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THE EFFECTIVENESS OF TRAINING AND CONTINUING PROFESSIONAL DEVELOPMENT IN THE PROFESSIONAL REAL ESTATE INDUSTRY

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ABSTRACT

This study investigates the effectiveness of training programs and Continuing Professional Development (CPD) initiatives within the professional real estate industry. The demand for comprehensive training and ongoing professional development has become increasingly critical as the sector undergoes significant changes driven by economic shifts, technological advancements, and regulatory updates. This research analyses various training and CPD programs, focusing on their impact on professional competence, job performance, and career advancement. This study is quantitative research and uses a sample of 55 respondents. It employs descriptive statistics, correlation analysis, and reliability analysis to evaluate the effectiveness of these initiatives in enhancing professional knowledge, practical skills, and career progression. The findings reveal that satisfaction with training programs and CPD activities is pivotal in improving these outcomes. Strong correlations suggest that well-designed training and CPD initiatives are essential for fostering professional growth, enhancing job performance, and supporting long-term career advancement. The study underscores the importance of continuously evaluating and refining these programs to ensure they address the evolving needs of real estate professionals.

Keywords: Training, CPD, Real Estate Professional, Effectiveness, Professional Development, Real Estate Industry

INTRODUCTION

The professional real estate industry is a dynamic and multifaceted field that plays a crucial role in the global economy. Real estate professionals must navigate a complex landscape characterized by fluctuating market conditions, evolving consumer demands, technological innovations, and stringent regulatory frameworks. In this context, the importance of comprehensive training and Continuing Professional Development (CPD) cannot be overstated. Training equips individuals with the foundational knowledge and practical skills necessary to enter the profession. At the same time, CPD ensures that professionals remain abreast of industry advancements and maintain high standards of practice throughout their careers.

The real estate sector's rapid evolution necessitates a commitment to lifelong learning. This paper explores the effectiveness of various training programs and CPD initiatives within the professional real estate industry, aiming to understand their impact on individual performance, professional competence, and career progression. By examining the current state of training and CPD, identifying best practices, and highlighting areas for improvement, this study seeks to provide valuable insights for educators, policymakers, and industry stakeholders.

The introduction sets the stage for a detailed investigation into how structured training and continuous professional development contribute to real estate practitioners' overall efficacy and professionalism. It also underscores the critical need for tailored CPD programs that address specific challenges and trends within the industry. Ultimately, this paper argues that robust training and CPD frameworks are essential for fostering a skilled, knowledgeable, and adaptable workforce capable of meeting the demands of a rapidly changing real estate landscape.

LITERATURE REVIEW

Training is a structured process to enhance individuals' knowledge, skills, and competencies in a specific area or profession. It typically involves activities or programs designed to equip participants with the necessary tools and understanding to perform tasks effectively in their current roles or prepare them for future responsibilities. In contrast, Continuing Professional Development (CPD) is an ongoing, strategic process of learning and development that professionals undertake to maintain and advance their knowledge, skills, and competencies throughout their careers. CPD activities encompass workshops, seminars, conferences, online courses, and other educational opportunities that help professionals stay current with industry trends, best practices, and regulatory requirements, ensuring their continued effectiveness and relevance. Simply put, training focuses on operational skills, while CPD supports long-term career growth and adaptation to evolving professional demands.

Both training and CPD are essential for professionals, as they enhance technical and soft skills, keep professionals updated with industry trends and regulatory changes, and foster career advancement through certifications and improved job performance. These initiatives increase efficiency, improve the quality of work, and enhance adaptability to evolving roles and technologies. CPD also supports personal growth, networking, and ethical practice, benefiting individuals and organizations by increasing talent retention and competitive advantage. Therefore, continuous learning through training and CPD is crucial for maintaining high professional standards and achieving long-term career success.

Given the significant investment organizations make in training and CPD for their employees, measuring the effectiveness of these initiatives is crucial. Practical evaluation ensures accountability and demonstrates a return on investment (ROI), driving continuous improvement, aligning programs with organizational goals, and enhancing learning outcomes. Measuring effectiveness also boosts employee engagement and retention, supports professional development, and mitigates risks by ensuring compliance with regulations. Additionally, it optimizes resource use, builds stakeholder confidence, and allows benchmarking against industry standards, maximizing the impact and value of training and CPD initiatives.

The real estate industry is a complex and dynamic sector that requires continuous learning and skill development among professionals. Bekoulis, Giannis, et al. (2018) emphasize the importance of understanding investor behavior and its impact on real estate projects, highlighting the need for training programs that equip professionals with the skills to navigate international real estate markets effectively. Similarly, Wei et al. (2022) identifies the need for training and CPD programs that enhance professionals' data analysis and interpretation skills to leverage big data in real estate appraisal. Dymock and Tyler (2018) further underscore the necessity of incorporating technological skills development into training programs to adapt to the evolving landscape of property valuation.

In addition, Dimopoulos and Bakas (2019) advocate for training and CPD programs that address the ethical and practical considerations of integrating machine learning into real estate appraisal processes. Vanags and Butāne (2013) also highlight the importance of developing professionals' proficiency in utilizing machine learning algorithms for real estate valuation. Tailored CPD programs that cater to the specific needs of real estate professionals are essential, as noted by Dymock and Tyler (2018), to address the unique roles and responsibilities within the industry.

Palmas et al. (2019) discuss the importance of moving beyond credit points in CPD towards a process of self-accreditation and reflection, underscoring the significance of reflective practice and self-directed learning. This insight suggests a potential area for future research on implementing and assessing reflective CPD approaches in the real estate industry. Additionally, Pfnür and Wagner (2020) highlight the evolving nature of the real estate industry, pointing to the need for training and CPD programs that equip professionals with the knowledge and skills necessary to adapt to industry changes and emerging trends.

Furthermore, Kimelberg (2011) suggests the potential of immersive training technologies in developing soft skills among real estate professionals, indicating a possible avenue for future research on the effectiveness of virtual reality training in enhancing professional skills. Palmas et al. (2019) also highlight the ongoing challenges and opportunities in developing effective CPD programs for vocational education and training professionals, pointing to the need for tailored CPD initiatives for real estate professionals.

In conclusion, the reviewed literature underscores the importance of addressing industry-specific challenges, leveraging advanced technologies, and tailoring professional development programs to the unique needs of real estate professionals. The review also highlights knowledge gaps related to reflective CPD approaches, immersive training technologies, and the ethical implications of machine learning in real estate practices, suggesting potential future research directions in these areas.

PROBLEM STATEMENT

Despite the recognized importance of training and Continuing Professional Development (CPD) in maintaining high standards and enhancing professional competence in the real estate industry, there still needs to be a significant gap in understanding the actual effectiveness of these initiatives. Many real estate professionals need help accessing relevant and high-quality training programs, and there is a need for consistent standards for CPD across different regions and sectors within the industry. Furthermore, there is limited empirical evidence on how these training and CPD programs translate into improved job performance, career advancement, and adherence to ethical standards.

This study addresses these gaps by systematically evaluating the effectiveness of training and CPD programs in the professional real estate industry. The research seeks to determine whether these programs adequately prepare professionals to meet current and future industry demands and identify the key factors contributing to or hindering their success. By providing a comprehensive analysis of training and CPD practices, this study offers insights into how these programs can be optimized to serve real estate professionals' needs better and ultimately enhance the overall performance and integrity of the industry.

RESEARCH METHODOLOGY

This study employs a quantitative research design to examine the effectiveness of training programs and Continuing Professional Development (CPD) activities within the real estate sector. The research is based on a cross-sectional survey method using a Pearson correlation to quantify the strength of the correlation. The significance was decided at $P < 0.05$ or $P < 0.01$ (Gomes & Yathushan, 2020). The data was collected from professionals in various roles within the industry. The primary focus of the analysis is to explore the relationships between satisfaction with these programs and several outcomes, including knowledge improvement, practical skills enhancement, job relevance, and career advancement. The sample for this study is a diverse group of fifty-five (55) professionals from the real estate industry, drawn from various backgrounds, including academia, governmental authorities, private valuers, property managers, and real estate negotiators or agents. This diversity ensures that the study's findings are comprehensive and representative of the industry (Ibiyemi et al., 2019). Data were collected through a structured questionnaire to capture the respondents' satisfaction with training programs and CPD activities and their perceived impact on various professional outcomes. According to Abidoye and Chan (2017), a questionnaire survey is a form of quantitative research approach that is usually adopted to measure the perception of respondents with respect to the subject matter under study. It can be administered to the respondents face-to-face, over the telephone, or by email (Hoxley, 2008). The questionnaire included Likert-scale items, allowing respondents to rate their agreement with statements related to their satisfaction, knowledge improvement, skill enhancement, and career progression.

RESULTS AND ANALYSIS

This section discusses the results obtained from the descriptive statistics and correlation analysis techniques. Firstly, the descriptive analysis examined the respondents' demographic backgrounds and participation patterns in CPD activities. Secondly, the correlation analysis explored the relationships between satisfaction with training programs and CPD activities and their impact on knowledge improvement, practical skills, and career advancement. This analysis explored the relationships between participants' satisfaction with training and development programs and their perceived professional growth within the real estate sector.

Descriptive Analysis of Respondents' Demographics.

The demographic analysis reveals that the respondents are from the Valuation and Property Services Department (JPPH), local authorities, or land offices (36.4%), with a significant proportion also coming from academia (21.8%) and private valuers (23.6%). Most participants have over ten years of experience in real estate (63.6%), and a significant portion hold a master's degree (49.1%). The respondents' participation in CPD activities is predominantly annual (76.4%), aligning with standard industry practices, while 14.5% participate quarterly, reflecting a commitment to more frequent skill updates. The data indicates a strong engagement with CPD activities among professionals in the real estate sector. The respondents have extensive experience in the real estate industry, with 63.6% having more than ten years of experience. This experience distribution is crucial as it ensures that the respondents have substantial knowledge and understanding of the industry's training and CPD activities, which is vital for the reliability of their responses.

Table 1: Respondent's Demographics

No.	Respondent Profile	Criteria	No.	Frequency (%)
1	Respondent Category	Academia	12	21.8
		JPPH/ Local Authority/ Land Office	20	36.4
		Property Manager	2	3.6
		Real Estate Negotiator/ Real Estate Agent	8	14.5
		Private Valuer	13	23.6
		Σ	55	100
2	Working experience in Real Estate	Less than one year	2	3.6
		1 to 3 years	8	14.5
		4 to 7 years	5	9.1
		8 to 10 years	5	9.1
		More than ten years	35	63.6
		Σ	55	100
3	Age	Below 25 years	1	1.8
		25 – 34 years	9	16.4
		35 – 44 years	21	38.2
		45 - 54 years	16	29.1
		55 – 64 years	8	14.5
		Σ	55	100
4	Academic Qualification	Diploma or equivalent	5	9.1
		Bachelor's Degree	19	34.5
		Master's Degree	27	49.1
		Doctoral Degree	4	7.3
		Σ	55	100
5	How Often Participate in CPD	Monthly	1	1.8
		Quarterly	8	14.5
		Annually	42	76.4
		Rarely	4	7.3
		Σ	55	100

Reliability and Internal Consistency

According to Kennedy (2022), although the sample sizes of 40 and 50 were reliable, the lower bound was outside the 0.80 acceptable reliability coefficients for Cronbach's Alpha. Therefore, this study's Cronbach's Alpha value of 0.938 indicates a high level of reliability, confirming that the survey items consistently measure the underlying constructs related to satisfaction with training programs and CPD activities.

Table 2: Cronbach's Alpha

Reliability Statistics

Cronbach's Alpha	N of Items
.938	11

Correlation Analysis

This non-parametric statistical method measures the degree of association between two variables, ranging from -1 (indicating a perfect negative correlation) to +1 (indicating a perfect positive correlation). The analysis was performed at a 95% confidence level, with results interpreted according to Cohen's (1988) benchmarks for evaluating the strength of correlations. This approach provided a comprehensive understanding of how CPD and training programs contribute to job performance. The correlations were significant at $p < 0.01$. The depiction of the R-value of Spearman's Rho Correlation (Dancey & Reidy, 2004) is presented in Table 3 to demonstrate the strength of the relationships among the variables.

Table 3: Level of strength of the relationship

Source: Dancy and Reidy (2004)

Spearman's Rho	Correlation
0.01 - 0.19	No fragile relationship
0.20 - 0.29	Weak relationship
0.30 - 0.39	Moderate relationship
0.40 - 0.69	Strong relationship
≥ 0.70	Solid relationship

This descriptor applies to both positive and negative relationships.

Therefore, Spearman's rho correlation analysis was conducted to explore the relationships between satisfaction with training programs and various outcomes:

Table 4: Satisfaction with Training Programs and Improved Knowledge

Correlations

			Satisfaction Training Programme	Improved Knowledge
Spearman's rho	Satisfaction Training Programme	Correlation Coefficient	1.000	.636
		Sig. (2-tailed)	.	<.001
		N	55	55
	Improved Knowledge	Correlation Coefficient	.636	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data presented in Table 4 shows a positive and significant correlation between satisfaction with training programs and the improvement of knowledge among participants, with a correlation coefficient of $r = 0.636$ and a p-value less than 0.001. This indicates that as participants' satisfaction with the training programs increases, their perceived improvement in knowledge also rises significantly. The strength of the correlation ($r = 0.636$) suggests a strong relationship between these variables, indicating that higher satisfaction levels are strongly associated with better knowledge outcomes. The p-value ($p < 0.001$) confirms that this

correlation is statistically significant, meaning that the likelihood of this result occurring by chance is extremely low. Therefore, effective and well-received training programs are likely to lead to substantial improvements in participants' knowledge.

Table 5: Satisfaction with Training Programs and Enhanced Practical Skills

Correlations

			Satisfaction Training Programme	Enhanced Practical Skills
Spearman's rho	Satisfaction Training Programme	Correlation Coefficient	1.000	.577
		Sig. (2-tailed)	.	<.001
		N	55	55
	Enhanced Practical Skills	Correlation Coefficient	.577	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 5 shows a correlation coefficient of 0.577, with a p-value of less than 0.001, indicating a strong positive relationship between satisfaction with training programs and the enhancement of practical skills. This suggests that as participants' satisfaction with the training programs increases, they perceive significant improvements in their practical skills. The correlation coefficient of 0.577 points to a relatively strong association, meaning that higher satisfaction is closely linked to better practical skill outcomes. The p-value (\(p < 0.001 \)) confirms that this correlation is statistically significant, implying that the observed relationship is unlikely to have occurred by chance. Therefore, the data suggests that well-received training programs are likely to be effective in enhancing the practical skills of participants.

Table 6: Satisfaction with training programs and job relevance

Correlations

			Satisfaction Training Programme	Relevant to my job
Spearman's rho	Satisfaction Training Programme	Correlation Coefficient	1.000	.522
		Sig. (2-tailed)	.	<.001
		N	55	55
	Relevant to my job	Correlation Coefficient	.522	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 6 shows a strong positive correlation between satisfaction with training programs and the perceived relevance of the training to participants' jobs, with a correlation coefficient of \(r = 0.522 \) and a p-value of less than 0.001. This indicates that as participants' satisfaction with the training programs increases, they are more likely to perceive the training as relevant to their job roles. The correlation coefficient of 0.522 suggests a moderately strong association, meaning that higher satisfaction with the training is closely linked to a greater sense of its applicability to participants' work. The p-value (\(p < 0.001 \)) confirms that this relationship is statistically significant, indicating that the likelihood of this result occurring by chance is

extremely low. Thus, the data implies that well-received training programs are not only satisfying for participants but are also perceived as highly relevant to their professional tasks and responsibilities.

Table 7: Satisfaction with CPD activities and industry trend updates

Correlations

			Satisfaction CPD Activities	Update Industry Trends
Spearman's rho	Satisfaction CPD Activities	Correlation Coefficient	1.000	.574
		Sig. (2-tailed)	.	<.001
		N	55	55
	Update Industry Trends	Correlation Coefficient	.574	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 7 shows a correlation coefficient of 0.574, with a p-value of less than 0.001, indicating a strong positive relationship between satisfaction with Continuing Professional Development (CPD) activities and the ability to stay updated with industry trends. As participants' satisfaction with CPD activities increases, their ability to keep up with current industry trends also improves significantly. The correlation coefficient of 0.574 points to a relatively strong association, meaning that higher satisfaction with CPD activities is closely linked to better awareness and understanding of industry trends. The p-value (\(p < 0.001 \)) confirms that this relationship is statistically significant, making it unlikely that this result is due to chance. Therefore, the data implies that well-received CPD activities are effective in helping participants stay informed and up-to-date with developments in their industry.

Table 8: Satisfaction with CPD Activities and Professional Growth

Correlations

			Satisfaction CPD Activities	Contribute Professional Growth
Spearman's rho	Satisfaction CPD Activities	Correlation Coefficient	1.000	.589
		Sig. (2-tailed)	.	<.001
		N	55	55
	Contribute Professional Growth	Correlation Coefficient	.589	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 8 reveals a strong positive correlation between satisfaction with Continuing Professional Development (CPD) activities and perceived professional growth, with a correlation coefficient of \(r = 0.589 \) and a p-value of less than 0.001. This indicates that as participants' satisfaction with CPD activities increases, their sense of professional growth also improves significantly. The correlation coefficient of 0.589 suggests a strong association, meaning that higher satisfaction with CPD activities is closely linked to greater perceived progress in professional development. The p-value (\(p < 0.001 \)) confirms that this relationship is statistically significant, indicating that the likelihood of this result occurring by chance is very low. Therefore, the data suggests that well-received CPD activities are instrumental in fostering a strong sense of professional growth among participants.

Table 9: Satisfaction with CPD activities and career advancement

Correlations

			Satisfaction CPD Activities	Career Advancement
Spearman's rho	Satisfaction CPD Activities	Correlation Coefficient	1.000	.626
		Sig. (2-tailed)	.	<.001
		N	55	55
	Career Advancement	Correlation Coefficient	.626	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 9 shows a correlation coefficient of 0.626, with a p-value of less than 0.001, indicating a strong positive relationship between satisfaction with Continuing Professional Development (CPD) activities and career advancement opportunities. This suggests that as participants' satisfaction with CPD activities increases, their opportunities for career advancement also improve significantly. The correlation coefficient of 0.626 points to a strong association, meaning that higher satisfaction with CPD activities is closely linked to greater career advancement prospects. The p-value (\(p < 0.001 \)) confirms that this relationship is statistically significant, making it highly unlikely that the observed correlation is due to chance. Therefore, the data implies that well-received CPD activities play a crucial role in enhancing participants' career advancement opportunities.

Table 10: Effectiveness of CPD and training on job performance

Correlations

			Effectiveness on CPD and Training	Impact on Job Performance
Spearman's rho	Effectiveness on CPD and Training	Correlation Coefficient	1.000	.756
		Sig. (2-tailed)	.	<.001
		N	55	55
	Impact on Job Performance	Correlation Coefficient	.756	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 10 reveals a correlation coefficient of 0.756, with a p-value of less than 0.001, indicating a strong positive association between the perceived effectiveness of Continuing Professional Development (CPD) and training and their impact on job performance. This suggests that as participants perceive CPD and training programs to be more effective, their job performance tends to improve significantly. The correlation coefficient of 0.756 points to a very strong relationship, meaning that higher perceived effectiveness of these programs is closely linked to better job performance outcomes. The p-value ((p < 0.001 \)) confirms that this association is statistically significant, implying that the observed relationship is highly unlikely to be due to chance. Therefore, the data suggests that when CPD and training are perceived as effective, they have a substantial positive impact on participants' job performance.

Table 11: Effectiveness of CPD and training on career progression

Correlations

			Effectiveness on CPD and Training	Impact on career progression
Spearman's rho	Effectiveness on CPD and Training	Correlation Coefficient	1.000	.724
		Sig. (2-tailed)	.	<.001
		N	55	55
	Impact on carrier progression	Correlation Coefficient	.724	1.000
		Sig. (2-tailed)	<.001	.
		N	55	55

The data in Table 11 shows a strong positive correlation between the effectiveness of Continuing Professional Development (CPD) and training and their impact on career progression, with a correlation coefficient of \(r = 0.724 \) and a p-value of less than 0.001. This indicates that as participants perceive CPD and training programs to be more effective, their career progression is likely to improve significantly. The correlation coefficient of 0.724 suggests a very strong association, meaning that the higher perceived effectiveness of these programs is closely linked to enhanced career progression. The p-value (\(p < 0.001 \)) confirms that this relationship is statistically significant, indicating that the likelihood of this result occurring by chance is very low. Therefore, the data implies that the well-perceived effectiveness of CPD and training programs plays a crucial role in facilitating participants' career advancement.

DISCUSSIONS

The findings from the correlation analyses presented in Tables 4 through 11 provide compelling evidence of the significant role that training programs and Continuing Professional Development (CPD) activities play in enhancing various aspects of professional development and career progression. However, while the data underscores the positive impact of these initiatives, a critical discussion is necessary to understand the implications and limitations of these findings fully.

Strengths of the Findings

Strong Correlations Across Key Variables: The correlation coefficients in the tables (ranging from 0.522 to 0.756) consistently indicate strong positive relationships between satisfaction with CPD and training programs and various outcomes such as knowledge enhancement, practical skills development, perceived relevance to job roles, staying updated with industry trends, professional growth, career advancement, and job performance. These strong correlations suggest that well-designed CPD and training programs are highly effective in achieving their intended outcomes.

Statistical Significance: The p-values in all the tables are less than 0.001, indicating that the correlations are statistically significant. This reduces the likelihood that the observed relationships are due to chance, thereby reinforcing the reliability of the findings.

Holistic Impact on Professional Development: The findings demonstrate that satisfaction with CPD and training is associated with a wide range of perceived professional outcomes, including practical skills and knowledge acquisition, career advancement, and job performance. These programs are not only beneficial in the short term but also contribute to long-term career success.

Limitations and Areas for Further Exploration

Correlation vs. Causation: While the correlations are strong, it is important to remember that correlation does not imply causation. The data shows associations between satisfaction with CPD and training and various positive outcomes, but it does not prove that these programs directly cause improvements in knowledge, skills, or career progression. Other factors, such as participants' prior experience, motivation, or external opportunities, could also influence these outcomes.

Potential Bias in Self-Reported Data: The measures of satisfaction and perceived effectiveness are likely based on self-reported data, which can introduce bias. Participants who are generally more positive or motivated may report higher satisfaction and better outcomes, regardless of the actual quality of the CPD and training programs. This could inflate the observed correlations.

Lack of Specificity in Program Components: The findings provide a general overview of the positive impact of CPD and training but do not delve into the specific components or characteristics of these programs that drive the most significant results. For example, it needs to be clarified whether the format (e.g., workshops, online courses), content (e.g., technical skills, soft skills), or delivery method (e.g., in-person, virtual) has a more substantial impact on the outcomes.

Contextual and Industry-Specific Factors: The findings are specific to a certain context, possibly within a particular industry such as real estate. While the results are promising, they may not be generalizable to other industries or contexts where CPD and training programs may have different designs, goals, or participant profiles. Additionally, industry-specific challenges, such as regulatory changes or market dynamics, may affect the outcomes of these programs.

Long-Term Impact and Sustainability: The study focuses on immediate or short-term outcomes (e.g., knowledge enhancement and skill development). It would be valuable to explore the long-term impact of CPD and training on sustained career progression, job satisfaction, and professional growth over time. Additionally, understanding how these programs adapt to evolving industry needs and participant expectations is crucial for their continued relevance and effectiveness.

The findings suggest that satisfaction with CPD and training programs is strongly associated with positive professional outcomes, including enhanced knowledge, skills, job performance, and career progression. However, while the correlations are compelling, it is essential to consider the limitations of the study, such as the potential for bias in self-reported data and the need for a more granular analysis of program components. Future research should aim to establish causal relationships, identify the most effective elements of CPD and training programs, and explore their long-term impact on professional development across different industries and contexts. It is important to note that the correlations presented reflect associations based on participants' perceptions and do not establish causal relationships. Further research incorporating objective measures of knowledge and skill acquisition, such as pre-and post-assessments, is recommended to validate these findings.

CONCLUSIONS

The study concludes that training programs and CPD activities play a crucial role in the professional development of real estate professionals, evidenced by the high levels of internal consistency and significant correlations between key variables. These findings affirm the effectiveness of these programs in enhancing knowledge, skills, and career progression. However, while the overall impact of training and CPD is clear, the study needs to identify which specific components within these programs most strongly drive these positive outcomes.

This limitation suggests a need for more granular research to pinpoint the most effective elements of training and CPD. By doing so, future studies could provide more targeted recommendations for optimizing these initiatives, ensuring they support professional growth and adapt to the rapidly changing landscape of the real estate industry.

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