

E-Training Modules: Enhancing the Competencies of Tourist Guidance Graduates to Overcome the Career Challenges

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Abstract:

E-Training refers to the use of multimedia technologies and the Internet to improve the education quality, as well as, to enhance trainee performance in its career and to create a productive workforce. The research aims to improve the skills of tourist guidance graduates (TGGs) during their academic studies. This paper presents innovative electronic training modules (IETMs) that create a comprehensive tour guide (CTG) has various skills (ex: intellectual, professional and general) to prepare them for employment in several domain. These IETMs make tourist guidance graduates can face the career challenges as replacing tour guides with new applications in the archeological sites, a long-life learning as self-motivated, self-initiated and self-confidence and target a high-level of customer satisfaction.

This research was conducted of a convenient sample of graduates from the tourist guidance department of the faculty of tourism and hotels, Fayoum University, as well, executive managers in tourism enterprises. This study adopted the exploratory quantitative research strategy, utilizing an online questionnaire to identify the role of e-training in enhancing the competencies of tourist guidance graduates. Consequently, the research results showed that the (TGGs) have knowledge of tourist guidance in a wide range but they have a shortage in their skills, such as communication skills, leadership skills, time management, problem solving, crisis management. which faces them to obtain job in their career or to develop their performance in work field. On the other hand, the results presented that the electronic training modules enhance TGGs performance, improves their technical and professional skills, leads to competitive competence of graduates which help them to overcome the challenges in their work field.

Keywords: *E-Training , Employment , Competencies , Career Challenges , Tourist Guidance Graduates , Training Modules*

Introduction

Egypt has always been one of the first nations to prioritize tourist education. Since the early 1960s, it has introduced this field of study and seen a considerable increase in the number of tourist educational institutions (Omran, 2021). According to Atay and Yildirim (2020), it is crucial to prepare students receiving tourism education in accordance with market demands.

According to Baum and Esichaikual (2019), a significant issue is the shortage of skilled workers, which is a result of the tourist industry's rapid growth at a time

when education and training are not yet developed enough to meet demand. In most developing nations, institutional tourism education does not produce graduates who are competent for the job market.

E-learning has important factors that will help any country drive towards the future with intellectual power (Sriphong, 2021). In line with market needs in both job-specific and general job skills, such as problem-solving skills and project management, internships and continuous vocational training help them see their options (Zahran and Abdul Qader, 2016). In tourism career, there are still general and basic skill needs for graduates specially tourism guidance graduates (TGGs) who must have according to current research mention.

Raj (2018) argued that in order to meet the demands of this increasingly tech-driven world, tourism guidance graduates (TGGs) need to have higher academic skills and more technological knowledge. Additionally, there is a need for more comprehensive training that fosters the development of a range of talents.

Due to the advancement of information technology, training has recently experienced an evolutionary and paradigm change into e-training (Ramyah, 2022). Technology is used by e-training to deliver training programs, which has a number of advantages including reduced travel costs and training time, flexible training delivery, access to a variety of content, consistent and standardized course delivery, permanent resource use, increased productivity, and an increase in the number of trainees (Chen, 2019). As well as, it has the ability to reach large populations in many communities or nations, reduce expenses, and spread effective information. Due to its accessibility and worldwide reach, e-training is often seen as the preferable learning method by many people. E-Training may take place anywhere by using a mouse and the internet. (Ellis, 2021).

In the training literature, scholars found that the main goals of e-training are to improve job performance, trainee satisfaction, and the ability to produce results. Business executives typically engage in e-training for a variety of reasons, including the necessity for globalization and the need to forge a distinct edge. For electronic (training or education) to be successful, graduates must be aware of obstacles and work to overcome them (Kuznia, 2020).

Tourist guidance graduates guides face many challenges and difficulties due to their profession conditions that can be detailed as follows: 1- The difficult of employment existance because of the large number of graduates of tourist guidance every year; 2- Seasonality, part-time work and casual employment conditions that greatly and negatively affect the amount of work and available income; 3- Freelance nature and self-employed 4- Unsocial working hours; 5- Low and minimal wages as well as inadequate and difficult working conditions.

So, this research came up in order to explain how to improve the abilities of graduates in the tourist business. The key recommendation was to draw in trained

labor and assist micro-businesses in the tourist industry (Junggebur, 2020). As well as, this study looked at the best strategies for delivering training to tourism guidance graduates (TGGs) in order to maximize the benefits of e-training, particularly if extra learning resources were made available and if the training program included certain hybrid components. (Hardman&Roberts, 2022).

Literature Review

Tourism is a seasonal, labor-intensive, customer-focused sector that offers services to visitors. Regarding its impact on industrial employment, it is praised and criticized at the same time. In terms of graduate employability, there appears to be a discrepancy between what tourism higher education institutions (THEIs) are generating. There is a disconnect between how tourism guidance graduates (TGGs) view themselves and how the industry views and assesses them. Employers in the travel and tourism sector have expressed worry about graduates' lack of the necessary knowledge, abilities, and other employability qualities (OECD, 2015).

There have been several discussions on how employable graduates are and what credentials they need to get jobs in the tourist sector. Consequently, it is crucial to comprehend this difference. In most situations, graduates' opinions of their employability don't seem to match those of business, which tends to have different perceptions, assessments, and expectations. Graduates think that earning a degree in tourism would inevitably lead to employment. However, the majority of graduates quickly come to the realization that they lack the expertise necessary to get job or advancement in the tourist sector (Hanekom, 2019).

The employability of tourism graduates is crucial for creating a productive and pleasant working environment in the tourist business as well as for gauging the caliber of graduates generated by tourist educational institutions as providers (Fallows and Steven, 2020).

Researchers Abdul Hamid *et al.*, 2021) and Yusof and Jamaluddin (2019) noted in their studies that the employability of tourism graduates has been hotly contested and is viewed as a crucial issue that should be taken seriously by policy-makers as well as, in particular, by the tourist higher education institutions (THEIs).

The fact that THEIs create tourism graduates to meet the need for jobs in the tourist labor markets means that THEIs are also accountable for increasing the employability of tourism graduates (Abd Majid *et al.*, 2020). However, owing to the skills gap between the tourism sector and tourist educational institutions, the issue of unemployment among tourism graduates is still brought up in various research (Azmi *et al.*, 2018; Baqtayan *et al.*, 2019; Venesa, 2020).

In order to increase their employability in the tourism industry, graduates of tourism programs must possess a variety of skills (intellectual & professional) such as presentation skills, leadership skills, communication skills, and negotiation

skills(Perera *et al.*, 2017; Wakelin-Theron *et al.*, 2018; Benbow & Hora, 2018; Quinn and Buzzetto-Hollywood, 2019; Abd Majid *et al.*, 2020; Fajaryati *et. al.*, 2020).

Workplace preparedness skills are one of the fundamental abilities that graduates in tourism guidance from a variety of fields must possess. Since the skills comprise several effective and professional talents required by the tourist sector, workplace preparedness skills are seen to be particularly crucial for (TGGs) at (THEIs) (Peltola, 2018).

In order to improve employability and ensure they can withstand the competitiveness within the industry's globalization, the tourism sector is one of the industries that determined graduates from THEIs needed to possess specific skills like workplace readiness (Fraser & Reddan, 2016; Quinn & Buzzetto-Hollywood, 2019). Depending on the nature of the occupations, the tourism sector is also regarded as requiring both unskilled and semi-skilled people (Wakelin-Theron *et al.*, 2018).

Therefore, it is crucial that THEIs develop tourism guidance graduates (TGGs) who are not only physically fit but also psychologically prepared to serve the sector. According to a number of studies, THEIs must generate graduates with high competences and employability skills in order to survive the current era of technological disruption (Abelha *et al.*, 2020; Fajaryati *et al.*, 2020). To do this, the HEIs must first plan and prepare the curriculum for the tourism modules, integrating the skills required by the sector in particular, the job preparation skills.

Tourist guide who serve as unofficial representatives of their nations, travel agencies, tourist destinations, and employers and who must exhibit moral, intellectual, and professional qualities in order to provide visitors with memorable travel experiences in a captivating manner (Thompson, 2019). Moral traits include being sincere, having a sense of humor, respecting oneself, and being reliable. The ability to plan, organize, coordinate, communicate, and direct with ease are examples of professional qualities that fall under the category of intellectual knowledge. Other intellectual qualities include being a life-long learner and a commitment to continuous learning. (Kassawnh *et al.*, 2022).

According to Uys (2009, p: 9), the definition of skill is "the ability of someone to do something well, which is typically only gained through training and experience". Tourist guides might work for themselves or for travel companies and tour operators. In order to recruit them and be able to offer the greatest services to the visitors, they must have employable skills. Robles (2022) asserts that company leaders nowadays place a greater value on soft talents in the workplace. Hard skills are the technical aptitudes and knowledge that an individual possesses, whereas soft skills are the interpersonal qualities, attitudes, habits, and personality of an individual that can be acquired through educational, professional, and life experiences and personal attributes that one possesses (Robles, 2022). According to Singh and Jaykumar (2019), soft skills are a broad category of abilities that include interpersonal communication, stress management, problem solving, self-management, time

management, customer service skills, decision-making skills, leadership skills, cognitive skills, and collaborative skills.

Additionally, according to Robles (2022), businesses view new hires who possess both good soft skills and hard talents as more employable. The key soft skills that company executives view as being most crucial include honesty, communication, courtesy, responsibility, social skills, positive attitude, professionalism, adaptability, teamwork, and work ethic (Robles, 2012). These traits also apply to people working in the tourist sector. Table (1) summarizes the essential personal qualities and abilities that employees, including tour guides, must possess. (Granay, 2022)

Table (1):- Soft skills and attributes of employees

Soft Skills and attributes	Example
Communication	Oral, speaking capability, written presenting, listening and ability to deliver information clearly, negotiate and resolve conflict
Courtesy	Manners, etiquette, business etiquette, gracious, says please and thank you, respectful
Flexibility	Adaptability, willing to change, lifelong learner, accept new things, adjusts, teachable
Integrity	Honest, ethical, high morals, has personal values, does what is right and gives important, accurate and true information
Interpersonal Skills	A sense of humour, friendly, nurturing, empathetic, disciplined, patient, social skills and tolerant of people
Positive Attitude	Optimistic, enthusiastic, encouraging, happy, confident
Professionalism	Professional, well dressed, neat appearance, poised
Responsibility	Accountable, , reliable, accomplished, resourceful, self-disciplined, wants to do well, conscientious, common sense
Teamwork	Cooperative, congenial, agreeable, supportive, helpful, collaborative
Work Ethic	Hard-working, loyal, self-motivated, punctual, good attendance
Basic/Fundamental Skills	Technical, knowledge of the task, hands-on ability
Conceptual/thinking Skills	Planning, collecting and organizing information, problem-solving
Business Skills	Innovation and enterprise
Community Skills	Civic and citizenship knowledge
People-related Skills	Interpersonal qualities, such as communication and teamwork
Personal Skills	Attributes such as being responsible, resourceful, and self-confident

Adapted from Granay (2022)

According to Robles (2020), even if all of the personality traits and social skills seem to be very significant, not all of them are seen to be equally significant; some abilities are more significant when compared to other personal talents. Employers in the travel and tourism industry, such as travel agents and tour operators, seek people with a variety of soft skills that can be used to a variety of tasks in order to promote

and increase performance and achieve the best level of client satisfaction (Clearyet, 2021).

According to some authors, interpersonal skills are crucial at all levels of the tourist industry (Sheikh, 2019), and they may be especially pertinent for a vocation that entails a substantial amount of interpretation. Interpersonal skills are merely one aspect of soft skills, despite the fact that authors often link them with soft skills (James & Perreault, 2021). Soft skills are personal traits and job characteristics related to tourism, in addition to interpersonal skills (Perreault, 2018). One's personality, character characteristics, aptitude, values, and attitudes, such as likeability, time management prowess, and organizational skills, can all be considered attributes for tourism guidance graduates (TGGs) (Malimas, 2020). tourism Communication, teamwork, leadership, and customer service are all potential career attributes (James, 2019).

Good customer service is built on the abilities of (TGGs), and effective customer service is essential for success in practically any career. Regardless of whether a person holds a position as a tour guide or in another industry-related profession, tourist organizations desire resourceful employees with soft skills and employability abilities at all levels. Communication, teamwork, leadership, conflict management, the capacity for negotiation, professionalism, and ethics are associated to employability in the tourism industry (John, 2020). Additionally, any tourist institution looks for graduates with interpersonal skills who can work well with others, inspire them, and have empathy for their coworkers (Rodas & Klaus, 2021). According to Mitchell et al. (2020), time management and organizational abilities are vitally crucial, along with ethics and general communication skills.

According to (Uys, 2019), the expertise needed for tourist guides may vary depending on the type of guiding that is being done. Table (2) lists the six (6) key competencies that have been expressly highlighted in the literature for tour guides.

Table (2):- Skills required to tourist guides

Skills	Description
Research Skills	Being able to find information to share with tourists and display a willingness to know things
Organizational Skills	Being able to be on time, follow a program and manage the smooth running of a tour
Communication Skills	Ability to deliver information, listen, negotiate and resolve conflict
Map Reading	The ability to find and keep direction and using a map or a global positioning system (GPS)
Leadership	Ability to lead a group
Cultural Sensitivity and Awareness	Awareness of cultural diversity and the various backgrounds of tourists

Adapted from Uys (2019)

Communication abilities are one of the soft skills that are prioritized more in the tourist profession (Wesley, 2018). Since culture and communication go hand in hand, tourist advisors who want to interact with visitors from various cultural backgrounds must have strong communication skills. Their communication skills need to be constantly improved due to their everyday face-to-face interactions with tourists from backgrounds that differ from their own in terms of ethnicity, socioeconomic class, religion, and culture. The development and maintenance of effective communication skills require continuous practice. Positive word-of-mouth marketing and increased levels of visitor satisfaction can result from effective communication abilities (Leclerc & Martin, 2018).

Vasanthakumari (2019), Hine (2020), Demirovi Bajrami et al. (2020), and ui Tankovi, et al. (2021) conducted studies that identified a set of skills perceived to be more important than others at work by tour guides, including organizational skills, problem-solving, leadership, time management, customer care, health and safety, communication, knowledge of the destination & and tourism-related goods, the proper attitude toward customer service, honesty, and reliability.

Fundamental competences, personal competencies, work competencies, and functional competencies are the four essential competencies in tourism and hospitality. Fundamental competences are comprised of two types of competencies, namely work attitudes (five competencies) and personal traits (six competencies), when discussing the relationship between employability and competencies of tourism guidance graduates (TGGs). To view the entire list, please refer to Figure 1. The second competency is personal competency, which includes developing essential skills and planning a career. (Wang & Tsai, 2022)

The knowledge and abilities pertinent to tourism and hospitality make up the third set of work capabilities. Functional competencies, which focus more on aspects of project management, leadership, cooperation in teams, and problem-solving, are closely related to professional skills in the field of work in addition to the three main competencies already mentioned. Technical abilities are then the capacity to carry out job in linked disciplines while possessing computer, presentation, communication, report-writing, and foreign language capabilities. (Hine, 2020)

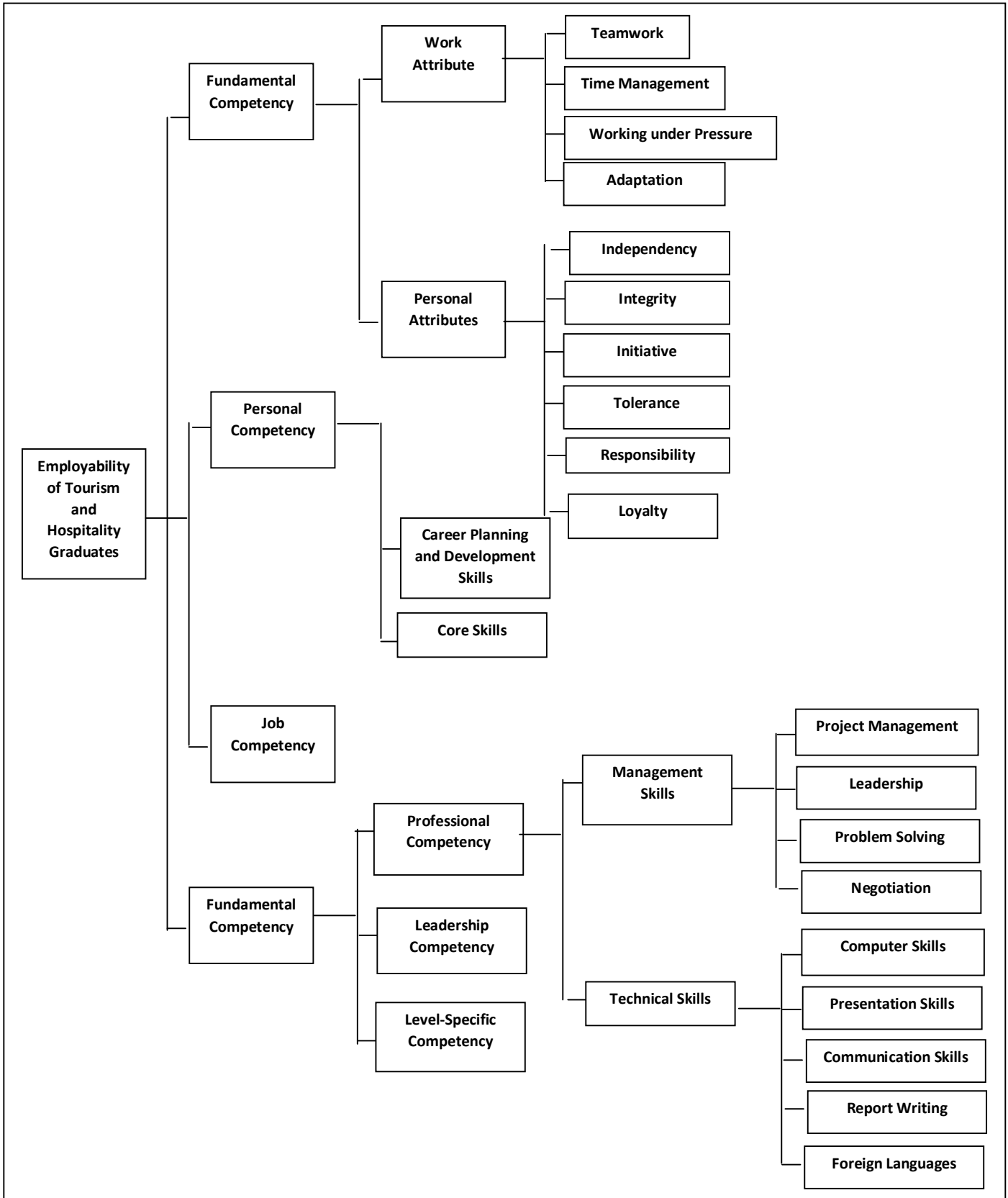


Figure (1):- The competencies of tourism guidance graduates (TGGs)

Source:- (Wang and Tsai, 2022)

Consequently, there is always a need of the training, because it is a learning process where tourism guidance graduates (TGGs) improve their communication skills, endowment skills, basic skills,etc. In today's time this work has been done with the help of the electronic training (e-training). By adopting e-training the trainees (tourism guidance graduates (TGGs)) are motivated, satisfied and feel happy because it is easy to use, saves the time, improves their performance and is flexible in nature. (Maxwell, 2018).

In order to have an effective and efficient training outcome and improve the competencies of (TGGs), it is necessary to prepare the training modules, which are formed of a number of successive phases that must be followed in order. These processes include identifying the need for training, setting goals, identifying the participants in the training and the training's subject matter, as well as deciding where and when to conduct the training. The training course is then assessed (Byars, 2020).

E-training modules are started to reduce unemployment, boost existing tourism workers' abilities, and retrain them. Due to these factors, it is essential to revisit discussions about the employability skills training programs' place in the workforce, how these programs are perceived, and how they are evaluated and assessed. Tourism employees and recent tourism graduates can learn knowledge and skills relevant to their professions, job duties, and work environment by participating in such training programs. E-training programs allow tourism employees to develop their knowledge and abilities to a higher degree. (Poutanen, 2017).

Tourism guidance graduates (TGGs) are therefore eligible for promotions and career progress. Additionally, firms are able to hire people who are more qualified thanks to ongoing initiatives for employability skills training. (Mohan & Dharmaraj, 2018).

Additionally, tourism guidance graduates (TGGs) are developed in terms of their aptitudes, disciplines, and performance management skills. Consequently, they can adapt to challenges and difficulties in the workplace. (Hemsworth, 2019).

Research Methodology

An exploratory quantitative research strategy was used for this research. tourism guidance graduates (TGGs) were the target population's random sample. Convenience sampling, or more particularly non-probability sampling, was used. 750 completed questionnaires were returned after a survey link (an electronic survey), 430 emailed to tourism guidance graduates (TGGs) who were listed in the databases of the faculty of tourism and hotels, fayoum University and 320 was returned from executive managers in tourism enterprises. The empirical data was collected between July 15 and August 28, 2023.

The objectives of the online surveys are to profile tourism guidance graduates (TGGs) and the executive managers in tourism enterprises to identify the relevance of

learning methods and contribution of vocational education and training in mastering tourism guidance graduates competencies.

There are seven steps in the data gathering process. The questionnaire is first designed based on eighteen standard criteria, including alumni biodata, employment status, job waiting time, types of companies, location, salary, relationship between field of study and work, teaching method, assessment of teaching and learning activities towards work, and relevance of teaching and learning. The first step is designing the questionnaire based on these criteria. The second is gathering and confirming graduation data. Creating an online survey is the third step (Arutyunyants, 2018). The graduate is then invited to take part in the tracer study as the fourth phase. Fifth, graduates who had forgotten to complete the questionnaire were contacted by phone and email. The data collecting phase, which includes a time frame and a provision for up to four alumni reminders, is the sixth stage. The data cleaning step, which takes place during the seventh stage, involves analyzing each question item using the conventional descriptive statistical method in order to compile the final report and disseminate the findings of the tracer research.

Using the Program (SPSS), the information that had been gathered was factually broken down. This study used descriptive insights to examine the suitability of the test and the acceptability of the data for factor analysis. The survey was specifically designed for this study, and the Cronbach Alpha Coefficient was used to evaluate the validity of the survey's questions before they were released.

According to the following table (Table 3) which greater than 0.70, the dimensions of the questionnaire had an alpha coefficient of 0.928 (Taber, 2019). The validity and reliability of the questionnaires used in the study were demonstrated by this outcome.

Table no. (3):- Reliability Analysis

No. of Statements	Alpha Coefficient
18	0.928

Research Findings

The findings offer insight into the numerous abilities viewed as crucial by the respondents (TGGs) & the executive managers of tourism enterpries). The studied literature showed that many studies place a strong focus on the crucial abilities needed for all employees, including tour guides, including organization, ethics, customer service, time management, and communication skills.

Table no. (4):- Work status of the tourist guiding graduates (TGGs)

Employment Status	%
Full time	75.3 %
Part-time	4.3 %

Self-Employed*	11.6 %
Unemployed	8.7 %

*Note: *Include tourism guidance graduates that start their own business.*

Table no. (4) displays the summary information on the work status of the tourist guiding graduates who took part in the tracer research. Only a tiny percentage of graduates (4.33%) are employed part-time, whereas the majority (75.33%) are already employed full-time. 10% of graduates are entrepreneurs since some of them (11.67%) are self-employed or establishing their own firm. While there are still graduates (8.67%) without jobs for a variety of reasons, including the fact that they are still seeking for work, that they have family obligations, that they are continuing their professional or postgraduate education, and other factors that the respondents did not identify.

Table no. (5):- The needs of tourism guidance graduates’ competencies

Competencies	Weighted Mean
Teamwork	4.31
Tolerance	4.29
Knowledge and skill in tourism fields	4.29
Responsibility	4.28
Communication Skill	4.28
Working Under Pressure	4.24
Critical Thinking	4.23
Problem Solving	4.23
Adaptation	4.22
Research ability	4.21
Presentation Skill	4.21
Loyalty	4.20
Integrity	4.20
Independency	4.17
Leadership	4.15
Analytical thinking	4.14
General Knowledge	4.11
Initiative	4.10
Negotiation	4.07
Time Management	4.07
Learning Skill	4.05
Report Writing	4.03
Foreign Language ability	3.99
Project Management	3.92
Computer skill and Computer system application	3.85

Based on the mix of respondents perceptions (tourism guidance graduates & executive managers of tourism enterprises), twenty-five competencies are applicable

and indispensable in the workplace (Table 5). The top five are teamwork, tolerance, knowledge and skills relevant to their working fields, responsibility, and communication skills. They feel that those competencies are found relevant and, to some extent, is high (4.15).

Table no. (6):- The benefits of the e-training program

Skills	Weighted Mean
Self-development	4.33
Job performances	4.31
Continuous learning on work	4.23
Work-related values	4.22
Career development	4.19
Entrepreneurship	3.89

Based on Table No. 6, according to the executive managers in tourism enterprises (EMTE) responds, the top advantage of the e-training programs for tourism guidance graduates (TGGs) is self-development in terms of job-related abilities (M=4.33). The EMTE also said that the e-training modules should enhance work performance (4.31) which includes communication skills, presentation abilities, research skills, report writing skills, and computer skills.

Moreover, EMTE also mentioned that continuous learning process through e-training was (4.23) such as adaptation, working under pressure, independence. Values should held at work are also rated high (4.22), such as responsibility, tolerance, loyalty, and integrity.

The EMTE also think that the benefits of the e-training program for the TGGs choose are beneficial in their career development process (4.19). In addition, e-training in entrepreneurship is felt to be influential in increasing TGGs interest and ability to start a business after graduation.

Table no. (7):- Correlation coefficient between e-training programs effectiveness and job efficiency & job opportunities

E-Training Modules Effectiveness	job efficiency & job opportunities	
	Correlation	0.717*
p-value	0.000	
N	750	

* = Highly significant at $P \leq 0.05$

Table (7)'s results show that there is a positive connection between the efficacy of e-training programs and work efficiency when the correlation result is 0.717 and the p-value is less than the level of significance 0.05. This positive association

suggests that there will be many employment prospects whenever e-training programs are successful, and the converse is true when they are not.

Table no. (8):- R1 coefficient (the interpretation of the e-training programs effectiveness for job efficiency and job opportunity)

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.717 ^a	0.514	0.523	0.44913

According to the coefficient of determination R1 in Table (8), the dimensions training programs effectiveness explain about (52.4%) of job efficiency and job opportunity but the rest (47.6%).

Table no. (9):- Significance test of quality-fit regression model

		ANOVA				
M		S.S	df	M.S	F	Sig.
1	Reg.	143.063	1	143.063	714.257	0.000*
	Res.	135.544	657	0.212		
	T.	278.6.7	658			

Though testing the significance of the dimensions of the model as a whole, as shown in Table (9), the F-test value was (714.257), which are statistically significant at a level of significance less than (0.001), which indicates that the e-training programs effectiveness can provide job opportunities to TGGs in various sectors to overcome the career challenges.

The respondents suggest that the main competencies can generally be divided into hard skills, including knowledge and skills in the fields, computer skills and computer system application, communication skills including foreign language abilities, and report writing, based on the responses related to essential employability competencies during the e-training process.

Enthusiasm also had been appeared in their suggestions as a part of personality traits and character for tourist guidance graduates. This skill also emerged as one of the most important skills needed by the respondents to demonstrate a passion for their work and to do their work successfully. On the other hand, they indicated that time management is an important skill for tourist guidance graduates.

Conclusion and Discussion

Relating to the importance of e-training modules for tourism guidance graduates, researchers suggest that these graduates need to be carefully selected, trained, motivated, monitored and regularly evaluated.

Therefore, the research findings suggest that tourism guidance graduates should be aware of the importance of soft skills in the tourism industry as a people-based industry, which requires multiple skills to deliver the best service.

on the other hand, this paper proposed a multidimensional construct consisting of multi-mix competencies of tourism guidance graduates which considered as fundamental activities and emphasise soft skills in employability including teamwork, time management skills, ethical skills, enthusiasm skills, customer care skills, health and safety skill and communication skill, working under pressure, adaptation, independence, integrity, initiative, tolerance, responsibility, and loyalty. These aspects involve general competency possessed by tourism guidance graduates in work related to their work.

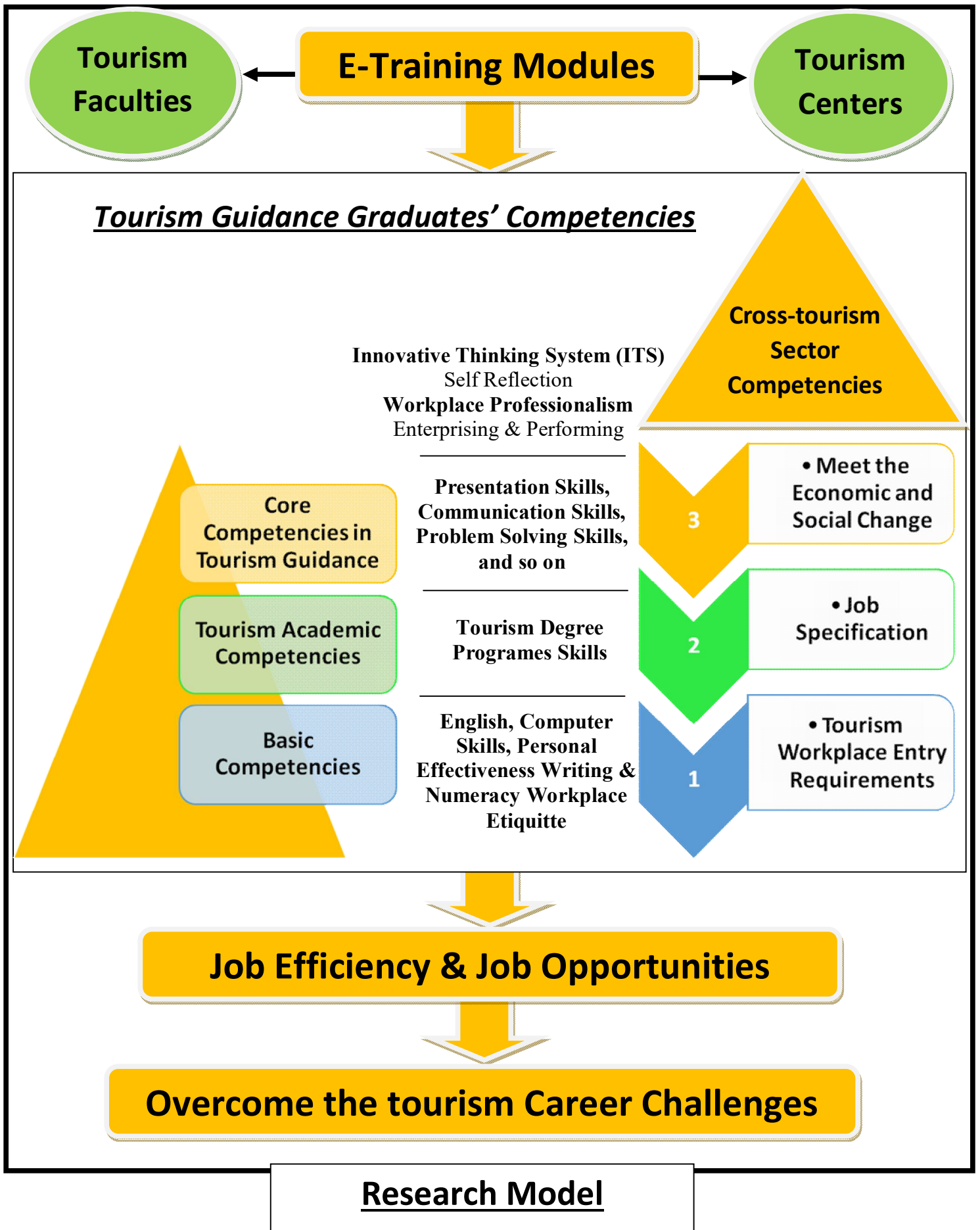
Based on these findings, fundamental and functional competencies are the most critical aspects to overcome the tourism career challenges. The findings also found that the e-training process should follow the needs of tourism industry job competencies. As well as, there are many procedures to enhance Egyptian guidance profession.

- 1- Awareness campaigns for tour guides skills and attitudes about (improving their language – updating their archaeological and historical information - not focusing on commissions, gifts and rewards regardless of the interest of tourists)
- 2- Providing HR, soft skills, hard skills and rare language courses for tour guides at reasonable prices
- 3- activating the role of the Tour Guides' Syndicate, especially in crisis's times

E-training modules in tourism domain should focus not only on cultivating technical skills but also on reinforcing competency development, motivating tourism guidance graduates to gain professional management skills and promoting their self-efficacy.

One of the challenges for e-trainers in tourism is to ensure that the soft skills have an equal portion to hard skills, even though hard skills are often easier implemented and graded. Soft skills include initiatives, critical thinking, problemsolving, teamwork, analytical thinking, and independence. In addition, involvement in extracurricular activities is significant in improving tourism guidance graduates' organisational and communication skills.

Finally, this study confirmed that there is a need to e-training for tourism guidance graduates to enhance their soft skills and competencies. Moreover, soft skills and hard skills should be integrated to create a well-rounded tourism guidance graduate and will help them to find opportunities in all the tourism and hospitality sectors not only in tourist guiding.



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وحدات التدريب الإلكترونية:- تعزيز كفاءات خريجي الإرشاد السياحي للتغلب على التحديات الوظيفية

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الملخص: إن التعليم الإلكتروني يهدف إلى تعزيز استخدام تكنولوجيا المعلومات والإنترنت وذلك من أجل تطوير جودة المنتج التعليمي وتطوير أداء المتدربين من العاملين بقطاع السياحة والضيافة والإرشاد بهدف خلق فرص عمل أفضل للعاملين بالقطاع السياحي. كما يهدف البحث إلى تطوير مهارات المرشدين السياحيين أثناء مراحل دراستهم الأكاديمية وذلك عن طريق إعداد وحدات تدريبية إلكترونية متطورة التي بدورها تقوم بإعداد مرشد سياحي شامل ومتعدد المهارات، هذه المهارات تتمثل في الآتي:-

أولاً: تساهم في توظيف العاملين بقطاع الإرشاد في مجالات وظيفية أخرى ترتبط بعملهم في القطاع السياحي، ثانياً: تساعد العاملين في الإرشاد السياحي على مقاومة التحديات التي تواجههم مثل إحلال بعض التطبيقات الإلكترونية في المواقع الأثرية كبديل عن المرشد السياحي، ثالثاً: تساهم أيضاً في تزويدهم ببعض المهارات التي تساعدهم على المستوى الشخصي (مثل التطوير الذاتي وبناء المبادرة الذاتية لدى المتدرب إزدياد ثقته بنفسه) ، رابعاً: تساهم هذه المهارات في تحقيق أعلى مستوى من رضا العميل.

لذا ... إستهدف البحث عينة من الخريجين من قسم الإرشاد السياحي بكلية السياحة والفنادق – جامعة الفيوم ، وكذلك مجموعة من المديرين العاملين بالمؤسسات السياحية، هذا وقد اعتمدت الدراسة على إستراتيجية التحليل الكمي وذلك من خلال استخدام إستبيان عن طريق الإنترنت لتحديد دور التدريب الإلكتروني في تعزيز كفاءات خريجي الإرشاد السياحي.

هذا وقد أظهرت نتائج البحث أن خريجي الإرشاد السياحي لديهم معرفة وفهم واسع في مجال الإرشاد السياحي وكن ظهر بعض القصور في بعض المهارات مثل مهارات الإتصال ، ومهارات القيادة ، ومهارات إدارة الوقت ، ومهارات إدارة الأزمات وحل المشكلات وما إلى ذلك. هذه المهارات عندما يتم تعزيز قدرات المرشدين السياحيين بها سوف تساعدهم في مواجهة المشكلات التي تواجههم في الحصول على وظيفة بقطاع السياحة والضيافة أو لتطوير أدائهم في مجال الإرشاد السياحي نفسه، ومن ناحية أخرى أظهرت النتائج أن الوحدات التدريبية الإلكترونية تعزز أداء خريجي الإرشاد السياحي رفع الكفاءة التنافسية لهم مما يساعدهم في التغلب على تحديات مجال عملهم في الإرشاد السياحي أو في العديد من القطاعات الأخرى في صناعة السياحة.

الكلمات الدالة:- التدريب الإلكتروني – التوظيف – الجدارات – التحديات الوظيفية – خريجي الإرشاد السياحي – وحدات التدريب