

TOURISM AND HOSPITALITY EDUCATION IN EGYPT: IS IT A NECESSITY TO ELIMINATE THE RECRUITMENT OF UNQUALIFIED EMPLOYEES?

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ABSTRACT: *Tourism and hospitality industry has been recognized as one of the most growing activities over the last decades. The major resource in tourism and hospitality industry is the qualified employee. The success of this industry depends on employees' performance. Therefore, this study aimed to investigate the role of tourism and hospitality education in eliminating the growth of unqualified employees. The research analyze the role of training programs, technical and scientific skills existing in employees working in the tourism and hospitality sector in Egypt. This analysis will identify the role of education in eliminating this phenomenon. A quantitative approach was used by distributing a questionnaire to employees in travel agencies and hotels to explore their opinion on the training, technical and scientific skills offered by universities and their organizations. This paper applied a descriptive analysis using Cronbach's alpha, mean, standard deviation and t-test. The results show that technical and scientific variables have a significant impact on eliminating the unqualified employees.*

KEYWORDS: unqualified employees, tourism education, hospitality education, recruitment

INTRODUCTION

The tourism and hospitality industry is a major sector for Egyptian economy (Ibrahim, 2013). It contributed 7.2% of GDP and 6,6% of total employment (Mießner, 2018). Egypt is interested in attracting world tourism (Shaalan, 2005). Egypt have advantages such as the unique geographical location where Egypt is in Africa and Asia, good weather, charming beaches and lots of heritage sites (Hilmi, Safa, & Reynaud, 2012). The tourism and hospitality industry depends mainly on human resources (Saad, 2013). Despite the great activity in the tourism and hospitality industry in Egypt, there are several unqualified employees in this sector (Saad, 2013). The lack of qualification of people working in tourism and hospitality is a reality which might felt by the guests through the lack of quality of services. This lack of qualification is documented according to (CAPMAS, 2017), where more than half of the Egyptian population of working age had less than intermediate education (the illiterate representing 21.2% of the total), 32.7 per cent had an intermediate education and 15.2 per cent a high educational level. Tourism needs a qualified workforce who have scientific and technical skills to keep the development of tourism in Egypt (Aynalem, Birhanu, & Tesefay, 2016). Travel agencies, airline companies, hotels and restaurants use modern and specific techniques to achieve their goals. Therefore, an educational strategy for the human resources in the tourism and hospitality industry is a necessity to eliminate the recruitment of unqualified employees.

Recruitment and selection process are critical HR function which makes a great impact on the revenue of tourism and hospitality industry as compared to other HR tasks (Yen, Murrmann, & Murrmann, 2011). The goal of selection is to hire the best candidate for the job. Using the

right selection tools and developing them effectively is vital (Hughes, D'Annunzio-Green, Maxwell, & Watson, 2002). Therefore, it is important for the tourism and hospitality industry to choose the right employees carefully (Baum & Kokkranikal, Human resource management in tourism, 2004). Poor recruitment decisions can bring long-term negative effects such as high training costs, disputes absenteeism, low productivity, poor service delivery and high turnover (Rudd, Budziszewski, & Litzinger, 2014). Moreover, tourism and hospitality industry can fail to achieve its objectives and thereby losing its competitive edge and market share (Martin, Mactaggart, & Bowden, 2006). Therefore, this study will address this research gap in order to contribute in effective implementation of education to overcome the problem of hiring unqualified employees in tourism and hospitality industry.

The importance of this research is reflected through exploring the future of tourism employment in Egypt which depends mainly on the efficiency and effectiveness of tourism and hospitality education. Therefore, it is necessary to keep up with the rapid development of modern tourism scientific and technical knowledge (Wang, Ayres, & Huyton, 2010). The presence of specialized institutes and universities in the field of tourism and hospitality is an important indicator of the development of tourism in Egypt (El-Gohary & Eid, 2013). The success of a country's tourism sector is due to the training and education of the labor forces (Wang, Ayres, & Huyton, 2010). Hence the importance of this study to address the role of the tourism and hospitality education in enhancing the human resources level.

The research problem is depending on the growing number of unqualified employees working in tourism and hospitality industry (Saad, 2013). This may be due to the lack of appropriate educational programs for the needs of the tourism and hospitality labor market and the absence of higher vocational training in this field (Asirifi, Doku, Morrison, & Sackey, 2014). This may lead to a low level of service competitiveness in the tourism sector. Therefore, this research is trying to answer following questions:

1. Are the study plans for tourism and hospitality colleges in universities able to meet the requirements of the tourism and hospitality labor market?
2. Are employees in tourism and hospitality industry able to advance in this sector through the scientific and technical skills they have?
3. Is there a strategy to develop the professional and technical skills of unqualified employees in tourism and hospitality sector?

LITERATURE REVIEW

Egypt's hospitality and tourism industry is growing rapidly with many travel agencies, hotels and resorts being developed (Hassanien & Eid, 2007). The future of tourism and hospitality development in Egypt depends mainly on the efficiency and effectiveness of tourism and hospitality education (Asirifi, Doku, Morrison, & Sackey, 2014). Therefore, it is necessary to make coordination between the courses studied in those colleges and the requirements of the labor market (Saad, 2013). The development of prospected workforce is an integral part of the tourism development. The more educated staff, the better performance employees will behave.

Tourism and hospitality education

(Inui, Wheeler, & Lankford, 2006) reported that tourism education began as a development of technical schools in Europe. The demand of the public and private sectors encouraged rapid development of tourism and hospitality studies and the establishment of departments of tourism

and hospitality at institutions of higher education (Osland & Mackoy, 2012). Tourism and hospitality are considered as modern sciences that has flourished in the last three decades (Breakey & Craig-Smith, 2008). It has first emerged in Europe and America especially in Switzerland, Italy, France and Spain. The first colleges were appeared in the early 1930s, were Lausanne/Switzerland, Milan/Italy and Cornell/United States (King, McKercher, & Waryszak, 2003).

In the middle east, Helwan University was the first educational organization specialized in tourism and hospitality education (Eraqi, Abou-Alam, Belal, & Fahmi, 2011). The academic programs offered were based on the theoretical and practical skills in the tourism and hospitality industry. Tourism and hospitality higher education in Egypt tracks back to 1962 when two higher institutes were established, and then in 1975 the two institutes were merged in one institution under the name of Faculty of Tourism and Hotel Management at Helwan University (Afifi & Wahab, 2010).

The educational programs in the field of tourism and hospitality are generally divided into three types. First, vocational education offer training in tourism and hospitality at the diploma level, where it focuses on practical and technical skills. Second, academic programs which lead to bachelor's degree which are usually offered at universities where students study scientific courses within four-year study. On-Job Training programs are offered by academic institutions to employees working in tourism and hospitality industry. These programs are supervised by institutes specialized in the hotel management, catering and tourism companies (Wang, Ayres, & Huyton, 2010). Therefore,

Recruitment and unqualified employees

Recruitment is considered the heart for human resource management (Gibbs, MacDonald, & MacKay, 2015). This is because recruitment acts as the first stage of contact between an organization and its potential employees (Baum, 2012). The success of a tourism and hospitality industry is directly related to the performance of staff (Sharma, 2019).

Recruitment can be defined as activities in human resource management which are undertaken in order to attract enough job candidates who have the necessary potential, competencies and traits to fill job needs and to assist the health sector institution in achieving its objectives (Nazari, Akbari, & Veismoradi, 2014). The policies of recruitment should be a crucial part that provides guidance to the committee and must be consulted (Nazari, Akbari, & Veismoradi, 2014). It must be followed strictly to avoid any negative effects of recruitment unqualified staff. The recruitment function of the tourism and hospitality industry is affected by a mix of various internal and external forces (Aynalem, Birhanu, & Tesefay, 2016). The internal factors are those that can be managed by the organization like human resource planning, size of the firm, cost, growth and expansion. The external factors are those which cannot be controlled by the organization (Căruntu & Lăpăduși, 2012). For example, supply and demand, labor market, image, unemployment rate and competitors. Selecting the unqualified employees may affect negatively on the organization as a whole like on reputation, company goodwill, quality of work and customer satisfaction (Baum & Kokkranikal, 2004).

In tourism and hospitality industry, staff should have academic qualifications either as a diploma or higher degree (Baum & Kokkranikal, 2004). Qualifications will vary depending on the job role. However, all applicants will be expected to complete some years of study. For

example, the receptionist and travel agents are required to study for four years as a minimum level of accredited courses with an excellent level of spoken English (Yen, Murrmann, & Murrmann, 2011). Tourism and hospitality industry should place key performance indicators (KPIs), such as educational level, time to hire, and continuously initiate improvements (Martin, Mactaggart, & Bowden, 2006). On the other hand, some hotels and travel agencies might hire unqualified employees who are not suitable for the work. This may lead to unsatisfied guests, high cost, and bad reputation (Saad, 2013).

Bad hiring of tourism and hospitality employees cost 15000\$ per employee yearly (Mahajan, 2010). The staggering cost of unqualified employee can be viewed as simply the cost of doing business. However, additional damage occurs when poor hiring and management practices happen. Some of the most common reasons company hire unqualified staff include weak supervisors' knowledge or cultural issues (Kwok, Adams, & Price, 2011). The recruitment policy is a critical issue and this process should be implemented carefully. To protect the tourism and hospitality industry from unqualified employee, the organization need to select the right number of qualified employees to make sure the companies operate effectively to achieve their goals (Bloomquist, Clements, & Josiam, 1998). The recruitment process has four basic elements (Table 1), which are:

Table 1: Recruitment process

1-Pre-recruitment Improve job description. Set up eligibility criteria. Advertising and marketing.	2-Identify the most suitable candidates Screening Short-listing.
3- assessment/ selection Interviews Testing Reference Checking / Vetting	4- post-recruitment Induction programs. Other supports.

Adapted from (Bloomquist, Clements, & Josiam, 1998)

Therefore, this research is identifying the difficulties and obstacles facing the education to overcome the growth of unqualified employees. The following hypothesis are suggested. First, the skills of employees in tourism and hospitality sector can be developed by enrolling them in training and educational programs. Second, there is a significant relationship between the level of technical skills provided by universities and the growing number of unqualified employees in tourism and hospitality sector. Third, there is a significant relationship between the level of scientific skills provided by universities and the growing number of unqualified employees in tourism and hospitality sector.

METHODOLOGY

The research design for this paper is depending on quantitative approach (Pavlovic, 2012). The study population is consisting of employees from hotels and travel agencies in Egypt. A questionnaire was developed to understand the research phenomenon. A random sample of employees in both 10 travel agencies category (A and B) and 10 hotels in Cairo were chosen. The questionnaire were distributed to 200 employees. A simple random sampling method is used with a total of 130 employees were completed the questionnaires with a response rate of 65%. The forms were distributed as follows: 71 employees from hotels and 59 employees from

travel agencies. The survey was developed based on a review of literature (Bloomquist, Clements, & Josiam, 1998; Wang, Ayres, & Huyton, 2010; Saad, 2013). The respondent's answers were analyzed on a five-point Likert scale of 1 to 5 (1 indicates "strongly disagree" and 5 indicates "strongly agree.") to understand the extent of agreement with statements concerning the role of tourism and hospitality education in eliminating the growth of unqualified employees. The questionnaire is consisting of questions about personal variables, training programs, scientific and technical skills of employees. The Statistical Package for the Social Sciences (SPSS) was used for the analysis. Cronbach alpha analysis was employed to reveal the reliability and consistency of the questionnaire (Pavlovic, 2012). Mean and standard deviation analysis were employed to examine the extent of agreement for the respondents' answers. Moreover, t-test were used to test the validity of the research hypotheses and any significant difference between the dependent and independent variables.

RESULTS

Questionnaire reliability test

Table 2: Reliability of the questionnaire

Variable	No of questions	Cronbach's Alpha
Training programs	4	.994
Technical skills	4	.797
Scientific skills	5	.813

Cronbach's alpha coefficient is used to measure the reliability of the questionnaire (Table 2). Cronbach's alpha value is considered weak if the values are between 0.1 and 0.4. It is considered moderate if the values are between 0.4 and 0.6. It is considered strong if the values are between 0.6 and 0.9. It confirms the reliability of the internal consistency of the questionnaire. According to table (Table 2), all variables have a strong reliability.

Travel agency employees' analysis

Table 3: Demographic analysis for employees working in travel agencies

Variables	Classification	Frequency	%
Gender	Male	31	52.5
	Female	28	47.5
Educational level	Diploma	16	27.1
	Bachelor	40	67.8
	Master	3	5.08
	PhD	0	0
Scientific specialization	Tourism and hospitality	15	25.4
	Business	6	10.2
	Languages	8	13.6
	Others	30	50.8

According to the Table 3, the male employees are more than females with a percentage of 52.5 while females (47.5%). Meanwhile, the analysis of the educational level of the sample shows that most of them are well educated with a bachelor's degree (67.8%) followed by diploma (27.1%). The results indicate that most of the employees in the sample do not have a scientific specialization in tourism (50.8%). This is considered by the researchers as indicator for the

growing number of unqualified employees in this sample. These results was a negative indicator of the fact that employees in travel agencies with a specialization in tourism do not constitute a large proportion as described in Table 3.

Table4: Training programs acquired in tourism for employees working in travel agencies

Variable	Yes		No	
	Frequency	%	Frequency	%
Have you attended training programs in travel and tourism	40	67.8	19	32.2

With regards to the training programs, the results shown in Table 4 indicate that 67.8% of sample have received training programs which indicates that more than half of the employees of this research sample have received training programs in the field of tourism. The results indicate that 32.2% of the research sample received training in tourism. This is confirming the high interest of travel agencies to qualify their employees in this sector to provide them with the required skills in the field of tourism.

Table 5: Training programs for employees working in travel agencies

Variables	M	SD
The company enriches its unqualified employees with training programs to increase their scientific and technical capabilities	3.2	1.1
The company is providing training programs through universities or accredited institutions	2.9	1.4
Unqualified employment can be eliminating through providing training programs	3.1	1.5
Training programs are not improving the level of unqualified employees	3.5	1.3

The results in table 5 illustrates the training programs variable. The results show that the question of training programs are not improving the level of unqualified employees got the first place with a mean of 3.5 and a standard deviation of 1.3. This indicates the agreement of the research sample (employees in travel agencies)) on the low level of training programs provided to them as those programs do not have the required benefits. Moreover, the mean for the question of “The company enriches its unqualified employees with training programs to increase their scientific and technical capabilities” is 3.2 and the standard deviation is 1.1. This indicates that travel agencies are attaching employees to training courses to increase their scientific and technical skills. Meanwhile, the mean for the question of “Unqualified employment can be eliminating through providing training programs” is 3.1 with a standard deviation of 1.5. This is highlighting the ignorance of employees in the sample to the importance of training programs. Finally, the question of “The company is providing training programs through universities or accredited institutions” got a mean of 2.9 with a standard deviation of 1.1. This result indicates that the cooperation between travel agencies and universities is very poor. The results indicate that the employees in travel agencies are not aware of the importance of training programs. Similarly, the travel agencies are not giving them the required training through partnerships with universities in order to overcome the problem of unqualified employees.

Table 6: Technical skills for employees working in travel agencies

Variables	M	SD
Hiring based on the employees' technical skills in tourism is very important	3.25	1.7
Achieving desired results can be a result of the employees' skills	3.8	1.2
Unqualified employees are not recruited if they do not have the required skills	2.8	1.4
There is no difficulty in recruiting qualified employees	3.5	1.5

The results in table 6 illustrates the technical skills variable. The results show that the question of Achieving desired results can be a result of the employees' skills got the first place with a mean of 3.8 and a standard deviation of 1.2. This indicates the agreement of the research sample (employees in travel agencies)) on the importance of technical skills in tourism industry. Moreover, the mean for the question of "There is no difficulty in recruiting qualified employees" is 3.5 and the standard deviation is 1.5. This indicates that there are many qualified employees in the labor market. Meanwhile, the mean for the question of "Hiring based on the employees' technical skills in tourism is very important" is 3.25 with a standard deviation of 1.7. This is highlighting the importance of technical skills in hiring employees. Finally, the question of "Unqualified employees are not recruited if they do not have the required skills" got a mean of 2.8 with a standard deviation of 1.4. This result indicates the recruitment in travel agencies is not depending on qualified employees.

Table 7: Scientific skills for employees working in travel agencies

Variables	M	SD
There is no clear plan at the universities that specifies the courses that the student of tourism should study to meet the industry needs	3.98	1.1
There is a relationship between what I studied in university and work	2.98	1.2
The study plans of universities in the field of tourism do not focus on the practical side	3.94	1.3
Tourism education contributes to increasing the professional competence of employees in this sector	3.79	1.1
Most of the graduates of the Tourism Department do not find employment opportunities inside or outside the country because of their lack of proper scientific preparation	3.24	1.2

The results in table 7 illustrates the scientific skills variable. The results show that the questions of "There is no clear plan at the universities that specifies the courses that the student of tourism should study to meet the industry needs" and "The study plans of universities in the field of tourism do not focus on the practical side" got the highest mean of 3.98 and 3.94 respectively. This indicates the agreement of the research sample (employees in travel agencies) on the low level of courses offered by universities. Moreover, the mean for the question of "Tourism education contributes to increasing the professional competence of employees in this sector" is 3.79 and the standard deviation is 1.1. This indicates that travel agencies are recognizing the importance of tourism education. Meanwhile, the mean for the question of "Most of the graduates of the Tourism Department do not find employment opportunities inside or outside the country because of their lack of proper scientific preparation" is 3.1 with a standard deviation of 1.2. This is highlighting that most of the employees in the sample are not convinced with the scientific skills of tourism departments

graduates. Finally, the question of “There is a relationship between what I studied in university and work” got a mean of 2.98 with a standard deviation of 1.2. This result indicates that the practical courses in universities are not prepared in the way to meet the industry needs.

Hotel Employees’ analysis

Table 8: Demographic analysis for employees working in hotels

Variables	Classification	Frequency	%
Gender	Male	42	59.2
	Female	29	40.8
Educational level	Diploma	36	50.7
	Bachelor	33	46.5
	Master	2	2.82
	PhD	0	0
Scientific specialization	Tourism and hospitality	19	32.2
	Business	4	6.78
	Languages	11	18.6
	Others	37	62.7

According to the Table 8, the male employees are more than females with a percentage of 59.2 while females (40.8%). Meanwhile, the analysis of the educational level of the sample shows that most of the sample are having intermediate education with a diploma degree (50.7%) followed by bachelor (46.5%). The results indicate that most of the employees in the sample do not have a scientific specialization in tourism and hospitality (62.7%). This is considered by the researchers as indicator for the growing number of unqualified employees in this sample. These results was a negative indicator of the fact that employees in hotels with a specialization in tourism and hospitality do not constitute a large proportion as illustrated in Table 8.

Table 9: Training programs acquired in tourism for employees working in travel agencies

Variable	Yes		No	
	Frequency	%	Frequency	%
Have you attended training programs in tourism and hospitality	60	84.5	11	15.5

With regards to the training programs, the results shown in Table 9 indicate that 84.5% of the sample have received training programs which indicates that more than half of the employees of this research sample have received training programs in the field of tourism. The results indicate that 15.5% of the research sample received training in tourism and hospitality. This is confirming the high interest of hotels to qualify their employees in this sector to provide them with the required skills in the field of hospitality.

Table 10: Training programs for employees working in hotels

Variables	M	SD
The hotel enriches its unqualified employees with training programs to increase their scientific and technical capabilities	3.3	1.2
The hotel is providing training programs through universities or accredited institutions	2.8	1.3
Unqualified employment can be eliminating through providing training programs	3.3	1.4
Training programs are not improving the level of unqualified employees	3.4	1.2

The results in table 10 illustrates the training programs variable. The results show that the questions of training programs are not improving the level of unqualified employees got the first place with a mean of 3.4 and a standard deviation of 1.2. This indicates the agreement of the research sample (employees in hotels) on the low level of training programs provided to them as those programs do not have the required benefits. Moreover, the average mean for the questions of “The company enriches its unqualified employees with training programs to increase their scientific and technical capabilities” and “Unqualified employment can be eliminating through providing training programs” is 3.3. This indicates that hotels are attaching employees to training courses to increase their scientific and technical skills to eliminate the growth of unqualified employees. Finally, the question of “The hotel is providing training programs through universities or accredited institutions” got a mean of 2.8 with a standard deviation of 1.3. This result indicates that the cooperation between hotels and universities is very poor. The results indicate that the employees in hotels are not aware of the importance of training programs. Similarly, the hotels are not giving them the required training through partnerships with universities in order to overcome the problem of unqualified employees.

Table 11: Technical skills for employees working in hotels

Variables	M	SD
Hiring based on the employees’ technical skills in hospitality is very important	3.90	1.3
Achieving desired results can be a result of the employees’ skills	4.1	1.1
Unqualified employees are not recruited if they do not have the required skills	3.8	1.2
There is no difficulty in recruiting qualified employees	2.7	1.4

The results in table 11 illustrates the technical skills variable. The results show that the questions of Achieving desired results can be a result of the employees’ skills and hiring based on the employees’ technical skills in hospitality is very important got the highest means of 4.1 and 3.9 respectively and a standard deviation of 1.1 and 1.3 respectively. This indicates the agreement of the research sample (employees in hotels) on the importance of technical skills in hospitality industry. Moreover, the question of “Unqualified employees are not recruited if they do not have the required skills” got a mean of 3.8 with a standard deviation of 1.2. This result indicates the recruitment in hotels is depending on qualified employees. Finally, the mean for the question of “There is no difficulty in recruiting qualified employees” is 2.7 and the standard deviation is 1.4. This indicates that it is not easy for hotels to recruit qualified employees.

Table 12: Scientific skills for employees working in hotels

Variables	M	SD
There is no clear plan at the universities that specifies the courses that the student of hospitality should study to meet the industry needs	4.3	1.3
There is a relationship between what I studied in university and work	2.8	1.3
The study plans of universities in the field of hospitality do not focus on the practical side	3.8	1.2
Hospitality education contributes to increasing the professional competence of employees in this sector	3.4	1.5
Most of the graduates of the hospitality Department do not find employment opportunities inside or outside the country because of their lack of proper scientific preparation	3.1	1.1

The results in table 12 illustrates the scientific skills variable. The results show that the questions of “There is no clear plan at the universities that specifies the courses that the student of hospitality should study to meet the industry needs” and “The study plans of universities in the field of hospitality do not focus on the practical side” got the highest mean of 4.3 and 3.8 respectively. This indicates the agreement of the research sample (employees in hotels) on the low level of courses offered by universities. Moreover, the mean for the question of ‘Hospitality education contributes to increasing the professional competence of employees in this sector’ is 3.4 and the standard deviation is 1.5. This indicates that hotels are recognizing the importance of hospitality education. Meanwhile, the mean for the question of “Most of the graduates of the Tourism Department do not find employment opportunities inside or outside the country because of their lack of proper scientific preparation” is 3.1 with a standard deviation of 1.1. This is highlighting that most of the employees in the sample are not convinced with the scientific skills of tourism departments graduates. Finally, the question of “There is a relationship between what I studied in university and work” got a mean of 2.8 with a standard deviation of 1.3. This result indicates that the practical courses in universities are not prepared in the way to meet the hospitality industry needs.

DISCUSSION

Table 13 illustrates the total means of the answers of research sample in both travel agencies and hotels for the three variables. It shows that the average means for the training programs was 3.2 for both hotels and travel agencies. Moreover, technical skills in travel agencies got a total mean of 3.3 while in hotels got a total mean of 3.6. This is indicating the importance of technical skills in hotels more than travel agencies. With regards to scientific skills, the total mean was 3.6 and for travel agencies was 3.5. The results indicate that training programs, technical skills and scientific skills are key players in eliminating the growth of unqualified employees in tourism and hospitality industry.

Table 13: The total means of the respondents' answers in the travel agencies and hotels

Variables	Classification	M	SD
Training programs	Travel Agencies	3.2	1.3
	Hotels	3.2	1.3
Technical skills	Travel Agencies	3.3	1.5
	Hotels	3.6	1.3
Scientific skills	Travel Agencies	3.6	1.2
	Hotels	3.5	1.3

According to table 14, training programs t value is 1.043 with an insignificant value of 0.299 which is higher than 0.05. Hence training programs are found to have positive insignificant impact on the growth of unqualified employees in tourism and hospitality industry. Next, technical skills t value is 0.554 with an insignificant value of 0.002 which lower than 0.05. Furthermore, technical skills is found to have positive significant impact on the growth of unqualified employees in tourism and hospitality industry. Moreover, scientific skills t value is 1.832 with a significant value of 0.000 which is lower than 0.05. Therefore, scientific skills found to have positive significant impact on the growth of unqualified employees in tourism and hospitality industry.

Table 14: T-test of research variables

Variables	T	Sig
Training programs	1.043	0.299
Technical skills	0.554	0.002
Scientific skills	1.832	0.000

For the travel agencies, most employees are male and do not hold degree in tourism field. With regards to training, the results indicate that the largest proportion have received tourism training indicating the travel agencies' interest in this aspect. The results for the technical skills confirmed that the employees were not recruited based on their skills. Regarding the scientific skills, the results indicated that the staff stressed that there is no clear plan at universities to determine the courses that the tourism students should study especially on the practical side. However, they pointed out that tourism education contributed to increasing the experience and efficiency of employees in the sector. They confirmed that graduates of the tourism departments do not find jobs easily because of their poor scientific preparation. This is another indication of Egyptian's poor tourism education curriculum especially with the practical courses.

For the hotels, more than half of the research sample are male and few of them are holding certificates in the field of hospitality. With regards to training courses, most of employees confirmed that they had enrolled in training courses in the field of hospitality. For the technical skills variable, the results indicate that the attitudes of the research sample were positive towards all questions indicating that staff recognizing the importance of technical skills in hospitality industry. About scientific skills, there was a lack of universities plan to specify the required courses to meet the industry needs. The employees in the research sample agreed that the practical courses in universities are not prepared well to let them work directly in the hospitality industry.

CONCLUSIONS

With regards to the research hypotheses, the results indicate that the overall trend of research sample (travel agencies, hotels) are positive towards technical skills and scientific skills. This means rejecting the first hypothesis that "the skills of employees in tourism and hospitality sector can be developed by enrolling them in training and educational programs" and accepts the other hypothesis that "there is a significant relationship between the level of technical skills provided by universities and the growing number of unqualified employees in tourism and hospitality sector" and "there is a significant relationship between the level of scientific skills provided by universities and the growing number of unqualified employees in tourism and hospitality sector". The results of the T test showed the rejection of the first hypothesis about training programs and the acceptance of the other hypotheses about technical and scientific skills. This is in agreement with (Wang, Ayres, & Huyton, 2010) when they reported that technical and scientific skills can be used effectively by universities to eliminate the unqualified employees in tourism and hospitality industry.

There are differences in the attitudes and answers of employees in travel agencies and hotels. For example, males' employees working in hotels are more than those working in travel agencies. Most of employees in travel agencies have a bachelor's degree, while in hotels have a diploma degree. Most of employees in travel agencies and hotels do not possess a degree in tourism and hospitality. Most of employees in hotels attended training programs more than employees in travel agencies. However, most of employees in travel agencies and hotels confirmed that training programs are not improving the level of unqualified employees. Travel agencies and hotels are not providing training programs through universities or accredited institutions. Recruitment in hotels is depending on qualified employees while it is not like that in travel agencies. Employees in both travel agencies and hotels agreed that courses offered by universities are not meeting the industry needs especially the practical courses. Therefore, most of the employees in the sample are not convinced with the skills of tourism and hospitality departments graduates. This result indicates that the practical courses in universities are not prepared in the way to meet the tourism and hospitality industry needs.

This study recommend that universities need to develop the practical skills of the graduates of tourism and hospitality departments. This is can be achieved through paying more attention to practical training in the curriculum and increasing its credit hours. Moreover, cooperation between industry and universities should be developed. Universities can develop mini degrees such as diploma or MBA for the existing staff in the industry to overcome the problem of unqualified employees in the sector. Universities can develop the educational curricula by linking it to the field of work through using of specialists from the industry (hotel managers, reservations managers, etc..) in the selection of curricula and teaching. The Ministry of Tourism should pay a close attention to tourism education through establishing a sector responsible about tourism education in institutions and universities. There is a need to improve the social working conditions of employees in the tourism and hospitality sector to attract outstanding graduates. Furthermore, there should be encouragement to travel agencies and hotels to recruit new tourism and hospitality graduates with no previous work experience by gradually recruiting them from simple to more complex jobs in order to enhance their skills and experience.

The limitation of this research is concerned with the data collection. The data collection tool was limited to a set of employees in tourism and hospitality industry in Egypt. Moreover, this research is limited to training programs, technical and scientific skills to explore the role of education in eliminating the unqualified employees. Therefore, future research should expand the data by exploring travel agencies and hotels individually. The research idea could be applied to other contexts of tourism and hospitality industry. For example, future research might explore the role of education in eliminating unqualified employees in restaurants, resorts, airline companies and other tourism organizations.

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