Université des Lettres et des Sciences Humaines de Bamako

https://revue-kurukanfuga.net/

https://doi.org/10.62197/udls

Coordinateur :

Dr Aldiouma KODIO

Actes de la 9ème Edition des Journées Scientifiques de la Faculté des Lettres, des Langues et des Sciences du Langage (FLSL)

tenues les 05 et 06 Mars 2024 sise à Kabala

Thème : Culture, langue et éducation, trois vecteurs essentiels pour la culture du patriotisme

ULSHB

FACULTÉ DES LETTRES, DES LANGUES ET DES SCIENCES DU LANGAGE
F L S L
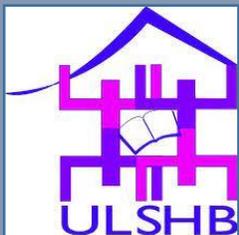
Revue KURUKAN FUGA

Kurukan Fuga La Revue Africaine des Lettres, des Sciences Humaines et Sociales

Kurukan Fuga

La Revue Africaine des Lettres, des Sciences Humaines et Sociales

ISSN : 1987-1465

Actes de la 9ème Edition des Journées Scientifiques de la Faculté des Lettres, des Langues et des Sciences du Langage à l'Université des Lettres et Sciences Humaines de Bamako, sise à Kabala sur le thème : " CULTURE, LANGUE ET EDUCATION, TROIS VECTEURS ESSENTIELS POUR LA CULTURE DU PATRIOTISME " tenues les 05 & 06 Mars 2024

3ème numéro spécial -hors-Série de juillet 2024

Coordinateur :

Dr Aldiouma KODIO

https://doi.org/10.62197/udls

https://revue-kurukanfuga.net/

Juillet 2024

KURUKAN FUGA

La Revue Africaine des Lettres, des Sciences Humaines et Sociales

ISSN : 1987-1465

Liens de l'Indexation de la Revue Kurukan Fuga

Links of indexation of African Journal Kurukan Fuga

Copernicus	Mir@bel	CrossRef
https://journals.indexcopernicus.com/search/details?id=129385&lang=ru	https://reseau-mirabel.info/revue/19507/Kurukan-Fuga	https://doi.org/10.62197/udls

COMITÉ ÉDITORIAL & DE RÉDACTION
EDITORIAL AND WRITING BOARD

COMITÉ SCIENTIFIQUE & DE LECTURE
SCIENTIFIC AND READING BOARD

— ❦ —

Comité de Rédaction et de Lecture

− *Président du comité scientifique : Pr Mohamed Minkailou*

Membres

− SILUE Lèfara, Maitre de Conférences, (Félix Houphouët-Boigny Université, Côte d'Ivoire)

− KEITA Fatoumata, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

− KONE N'Bégué, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

− DIA Mamadou, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

− DICKO Bréma Ely, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

− TANDJIGORA Fodié, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− TOURE Boureima, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− CAMARA Ichaka, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− OUOLOGUEM Belco, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako)

− MAIGA Abida Aboubacrine, Maitre-Assistant (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− DIALLO Issa, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− KONE André, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− DIARRA Modibo, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− MAIGA Aboubacar, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

− DEMBELE Afou, Maitre de Conférences (Université des Lettres et des Sciences Humaines de Bamako, Mali)

- Prof. BARAZI Ismaila Zangou (Université des Lettres et des Sciences Humaines de Bamako, Mali)

- Prof. N'GUESSAN Kouadio Germain (Université Félix Houphouët Boigny)

- Prof. GUEYE Mamadou (Université des Lettres et des Sciences Humaines de Bamako)

- Prof.TRAORE Samba (Université Gaston Berger de Saint Louis)

- Prof.DEMBELE Mamadou Lamine (Université des Sciences politiques et juridiques de Bamako,Mali)

- Prof.CAMARA Bakary, (Université des Sciences politiques et juridiques de Bamako,Mali)

- SAMAKE Ahmed,Maitre-Assistant (Université des Sciences politiques et juridiques de Bamako,Mali)

- BALLO Abdou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako, Mali)

- Prof.FANE Siaka (Université des Sciences Sociales et de Gestion de Bamako,Mali)

- DIAWARA Hamidou, Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako,Mali)

- TRAORE Hamadoun, Maitre-de Conférences (Université des Sciences Sociales et de Gestion de Bamako,Mali)

- BORE El Hadji Ousmane Maitre de Conférences (Université des Sciences Sociales et de Gestion de Bamako,Mali)

- KEITA Issa Makan, Maitre-de Conférences (Université des Sciences politiques et juridiques de Bamako,Mali)

- KODIO Aldiouma, Maitre de Conferences (Université des Lettres et des Sciences Humaines de Bamako)

- Dr SAMAKE Adama (Université des Lettres et des Sciences Humaines de Bamako, Mali)

- Dr ANATE Germaine Kouméalo, CEROCE, Lomé, Togo

- Dr Fernand NOUWLIGBETO, Université d'Abomey-Calavi, Bénin

- Dr GBAGUIDI Célestin, Université d'Abomey-Calavi, Bénin

- Dr NONOA Koku Gnatola, Université du Luxembourg

- Dr SORO, Ngolo Aboudou, Université Alassane Ouattara, Bouaké

- Dr Yacine Badian Kouyaté, Stanford University, USA

- Dr TAMARI Tal, IMAF Instituts des Mondes Africains.

Comité Scientifique

- Prof. AZASU Kwakuvi (University of Education Winneba, Ghana)

- Prof.ADEDUN Emmanuel (University of Lagos,Nigeria)

- Prof. SAMAKE Macki, (Université des Lettres et des Sciences Humaines de Bamako, Mali)

- Prof. DIALLO Samba (Université des Sciences Sociales et de Gestion de Bamako, Mali)

- Prof. TRAORE Idrissa Soïba, (Université des Lettres et des Sciences Humaines de Bamako, Mali)

- Prof. J.Y.Sekyi Baidoo (University of Education Winneba, Ghana)

- Prof. Mawutor Avoke (University of Education Winneba, Ghana)

- Prof. COULIBALY Adama (Université Félix Houphouët Boigny, RCI)

- Prof. COULIBALY Daouda (Université Alassane Ouattara, RCI)

- Prof. LOUMMOU Khadija (Université Sidi Mohamed Ben Abdallah de Fès, Maroc.

- Prof. LOUMMOU Naima (Université Sidi Mohamed Ben Abdallah de Fès, Maroc.

- Prof. SISSOKO Moussa (Ecole Normale supérieure de Bamako, Mali)

- Prof. CAMARA Brahima (Université des Lettres et des Sciences Humaines de Bamako)

- Prof. KAMARA Oumar (Université des Lettres et des Sciences Humaines de Bamako)

- Prof. DIENG Gorgui (Université Cheikh Anta Diop de Dakar, Sénégal)

- Prof. AROUBOUNA Abdoulkadri Idrissa (Institut Cheick Zayed de Bamako)

- Prof. John F. Wiredu, University of Ghana, Legon-Accra (Ghana)

- Prof. Akwasi Asabere-Ameyaw, Methodist University College Ghana, Accra

- Prof. Cosmas W.K.Mereku, University of Education, Winneba

- Prof. MEITE Méké, Université Félix Houphouet Boigny

- Prof. KOLAWOLE Raheem, University of Education, Winneba

- Prof. KONE Issiaka, Université Jean Lorougnon Guédé de Daloa

- Prof. ESSIZEWA Essowè Komlan, Université de Lomé, Togo

- Prof. OKRI Pascal Tossou, Université d'Abomey-Calavi, Bénin

- Prof. LEBDAI Benaouda, Le Mans Université, France

- Prof. Mahamadou SIDIBE, Université des Lettres et des Sciences Humaines de Bamako

- Prof.KAMATE André Banhouman, Université Félix Houphouet Boigny, Abidjan

- Prof.TRAORE Amadou, Université de Segou-Mali

- Prof.BALLO Siaka, (Université des Sciences Sociales et de Gestion de Bamako, Mali)

Publishing Line

*T*he African Journal Kurukan Fuga is an online scientific journal of the Department of Education and Research in English (DER English) of the University of Letters and Human Sciences of Bamako. It is a quarterly Journal which appears in March, June, September and December. The African Journal Kurukan Fuga was set up from the desire of the English Department professors to enrich their university landscape, which is quite poor in scientific journals (three journals for the whole university). Indeed, more and more young teacher-researchers arrive in our universities, and higher education institutions and institutes with very limited publication opportunities. The English Department is a case in point, with more than forty young doctors and doctoral students producing scientific articles which almost always have to be published elsewhere. The African Journal Kurukan Fuga intends to boost scientific research by offering larger publication spaces with its four annual publications. The creation of this journal is therefore intended as a response to the many requests made by many teacher-researchers in Mali and elsewhere who often do not have free access to quality online documentation for teaching and research. The journal favors texts in English; however, texts in other languages are also accepted.

The journal publishes only quality articles that have not been published or submitted for publication in any other journals. Each article is subjected to a double blind reading. The quality and originality of the articles are the only criteria for publication.

Coordinateur :
Dr Aldiouma KODIO

Actes de la 9ᵉᵐᵉ Edition des journées scientifiques de la Faculté des Lettres, des Langues et des Sciences du Langage à l'Université des Lettres et Sciences Humaines de Bamako, sise à Kabala

Sur le thème :
CULTURE, LANGUE ET EDUCATION, TROIS VECTEURS ESSENTIELS POUR LA CULTURE DU PATRIOTISME

Argumentaire de l'appel à communication de la 9ème Edition des journées scientifiques de la FLSL

Dans le système éducatif, notamment africain, la culture et la langue sont des éléments essentiels et complémentaires tels deux facettes d'une même pièce de monnaie. Cela sous-entend que langue et culture sont indissociables. Ce sont des éléments inséparables car il n'y a ni langue sans culture et ni culture sans langue. En vérité, la langue est le garant de la culture et cette dernière se manifeste à travers la langue. La perte ou la disparition d'une langue implique de facto la déperdition des valeurs et pratiques culturelles qu'elle comporte. En parlant de cette relation connexe entre langue et culture, Ngugi Wa Thiong'o (1993) dans *Moving the Centre: The Struggle for Cultural Freedooms* précise en ces termes : « Chaque langue a deux aspects. L'un de ses aspects est son rôle d'agent qui nous permet de communiquer les uns avec les autres dans notre lutte pour trouver les moyens de subsistance. L'autre est son rôle de porteur de l'histoire et de la culture[1]. » (p.30). En effet, cette référence permet de comprendre la corrélation existant entre langue et culture.

Pour rendre effective sa conquête et pour faire valoir aussi longtemps que possible sa domination, le colonisateur n'a-t-il pas interdit les langues locales (africaines) à l'école, dans les administrations et églises ? L'interdiction des langues locales dans les espaces « publics » signifierait la mort programmée des cultures africaines, voire la destruction de la quintessence de la civilisation africaine. Pour confirmer ce qui précède, Aboubacar Sidiki Coulibaly (2019), dans *Defining African Literature in the Era of Globalization*, rappelle :

« En plus du recours à la force et à l'administration coloniale, les colons britanniques et français ont imposé leurs langues aux peuples africains par le truchement de l'école et de l'église coloniales pour rendre leur conquête de l'Afrique effective et efficace **[…].** Ils savaient que la destruction des langues africaines pourrait facilement leur permettre d'avoir le dessus sur les Africains tout en contrôlant leurs esprits[2]. » (p.14).

L'un des problèmes majeurs de l'Afrique contemporaine réside dans la marginalisation des langues locales dans les systèmes éducatifs nationaux. Cette dernière situation n'est pas favorable à la culture de l'esprit du patriotisme, aujourd'hui, nécessaire pour la résolution de la crise multidimensionnelle que traverse le Mali. La marginalisation des langues africaines n'est pas sans impact concernant d'autres valeurs africaines. La marginalisation soulignée *supra* peut aussi conduire au rejet de soi et à la perte identitaire. Amadou Hampâté Ba magnifie le rôle de la culture dans le vivre ensemble en disant : « un peuple sans culture est un peuple sans âme. » Ainsi, la culture apparait telle une boussole pour la société en général et pour l'homme en particulier car à travers la langue, elle définit la façon de penser, de se définir par rapport aux autres, d'agir et de concevoir le monde tout autour de soi.

Comme souligné *supra*, la résolution de la crise au Mali nécessite un minimum de fibre patriotique. Le patriotisme, étant un élément important dans la socialisation et la construction de la personnalité, demeure une valeur cardinale de la culture, notamment africaine. En effet, le patriotisme est tributaire du système éducatif. Pour raison d'efficacité, de pertinence et d'adaptation aux réalités locales, le système éducatif ou l'éducation doit avoir comme fondement les hautes valeurs sociétales telles que le patriotisme. C'est pourquoi Buchi

---

[1] Version originale: « Every language has two aspects. One aspect is its role as an agent that enables us to communicate with one another in our struggle to find the means for survival. The other is its role as a carrier of the history and the culture. »(Ngugi, p.30)
[2] Version orginale: « Beside to the use of force and the colonial administration, the British and French colonialists imposed their languages on local African peoples through the colonial school and church to make their conquest of Africa effective and efficient…They knew that the obliteration of African languages could easily enable them to have an upper hand over Africans by mentally controlling their minds. »(Coulibaly,p.14).

Emecheta dans *Double Yoke* (1982) disait : « Le bien le plus précieux qu'un être humain devrait acquérir est l'éducation. Et une bonne éducation est celle qui enseigne des hautes valeurs morales et l'estime de soi[3]. » (Siro, p.83). Donc, il apparait évident que la langue, la culture et l'éducation demeurent trois vecteurs importants dans la culture du patriotisme et dans la construction de la citoyenneté nationale qui ont souvent fait défaut dans certaines régions africaines depuis les périodes de l'esclavage et la colonisation. Pour rappel, le colonisateur blanc avait utilisé l'éducation à travers la mise en place de l'école coloniale pour distiller et transmettre sa culture à l'Homme africain. Pour soutenir ce qui précède concernant les colonisés, Essobiyou Siro (2009) écrit : « À l'époque coloniale, le colonisateur a construit des écoles pour que les colonisés acquièrent la culture occidentale et qu'ils soient des acteurs utiles dans l'entreprise coloniale[4]. » (p.84)

En effet, l'objectif principal de ces journées scientifiques est de discuter et de dessiner les voies par lesquelles la langue, la culture et l'éducation pourront contribuer à la culture du patriotisme en Afrique après les indépendances. Il s'agit d'interroger le rôle que pourraient jouer ces vecteurs cités précédemment dans la culture du patriotisme, dans la construction de la citoyenneté et dans la décolonisation linguistique, culturelle, politique et intellectuelle de l'Afrique contemporaine. Pour atteindre cet objectif et trouver des réponses idoines à la problématique posée, ces journées scientifiques de la FLSL s'articuleront autour des axes suivants :

- **Axe 1 : Enseignement, apprentissage et patriotisme**
- **Axe 2 : Langue, culture, civilisation et patriotisme**
- **Axe 3 : Littérature, système d'écriture et patriotisme**
- **Axe 4 : Droit, communication, traduction et Patriotisme**
- **Axe 5 : Education, citoyenneté et patriotisme**

Références Bibliographique

- Coulibaly, Aboubacar Sidiki. (2019). *Defining African Literature in the Era of Globalizati.* Germany: Lambert Academic Publishing.

- Emecheta, Buchi (1982) *Double Yoke*. London: Heinemann

- Lyons, Johns (1981) *.Language and Linguistics: An Introduction*-UK. Cambridge University Press

- Ngugi, Wa Thiong'o (1993) *.Moving the Centre: The Struggle for Cultural Freedooms*. London: James Currey LDT

- ------------------------(1981) *Decolonizing the Mind*. London: Heinemann

- Siro, Essobiyou (2009). « Education, Morality and Self-Definition in Buchi Emecheta's *Double Yoke* » in *GUMAGA, International Journal of Language and Literature*-Issue 2-pp.83-106

COMITE D'ORGANISATION de la 9ème Edition des journées scientifiques de FLSL

---

[3] Version originale: « The most precious asset a human being should acquire is education. And a good education is the one that teaches high moral values and high self-esteem. » (Siro, p.83)
[4] Version originale: «In the colonial era, the colonizer built schools so that they would acquire Western culture and be useful tools in the colonial enterprise. »(Siro, p.83)

Président du comité d'organisation : Dr Aldiouma KODIO (aldioukodio1978@gmail.com et tel : 0022376159115)

Membres

- Dr Aldiouma Kodio
- Pr Aboubacar Sidiki Coulibaly
- Dr Moulaye Koné
- Dr André Koné
- Dr Issiaka Ballo
- Pr Fatoumata Keita
- Dr Ibrahim Maiga
- Dr Amadou S Guindo
- Dr Abdoul Karim Camara
- Dr Zakaria Nounta
- Dr Abdoulaye Samaké
- Dr Abida Maiga
- Dr Youssouf Mariko
- Dr Binta Koïta
- Mme Salimatou Traoré
- M. Hamadoun Bocar Kanfo
- Dr Mahamadou I Haidara
- Mme Aminata Tamboura

COMITE SCIENTIFIQUE de la 9ème Edition des journées scientifiques de FLSL

Président du comité scientifique : Pr Mohamed Minkailou

Membres

- Pr Mohamed Minkailou
- Pr Idrissa S Traoré
- Pr Mamadou Dia
- Pr Ismaila Zangou Barazi
- Pr Mahamady Sidibé
- Pr Fatoumata Keita
- Pr Aboubacar Sidiki Coulibaly
- Pr Brema Ely Dicko
- Dr André Koné
- Dr Issa Coulibaly
- Dr Issa Diabaté
- Dr Youssouf Sacko
- Dr Zakaria Nounta
- Dr Kadiatou Touré
- Dr Amidou Maiga
- Dr Modibo Diarra
- M. Pierre Dembélé
- Dr Afou Dembélé
- Dr Aldiouma Kodio
- Dr Mamoutou Coulibaly
- Dr Issiaka Ballo

- Dr Aboubakr Sidik Cissé
- Dr Morikè Dembélé
- Dr Moulaye Koné

KURUKAN FUGA

Sommaire

Présentation des actes de la 9ème Edition des journées scientifiques

KURUKAN FUGA

Sommaire

KURUKAN FUGA

La Revue Africaine des Lettres, des Sciences Humaines et Sociales

URL : https://revue-kurukanfuga.net/

https://doi.org/10.62197/udls

Sommaire

ANALYZING THE IMPACT OF TRAINING AND DEVELOPMENT ON ENHANCING LECTURERS' PERFORMANCE AT JULIUS NYERERE UNIVERSITY OF KANKAN (UJNK)

Bakary KOUROUMA,
Assistant Lecturer of English, University Julius Nyerere of Kankan, E-mail : misterbk@hotmail.fr
&
Sekou KONATE,
Assistant Lecturer of English, University Julius Nyerere of Kankan, E-mail: misterkonate75@gmail.com
&
Mamadou Adama BARRY,
Assistant Lecturer of English, University Julius Nyerere of Kankan, E-mail: adamakindja@gmail.com

Résumé

La formation et le développement sont cruciaux pour améliorer les qualifications et la performance des enseignants dans les institutions d'enseignement supérieur, en particulier à l'Université Julius Nyerere de Kankan (UJNK). Cette étude examine l'impact des pratiques de formation et de développement à l'UJNK, visant à analyser les politiques, pratiques existantes et leur efficacité. Une approche mixte a été utilisée, comprenant un questionnaire et des entretiens avec les autorités universitaires. Les résultats révèlent des niveaux variables de sensibilisation et des défis d'implémentation concernant les politiques de formation. Les recommandations incluent l'amélioration de la communication des politiques, le renforcement de la qualité de la formation et l'intégration de la gestion de la formation dans un département spécialisé à l'UJNK. Dans l'ensemble, l'étude souligne l'importance de stratégies efficaces de formation et de développement pour favoriser la performance des enseignants et l'efficacité institutionnelle.

Mots-clés : Développement, Formation, Impact, Patriotisme, Performance des employés.

Abstract

Training and development are crucial for enhancing the qualifications and performance of lecturers in higher education institutions, specifically at Julius Nyerere University of Kankan (UJNK). This study investigates the impact of training and development practices at UJNK, aiming to analyze existing policies, practices, and their effectiveness. A mixed-methods approach was employed, involving a survey questionnaire and interviews with university authorities. Findings indicate varying levels of awareness and implementation challenges regarding training policies. Recommendations include improving policy communication, enhancing training quality, and integrating training management under a specialized department within UJNK. Overall, the study underscores the importance of effective training and development strategies in fostering lecturer performance and institutional effectiveness.

Keywords: Development, Employees' Performance, Impact, Patriotism, Training.

Introduction

The study aims to explore the influence of training and development on enhancing employee performance in Guinean public universities, with a specific focus on Julius Nyerere University of Kankan (UJNK). Training is crucial as it equips employees with new skills and capabilities, thereby improving job proficiency and performance (Dahama, 1979). Developmental activities not only facilitate skill acquisition but also create opportunities for personal and professional growth within the organization.

Universities invest in training to enhance their personnel's skills and competencies, enabling them to perform their roles effectively and tackle unforeseen challenges. When employees perceive organizational investment in their growth, they are more motivated to contribute towards achieving organizational goals and perform at higher levels. Despite having a training and development policy, UJNK faces implementation challenges. Many officials and staff members are unaware of the policy, leading to inadequate awareness about training initiatives. The process of selecting staff for training often bypasses established procedures.

Training activities suffer from poor planning, inconsistent implementation, and a lack of coordination among three separate units—Research, Education, and Further Studies—each managing training independently, with little involvement from the human resource management department. The university's focus primarily on Master's and Doctorate programs neglects other forms of training. This narrow focus results in insufficient planning and execution of training programs, leading to issues such as incomplete training sessions, imminent retirements, or non-selection of employees for training opportunities.

The literature extensively covers the concepts of training and development, including their policies, goals, objectives, and their impact on employee performance. Training, defined by Cole (1999), involves learning activities aimed at acquiring specific job-related knowledge and skills, while Goldstein and Ford (2002) emphasize the systematic acquisition of skills that enhance performance in diverse settings. Development, according to Armstrong (2009) and Sader-Smith (2006), focuses on expanding individuals' capabilities and preparing them for broader responsibilities through continuous learning and personal growth.

Effective training policies are crucial for guiding training and development activities within an organization. Clardy (2008) argues that a well-documented policy is essential for structuring and governing the training function, particularly in large organizations, aiding in communication and integration of workforce efforts. Policies that prioritize outcomes over methods tend to be more effective in achieving desired training objectives (Au et al., 2008).

Research consistently shows a positive correlation between human resource practices like training and development and organizational performance. Purcell et al. (2003) and Guest (1997) highlight that these practices significantly enhance employee capabilities and job performance, contributing to organizational success. Wright and Geroy (2001) note that effective training programs not only improve current job performance but also prepare employees for future roles by enhancing their skills and competencies.

This study seeks to analyze the impact of training and development on enhancing lecturer performance at Julius Nyerere University of Kankan (UJNK). Specifically, it aims to: (1) examine UJNK's training and development policy, (2) assess the influence of training on employee performance at UJNK, and (3) propose strategies to enhance training and development practices at UJNK, linking them to fostering patriotism among employees.

1. Research Methodology

This study employed a mixed-method approach, combining qualitative and quantitative techniques within Julius Nyerere University of Kankan (UJNK). Data were collected from lecturers, the Human Resource Manager, and the Administration.

2.1. Research Questions

The study aimed to address the following research questions:

a. What type of training and development policies and procedures exist in UJNK?
b. What is the impact of training and development on individual performance and its link to patriotism?
c. What recommendations can improve the training and development practices at UJNK?

2.2. Tools and Samples

Quantitative Approach:

- **Participants:** Questionnaires were administered to 44 lecturers at UJNK.
- **Method:** The questionnaires comprised primarily of structured or closed-ended questions to control responses and facilitate analysis (Borden and Abbott, 2002).

Qualitative Approach:

- **Participants:** Interviews were conducted with the Administration and the Human Resource Manager at UJNK.
- **Purpose:** Interviews validated questionnaire data and provided deeper insights into HR training and development policies and programs.
- **Topics Covered:** Discussions included procedures for staff training, program implementation, and challenges faced by UJNK in executing HR training and development plans. Data on training targets, outcomes, budgets, and core training areas were also gathered.

1.3. Data Analysis Method

In the quantitative analysis phase, survey data underwent comprehensive examination. This involved employing descriptive statistics to compute frequencies, percentages, means, and standard deviations across responses concerning training policies, impact on performance, and recommendations. Additionally, inferential statistics, such as correlations (e.g., Pearson correlation), were utilized to probe relationships between variables like training effectiveness and performance outcomes. Concurrently, questionnaire analysis underwent content analysis to uncover recurring themes and patterns concerning training policies, perceived impact on performance, and alignment with institutional goals. In the qualitative analysis, interview data were subjected to thematic analysis to identify pivotal themes and patterns regarding perceptions of training policies, implementation challenges, and improvement suggestions. Through coding techniques, interview responses were categorized into significant themes

related to training and development practices. Ultimately, integrating these findings through triangulation and assessing convergence across data sources (e.g., surveys, interviews) ensured a holistic understanding of training and development practices at UJNK, bolstering the validity of the study's conclusions.

By employing both quantitative and qualitative data analysis methods, the study ensures a comprehensive exploration of the training and development practices at UJNK, providing valuable insights into policy effectiveness, impact on performance, and recommendations for improvement.

1.4. Ethical Issue

In conducting research on training and development practices at Julius Nyerere University of Kankan (UJNK), several ethical considerations must be carefully addressed to ensure the integrity and fairness of the study. Researchers must obtain informed consent from all participants, including lecturers and university officials involved in surveys and interviews, to ensure they understand the study's purpose, risks, and benefits before agreeing to participate. Maintaining confidentiality of participants' identities and responses is crucial to protect sensitive information. Researchers should disclose any conflicts of interest that could potentially bias the study's outcomes and treat participants with respect, ensuring their autonomy and dignity throughout the research process. Upholding data integrity by accurately collecting, analyzing, and reporting findings is essential, as is maximizing benefits and minimizing harms to participants and the university. Researchers must also ensure compliance with institutional ethical policies and obtain necessary approvals before commencing the study to contribute valid insights to the field of education and organizational development ethically.

2. Results and Discussion

The results of this study are into broad themes in accordance the research questions and the objectives.

3.1. Training and Development Policy of UJNK

Interviews Results with Administration and Human Resource Manager at UJNK: Insights Supporting the Training and Development Policy of UJNK.

Efficient, Effective, and Fair Service

According to participant 5 from the Administration, "At UJNK, our Training and Development policy is designed to ensure that every training initiative contributes directly to the efficiency and fairness of our services. We prioritize programs that equip our staff with the latest skills and knowledge relevant to their roles." Participant 19, the HR Manager, added, "We believe in offering training that not only enhances job performance but also upholds fairness and equality among all employees. This is crucial for maintaining a harmonious work environment."

Allocation of Sufficient Resources

Participant 8 from the Administration noted, "Our policy mandates adequate resource allocation to support training activities. This includes funding for workshops, seminars, and educational sponsorships." Participant 25, the HR Manager, emphasized, "We ensure that resources are allocated judiciously to meet the diverse training needs of our workforce. This approach helps us maintain high standards of performance across all departments."

Recruitment, Training, and Motivation

Participant 31 from the Administration mentioned, "Recruiting and training highly qualified personnel is pivotal to our institutional success. We invest heavily in continuous training to ensure our workforce remains motivated and competent." Participant 14, the HR Manager, highlighted, "Our training programs are designed not only to develop skills but also to foster a culture of motivation and commitment among our staff. This commitment translates into better service delivery and academic outcomes."

Public Awareness

Participant 2 from the Administration stated, "It is part of our mission to communicate our contributions to the nation effectively. Through our training initiatives, we aim to showcase UJNK's role in advancing knowledge and societal development." Participant 17, the HR Manager, added, "Public awareness of our educational and research contributions is integral to our strategic goals. We leverage our training programs to enhance our reputation and strengthen public trust in our institution."

3.1.1. Training Trends in UJNK

Master's and Doctorate Programs:

According to the interviews, the number of lecturers trained for master's and doctorate programs has shown a consistent increase from 2010 to 2023. This trend reflects UJNK's commitment to advancing academic qualifications among its faculty and staff. The increasing trend in training for advanced degrees further exemplifies UJNK's proactive approach to academic excellence and institutional development.

It can be observed from the graph representing the survey data that the number of trained lecturers increased steadily from 10 in the year before 2010 to 83 in the year 2023. According to the respondents, the real change or training started in 2010. Since, training programmes especially for Master and Doctorate increased progressively.

Number of trained Lecturers for the period 2010-2023
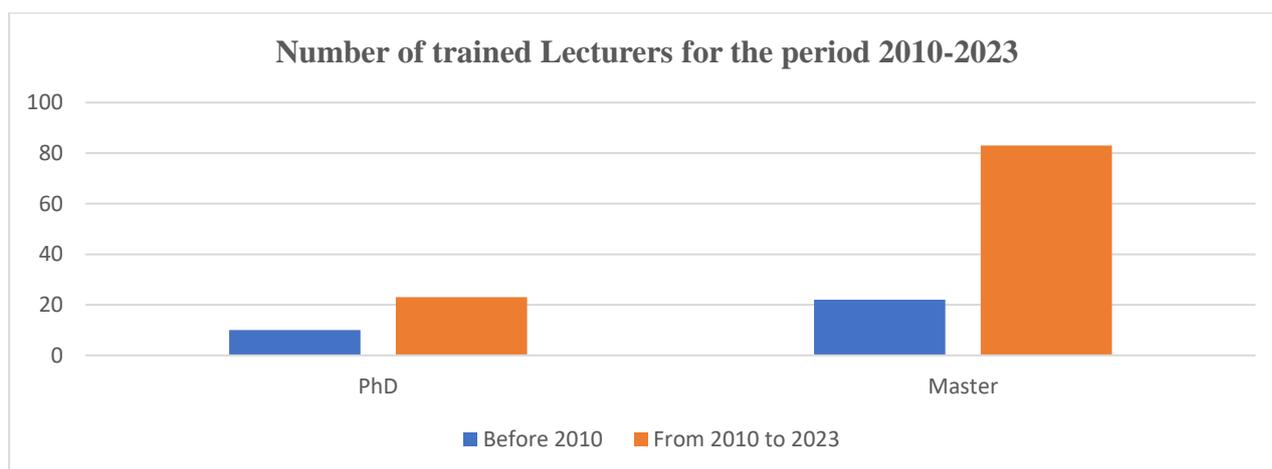
Similarly, regarding staff development activities, the graph below captures the trends of sponsorship for further studies over the same period.

Number of Lecturers Sponsored for the period 2010-2023
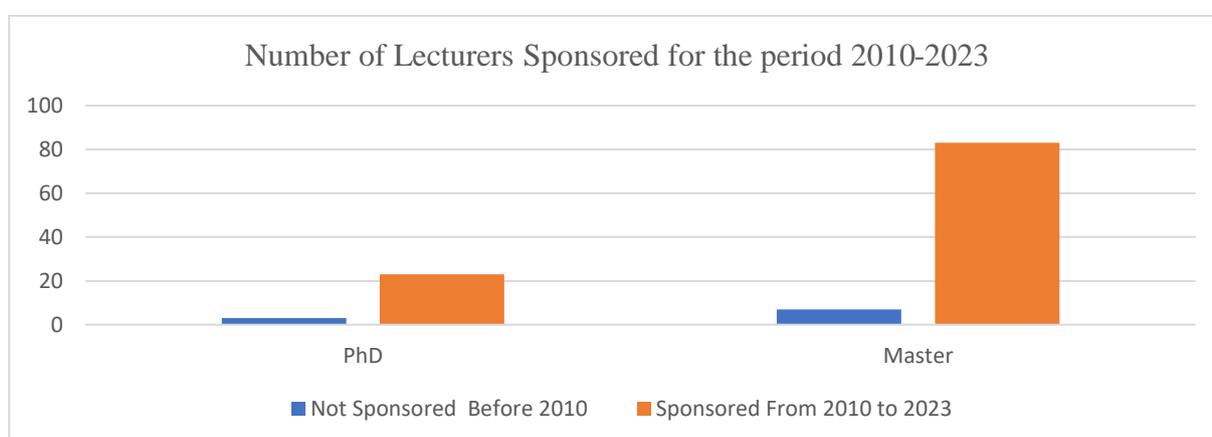
The figure presented supports the fact that UJNK has a T&D policy which guides vigorous training and development activities. It confirms the assertion that UJNK has a structured training and development policy. It can be observed that the number of staff on sponsored study increased considerably, from 6 PhD and 13 Masters in the year before 2010 to 23 PhD and 83 Masters from 2010 to 2023. Generally, the number of staff sponsored for further studies has risen marginally over the period under review.

3.1.2. Awareness and Background of Training and Development Policy among UJNK Staff

This section discusses the second research objective, which aimed to determine the level of awareness of the Training and Developpement policy among UJNK staff. Data for this was obtained from questionnaires administered to the staff.

Background of the Staff

The respondents included 10 (25.0%) junior staff and 30 (75.0%) senior staff. A larger proportion of the respondents were senior officers, which, although unintended, enhanced the

richness of the data since they have worked for longer durations at UJNK and have been exposed to more training and development activities. Thus, they were in a better position to provide detailed information on human resource training and development activities at UJNK. Among the 40 respondents, 5 (4.17%) were females and 35 (95.83%) were males. The ages of the respondents ranged between 30 and 60 years, with an average age of 35.08 years, a modal age of 45.0 years, and a median age of 40.0 years.

Staff Awareness of Training and Development Policy

When asked if UJNK has a training and development policy, 25 (58.0%) respondents answered affirmatively, while 10 (25.0%) answered negatively, and 5 (16.67%) stated otherwise. The study showed that the majority of respondents were aware of the training and development policy and also had appreciable knowledge of it. However, the fact that not all staff were aware of the policy leaves much to be desired.

In response to the question of whether the policy has been communicated to them, 30 (75.0%) of the respondents who were aware of the policy affirmed that it had been communicated to them. Only 10 (25.0%) of those who were aware of the policy indicated that it had not been communicated to them.

3.2. The Impact of training and Development at UJNK

In response to research question 3, both datasets revealed various Training and Development practices at UJNK, encompassing identification of training needs, staff involvement in training and development activities, and the frequency, nature, and quality of training programs. The table below contains the Impact of training and development programs.

Table 1: Impact of training and development programs

Impact of training	Frequency	Percent
Not effective at all	6	8,3
Not effective	6	8,3
Not sure	2	4,2
Effective	18	62,5
Very effective	8	16,7
Total	40	100,0

Therefore, the majority of respondents generally affirmed that the training programs effectively equipped them with the intended skills. Regarding the relevance of the received training to their work activities, the responses from Table 1 were analysed.

3.3. Recommendations to Improve the Training and Development at UJNK

To improve training and development at UJNK, recommendations based on participant perceptions include:

1. **Full Implementation of T&D Policy:** Participants emphasize the urgent need for UJNK management to fully implement its Training and Development (T&D) policy. This step is crucial to enhancing staff job skills and ultimately improving performance across the institution. Participant 38 mentioned, "The current T&D policy at UJNK lacks comprehensive implementation. Many of us feel that without full implementation, we are missing out on opportunities to upgrade our skills effectively."

2. **Enhanced Staff Participation:** It is recommended that UJNK involve staff more actively in decisions regarding their training and development. This participatory approach can increase staff engagement and alignment of training initiatives with individual career goals. Hence, Participant 6 stated, "Involving us more in decisions about our training would make a significant difference. When we have a say in what we learn, it feels more relevant to our career paths and keeps us motivated."

3. **Upgrade Training Facilities:** Participants suggest improving facilities and logistics at UJNK's training school to create a conducive environment for learning. State-of-the-art ICT facilities are particularly highlighted to better support training programs and meet the institution's standards. So, it is argued by the participant 27 that "Improving our training facilities is long overdue. Upgrading to state-of-the-art ICT resources would not only enhance our learning experience but also align with UJNK's reputation as a leading institution."

4. **Incentivize Self-Advancement:** Management should revise training policies to include rewards or compensation for staff who pursue self-advancement. This can motivate staff to enhance their skills independently, reducing turnover and maintaining a skilled workforce. This is confirmed by the participant 11, "There should be tangible rewards for those of us who pursue additional qualifications or skills. It would encourage more of us to invest in our professional development and stay committed to UJNK."

5. **Focus on Training Quality:** There is a strong recommendation to prioritize the quality and effectiveness of training programs. Adequate financial support is emphasized as essential for delivering high-quality training that meets the needs of UJNK's employees. Within the same sense, it is pointed out Participant 9, "Quality matters more than quantity in training. Without adequate financial backing, we risk diluting the impact of our programs. Investing wisely in training ensures we get the skills we truly need."

6. **Centralized Training Management:** To streamline training efforts, participants suggest centralizing the management of T&D under a specialized department within

HRM. This would unify the Continuous Training Program and the Further Training Program under one umbrella, ensuring better coordination and a cohesive strategy for T&D at UJNK. So, the participant 24 suggested, "Bringing T&D management under one specialized department makes sense. It would streamline processes and ensure that all training initiatives align with UJNK's overall strategic goals, rather than operating in silos."

Conclusion

The study on training and development practices at Julius Nyerere University of Kankan (UJNK) provides critical insights into current practices and opportunities for enhancement within the institution. Employing a mixed-methods approach of surveys and interviews, the research explored existing policies, implementation challenges, and the perceived effectiveness of training initiatives. The findings reveal varying awareness levels among UJNK staff regarding training policies, with identified gaps in communication and implementation that necessitate comprehensive policy implementation for equitable staff development. Participants widely acknowledged the positive impact of training programs on enhancing job skills and performance, underscoring the potential of well-structured initiatives to bolster lecturer performance and institutional effectiveness. Recommendations focus on fully implementing the T&D policy, enhancing staff participation in decision-making, upgrading training facilities with modern ICT resources, incentivizing self-advancement, prioritizing training quality, and centralizing T&D management. Addressing these recommendations is crucial for UJNK to strengthen its role in higher education, fostering a skilled workforce and advancing academic excellence.

References

Armstrong, M. (2009). *A Handbook of Human Resource Management Practice*. London: Kogan Page Limited.

Asare-Bediako, K. (2002). *Professional Skills in Human Resource Management*. Accra: Kasbed Ltd.

Au, J., Sheehan, E., Tsai, N., Duncan, G., Buschkuehl, M., & Jaeggi, S. (2014). Improving fluid intelligence with training on working memory: A meta-analysis. *Psychonomic Bulletin and Review, 22*(2), 366–377.

Baume, D. (2002). Dialogues: research and teaching. *Educational Developments, 3*, 26-27.

Bordens, K.S. and Abbott, B.B. (2002). *Research Design and Methods: A Process Approach*. 5th Edition. New York: McGraw-Hill Companies.

Brown, R. (2005). *Rational Choice and Judgment Analysis for the Decade*. Hoboken, NJ: Wiley.

Chika, U., Chima, M., & Hakeem, A. (2014). An Investigation into Training and Development.

Clardy, A. (2008). Policies for Managing the Training and Development Function: Lessons from the Federal Government.

Colarelli, S. M., & Montei, M. R. (1996). Some Contextual Influences on Training Utilization.

Cole, P. (1999). New tools for interactive speech and language training: Using animated conversational agents in the classroom of profoundly deaf children. In *MATISSE-1999*, 45-52.

Dahama, O. P. (1979). Extension and rural welfare. New Delhi: Ram Parsad and Sons.

Dražanová, L., & Roberts, A. (2023). National attachments and good citizenship: A double-edged sword. *Political Studies*, 1–24.

Evans, J. R., & Lindsay, W. M. (1999). *The Management and Control of Quality*. 4th edition. Cincinnati, OH: South-Western College Publishing.

Fraenkel, J. R., & Wallen, N. E. (1993). *How to Design and Evaluate Research in Education*. New York: McGraw-Hill.

Gaertner, S., & Nollen, S. D. (1989). Career Experiences, Perceptions of Employment Practices, and Psychological Commitment to the Organization.

Goldstein, I.L., & Ford, J.K. (2002). *Training Organizations: Needs Assessment, Development, and Evaluation*. Belmont, CA: Wadsworth.

Greenhaus, J.H., Callanan, G.A., & Godshalk, V.M. (2000). *Career Management*. 3rd edn. Fort Worth.

Guest, D. (1997). Human resource management and performance: A review and research agenda.

Hamada, T., Shimizu, M., & Ebihara, T. (2021). Good patriotism, social consideration, environmental problem cognition, and pro-environmental attitudes and behaviors: A cross-sectional study of Chinese attitudes. *SN Applied Sciences, 3*(4), 361.

Harrison, R. (2009). *Learning and Development*. United Kingdom: Chartered Institute of Personnel & Development.

Henry, A.G. (2009). Making Training Effective. *Journals of the Chartered Institute of Personnel Management of Nigeria, 5*(2), 20-21.

Herman, A., & Kurt, K. (2009). Benefits of Training and Development for Individuals and Teams, Organizations, and Society. *The Annual Review of Psychology, 60*, 451-474.

Landy, F. J., & Conte, J. M. (2007). *Work in the 21st Century: An Introduction to Industrial and Organizational Psychology*. 2nd ed. Malden, MA: Blackwell.

Lawler, E. E., Mohrman, S. A., & Ledford, G. E. (1993). *Employee Involvement and Total Quality Management*. San Francisco: Jossey-Bass.

Leonard-Barton, D. (1992). Core capabilities and core rigidities: A paradox in managing new product development.

McNamara, Carter. (2008). *Employee Training and Development: Reasons and Benefits*. New York: Authenticity Consulting, LLC. Retrieved from
http://www.managementhelp.org/index.html

Noe, R. A. (2002). *Employee Training and Development*. 2nd ed. Columbus, OH: McGraw Hill.

Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B., & Swart, J. (2003). *Understanding the People and Performance Link: Unlocking the Black Box*. London: CIPD.

Rupar, M., Jamróz-Dolińska, K., Kołeczek, M., & Sekerdej, M. (2021). Is patriotism helpful to fight the crisis? The role of constructive patriotism, conventional patriotism, and glorification amid the COVID-19 pandemic. *European Journal of Social Psychology, 51*, 862–877.

Sader-Smith, E. (2006). *Learning and Development for Managers: Perspectives from Research and Practice*. United Kingdom: Blackwell Publishing.

Sharma, K., & Hooda, M. (2023). The new elective of national cadet corps (NCC): A review of literature. *International Journal of Research Innovations in Social Sciences, 7*, 384–396.

Shen, J. (2005). International Training and Management Development: Theory and Reality.

Wan, H. L. (2007). Human Capital Development Policies: Enhancing Employees' Satisfaction. *Journal of European Industrial Training, 31*(4), 297-319.

Williams, R. L., Foster, L. N., & Krohn, K. R. (2008). Relationship of patriotism measures to critical thinking and emphasis on civil liberties versus national security. *Analyses of Social Issues and Public Policy, 8*, 139–156.

Wilson, J. P. (1999). *Human Resource Development: Learning and Training for Individuals and Organizations*. 1st ed. London: Kogan Page Publishers.

Wright, P. M., & Geroy, G. D. (2001). Changing the mindset: The training myth and the need for world-class performance.

Zaccarelli, H. E. (1997). *Improving Employee Performance: Effective Training Strategies and Techniques*. London: Kogan Page.