and problem-solving skills, and 13.33% or 12 respondents answered as a

moderately useful skill learned from their first job. With critical thinking skills, 16.67% of 15 respondents answered *moderately useful*.

Moreover, few of the respondents categorized the following skills as *less useful* learned in their first job. 4.44 or 4 of the respondents answered critical thinking skills and problem-solving skills, followed by 3.33% or 3 respondents answered communication skills as *less useful* competencies they learned in their first job and lastly, 2.22% or 3 respondents answered human relation skill as less useful.

Incorporating soft skills Training in the onboarding program can provide team collaboration and project opportunities. Encourage critical thinking through case studies and scenario-based Training and foster open communication channels and feedback mechanisms. Employers should prioritize training programs on interpersonal, problem-solving, and critical thinking skills. Emphasize communication skills development to enhance teamwork and collaboration. These competencies are transferable across industries and roles (Hughes, et al. 2022); (Yilmaz et al. 2022); (Lee et al. 2021).

Salaries and benefits were the significant factors in changing the first job careers of graduates. Moreover, graduates perceived the extent of the curriculum offered as relevant, and the general education and teaching practicum learning areas were found to be the most relevant areas that contribute the most to their employment. Communication, human relations, and self-assurance are the most helpful workplace competencies and values. Students' university preparation has dramatically aided their employment. Similar research may be undertaken (Cornillez al., 2021).

Findings

The study findings revealed that for respondents,

1. Demographics: Female-dominated (64.44%), with 47.78% from Cebu Province.
2. Employment Status: 66.66% employed, 16.67% unemployed, and 16.67% never employed.
3. Job Choices: Salaries/benefits (35.96%), career advancement (10.28%), and prestige (9.52%) were top factors.
4. Reasons for Staying: Salaries/benefits (26.40%), related special skills (24.72%), and proximity (21.35%).
5. Competency Utilization: Human relation skills (85.56%), problem-solving (82.22%), critical thinking (78.88%), and communication (68.89%) were highly valued.

CONCLUSION

This study provides insights into Real Estate Professionals' employment preferences, competency utilization, and job satisfaction factors. Key competencies (human relations, problem-solving, critical thinking) and competitive compensation are crucial for job retention and growth. The University and the employers should prioritize the following competitive advantage and career development opportunities. Develop transferable skills like human relations, problem-solving, and critical thinking and promote work-life balance and employee growth and development programs.

RECOMMENDATION

The researchers are confident that incorporating soft skills Training into the onboarding process can promote collaboration and project prospects. Case studies and scenario-based Training foster open channels of communication and feedback mechanisms while encouraging critical thinking. Businesses should prioritize training programs emphasizing critical thinking, problem-solving, and interpersonal

skills. Make improving communication skills a top priority in order to increase collaboration and teamwork. These abilities apply to many different jobs and industries.

Recommendations for future research:

1. Investigate industry-specific competency requirements.
2. Explore factors influencing job satisfaction and retention.
3. Examine the impact of technological advancements on competency utilization.

TRANSLATION RESEARCH

In order to lead the modification of the department plan, the results of the study, "Employability of the BS Real Estate Management in a University," were translated into an Action Plan. This approach guarantees that all important data is included as inputs to enhance the BS Real Estate Management curriculum.

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