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**THE WHITE MIRROR OF THE MINISTRY OF ANTIQUITIES:  
THE ROLE OF TRAINING THE ANTIQUITIES INSPECTOR IN  
ACHIEVING TOURIST SATISFACTION (APPLYING ON THE  
TEMPLE OF HATSHEPSUT)**

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**ABSTRACT:**

*The Ministry of Antiquities employs for each opened archeological site in Egypt a certain staff with a variety of responsibilities and duties. On the top of each site staff is the Antiquities Inspector, one or more in the same site, who among his main duties; accompanying foreign missions in archaeological excavations, accompanying archaeological exhibitions abroad, explaining to state guests visiting the archaeological sites, and representing the Ministry of Antiquity in the governorate where he works. Thus the Antiquities Inspector is acting like a mirror; for the Ministry in his contacts with the visitors of the site directly and also for the Egyptian destination image abroad indirectly. This mirror in order to be white, which means reflecting the best image for the Antiquities Inspector, he must receive certain training programs that are organized by the Ministry in cooperation with different archaeological and specialized institutions to enhance his performance in a perfect way. This is reflected in the tourist satisfaction in the archeological site. The research aims to give an overview on the Antiquities Inspector, his main responsibilities, the required training programs applying on the archeological site of Hatshepsut temple, evaluating both the performance of the Antiquities Inspector and tourist satisfaction. The research methodology includes qualitative and quantitative methods; survey method using questionnaire instrument will be used to obtain the primary data and the total sample of 80 tourists visiting Hatshepsut temple in Luxor. The software of data analysis used was SPSS version 22. The qualitative methods depends on interviews that were carried out with the Antiquities Inspector in Hatshepsut temple to determine his actual needs of specialized training programs and how to be useful for him in the area of his work. The*

*main outcome of the research is acknowledging the positive relationship between the training of Antiquities Inspector and the tourist satisfaction in the archeological site. This is achieved through performance training of staff reflected on their performance and this affects strongly on the tourist satisfaction or dissatisfaction. Based on the results, some recommendations were suggested to improve the performance of the Antiquities Inspector.*

**KEYWORDS:** Antiquities Inspector; Hatshepsut Temple; Training; Tourist Satisfaction; Performance.

## **INTRODUCTION**

The main object of every organization is to improve its performance but this can never be possible without the efficient performance of employees. Therefore, the performance management system came into effect as a management reform to address and redress concerns, organizations had about performance (Tahir et al., 2014).

Performance refers to the accomplishment of something or mere working effectiveness (Jan et al., 2014). In an organization performance is realized at the levels of organization, process and individuals and the interrelationships among these will define the vantage points of the organization (Khan et al., 2016). In contributing to the overall goal of the organization, training and development processes are implemented as this benefits not just the organization but also the individuals making up that organization (Babikova, 2016). For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization. Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs (Khan et al., 2011).

Actually training tends to be more specific goal whereas development is usually undertaken by trainee's trainers in any profession. That is why; most of the tourist activities are performed in a well-planned manner by well-trained staff (KilKely, 2010). The trainer teaches specific skill to the Archaeological Inspector in order to obtain some specific goals for the present job or profession. But in the development process, staffs have to meet their supervisor to discuss their problems and this process makes improvement in their work performance and also helps their skill development. Thus, training and development are integral part of the growth and success of the tourism sector (Malik and

Vivek, 2018). If an untrained employee is given any job to attend customers, he will surely create problems in the smooth running of the Antiquities Inspector (Khani and Ashrafi, 2013).

As tourist satisfaction influences tourists' behavioral intentions and plays a vital role in destination competitive advantage, it has attracted scholars' interest and a large number of articles and studies have focused on this aspect with regard to various tourist destinations throughout the world (Osti et al., 2012).

The Antiquities Inspector receives specialized training programs in his field of work by training institutions in cooperation with the Ministry of Antiquities in order to enhance his skills and performance in the archaeological area, which he was entrusted to supervise with all its services and tourist facilities. The study deals with the archeological site of Hatshepsut temple as a model for measuring the performance of the well trained Antiquities inspector and its impact on the satisfaction of both the tourists of the temple, and the members of the foreign missions in the site.

#### **THE MAIN REASONS FOR CHOOSING HATSHEPSUT TEMPLE IN PARTICULAR AS A MODEL FOR THE STUDY:**

- The temple is considered to be a masterpiece of the ancient Egyptian temple architecture and actually of the architecture worldwide, with its distinctive open colonnades, elevated platforms, monumental staircases, and conjunction into the wonderful landscape.
- Great number of tourists of different nationalities all over the world comes to see such amazing place that belongs to the strong, intelligent, and most prominent woman, the female pharaoh "Hatshepsut" (Arnold, 2005).
- Other major attraction for the temple is that it is one of the seven Egyptian archaeological sites, which are included in the list of the seven astrological wonders of Ancient Egypt, witnessing the orthogonal angles of the sun rays on specific days throughout the year in remarkable astronomical phenomena. (Iwaszczuk, 2017)
- The number of tourists visiting the Temple of Queen Hatshepsut on the western bank of Thebes significantly increased after the announcement of Dr. Khaled 'Anani, the Minister of Antiquities, on 9 December 2017, the completion of the restoration works at the sanctuary of god Amun "Holy of Holies" in the temple of Queen Hatshepsut carried out by the Polish-Egyptian

Archaeological and Conservation Mission and officially opened for tourist visits after 55 year of the old restoration. It is worth to mention that the Polish Center of Mediterranean Archaeology dedicated 4 seasons between 2011 and 2015 in Deir el-Bahari to the documentation of the wall decoration in the Main Sanctuary of god Amun in the Temple of Hatshepsut. (Ministry of Antiquities Newsletter - Issue 19, 2017; Pawlicki, 2017)

### **RESEARCH AIM**

The main aim of this study is to assess the impact of the training and development methods on the Antiquities Inspector performance and to examine the correlation between the Antiquities Inspector performance and the satisfaction of tourists, state guests, and members of foreign missions.

### **RESEARCH OBJECTIVES**

Through the relevant review of different studies, reports, periodicals and books, on the topic under consideration, the following objectives could be drawn:

- To investigate the meaning and importance of training.
- To identify the significance of The Antiquities Inspector performance.
- To assess the impact of training and development methods on The Antiquities Inspector performance.
- To examine the correlation between the Antiquities Inspector performance and tourist satisfaction.

### **HYPOTHESES OF THE STUDY**

This study proposed the relationship among training programs, the performance of Antiquities Inspector and the satisfaction of both tourists and members of foreign missions. There are 3 hypotheses in the study;

**Hypothesis 1:** the training programs of Antiquities Inspector have a direct positive effect on their performance.

**Hypothesis 2:** the performance of Antiquities Inspector has a direct positive effect on the satisfaction of tourists.

**Hypothesis 3:** the performance of Antiquities Inspector has a direct positive effect on the satisfaction of members of foreign missions.

### **LITERATURE REVIEW**

### **INTRODUCTION TO THE ARCHEOLOGICAL SITE**

In collaboration with the UNESCO Bureau in Cairo, the Ministry of Antiquities launched a project to develop and improve the services at archaeological sites. The project includes developing a number of archaeological sites in general, and specifically the archaeological sites registered as UNESCO International Heritage sites. The project is going to work on developing information banners, signs, and manuals, cultural and archaeological activities to increase archaeological awareness (Ministry of Antiquities Newsletter - Issue 20, 2018).

Thebes, Modern Luxor, is one of the first archeological sites that listed by the UNESCO in 1979 as a World Heritage Site (Fig. 1). It is located 900 km south of Cairo on the banks of the River Nile. The Theban Necropolis lies on the West Bank that is known as "Antiquities Land" (the expression "Antiquities Land" denotes that the land is under the control of the SCA and this was referred to in a law passed in 1956) and covers about 10 km (Weeks and Hetherington, 2014). It houses tombs and temples dating from the early Middle Kingdom to the Ptolemaic Period. The 18th Dynasty temple of Queen Hatshepsut, known as "the temple of Deir al-Bahari", is one of the best preserved funerary temples that the area housed (Fig. 2). (Shaw and Nicholson, 1995)



Fig. 1: A map of the archeological sites at Luxor  
(Source: <http://www.luxor.gov.eg/MainPage/AllMaps.aspx>)

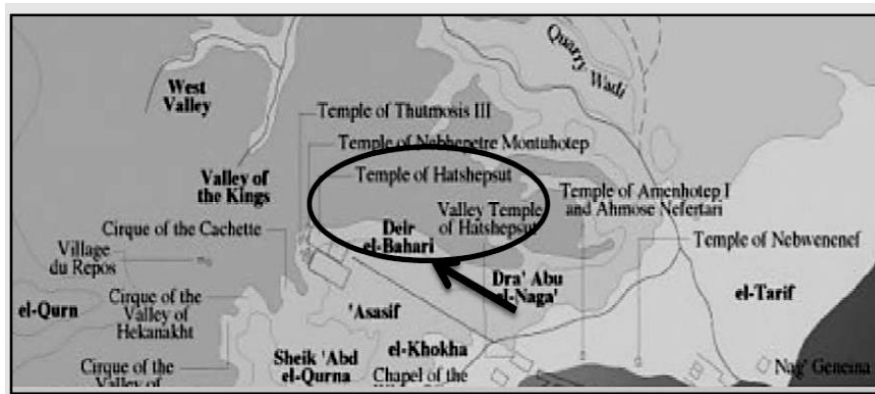


Fig. 2: The site of the temple of Hatshepsut on the west bank of Thebes

(Source: Weeks and Hetherington (2014), fig. 3)

The temple of Hatshepsut was constructed against a dramatic landscape of magnificent imposing hills of the Libyan range with the semi-circular view of the natural rosy yellow colored cliffs that border the Valley of the Kings (Neville, 1894). It appears like an impressively beautiful natural theater at the foot of the mountain in the valley of Deir el Bahari that is situated near the western bank of the Nile valley opposite ancient Thebes, at the end of the highest peak of the massif that is recently known as "el- Qurn" and commonly called "Red Mountain" due to the color of its rocks (Lajtar, 2006). Mariette said about the temple of Hatshepsut that "it is an exception and an accident in the architectural life of Egypt." (Fig. 3) (Neville, 1894)

The official ancient Egyptian name of the temple was "The Great Temple of Millions of Years, the Temple of Amun of Djeser-Djeseru", which was often abridged as Djeser-Djeseru that means "Holy of Holies". (Lajtar, 2006)

The modern name of the temple is "the temple of Deir el Bahari", literally "the Northern Monastery". It refers to a monastery that belongs to St. Phoibamon. It was found on the upper terrace of Hatshepsut temple from the 6th century onwards (Godlewski, 1986). The remains of the monastery were removed during the excavations of the Egyptian Exploration Fund in 1890. The geographic northern specification for the monastery due to the presence of another one, called "Deir el-Madina" that is located about 1 km south of Deir el-Bahari around the small temple of goddess Hathor. (Lajtar, 2006)

The main function of the temple is represented in being a cult place for both the living and dead members of the family of Queen Hatshepsut, who were only depicted on the walls of the Bark Hall of the temple inside the Sanctuary of god Amun, and for the gods, particularly the main Theban god Amun. (Pawlicki, 2017)

The temple was built between the 7th and 20th years of the reign of Queen Hatshepsut. Sen-en-mut was the most dignified architect that supervised the building of the temple of Hatshepsut. Other prominent individuals were involved in supervising and accomplishing the building and finishing works in the temple like Min-mes, the priest of Amun Pui-em-Ra, and the overseer of craftsmen Djehuty. Many workers of middle-rank and lower classes were also involved in the process of building and decoration. Some names belong to scribes and drawers were inscribed on the walls of the temple like the scribe Amun-hetep, and the scribe of outlines Neb-Amun. (Iwaszczuk, 2017)

The temple comprises three colonnaded terraces with sanctuaries dedicated to the deities; Hathor, Anubis, and Amun (Monderson, 2007). It is decorated with fantastic reliefs that represent the divine birth of Hatshepsut and details of her trading expedition to the African land of Punt. (Dell, 2009)

There is a processional way in front of the temple, on an expansion of its main axis, as the temple was one of the destinations of the bark of god Amun during the "Beautiful Feast of the Valley"(Lajtar, 2006). The origins of this annual feast date back to the Middle Kingdom in the temple of the 11th Dynasty king Nebhepetre Mentuhotep II at Deir al-Bahari. It was celebrated during the second month of the summer time "Shemu". (Pawlicki, 2017)

The temple of Hatshepsut was included in the list of the seven astrological wonders of Ancient Egypt that was arranged as the following;

1. The temple of Abu Simple south of Aswan.
2. The pyramid of Khufu at Giza.
3. Karnak temple on the eastern bank of the Nile at Luxor.
4. The Temple of Queen Hatshepsut on the western bank of the Nile at Luxor
5. The temple of Dandara west of the city of Qena.
6. The temple of Habu west of Luxor.
7. The temple of Edfu north of Aswan.

The sanctuary of god Amun in the temple of Hatshepsut was illuminated twice a year by the orthogonal rays of the rising sun. The site of the sanctuary beneath the Theban massif symbolizes the site of the sunset. Such astronomical phenomenon occurred during the reign of Queen Hatshepsut in the mid of both months February and November and lasted for about ten days. (Pawlicki, 2017)



Fig. 3: View of the temple of Hatshepsut constructed into a natural embayment in the cliffs  
(Source: Photographed by the Researcher)

### **THE TOURIST FACILITIES**

The site of the temple of Hatshepsut includes a number of facilities for the tourists as is shown in (fig. 4). The figure demonstrates that the point of arrival at the site is started with; the parking area, the visitor center, the tourist police center, the ticket office, and the toilets. The temple itself is away from the point of arrival about 400 meters. A mini train (widely known by the Arabic name “taftaf”) was designed as a comfortable means of transport to take tourists to the temple construction. There is a coffee shop prepared with a toilet at the north-western end of the long way before entering the area of the temple.

According to the current division of the SCA administration, there is a Director of Antiquities for Upper Egypt. The west bank of Luxor is managed by a Chief Inspector. The archeological site of Hatshepsut temple was supervised by 4 Antiquities Inspectors doing their work in relay (two shifts). The staff of the site includes; guards, cleaners, security, restorers, ticketing, and engineers





Fig. 4: Tourist facilities surrounding the temple of Hatshepsut  
(Source: Photographed and Designed by the Researcher)

### **THE TITLE OF ANTIQUITIES INSPECTOR**

This title is given to the official that is appointed by the Supreme Council of Antiquities in a particular archeological site. The title comprises two main terms "Antiquity" and "Inspector". The term Inspector referring to the official that is employed to ensure that official regulations are obeyed, especially in public services. The term Antiquity was defined in Law 117 of 1983 regarding Antiquities Protection in Egypt as "any object, movable or immovable, over a hundred years old, or objects or sites selected by prime ministerial decree and therefore public property" (Law No. 117 of 1983, 2010).

### **JOB DESCRIPTIONS OF THE ANTIQUITIES INSPECTOR AND THE NATURE OF HIS WORK: (لائحة خاصة بواجبات مفتش الآثار، ٢٠٠٣)**

1. The Preservation of archaeological sites and immovable and movable antiquities.
2. Archaeological excavations.
3. Archeological Documentation.
4. Inventory of antiquities stores.
5. Preparing the scientific material for the annexation of the lands with archaeological evidences.
6. Writing a report on any benefit land including antiquities required to be excavated.

7. Passing on the archaeological sites under his supervision, recording his observations, and reporting to his manager.
8. Previewing the infringements together with the assistant of the area properties, the Sheikh of Sentries, and the Gendarmerie, and informing the concerned parties to take legal actions.
9. Certificating (testifying) in the courts and offices of experts of the Ministry of Justice in respect of archeological issues.
10. Previewing lands that required reclamation or will be used for erecting national projects, as well as quarries.
11. Previewing lands that are subjected to Article 20 of the Antiquities Protection Law.
12. Following up the archaeological cases in the Prosecutions and courts.
13. Previewing the archaeological seizures in Police Centers or Public Prosecutions.
14. Being in contact with the concerned authorities of space and property to inquire about any matter related to the property of antiquities.
15. Coordinating with the area architect, the restorer and the photographer in previewing any immovable antiquity required restoration.
16. Following up the implementation of the decisions concerning the annexation of certain lands to the Antiquities Authority.
17. Supervising the guard in agreement with the guard officers.
18. Accompanying foreign missions in archaeological excavations.
19. Accompanying archaeological exhibitions abroad.
20. Explaining to state guests, who visit the archaeological sites.
21. Representing the Supreme Council of Antiquities in the governorate, where he works.

In addition to the previous list of duties; Article 48 of Law No. 117 of 1983 as amended by Law No. 3 of 2010 promulgating the Antiquities Protection Law mentions that the Antiquities Inspector is entitled to enjoy the quality of Judicial arrests with regards to impounding crimes and violations stipulated in this law and decrees issued in implementation of said law.

### **THE TRAINING PROCESS IN TOURISM SECTOR:**

Training is a specific tool which is used to provide training to untrained staff of any business. It is an act of increasing the skills of an employee for doing a particular job (Vinesh, 2014). According to Malik and Vivek (2018) "Training is the process that provides employees with the knowledge and skills required to operate within the system and

standards set by management”, Likewise, development process is a combination of various training programmers and it is the overall development of the competency of managerial personnel in the light of the present requirement as well as the future requirement for any job (Kulkarni, 2014). Moreover, it is an activity which is designed and planned to improve the performance of the existing managers and to provide for a planned growth of managers to meet future organizational requirements (Imran and Tanveer, 2015).

The process of training in tourism sector being with the needs assessment which results from the difference between an ideal expect for employee’s performance and the actual performance (Korda, 2012). It also helps employees to get familiar with the job environment. Human Resource Development is made possible by the training programmers organized by various training institutions time to time and according to the changing needs of job performance in any sector (Kulkarni, 2014). Planning is the second step of training which is highly attributed to goals, methods, duration, structure, and selection procedure, in an institution (Imran and Tanveer, 2015). Next to it, a well prepared and skillful training program is organized by the training person hired or engaged for this specific purpose. In the end, evaluation of the training program is performed (Khani and Ashrafi, 2013).

Moreover, all tourism activities require an ongoing profession education for their employees. That is why; they prefer in house training program. This is done with the amalgamation of external training as well as internal training program (Vinesh, 2014). The main purpose of the training and development program is to develop a learning organization and to ensure quantifiable returns on the investment being done through these activities (Nischithaa and NarasimhaRao, 2014). Now it is the duty of Human Resource Executive (HRE) to ensure a smooth implementation of any training and development program planned and designed for the institution or organization for a specific purpose (Kirpatric and Kirkpatrick, 2010).

To conclude, the training process may be classified into four steps:

- Accessing the training needs of any organization.
- Planning of the training program.
- Implementation of the training program.
- Evaluation of the training program.

## **TRAINING PROGRAMS AND WORKSHOPS FOR ANTIQUITIES INSPECTOR:**

It is an era of globalization. Therefore, its impact can be seen in every sector of the economy. On the contrary tourism sector is facing many problems these days throughout the world and it is an urgent need to facilitate and encourage the whole personnel employed in tourism sector beyond any conventional training (Jehanzeb and Bashir, 2013). Most of the scholars have suggested that there are some urgent requirements for training and development of the Antiquities Inspector (Nischithaa and Narasimha Rao, 2014).

The Ministry of Antiquities organizes several training programs for the Antiquities Inspectors in the form of field schools, workshops, and programs in cooperation with different archaeological and specialized institutions:

- **Field schools,** (<http://archive.arce.org/main/training/fieldschools>, 2018):

The American Research Center in Egypt (ARCE) has partnered the Egyptian Ministry of State for Antiquities (MSA)/the Supreme Council of Antiquities (SCA) to prepare the Egyptian antiquities inspectors with the practical fieldwork skills and techniques required by modern archaeological excavation and site management.

Archaeological field schools have been annually organized since 1995 at sites such as Giza, Memphis, Fayum, Luxor, and Aswan. They provide additional training for Egyptian antiquities inspectors in the latest methods of archaeological field work. The program of study includes lectures, tutorials, laboratory work, excavation and mapping, exams and report preparation. There is an advanced session focusing on one of five specialties; advanced excavation, ceramics, survey and mapping, archaeological illustration, or osteo-archaeology (excavation and analysis of human remains).

- **Workshops:**

Organized by several training institutions like; “the British Council in 'Agouza”, “the Historic Cairo Rehabilitation Project, in cooperation with the Department of Archaeological Documentation”, “the Egyptian Academy of Scientific Research”, “the Centre for the Revival of Ancient Egyptian Art of the Ministry of Antiquities”, “the Training and Scientific Publication Administration in Archaeological Ports”, "Institut français d'archéologie orientale IFAO", “the American Research Center”, “the German Academic Exchange Service in Cairo”, “the German Archaeological Institute”, and “The National Museum of

Egyptian Civilization, in cooperation with the UNESCO Cairo Office” to train archaeologists and conservators on different specialized topics like; “risk preparedness in museums and cultural heritage sites”, “publishing in archaeology”, “marketing for museums and archaeological sites amongst others”, "Archaeological Documentation”, "Restoration and Conservation of Mummies and Human Remains", and “Archiving in Archaeology” (Ministry of Antiquities Newsletter - Issue 28, 2018).

▪ **The EMC’s summer activities program:**

The Egyptian Museum at Cairo runs a summer course for students of the Faculty of Archaeology, Cairo University to train them in conservation techniques. The training comes as a part of the summer activities program.

The Central Training Unit at the Office of the Minister supervises a number of scientific centers, scattered all over Egypt, devoted for the architectural training. A scientific center for archaeological training was established in al Tod, Luxor. The center will train Upper Egyptian archaeologists and conservators in various skills needed for fieldwork and publication including; Excavation Methodologies, Archaeological Illustration, Ceramics, Zoo Archaeology, Osteo Archaeology, and Photography. Other training centers like; the South Sinai Antiquities Inspectorate Training Center, Giza Training Center at Saqqara, in the area of Kom Bahig at Alexandria, and the Red Sea in Sarabit Alkhadem (Ministry of Antiquities Newsletter - Issue 8, 2017).

**Table 1: Giving examples of the training programs**

<b>The training program</b>	<b>The Archaeological and Specialized Training Institution</b>
Studying and photographing the artifacts stored in Carter's magazine.	Suzanna Onstine, University of Memphis, U.S.A
Archaeological survey and making a map for the cemeteries and tombs south of Assasif.	Elena Pischikov, Egyptian American Joint Mission
Completion of the excavations in the festival hall of king Amenhotep III at Malkata in Luxor.	American Research Center headed by D. Patch.
Studying stone tools resulting from the excavations at Wadi Abu	University of Marseille

Subayrah and are preserved in the store museum at Aswan.	
Studying pottery and human remains of the Valley of the Kings project.	The Swiss Mission of the University of Basel headed by Susanna Magdalena
Geological Survey at the site of Memnon statues.	H. Sourouzian, Mission of the German Institute of Archeology
Archaeological survey at Qubbet el-Hawa in Aswan.	Friederika Seyfried, Mission of the Egyptian Museum of papyrus.
Linear drawing in tomb TT 263 at Sheikh Abd el-Qurna in Luxor	Mission of the Bulgarian University headed by Teodor Lekov
Studying and maintenance of the archaeological remains in Qurna stores.	The Japanese Mission of the University of Waseda.
How to make guide boards at the site of Deir Al Balas project.	Mission of the American University in Cairo headed by P.Lacovara.
Metal Analysis at the site of Armant.	Mission of the French Institute of Oriental Archeology headed by Christophe Thiers.
Completion of the Archaeological Survey at Kom Ombo.	Francois Labrique, The Egyptian-German Mission.
Completion of excavations and documentation at the site of Thuthmose III temple in Luxor.	Academy of Fine Arts (Santa Isabel of Hungary).
Studying of the archaeological finds in the tomb of Montumhat at Luxor.	Louise Gestemann, the Mission of the University of Twingen.
Documentation and completion of excavations at tomb TT 23 in Luxor.	The Hungarian Mission of Eotvos University.
Registration of the archaeological finds preserved in Kom Ombo magazine.	Swiss Institute of Ancient Egypt Studies.
Linear drawing for the tomb of King Ramesses III at the Valley of the	Polish Center for Mediterranean Archeology.

Kings in Luxor.	
Training on site management at the site of Naqada in Qena.	Egypt Exploration Association in cooperation with the Winchester University Mission.
Using infrared spectroscopy in the field of antiquities restoration.	In cooperation with the Department of Restoration, Faculty of Archeology, Cairo University.
Marketing; English Language.	Unique Company in cooperation with the Department of Human Resources Development.
Documentation and restoration for the excavations of the Swedish mission in Naga Hammam at Gebel el-Silsila.	The Swedish mission headed by Maria Nilson.
Management of business activities and parties in archaeological areas for the development of financial resources.	Ministry of Antiquities in cooperation with the British Council.
Laser application.	Polytechnic University of Turin, Italy.
Training on pottery drawing in the project of the temple of Hieraknopolis at El Kab in Aswan.	Mission of the University of Pennsylvania.
Ancient Greek language.	The Department of Human Resources Development.
Crisis Management; Team Building and management; Administrative excellence and institutional innovation; Public Relations Specialist Program; Magazines Management; Documents and electronic archives.	Central Agency for Organization and Administration.

Source: (<http://www.antiquities.gov.eg/DefaultAr/Pages/Tranning.aspx>)

## **INDIVIDUAL BENEFITS FROM TRAINING AND DEVELOPMENT PROGRAMS FOR ANTIQUITIES INSPECTOR**

### **CAREER COMPETENCIES**

Antiquities Inspector gets a lot of benefits from the employee training and development programs. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Habib et al., 2015). Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Vinesh, 2014). Most of the employees recognize the importance of training programs and would like to increase their salary (Kulkarni, 2014).

### **ANTIQUITIES INSPECTOR SATISFACTION**

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Jehanzeb and Bashir, 2013). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization (Kulkarni, 2014). Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization (Malik and Vivek, 2018). Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Vinesh, 2014). Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development (Malik and Vivek, 2018). Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Habib et al., 2015). Companies and bodies which are providing the training and development programs for their Antiquities Inspectors are achieving high level of Antiquities Inspectors satisfaction and low employee turnover (Korda,2012).

### **ANTIQUITIES INSPECTOR PERFORMANCE**

Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and further



constructive changes that serves to increase employee performance (Al-Mzary and Al-Momany, 2015).

Technical and professional skills are very important for the Antiquities Inspector to perform a job in an effective way. Providing training opportunities to Antiquities Inspector can enhance his performance (Jehanzeb and Bashir, 2013).

### **DEFINING EMPLOYEE PERFORMANCE**

There is no doubt that employees are the building blocks of an organization. As put forward by Garner (2012), the most value adding possessions (assets) available to any firm, business, or organization are its workforce. The performance on part of the workforce is the driving force behind the survival of any business firm. Further, they are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is crucial for the organizations and making strategies to improve performance and measuring it from time to time are a basic step that is to be taken (Imran and Tanveer, 2015). Without desired performance results, it is of no use continuing to invest in processes and projects. If we define employee performance then we may say that the set of employee behavior, results, and outcomes that come after completing the job tasks using certain competencies and that are measured through different metrics constitute employee performance (Sasidaran,2018).

Two types or dimensions of performance are being given by Afroz (2018): Tasks Dimension of Performance (includes all those work activities that allow the completion of tasks in a job); Contextual Dimension of Performance (includes all those behaviors that make an employee act responsibly toward the organization)

So the continuous evaluation for the performance of the Antiquities Inspector in the archeological site that he supervised, particularly after receiving certain training programs is considered to be one of the most important factors that greatly improved his skills and thus doing his responsibilities in the site in the best way. This of course will be reflected on the satisfaction of the site tourists and members of foreign missions and makes the site desired.

Determinants of employee performance are those competencies or factors that are used to measure the effectiveness and level of individual performance (Hameed and Waheed, 2011). These are the indicators of workforce performance in any organization. The indicators of performance as given by Khan et al., (2016) are: procedural knowledge,

declarative knowledge, and motivation. These are the constituents of performance and their product is equal to performing well.

Motivation × Declarative Knowledge × Procedural Knowledge = Performance.

It is important to know that motivation refers to the degree of hard work inserted into the job and the level of contribution toward achieving the goals; declarative knowledge is inclusive of the knowledge about different guiding principles, procedures, particulars and the job responsibilities; procedural knowledge is to know the way of doing the job properly and the skills required to perform the job e.g. technical, functional, and cognitive skills. Sasidaran (2018), in his study about determinants of public sector employees' performance, has declared motivation and awareness about job roles as the determinants of employee performance.

According to the view of Batool and Batool (2012), providing training and learning opportunities, innovation, and cost reductions stimulate performance. Together with these, the competencies that gained during training and development have a dramatic impact on job performance if transferred properly.

Khan et al., (2016) also declared training to be greatly impacting employee performance. The biggest issue that has been observed in failure of training programs in organizations is the inability of the employees to not to apply at the workplace what they learned during training sessions.

#### **THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYEES PERFORMANCE**

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Tetteh et al., 2017). According Hashim (2012) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the employees knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

Elnaga and Imran (2013) study depicts the positive correlation between training and employee performance. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion

(Reilly et al., 2014). Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals (Bayraktaroglu and Cickusic, 2014).

As depicted by the work of Sultana et al., (2012), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Khan et al., 2016).

According to Jan et al., (2014), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance.

After what was previously mentioned, the Ministry of Antiquities must pay more attention to the training of Antiquities inspectors, based on the strong positive correlation between their training and the impact of this training on their performance in the archaeological site, which is reflected in the satisfaction of tourists and members of foreign missions in the site.

### **TOURIST SATISFACTION**

Tourist satisfaction is recognized as one of the most important sources of the destination competitive advantage since the fundamental goal of tourism stakeholders is to assess both the adequacy and effectiveness of tourism products in terms of the facilities and services that all together provide memorable destination experiences for tourists (Bagri and Kala, 2015). It is believed as one of the important elements for a superior advantage, distinctive image, and market destinations successfully, as it influences the choice of destination, consumption of products and services, decision to return, maintain long-term relationships and improve destination reputation (Khuong and Ngoc, 2014). Tourist satisfaction essentially indicates the result of relationship between tourists' expectations about the destination based on their previous information and image of the destination (pre-travel expectations) and their assessment of the outcome of their experience (post-travel experiences) at the visited destination (Osti et al., 2012). It is a feeling generated both by cognitive and emotional aspects of tourism activities, as well as an accumulated evaluation of various components and features of the destination visited (Ziegler et al., 2012).

Tourist evaluations of the destination inform stakeholders how well the destination matches the tourists' needs, thereby enabling the destination's strengths, weaknesses, and critical success factors to be identified from the tourist perspective (Khuong and Ngoc, 2014).

The tourist's satisfaction has become a central concept in business discourse and management (Tao, 2014; Gajjar, 2013)) stated that the tourist satisfied feeling arose when consumers compared their perceptions of product performance or services with their expectations. Further, it was said that there were two main variables defined customer's satisfaction that was the expectations and perceived performance.

If the perceived performance exceeded the expectations, then customer will be satisfied, but if not, then the customers were not satisfied (Khuong and Ngoc, 2014). Ziegler et al., 2012) stated that customer's satisfaction was a summary of psychological condition resulting when the emotion revolved the expectations were not accrued multiplied by feelings formed of consumption experience. Belas and Gabcova 2016) also noted that consumer's satisfaction was an emotional response to experience related to products or services purchased. Thus, the customer's satisfaction greatly depended on perception and consumers' expectation.

Based on the previous researches, there is a positive relationship between the training of employees and the satisfaction of tourists. The training of Antiquities Inspectors will be reflected on their performance for their duties in the archeological site and this affects strongly on the satisfaction or dissatisfaction of whom the Antiquities Inspector dealing with in the architectural site;

- The tourists, to whom the Antiquities Inspector explains the architectural site in case of asking for doing this and in the absence of the tour guide.
- The state guests, to whom Antiquities Inspector explains the architectural site as a representative for the Ministry of Antiquities in the governorate, where he works.
- The members of the foreign missions, whom the Antiquities Inspector accompanies in the archaeological excavations.
- The satisfaction of tourists, state guests, and members of foreign missions will indeed have a positive impact on improving the mental image of the Egyptian tourist destination abroad.

## **METHODOLOGY**

To achieve the aim of the study, quantitative approach that is based on a questionnaire was adopted. It aimed to evaluate the impact of training programs on the performance of the Antiquities Inspector and its relationship with the satisfaction of the tourists. The questionnaire was applied to 80 tourist of Hatshepsut temple at Luxor.

According to statistics obtained from the Ministry of Tourism, Head of Tourism Activities and Internal Offices Sector, the number of tourists visited the city of Luxor in December 2018 is 45,691. It was difficult for the researcher to obtain the exact number of the tourists that visited the temple of Hatshepsut in particular, so a total of 110 forms of questionnaire were distributed. Only 100 forms were answered and returned back and 20 of them were excluded because they were not completed, so about 80 forms were valid, completed and included in the analysis.

The data were collected by using structured questionnaire and convenience sampling. Then it was analyzed to provide Frequencies, Mean, Standard Deviation, and Reliability coefficients. Charts and tables are also included in this research.

The questionnaire includes three main questions. The first question asked about the range of the Satisfaction of tourists concerning the performance of Antiquities Inspector. In the second question, eleven dimensions were used to evaluate the performance of the Antiquities Inspector. In the third question, the respondents were asked to identify the extent to which tourists are agreed to repeat their visit to the archaeological area based on the performance of the Antiquities Inspector.

For questionnaire data analysis, statistical tools of Statistical Package Social Science (SPSS 22.0) are used for data input and analysis in using descriptive statistics. The statistics results are presented by graphical form with details description.

Tourist's satisfaction that was measured in the study was adapted from (Bagri and Kala, 2015). Respondents were asked to rate satisfaction with their experience on a five-point scale ranging from 1 (strongly unsatisfied) to 5 (strongly satisfied).

The performance using eleven items was adapted from (Imran and Tanveer, 2015). On a five-point Likert scale, tourists were asked to assess service quality ranging from 1 (strongly disagree) to 5 (strongly agree).

In this study, the repeat visit that was measured was adapted from (Gabcova, 2016) to assess the extent to which tourists and state guests are agreed to repeat their visit to the archaeological site based on the performance of the Antiquities Inspector, with a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

The qualitative approach was also used in the study. It is based on interviews with Antiquities Inspectors, managers of training institutions, and members of foreign missions. As the personal interview is very flexible and can be used to collect large amounts of information. The interview used open and close ended questions.

- Firstly, interviews were held with Antiquities Inspectors to identify the training programs and how they benefited from them.
- Secondly, interviews with the managers of training institutions to know the problems encountered in the training of the Antiquities inspector.
- Thirdly, interviews with the members of foreign missions in order to determine the degree of their satisfaction concerning the performance of the Antiquities Inspector.

#### **DATA PROCESSING AND ANALYSIS**

The data collected from the respondents was coded into SPSS V22 for data analysis. Normality test checked before the data analyzed. Descriptive statistics were done to characterize the demographic information of respondents while inference statistics, correlation analysis, were done to predict the effect of training programs on the performance of the Antiquities Inspector. Correlation analysis was used to describe the relationship between the performance of the Antiquities Inspector and dependent variables (Tourist satisfaction).

The qualitative data from interviews were analyzed through the qualitative analysis that means analyzing the interviews to identify the main themes that emerge from the answers given by the respondents.

#### **RELIABILITY ANALYSIS**

Before proceeding with further analysis, the reliability testing was led in order to ensure consistent measurement across various items in the questionnaire. Indeed, the reliability of a measure indicates stability and consistency of the instrument. Consequently, this method determines reliability through examining the internal consistency of the research instrument such as questions (items) in the questionnaire, which are normally presented. Cronbach's Alpha is one of the most

frequently applied metrics to measure a scale’s reliability, in which its index ranges from 0.0 to 1.0. Researchers should target a value closer to 1.0, as Alpha value proves that the instrument of the study is strong and consistent. However, it is important to note that in social sciences the threshold value of 0.7 is considered acceptable.

**Table 2: Reliability Statistics of service quality model**

The dimensions	Cronbach's Alpha value
Tourist’s satisfaction with the performance of the Antiquities Inspector	0.713
Evaluation of the performance of the Antiquities Inspector at the temple of Hatshepsut	0.840
The extent to which tourists are agreed to repeat their visit to the archaeological site	0.708

In the table one, the internal reliability of the items was verified by computing the Cronbach’s alpha. The acceptable range is between 0.70 and 0.90 or higher depending on the type of research (Adefioye, 2015). The estimated value of Cronbach alpha for all variables in this research was higher than 0.7 which indicated that the present study variables are reliable and there is internal consistency between them.

**QUANTITATIVE FINDINGS AND DISCUSSION:**

After analyzing the questionnaires, the following results were extracted:

**FREQUENCIES AND PERCENTAGES STATISTICS OF DEMOGRAPHIC DATA:**

**Table 3: Demographic profile of the respondents**

Descriptive Features		Frequency	Percentage%
<b>Gender</b>	Male	48	60.0
	Female	32	40.0
<b>Age Categories</b>	Less than 20	12	15.0
	20-30 years	14	17.5
	31-40 years	24	30.0
	41-50 years	12	15.0
	51-60 years	6	7.5
	More than 60	12	15.0

<b>Marital Status</b>	Single	26	32.5
	Divorced	8	10.0
	Married	46	57.5
<b>Monthly income</b>	Less than 1000	16	20.0
	1000-2000 LE	14	17.5
	2001-3000 LE	24	30.0
	3001-4000 LE	8	10.0
	More than 4000 LE	18	22.5
<b>Nationalities of Luxor</b>	German	46	57.5
	British	14	17.5
	Ukraine	4	5.0
	Belgian	6	7.5
	Poland	6	7.5
	Other	4	5.0

Table (3) shows the discussion of the research findings begins with a brief demographic profile of respondents in terms of Gender, Age, Marital Status, Income, and Nationality. (60%) of the respondents were male whereas (40%) of them were female. The majority of the respondents (30%) were in the age group of 31-40 years. The next most represented age groups were those of 20-30 years (17.5%), the marital status of respondents. It is found that (57.5%) of them are married, (32.5%) are single and (10.0%) are divorced. The table shows that about (30%) of the sample has a monthly income between 2001 to 3000 dollar, about (22.5%) has an income more than 4000 dollar. The table illustrated that the majority of those who visit the Hatshepsut temple at Luxor were citizens of European Union member countries. It is clear that 57.5% from visitors surveyed were German.

**DESCRIPTIVE STATISTICS OF TOURIST’S SATISFACTION WITH THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR**

**Table 4: Tourist’s satisfaction with the performance of the Antiquities Inspector**

	<b>Frequency</b>	<b>Percent%</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>Unsatisfied</b>	10	12.5	3.45	.778



<b>Neutral</b>	28	35.0		
<b>Satisfied</b>	38	47.5		
<b>Strongly satisfied</b>	4	5.0		
<b>Total</b>	80	100.0		

The table (4) clarified the tourist's satisfaction with the performance of the Antiquities Inspector; it is obvious from the table that large number of the respondents was satisfied about the performance of the Antiquities Inspector (47.5%). The shown means in table (4) indicate that satisfaction was the general altitude among the sample respondents with satisfied mean value which is 3.45.

**DESCRIPTIVE STATISTICS OF EVALUATION THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR AT THE TEMPLE OF HATSHEPSUT**

**Table 5: Evaluation of the performance of the Antiquities Inspector at the temple of Hatshepsut**

Items	Strongly Unsatisfied		Unsatisfied		Neutral		Satisfied		Strongly Satisfied		Means	Std. Deviation
	F	%	F	%	F	%	F	%	F	%		
<b>Tact and Consideration</b>	-	-	16	20.0	16	20.0	28	35.0	20	25.0	3.65	1.069
<b>Quality of Information</b>	-	-	16	20.0	28	35.0	30	37.5	6	7.5	3.33	.883
<b>Punctuality</b>	-	-	12	15.0	34	42.5	16	20.0	18	22.5	3.50	1.006
<b>Facilitating Procedures necessary for entering</b>	-	-	8	10.0	28	35.0	26	32.5	18	22.5	3.68	.938
<b>Ability to work under pressure</b>	-	-	12	15.0	38	47.5	22	27.5	8	10.0	3.33	.854
<b>Responsible, Reliable, and Flexible</b>	-	-	2	2.5	38	47.5	28	35.0	12	15.0	3.63	.769
<b>Efficiency in Problem Solving</b>	-	-	16	20.0	34	42.5	18	22.5	12	15.0	3.33	.965
<b>Fluency of Language</b>	2	2.5	22	27.5	26	32.5	18	22.5	12	15.0	3.20	1.084
<b>Good Communicator</b>	2	2.5	12	15.0	28	35.0	20	25.0	18	22.5	3.50	1.079
<b>Good Organizer</b>	8	10.0	4	5.0	34	42.5	16	20.0	18	22.5	3.40	1.186
<b>Explaining and Dealing with Questions</b>	10	12.5	10	12.5	32	40.0	6	7.5	22	27.5	3.25	1.326

It is clear from the above table (5) that the average rating of tourists for the performance of the Antiquities Inspector in the archaeological site ranges from (3.68 - 3.20), which is a good average because the evaluation of the tourists for the Antiquities Inspector is limited to neutral and satisfied. The elements that led to the satisfaction of the tourist on the Antiquities Inspector are;

- Facilitating Procedures necessary for entering (3.68).
- Tact and Consideration (3.65).
- Responsible, Reliable, and Flexible (3.63).
- Punctuality (3.50).
- Good Communicator (3.50).
- Good Organizer (3.40).

**DESCRIPTIVE STATISTICS OF THE EXTENT TO WHICH TOURISTS ARE AGREED TO REPEAT THEIR VISIT TO THE ARCHAEOLOGICAL SITE BASED ON THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR.**

**Table 6: The extent to which tourists are agreed to repeat their visit to the archaeological site**

	Frequency	Percent%	Mean	Std. Deviation
<b>Strongly disagree</b>	4	5.0	3.25	1.025
<b>Disagree</b>	14	17.5		
<b>Neutral</b>	28	35.0		
<b>Agree</b>	26	32.5		
<b>Strongly agree</b>	8	10.0		
<b>Total</b>	80	100.0		

The table (6) shows that about 42.5% of respondents (strongly agree 10.0% - agree 32.5%) agree that the level of performance of the Antiquities Inspector affects the frequency of visiting the archaeological site, While about 22.5% of the respondents (strongly disagree 5.0% - disagree 17.5%) don't agree that the performance level of the Antiquities Inspector affects the frequency of the visiting the archaeological site. The Antiquities Inspector must be experienced and competent to satisfy the tourists.

**CORRELATIONS BETWEEN TOURIST’S SATISFACTION AND THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR**

**Table 7: The Correlations between tourist’s satisfaction and the performance of the Antiquities Inspector**

		<b>Are you satisfied with the performance of the Antiquities Inspector at the temple of Hatshepsut in Luxor</b>
<b>Performance Total</b>	Pearson Correlation	.626**
	Sig. (2-tailed)	.000
	N	80
**. Correlation is significant at the 0.01 level (2-tailed).		

As seen in table (7) there is a positive and significant relationship between tourist’s satisfaction and the performance of the Antiquities Inspector. The value of Pearson correlation was (.626\*\* - Sig.000). These results show that there is a strong positive relation between tourist’s satisfaction and the performance of the Antiquities Inspector (The higher the performance of Antiquities Inspector, the greater the satisfaction of tourists). Therefore H2 is supported:

"The performance of Antiquities Inspector has a direct positive effect on tourist’s satisfaction."

**CORRELATIONS THE EXTENTS TO WHICH TOURISTS ARE AGREED TO REPEAT THEIR VISIT TO THE ARCHAEOLOGICAL SITE AND THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR.**

**Table 8: The Correlations between the extents to which tourists are agreed to repeat their visit to the archaeological site and the performance of the Antiquities Inspector.**

		<b>Will the performance of the Antiquities Inspector affect the frequency of visits to the site of Hatshepsut temple</b>
<b>Performance Total</b>	Pearson Correlation	.521**
	Sig. (2-tailed)	.000
	N	80

\*\* . Correlation is significant at the 0.01 level (2-tailed).

As seen in table (8) there is a positive and significant relationship between the extents to which tourists are agreed to repeat their visit to the archaeological site and the performance of the Antiquities Inspector. The value of Pearson correlation was (.521\*\* - Sig .000). These results showed that there is a strong positive relation between the extents to which tourists are agreed to repeat their visit to the archaeological site and the performance of the Antiquities Inspector (The greater the performance of the Antiquities Inspector, the more frequent a tourist visit to the archaeological site).

#### **QUALITATIVE FINDINGS AND DISCUSSION:**

Discussion of the Interviews with the Antiquities Inspectors supervised the archeological site of Hatshepsut temple, the training institutions for Antiquities Inspectors, and the members of the foreign mission at the archeological site of Hatshepsut temple.

#### **FIRSTLY: ANALYSIS THE INTERVIEWS WITH THE ANTIQUITIES INSPECTORS:**

The interviews were conducted with the 4 Antiquities Inspectors, who supervised the archeological site of Hatshepsut temple. The interviewees (A, B, C, and D) were requested to add any comments or detailed answers concerned with the evaluation of the effect of the training of the Antiquities Inspector on his performance in his work in the archeological site, and its impact on the satisfaction of both tourists of the temple and members of foreign missions.

#### **HOW MANY ANTIQUITIES INSPECTORS IN THE ARCHEOLOGICAL SITE OF HATSHEPSUT TEMPLE?**

The 4 Antiquities Inspectors agreed that the total number of the Antiquities Inspectors at the archeological site of Hatshepsut temple is more than three.

#### **DO YOU THINK THAT TRAINING IS AN IMPORTANT ELEMENT FOR DEVELOPING THE PERFORMANCE OF ANTIQUITIES INSPECTOR?**

The 4 Antiquities Inspectors agreed that training is necessary for improving and developing the performance of the Antiquities Inspector.

#### **ARE YOU SATISFIED WITH THE TRAINING OPPORTUNITIES AVAILABLE FOR IMPROVING THE PERFORMANCE?**

The 4 Antiquities Inspectors are satisfied with the training opportunities available for improving the performance.

**WHAT SERVICES DO YOU PRESENT TO THE TOURISTS VISITING HATSHEPSUT TEMPLE?**

The 4 Antiquities Inspectors present the following types of services to the tourists visiting Hatshepsut temple;

- Guiding services.
- Technical services.
- Security services.
- Cooperative services.

**WHAT SERVICES DO YOU PRESENT TO THE MEMBERS OF THE FOREIGN MISSIONS AT THE ARCHEOLOGICAL SITE OF HATSHEPSUT TEMPLE?**

The 4 Antiquities Inspectors present the following types of services to the members of the foreign missions at the archeological site of Hatshepsut temple;

- Guiding services.
- Technical services.
- Cooperative services.

**WHAT ARE THE OBSTACLES YOU FACE IN YOUR WORK AS AN ANTIQUITIES INSPECTOR?**

*A and B*: weak possibilities.

*C*: lack of tools and equipment.

*D*: other obstacles such as;

- The need to learn skills.
- The workplace is not suitable.
- The lack of team spirit.
- The direct manager does not always allow participation in the work.

**WHAT IS THE TYPE OF TRAINING YOU NEED IN IMPROVING YOUR PERFORMANCE?**

*A, B, C, and D*: Science of Archeology, Scientific Hives, Archeological Drawing using Computer Software.

*B* added: Languages.

*D* added: Administrative Aspects.

**DID YOU ATTEND ANY OF THE TRAINING PROGRAMS THAT WERE ANNOUNCED ON THE PAGE OF THE MINISTRY LAST YEAR? IF YES, WHAT ARE THESE PROGRAMS, AND HOW ARE THEY USEFUL?**

*A and B:* No.

*C and D:* Yes, Scientific Hives, and Archeological Drawing using Computer Software. They are completely satisfied on such training programs.

**WHAT ARE THE TRAINING INSTITUTIONS?**

*C and D:* Foreign archeological and specialized institutions in cooperation with the Ministry of Antiquities.

**WHAT IS THE OPTIMAL DURATION FOR TRAINING FROM YOUR POINT OF VIEW?**

All the 4 Antiquities Inspectors agreed that the optimal duration for training is more than month.

**WHICH TYPE OF TRAINING IS SUITABLE FOR YOU?**

All the 4 Antiquities Inspectors agreed on the practical training in one of the sites or museums. Such practical method for training the Antiquities Inspector is mainly centered on the archaeological field schools that provide additional training for the Egyptian antiquities inspectors in the latest methods of archaeological field work.

**SECONDLY: ANALYSIS THE INTERVIEWS WITH THE TRAINING INSTITUTIONS FOR ANTIQUITIES INSPECTORS:**

The interviews were conducted with 3 persons involved in training of Antiquities Inspectors, the managers of 3 training institutions; The Central Training Unit at the Office of the Minister that supervises all the scientific centers for the architectural training in Egypt, the Scientific Center for Architectural Training (SCAT) in Upper Egypt, and the Scientific Research Department at Karnak (SRDK).

**DO YOU THINK THAT TRAINING IS AN IMPORTANT ELEMENT FOR DEVELOPING THE PERFORMANCE OF ANTIQUITIES INSPECTOR?**

All the interviewees agreed that training is an important element for developing the performance of Antiquities Inspector.

**WHAT IS THE TYPE OF TRAINING YOU PRESENT FOR IMPROVING THE PERFORMANCE OF ANTIQUITIES INSPECTOR?**

All the interviews denoted that various training programs in the field of specialization are presented for improving the performance of Antiquities Inspector.

*A, B, and C:* Assistive Sciences of Excavation, and Science of Archeology.

*B added:* Human Resource Development, and Languages.

*C added:* Scientific Hives, Archeological Drawing using Computer Software, and Administrative Aspects.

**IS THERE A SPECIFIC TRAINING INSTITUTION FOR THE ANTIQUITIES INSPECTORS AT LUXOR GOVERNORATE, OR ALL THE TRAINING PROGRAMS ARE HELD FOR THE ANTIQUITIES INSPECTORS OF ALL THE EGYPTIAN GOVERNORATES IN THE MINISTRY OF ANTIQUITIES?**

All the interviewees agreed that there are specific training institutions and centers for the Antiquities Inspectors at Luxor governorate, which include the Scientific Research Department at Karnak (SRDK) and the Scientific Center for Architectural Training and Continuing Research (SCATCR) at Al Tod in Luxor.

**ARE THE TRAINING PROGRAMS ANNOUNCED PERIODICALLY? IF YES, WHAT ARE THE MEANS OF ANNOUNCING?**

All the interviewees agreed that the training programs are announced periodically.

*A:* periodic announcements to the archeological sites, the official web pages of the Ministry (Human Resources Training and Capacity Development Department on <https://www.facebook.com/antiquities.gov.eg>, and the page of the Scientific Center for Archeological Training on <https://www.facebook.com/UpperEgyptLuxor>.

*B and C:* means of social media “face book”.

**WHAT IS THE OPTIMAL DURATION FOR TRAINING**

All the interviewees agreed that the optimal duration for training is one month.

**WHAT ARE THE METHODS OF TRAINING THE ANTIQUITIES INSPECTORS?**

*A:* theoretical method in a lecture hall, and practical method in an archeological site or a museum.

*B:* practical method in an archeological site or a museum.

*C:* theoretical method with a practical training for a short time.



All the interviews denoted that the halls used for theoretical lectures at Luxor are 2; one in the Center of Visitors near to the temple of Khonsu at Karnak Complex, and the other hall is found in Luxor Museum.

**WHAT ARE THE OBSTACLES FOR HOLDING THE TRAINING PROGRAMS?**

All the interviews agreed that the main obstacle for holding the training programs is the weak possibilities that are represented in the financial support.

*B and C added:* lack of tools and equipment necessary for training.

**IS THERE IS A PERIODIC PLAN FOR FOLLOWING UP AND DEVELOPING THE TRAINING PROGRAMS AND THE PERFORMANCE OF THE LECTURERS?**

All the interviewees agreed that there is a periodic plan for following up and developing the training programs.

**THIRDLY: ANALYSIS THE INTERVIEWS WITH THE MEMBERS OF THE FOREIGN MISSION:**

The works of restoration in the temple of Hatshepsut at Deir el-Bahari were assigned to the Polish-Egyptian Archaeological and Conservation Mission that was formed in 1961 by its first director professor Kazimierz Michalowski. The works were first carried out on behalf of the Polish Station in Cairo, which became later the Polish Centre of Mediterranean Archaeology of the University of Warsaw in 1990. Field seasons of the work of the mission occur nearly half of every year, appointing a large group of archaeologists, Antiquities Inspectors, Egyptologists, conservators, and engineers from different countries. Studies with different research projects were managed to understand the history of Hatshepsut temple, its decoration and architecture. There are many persons involved in the fieldworks and many more in the post-processing of the data in Poland. The interviews were conducted with the recently director of the mission (A), and 4 of the members of the mission (B, C, D, and E); two of each gender (male and female), who are of different nationalities (German, British, Poland, and other). The interview used close ended questions in order to determine the degree of the satisfaction of the members of the foreign mission concerning the performance of the Antiquities Inspector.

**ARE YOU SATISFIED WITH THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR AT THE TEMPLE OF HATSHEPSUT IN LUXOR?**

A and B: are strongly satisfied with the performance of the Antiquities Inspector at the temple of Hatshepsut in Luxor.

C and E: are satisfied.

D: is neutral.

**WHAT IS YOUR EVALUATION ABOUT THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR AT THE TEMPLE OF HATSHEPSUT?**

The members of the Polish-Egyptian Archaeological and Conservation Mission at El Deir el Bahari have evaluated the performance of the Antiquities Inspector at the temple of Hatshepsut as the following;

Skills	Strongly unsatisfied	Unsatisfied	Neutral	Satisfied	Strongly satisfied
Tact and Consideration			B and E	A , C and D	
Quality of Information				B, C, D, and E	A
Punctuality				A , B ,C and D	E
Facilitating Procedures necessary for entering				A, B ,C, D and E	
Ability to work under pressure				A, C, D, and E	B
Responsible, Reliable, and Flexible				A, ,B, D and C	E
Efficiency in Problem Solving				A , B and C	E and D
Fluency of Language			A and E	C, B, and D	
Good Communicator				A, B, C, and E	D
Good Organizer				A,B and E	D and C
Explaining and Dealing with Questions				A,B and C	D and E

According to the previous table, it is worth to mention that most of the opinions of the members of the Polish-Egyptian Archaeological and

Conservation Mission concerning the evaluation about the performance of the Antiquities Inspector at the temple of Hatshepsut are satisfied with the skills; Punctuality, Facilitating Procedures necessary for entering, Ability to work under pressure, Responsible, Reliable, and Flexible, Efficiency in Problem Solving, Good Organizer, and Explaining and Dealing with Questions, and neutral with the skills; Tact and Consideration and Fluency of Language.

**WILL THE PERFORMANCE OF THE ANTIQUITIES INSPECTOR AFFECT THE FREQUENCY OF VISITS TO THE SITE OF HATSHEPSUT TEMPLE?**

*A and D:* are strongly agreed that the performance of the Antiquities Inspector will affect the frequency of visits to the site of Hatshepsut temple.

*E and B:* are agreed.

*C:* is neutral.

The interview with the members of the Polish-Egyptian Archaeological and Conservation Mission at El Deir el Bahari declares that they are greatly satisfied with the performance of the Antiquities Inspector at El Deir el Bahari. They have evaluated certain skills in the Antiquities Inspector; are satisfied with the skills; Punctuality, Facilitating Procedures necessary for entering, Ability to work under pressure, Responsible, Reliable, and Flexible, Efficiency in Problem Solving, Good Organizer, and Explaining and Dealing with Questions, and they will repeat the visit to the archaeological area. Therefore H3 is supported:

**"The performance of Antiquities Inspector has a direct positive effect on the satisfaction of members of foreign missions."**

**CONCLUSION**

- The Job Descriptions of the Antiquities Inspector denotes that there are a number of duties reflecting his relation with tourists, either directly or indirectly. Directly in accompanying the foreign missions in the archeological excavation at the area of his work, and explaining to the state guests, who visit the archaeological site. Indirectly in explaining and dealing with questions with the tourists, who visit the site regularly, in case of asking for doing this and in the absence of the Tour Guide, and also in supervising the guard in agreement with the guard officers as a security service for the tourists at the archeological site.
- Training and development are necessary for improving both knowledge and skill of the Antiquities Inspector in the field of work. They greatly affect the performance for his duties.

- There is a direct positive relation between the performance of the Antiquities Inspector for his duties in the archeological site and the satisfaction of the tourists visiting the site.
- The Antiquities Inspector receives his training in three ways; field schools, workshops, and programs in cooperation with different archaeological and specialized institutions.
- The interview with the Antiquities Inspector denotes that there are 4 Antiquities Inspectors working at the archeological site of Hatshepsut temple at El Deir el Bahari. They are satisfied with the training opportunities available for improving their performance.
- The interview also shows that the Antiquities Inspector presents certain types of services to both the tourists visiting the archeological site and the members of the foreign missions working in the archeological excavation at the site. These services are; Guiding, Technical, and Cooperative. In addition to the security service presented to the tourists.
- The Antiquities Inspector needs certain specialized training programs for improving his performance in the field of work like; Science of Archeology, Scientific Hives, Archeological Drawing using Computer Software, Languages, and Administrative Aspects.
- The Antiquities Inspector at El Deir el Bahari receives his training programs from specific training institutions and centers for the Antiquities Inspectors at Luxor governorate; the Scientific Research Department at Karnak (SRDK) and the Scientific Center for Architectural Training and Continuing Research (SCATCR) at Al Tod in Luxor.
- The main obstacles that face both the Antiquities Inspectors and the training institutions and centers, according to the interviews, are the weak possibilities that are represented in the financial support necessary for accomplishing the training programs and also the lack of tools and equipment.
- The interview with the members of the Polish-Egyptian Archaeological and Conservation Mission at El Deir el Bahari declares that they are greatly satisfied with the performance of the Antiquities Inspector at El Deir el Bahari.
- The members of the Polish-Egyptian Archaeological and Conservation Mission have evaluated certain skills in the

Antiquities Inspector; are satisfied with the skills; Punctuality, Facilitating Procedures necessary for entering, Ability to work under pressure, Responsible, Reliable, and Flexible, Efficiency in Problem Solving, Good Organizer, and Explaining and Dealing with Questions, and neutral with the skills; Tact and Consideration, Quality of Information, Fluency of Language, and Good Communicator.

- The analysis of the questionnaire with the tourists visiting the temple of Hatshepsut shows that about (47.5%) are satisfied about the performance of the Antiquities Inspector at the archeological site.
- The evaluation of the tourists for the Antiquities Inspector is satisfied concerning certain skills; Facilitating Procedures necessary for entering, Tact and Consideration, and Responsible, Reliable, and Flexible.
- The questionnaire also shows that about (42.5%) of respondents from the tourists visiting the archeological site are agree that the level of performance of the Antiquities Inspector affects the frequency of visiting the site, so there is a strong direct positive relation between the performance of the Antiquities Inspector and the frequency of visiting the archaeological site.
- The main result of the study; well training with high skills, the Antiquities Inspector will reach to the best performance for his duties, and this in turn will affect the tourist satisfaction and the frequent visit to the archeological site.

#### **RECOMMENDATIONS ADDRESSED TO THE MINISTRY OF ANTIQUITIES AND THE TRAINING ARCHEOLOGICAL AND SPECIALIZED INSTITUTIONS**

- Preparing a constant training plan that should be known and announced in advance, and be distributed to the work places of the Antiquities Inspectors.
- Allocating an adequate budget by the Ministry of Antiquities to implement the training programs announced in the training plan.
- Concentrating on the practical training for the Antiquities Inspectors represented in the field schools at the archeological sites or museums. This way of training should be for a sufficient

period of time at least one month to acquire the skill and experience necessary for improving the performance.

- Producing a database for the Antiquities Inspectors at Luxor governorate and assigning a formal e-mail to announce regularly on the training programs and all the tasks related to the work of Antiquities Inspectors.
- Increasing the number of the training programs necessary for improving the performance of the Antiquities Inspector in the field of his work, like the programs of developing the language, Crisis Management and solving problems, Effective Communication, and the administrative affairs.
- Overcoming all the obstacles that face the training institutions and centers regarding the training place, the lecturers, and the training tools and equipment.
- Preparing a certain well documented method by the training institutions and centers to evaluate the performance of the Antiquities Inspector after receiving each training program.
- Preparing the university students specialized in archeology, the future Antiquities Inspectors, for working in the Ministry of Antiquity by devoting amount of the budget for training on excavations and establishing field schools for the students in the archeological sites. It is recommended for the student to pass such practical training before graduation.

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