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Spatial and Temporal Changes of Technology: Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context

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Abstract: Integrating information technology into on-job training programs can enhance learning outcomes. Emerging technologies are revolutionizing how FBOs approach professional training. Therefore, the study aimed at establishing the implications of IT on promoting on-job training in Faith Based Organizations in Ugandan Context. The study objectives included: to identify the emerging online training platforms for employees among FBOs, to explore the implications thereof for on-job training among FBOs, to analysis the challenges encountered by FBOs in handling on-job training, to assess how best do the FBOs in Uganda perceive and address IT advancement concerns, and to establish what can be employed by the FBOs as an alternative model in addressing obstacles in online job training and skilling. The study was based on a qualitative ethnographic research design. Purposive sampling was used in selecting top management and employees (operational staff). The sample size was guided by the principle of data saturation. Interviews focus group discussions, documentary checklist and participant observation was used providing adequate data, while analyzed basing on thematic, content and narrative analysis. The study revealed that the use of IT in promoting on-job training is a critical aspect of modern organizational development, enabling workers to adapt to technological changes, enhance their skills and abilities, and drive innovation within the FBOs. IT enhance on-job training has a positive impact on on-job training efficiency, effectiveness and employee development. It further allows for the integration of digital resources towards supplementing traditional training methods, leading to improved learning outcomes. It also concluded that IT enables the encoding of subject knowledge and teaching skills into software, allowing for personalized and innovative on-job training approaches. The study concluded that key barriers and challenges of IT includes, unqualified IT employees, data security concerns, poor computer literacy, limited computer access, lack of trust in computer applications, lack of training availability, limited technical support, and inadequate technical support in the adoption of EMR systems. The study concluded that information technology has an implication on promoting on-job training in Faith Based Organizations in Uganda. The study recommends that to effectively utilize IT in promoting on-job training, FBOs organizations can consider several practical interventions based on research findings. Future research should focus on exploring emerging technologies such as virtual reality, artificial intelligence, and augmented reality in promoting on-job training.

Keywords: AI: Artificial Intelligence, AR: Augmented Reality, EMR: Electronic Medical Record, FGDs: Focus Group Discussions, FBOs: Faith Based Organizations, GoU: Government of Uganda, IT: Information Technology, NICT: National Information and Communication Technology, NGOs: Non-Governmental Organizations, SBTC: Skill-Biased Technological Change

CHAPTER ONE: INTRODUCTION AND BACKGROUND CONTEXT

Introduction

Integrating information technology into on-job training programs can enhance learning outcomes. Artificial Intelligence (AI)-driven platforms analyze workers performance to identify skill gaps. This intelligence ensures personalized learning paths, boosting engagement, commitment and retention (Omara, Odongo & Kule, 2020). The study aims at exploring spatial and temporal changes of technology: the implications of Information Technology (IT) on promoting on-job training in Faith Based Organizations (FBOs) in Ugandan context. This chapter focused on the background to the research, the problem statement, objectives, and research questions. In addition, it also focused on the significance or importance of the study, theoretical review, empirical reviews and methodological aspects.

Background

The contextual background explored spatial and temporal changes of technology: the implications of Information Technology (IT) on promoting on-job training in Faith Based Organizations (FBOs) in Ugandan context. Over the last few years, the global have seen a vast amount of attention paid to the influence of technology advancement on work (Emma & Valentina, 2023). In recent years, IT in developing countries, Uganda inclusive, has played an increasing vital role in the on-job training. With cutting-edge technologies, such as artificial intelligence, virtual reality, and machine learning, the training business has undergone a huge change (Harrison, 2023). On-job training has become increasing popular in the last 10 years, with the development and acquisition of advanced IT, as well as increasing use of advanced IT headsets. More so, artificial intelligence (AI) has also increasingly adopted in the training sector in these years to provide personalized learning kills and experiences to workers (Danill, 2024). Several online learning platforms have doubled in the last ten years, with the development of more advanced platforms and use of mobile devices for on-job training.

World-over, digital innovations are reshaping how institutions and organizations approach workforce development. Rapid advancements in IT platforms and tools are creating a dynamic environment for skill-building (Otutu, 2025). These changes focus on preparing employees for modern work-based challenges. Integration of IT platforms and systems are adapting to deliver real-time solutions. These technologies also bridge the gap between practice and theory, making learning to become more impactful and effective (Kiwujja, 2022; Omara, Odongo & Kule, 2020) It is well documented that organizations in Bangladesh who have properly integrated information technology like VR and AR on their daily operations, employees been able to gain hands-on experiences that mimic real-world scenarios (Danill, 2024). Similarly, numerous studies in FBOs in Sub Saharan Africa (Emma & Valentina, 2023; Harrison, 2023) indicate that integration of information technology is vital because they help employees manage financial and administrative records online and protect their clients' privacy.

Similarly, IT facilitates the creation of personalized skilling and learning paths, tailoring skilling programs to the individual needs. Online learning platforms allow FBOs to provide training to their workers over the internet, improving the flexibility and convenience of on-job training (Emma & Valentina, 2023). AI easily analyzes workers'

learning progress and adapts the content accordingly, which help to boost the effectiveness in the skilling sessions (Danill, 2024). By using artificial intelligence and learning management systems, FBOs can analyze workers performance data, identifying knowledge gaps, and recommended targeted on-job skilling/training modules (Harrison, 2023). Similarly, Otutu (2025) tackled the impact of technology on the future professional training in Sub-Saharan Africa, and found out that FBOs experience weaknesses in employees' efficiency and effectiveness to handle their daily planned activities, of which limited integration and use of information technology being among the major contributing factors.

The Theory of "Skill-Biased Technological Change" (SBTC) argues that IT has increased the demand for knowledge and skill in the general workforce. It has created a more broadly felt skills shortage, bidding up the relative wages of the more skilled (Amir & Adi, 2022). The theory however remains controversial because others believe that different institutional and structural factors have played a larger role in increasing earnings inequality than demand shifts or a shortage of human capital (Omara, Odongo & Kule, 2020). While several on-job training sessions with the help of information technology has their merits, they often fall short in addressing the evolving needs of today's workforce. Employees of FBOs have not fully trained or adequately skilled thus leading to low performance at work (Oketch & Muathe, 2022). There is continued cases of delays in service delivery, slowness in implementation of tasks, have been observed. The irregularity of FBOs employees, absenteeism from duty and delayed reports and delays in accomplishment of assigned workload (Mpody et al. 2020). Yet, several empirical studies onto spatial and temporal changes of technology in Uganda and FBOs in particular remain scanty.

Problem Statement

Integrating information technology into on-job training programs can enhance learning outcomes. Emerging technologies are revolutionizing how FBOs approach professional training. Tools like AR, AI, VR, and machine learning are creating immersive and personalized learning experiences (Omara, Odongo & Kule, 2020). Faith-based organizations investments in these innovations have grown rapidly, driven by their proven efficiency and effectiveness. AI and machine learning analyze data to predict outcomes, while VR and AR deliver engaging, hands-on experiences. These technologies are reshaping the learning environment, making it more impactful and interactive (Kiwujja, 2022; Oketch & Muathe, 2022). These advancements have enhanced traditional methods, adding context as well as safety to on-job training sessions. By integrating information technologies, faith based organizations can design tailored learning journeys that meet individual needs, and this is transforming the way workers prepare for future workforce challenges. However, over the past decade, a number of studies (Mpody et al. 2020; Oketch & Muathe, 2022) have demonstrated the efficacy and effectiveness of on-job training in Faith Based Organizations.

Surprisingly, the Government of Uganda, Faith Based Organizations and other development partners has put up intervention measures towards addressing the concern of on-job training in FBOs by strengthening and encouraging integration of information technology, in addition to training employees in using those advancements (Otutu, 2025; Kiwujja, 2022). Regrettably, despite of all these interventions and efforts, declining on-job training in FBOs is still experiencing several challenges and said to remain rife in FBOs, ostensibly due to wanting information technology to handle situational concerns (Otutu,

2025; Nampijja, 2024). In some FBOs, the situation have reached to enormous proportions and still alarming.

Incidentally, employees of FBOs have not fully trained or adequately skilled to integrate information technology. Several FBOs still experience delays in service delivery, slowness in implementation of daily tasks, delays in submission of reports and delays in accomplishment of assigned workload (Otutu, 2025; Oketch & Muathe, 2022). To the best knowledge of the investigator, no research has been carried out about the status of integration of information technology and on-job training in Faith-Based Organizations. The discrepancies and existing gaps therefore, instigated the investigator to fill the gap of knowledge on the implications of IT on promoting On-Job Training in Faith Based Organizations in Ugandan Context.

Objectives of the Study

Main Objective

The study tool a more evidence-based approach towards exploring the implications of Information Technology in promoting on-job training in Faith-Based Organizations in Ugandan context.

Specific Objectives

1. To identify the emerging online training platforms for employees among Faith Based Organizations in Ugandan context.
2. To explore the implications thereof for on-job training among Faith-Based Organizations in Ugandan context.
3. To analysis the challenges encountered by Faith Based Organizations in handling on-job training in Ugandan context.
4. To assess how best do the Faith Based Organizations in Uganda perceive and address IT advancement concerns.
5. To establish what can be employed by the Faith-Based Organizations as an alternative model in addressing obstacles in online job training and skilling.

Research Questions

In the light of the above, critical questions were raised:

1. What are the emerging online training platforms for employees among Faith Based Organizations in Ugandan context?
2. What are the implications thereof for on-job training among Faith-Based Organizations in Ugandan context?
3. What are the challenges encountered by Faith Based Organizations in handling on-job training in Ugandan context?

4. How does the Faith Based Organizations in Uganda perceive and address IT advancement concerns?
5. What can be employed by the Faith-Based Organizations as an alternative model in addressing obstacles in online job training and skilling?

Description of the Study

The study was limited to the selected Faith Based Organizations across Uganda. The study was based on a qualitative descriptive research design. This study used a systematic literature review approach. Relevant articles were selected basing on predetermined exclusion and inclusion criteria. Once appropriate articles were selected, primary data from each article was also extracted and synthesized towards understanding key trends and study findings to clearly understand the use of IT on on-job training. The study was based on documentary review checklist, where data was analyzed qualitatively by the help of thematic content analysis. Ethical principles were considered. Ethical clearance was got from the relevant authorities. The confidentiality, anonymity, objectivity, and informed consent shall be respected.

The study concentrated on the implications of Information Technology in promoting on-job training in FBOs. Specifically, the study put much emphasize on the emerging online training platforms for employees among Faith Based Organizations in Ugandan context, the implications thereof for on-job training among Faith-Based Organizations in Ugandan context, and the challenges encountered by Faith Based Organizations in handling on-job training in Ugandan context.

The study shall also establish how does the Faith Based Organizations in Uganda perceive and address IT advancement concerns, and proposed alternative models in addressing obstacles in online job training and skilling within FBOs. The investigator also analyzed data on the period of 2018 to 2024. This particular FBOs, time scope and study area had been selected because of continued weaknesses in on-job training and existence of inappropriate implementation of information technology (Kiwujja, 2022; Nampijja, 2024).

Significance /Importance of the Research

Ultimately, the results shall help inform policy makers, FBOs officials and other stakeholders, beneficiaries and future investigators in improving the on-job training, where the need for information technology is paramount.

The policy makers may also benefit from this research by gaining additional ideas, information and views concerning information technology and on-job training in Faith-Based Organizations. These policy makers shall also base on the results design appropriate information technology applications and interventions for the FBOs stakeholders to adopt to achieve improve on-job training.

The FBOs staff may also gain insights from the results by offering vital novel information, ideas and views to the existing theory on the implications of Information Technology in promoting on-job training. This is expected to be achieved by use of available results from the field and conclusion within this thesis to identify the potential gaps, thus

able to implement the proposed interventions. This eventually may help FBOs administrators to have evidence-based decision making within the FBOs, designing appropriate actions and interventions focusing on enhancing application of information technology by staff during on-job training.

The result of this study is expected shading more light on the implications of Information Technology in promoting on-job training in Faith-Based Organizations. The results may also be of significant use as a benchmark for furthering study on the similar topic in other FBOs across Uganda and beyond. With the help of these results, other future investigator is expected to benefit from this research by making additional and critical analysis onto the matter under investigation.

Finally, the documentation shall make great academic contribution by providing adequate information that will enrich many academic fields like development and theoretical studies, sociology, cultural and environmental stewardship to provide literature for future scholars. Lastly, the result is expected to be beneficial to the investigators towards attaining their PhD at the university.

Theoretical Review

The Theory of "Skill-Biased Technological Change" (SBTC) argues that IT has increased the demand for knowledge and skill in the general workforce. It has created a more broadly felt skills shortage, bidding up the relative wages of the more skilled (Amir & Adi, 2022). This theory emphasizes effective training programs that focus on merging classroom theories with real-world applications. This approach ensures employees to gain both practical skills and knowledge. By harmonizing these elements, organizations create environments where the workforce can thrive.

The theory also emphasize of hands-on training. This hands-on training has been proven to bridge the gap that exists between practice and theory (Mpody et al. 2020). For instance, simulation-based medical education improves clinical skills in a safe setting. This approach and method allows employees to apply concepts in realistic scenarios, enhancing their competence and ability to perform effectively under pressure.

The theory also encourages strategies or integrating instructional design with operational realities which has become essential. Practical exercises, real-time feedback and simulations also ensure employees to grasp concepts and skills effectively (Amir & Adi, 2022). This approach not only reinforces theoretical skills and knowledge, but also builds confidence and competence in applying it. The approach further prepares the workforce towards solving real-world challenges. By combining practice with theory, employees are equipped with adequate skills needed for modern work-based concerns. This balance is the way forward towards enhancing and creating impactful training programs.

The theory however remains controversial because others believe that different institutional and structural factors have played a larger role in increasing earnings inequality than demand shifts or a shortage of human capital (Omara, Odongo & Kule, 2020). While several on-job training sessions with the help of information technology has their merits, they often fall short in addressing the evolving needs of today's workforce. Employees of FBOs have not fully trained or adequately skilled thus leading to low performance at work (Oketch & Muathe, 2022). There is continued cases of delays in service delivery, slowness

in implementation of tasks, have been observed. The above theories postulate that the irregularity of FBOs employees, absenteeism from duty and delayed reports and delays in accomplishment of assigned workload (Mpody et al. 2020), and this study was sought to address this gap.

Methodology

This section explains the methodological aspects. To understand the connectivity between implications of information technology and on-job training in Faith Based Organizations, qualitative methodological aspects were adopted. Thus, it highlights the specific procedures followed in carrying out this study. Data collection involved ethnographic methods, like mainly documentary reviews, participant observation, interviews and focused group discussions to help the investigator obtain both symbolic and experimental aspects of the topic under study.

Research Design

My research was informed by a qualitative ethnographic research design, which provides a robust framework for exploring the human behavior, societies and political culture aspects in reference to implications of IT on promoting On-job training in Faith-Based Organizations in Uganda. This design was particularly suitable because it emphasized an in-depth and holistic examination of phenomena within their natural settings (Creswell, 2018). By focusing on the Faith-Based Organizations as a bounded system, investigator was able to investigate the implications of IT towards improving on-job training in FBOs. This directly aligns with the specific objectives.

The relevance of this design lies in its ability to integrate multiple data collection methods such as interviews, focus group discussions, observations and document reviews ensuring that my research captures a nuanced understanding of the subject. Indeed, ethnographic research methods involve the examination of political and cultural phenomena from the perspective of the subjects under investigation. As Stake (1995) emphasizes, qualitative case studies excel in answering “how” and “why” questions, making them ideal for in covering the processes through which on-job training have been passed down through integrating information technology.

In applying this research design, investigator adopted a focused qualitative approach that situates the integration of information technology within their broader socio–cultural, economic and historical organization context. Through interviews and focus group discussions with employees of FBOs, the investigator was able to understand the evolving nature of these IT and the influence of integrating IT into on-job training in FBOs.

Despite its strengths, the qualitative ethnographic research design was not without critique. Scholars (like Flyvbjerg, 2006) argue that its focus on a specific context can limit the generalizability of findings. However, my study addressed this limitation through analytical generalization, where the insights from the Faith Based Organizations contributing to broader debate on integration of information technology in FBOs. Additionally, concerns about subjectivity, are mitigated through the use of reflexivity and triangulation, ensuring a balanced and rigorous analysis.

Study Population

The study population comprised of: top management and employees of Faith Based Organizations. These categories of participants provides rich and in-depth data which shall offer a comprehensive understanding of the implications of Information Technology in promoting on-job training in Faith-Based Organizations in Ugandan context. These were interviewed to get variety of views to make the study findings more reliable and comprehensive for the benefit of this country. The top management was selected in order to obtain reliable and valid information required for this study. This enabled the investigator to get a variety of views and unbiased response which made the study become valid. The study involved both female and male participants selected purposively.

Sample Size Determination

This study sample size was guided by the principle of data saturation. In my study, researcher focused on reaching this point of saturation, rather than adhering to a predetermined number of participants, ensuring that the data to be gathered was comprehensive and rich. While I plan to initially interview 52-60 participants, I remained flexible and adjusting the sample size as necessary, based on the saturation point. This approach allowed me thoroughly exploring the implications of Information Technology in promoting on-job training in Faith-Based Organizations, and ensuring that my findings are both rich and well grounded.

Supporting this approach, Guest, Bunce & Johnson (2006) demonstrate that saturation can often be reached with as few as 10-15 interviews in studies with a relatively homogenous population Similarly, Creswell (2018) suggests that 5-25 participants are typically adequate in phenomenological studies, though the expected number may vary depending on the complexity of the research topic. Following Patton's (2002) recommendation, I aim to gather information –rich cases that provide valuable insights into on-job training in Faith-Based Organizations, rather than focusing solely on sample size.

Sampling Methods and Techniques

The researcher used purposive sampling, in selecting participants such as top management and employees (operational staff). This sampling method allowed the investigator to gain access to individuals who were directly involved in implementing information technology and who possess the historical knowledge on on-job training (Creswell, 2018). Recognizing that expertise within the FBOs was interconnected, researcher also employed snowball sampling; this technique enabled me to expand my participant network through recommendations made by initial informants, further ensuring that I capture a wide range of voices within the society (Patton, 2015).

To ensure balanced insights that reflect both generational and gendered experiences, I incorporated quota sampling. This allowed me to represent different demographic segments within the FBOs, including both older and younger generations and participants of varying gender identities, to better understand how perspectives on the implications of Information Technology in promoting on-job training in FBOs across these groups. Through direct observation and participant engagement, I aim to experience

firsthand the cultural context in which IT is implemented. Semi –structured interviews enabled me to explore, in detail, both the historical significance and the current relevance of these technology in the FBOs. Focus groups particularly with employees allowed me to investigate how implementing of IT influences on-job training in FBOs.

Instruments of Data Collection

Documentary checklist: The researcher used documented secondary data. These included e-documents and written documents such as notices, e-journals, e-textbooks, magazines, FBOs reports and policy papers from university library and internet sources [see Appendix IV]. The reason for using secondary information mainly helped the investigator to place the findings within a more general context by comparing and integrating the research results with the existing literature about the study problem.

Interviews: The researcher conducted interviews as a primary method to gather in-depth, culturally rich insights into the centrality of Information Technology in promoting on-job training in Faith-Based Organizations. I conducted in-depth, semi –structured interviews to gather vital information. I engaged top management as key informants in one-on-one interview, focusing on eliciting personal narratives that reflect both the technical aspects of IT and on-job training in FBOs. An interview guide [see Appendix I1] with core questions related to each objective such as questions about specific naming methods, historical and cultural contexts and perceptions of how these IT have been influenced by the on-job training within FBOs.

Focus Group Discussions: Focus Group Discussions (FGDs) was used to get and collect data from the employees (Appendix III). FGDs are a method that facilitates me to conversationally establish a dialogue with a group of 10-15 participants in order to obtain their views about the phenomenon under investigation in a convenient, permissive, non-threatening and highly interactive environment. The focus group discussion guide was used to collect and facilitate the discussions. The focus group discussion guide was used because of its flexibility not only in allowing rephrasing and rewording of questions to suit the respondents but also in allowing the participants to answer questions in an open-ended and therefore unlimited and exhaustive way. The interviews were face-to-face between me and selected participants which enhanced confidentiality and observing of non-verbal behaviours.

Participant Observation: The investigator also used participant observation, a qualitative method that involved immersing in the natural setting of the study population to observe and activity engage with their behaviors, practices and interactions. I used a digital audio recorder and a camera to document verbal interactions and visual aspects of integrating IT within FBOs, and ensuring that all relevant data was captured in an authentic and unobtrusive manner. A field notebook was also employed towards recording detailed notes and reflections on the observations, adding depth and contexts to the data. The researcher followed an observation protocol [see Appendix V] to ensure systematic and consistent data collection, which included guidelines on what to observe, when to observe and how to document the findings. By actively participating in the FBOs, the researcher built trust and gained insights that would be otherwise inaccessible through passive observation alone.

Data Analysis Methods

According to Miles, Huberman & Saldana (2014), data analysis in qualitative research was an iterative process involving data reduction, data display, and drawing conclusions or verification. The method chosen for data analysis aligned with the specific objectives and the nature of the collected data. Creswell & Poth (2018) emphasize that qualitative data analysis often involves organizing raw data, coding, categorizing and identifying themes to interpret the underlying meanings and patterns. The researcher used qualitative data analysis methods to turn the qualitative data obtained from the field into meaningful insights. In this study, investigator used thematic analysis, content analysis, and narrative analysis.

Thematic Analysis: The researcher used thematic analysis to identify, analyze and interpret key themes and patterns within the qualitative data. This method involved identifying patterns and themes in the data for easy understanding, interpretation and presentation in a logical manner. This method also allowed for flexibility in organizing and describing the data set in rich detail, focusing on the most significant aspects related to the research objectives. Thematic analysis was particularly suited for this study because it enabled a detailed exploration of complex and a nuanced cultural practice, while allowing the researcher to remain closely grounded in the data. It provided a systematic way to make sense of the varied forms and existence of integrating IT and its impact on the on-job training in FBOs. This approach ensured that the study captures the diversity of experiences and perceptions related to the IT and on-job training in FBOs aligning with the researcher's aim to reveal both the continuity and transformation of these practices in the face of todays' economy.

Content Analysis: I also used content analysis to systematically analyze the data obtained from the literature, interviews notes and observation notes. Content analysis was a great method of analyzing data for it pays attention to the themes and patterns that illustrate a lot of meaning of the social aspect under study (Zhang & Wildemuth, 2009). Although, it was time consuming, and reductive in nature, the method is affordable, and easy to deal with or reproduce results.

Narrative Analysis: I however applied the narrative method in data analysis. This overcomes the short comings of the thematic method. The researcher identified, analyzed and interpreted participants' stories. This brought the lived experiences of participants, their perspectives, feelings, behavior and meanings attached to the implications of IT on promoting on-job training in FBOs. Even though the method was time consuming and quite hard to deal with, it was capable of providing rich data which was in-depth, contextual and flexible. The researcher however focused on key stories in form of myths that reflects the connection between IT and on-job training in FBOs.

The three methods enabled the investigator to develop different levels of meaning in the data. The content analysis helped in the identification of patterns e.g. common words and symbols related to IT and on-job training in FBOs, give an overview on the themes and lay a ground for deeper analysis. The thematic analyses come in to explore the themes in details with focus put on meanings and relationship existing in the ideas. Finally, the narrative analysis provided individual stories and experiences to capture the participants' world view. Using these three methods gave my study a comprehensive understanding of the connectivity between the IT and on-job training in FBOs.

Ethical Considerations

There are several reasons why it is important to adhere to ethical norms in research. First, norms promote the aims of research, such as knowledge, truth, and avoidance of error (Rowley, 2012). The ethics framework was essential as it entailed the voluntary informed consent of the participants. The researcher observed several ethical considerations to ensure a dutiful research that not only benefits the involved communities but also builds integrity and reliability.

The researcher observed the ethical principle of informed consent to all participants. Official permission from top management and employees were obtained beforehand. A consent form was signed by participants (Appendix I) so that they contribute to the study from an informed ground. Additionally, the researcher fairly involved different categories of people including the female and male, youths and elders, active and retired employees to ensure justice, fairness and equality.

Besides, the researcher ensured confidentiality and anonymity of the information given to him by the research participants. Since the study dealt with cultural, religious and spiritual aspects of FBOs which were in most cases sensitive to certain individuals, I anonymized the information especially if participants wish it. In addition, the information given by the research participants were only used to satisfy the demands of the study i.e. answering the research questions.

Additionally, the study had a positive impact on the environment of the study. The researcher employed environmental friendly methods and tools to collect data. More importantly, the study established environmental well-being and stewardship. For example, I put efforts on finding out how the integration of IT contributes to the promotion of on-job training in Faith-Based Organizations.

In my study, I addressed key ethical considerations, including informed consent, confidentiality and anonymity, gender, and environmental ethics, as they are integral to ensuring the integrity and ethical rigor of my research process. Informed consent (Appendix I) was crucial in ensuring that all participants, understand their involvement in their research including the potential risks and benefits. This process ensured that participants made autonomous decisions about their participation, fostering trust and transparency.

Given the cultural sensitivity of on-job training in FBOs, confidentiality and anonymity were also prioritized to protect the identities and practices of FBOs. I anonymized all names and identifiable information in notes, records and published results. This means removing personal details, altering any identifiers and securely storing all data on encrypted devices accessible only to authorized devices members of the research team.

The research procedures were explained to all the respondents before they took part in the research; and their informed consent was obtained. To ensure anonymity of the respondents, the investigator gave respondents codes or numbers that are known to the researcher only to ensure that the information given by the respondents cannot be easily linked to them by a third party. Personal bias was avoided during the entire study that is to say, during interviews, data analysis and reporting.

Lastly, all the sources of literature were acknowledged throughout the whole study through proper citations and referencing.

Literature Review

This section entails the empirical information in regards to the implications of IT on promoting on-job training in Faith Based Organizations in Ugandan Contexts. It further covers different investigators, writers, and authors' views, knowledge, opinions, perception and ideas concerning the study variables. When reviewing the literature, the investigator considers both the literature information and authors that agree and those that do not agree with the selected topic under research to form a firm foundation for the research. The investigator finally presents the summary of literature and research gap basing on the reviewed literature.

The Implementation of IT in Employee On-Job Training

The implementation of IT in worker online training requires a systematic approach. FBOs must assess their online training needs, desires and goals towards identifying areas for improvement that align with their organizational goals and objectives. This assessment serves as the key foundation towards selecting the most appropriate technological aspects and interventions (Harrison, 2023).

Developing and designing on-job training content prioritize interactive and engaging formats. Striking a balance between informative content and multimedia elements ensures effective skills and knowledge transfer. Workers who go through on-job training, feel supported and excel in their work environment (Landa, 2018). On-job training boosts employees' morale and self-confidence. Capable and confident workers can help clients or beneficiaries to solve their problems more easily and quickly (Nampijja, 2024). Integrating IT with existing programs helps to bridge the existing gap between modern and traditional approaches, ensuring a smooth transition as well as enhanced learning experience accordingly.

Moreover, the provision of on-job training is of utmost significance to create a favorable atmosphere for the exchange of relevant information among workers, which is important for the prosperity and advancement of the organization (Oketch & Muathe, 2022). On-job training is very vital in the ever-changing business world. The on-job training paradigm has undergone several changes as a result of the emergence of IT. It's vital to conduct a thorough analysis of how IT impacts the quality of on-job training among workers (Omara, Odongo & Kule, 2020). The primary goal of this research is to dig deeper into how IT advancement impacts several aspects of on-job training across organizational environments. In this thesis, research aim to understand the different types of IT used in promoting on-job training, such as e-learning platforms, and its influence on knowledge and skill retention rates and general workers performance outcome.

Types of Platforms used in On-Job Training

Employee training is an essential component of human resource development that improves both individual employee performance and overall corporate effectiveness (Nampijja, 2024). Organizations may foster a motivated and skilled staff that enhances productivity and innovation by providing ongoing learning and skill development opportunities (Harrison, 2023). There are several technological platforms available for workers on-job training and

skilling. These platforms leverage the power of IT towards enhancing learning experiences, enhance skilling, providing personalized training and tracking progress. On-job training in FBOs today heavily relies on several types of IT to enhance learning outcomes and boost their performance outcome (Landa, 2018). IT plays a significant role in training workers. Web-based training systems are being widely acknowledged and accepted by workers, with factors like system interactively and flexibility influencing their acceptance (Jeni & Al-Amin, 2021).

Moreover, the use of simulation on-job training, such as role-playing simulations, provides workers with hands-on experience in real-life situations towards enhancing their skills and decision-making abilities (Bordi et al. 2018). On-job training workers to use new or advanced technologies is vital and crucial for FBOs success, as highlighted by research emphasizing the positive effects of strategic on-job training on innovation and performance of workers (Oketch & Muathe, 2022). Further, the 70-20-10 training model has also been noticed and identified as effective in preparing workers to independently implement technological changes, as proposed by workers and managers in several FBOs.

Learning Management System (LMS): These platforms tend to provide a centralized hub for training content, tracking and management of course. It allows FBOs to deliver several online courses (Asenso-Okyere & Mekonnen, 2022). Conduct assessments and resources to workers, as well as tracking their performance and progress.

Virtual Reality (VR) as well as Augmented Reality (AR): These types of technologies are involved in offering immersive on-job training experiences. They are involved in stimulating real-world scenarios, allow workers to practice skills in safe work environment.

Mobile learning Apps: The todays rising use of tablets and smartphones has made it easier for FBOs to give on-job training to workers via available mobile devices. Such mobile devices enable workers to easily access training resources anywhere and at any time, which have accelerated convenience and flexibility of on-job training (Oketch & Muathe, 2022). Mobile apps also enable on-the go learning, provides workers with access to several training resources/materials, quizzes, videos, and other form of interactive content on the tablets or smartphones. It also mostly incorporates elements of gamification, making learning to become more engaging.

Online learning platforms: This software facilitate collaboration, interactive and knowledge sharing among workers. It provides several discussion forums, creates chat features, and the ability of sharing resources, which allows workers to acquire skills from each other and builds a sense of community belonging (Jeni & Al-Amin, 2021). This nature of platforms has made it easy for FBOs to teach their employees regardless of their location.

Artificial Intelligence (AI): This commonly referred to as adaptive learning, which has changed the training sector by offering individualized learning experiences for workers (Asenso-Okyere & Mekonnen, 2022). AI-enabled online training platforms tend to monitor the skilling and learning progress and change the related information accordingly, thus allows workers to study at their convenience and speed (Jeni & Al-Amin, 2021). It apply the use of AI algorithms to personalize training content that is based on learning styles, personal's strength and weaknesses. It tend to quickly analyze data and providing tailored interventions, ensure that workers to receive targeted on-job training.

Video Conferencing: with the rise of hybrid and remote work based models, video conferencing have also essential and vital for virtual training sessions, e-workshops and web-based seminars. This facilitates the live interactions, screen sharing and recording for other future reference. Other forms of platforms include, micro-learning platforms, gamification, machine learning and simulation software.

The Information Technology's Role in On-Job Training

FBOs are constantly seeking ways of enhancing their competitiveness and drive growth. One crucial aspect to achieve these targets and goals is to invest in the on-job training of workers (Asenso-Okyere & Mekonnen, 2022). However, traditional approaches of training can be expensive and time consuming, in addition to failing to promptly and effectively engage workers, IT have steps in, revolutionizing the way FBOs methods of on-job training and skilling (Jeni & Al-Amin, 2021). A recent study from Beer & Mulder (2020) noted that around 47% of on-job training being conducted with the help of online gadgets. Technological advancements is often associated with other changes within the world of work that might be facilitated by the IT itself.

Information Technology advancement has revolutionized workers' on-job training, offering several benefits which directly influence the growth of FBOs. By leveraging IT advancement, FBOs can provide flexible and accessible on-job training programs, enabling workers to learn anywhere and anytime (Jeni & Al-Amin, 2021). This eventually eliminates geographical barriers and caters to a global workforce. The integration of educational technology into workplace training has been demonstrated towards enhancing competency development among workers, thereby promoting organizational growth (Ocen et al. 2017). In the realm of IT advancement, the acceptance of competency-based e-learning systems is influenced by perceived individual and social learning support, underscoring the significance of IT in modern training approaches (Mpody et al. 2020). Additionally, the efficiency and effectiveness of on-job training during technological changes is evident, with the 70-20-10 training model being recognized as effective in preparing workers for independent implementation of technological changes.

The integration of IT in employee training and development is a critical area of focus in modern organizational practices. As businesses evolve and the pace of technological change accelerates, the need for continuous up-skilling and adaptive learning becomes paramount (Ocen et al. 2017). This synthesis examines the role of IT in enhancing on-job training programs, fostering engagement of workers, and facilitating the skill development in the workplace. The role of IT in employee training and development is multifaceted, encompassing the personalization of learning skills, experiences, support for technology adoption, and the enhancement of job performance (Jeni & Al-Amin, 2021). AI and other digital HRM instruments are pivotal towards transforming on-job training into continuous, worker-led learning journeys.

Studies (Emma & Valentina, 2023) have shown that digital transformations necessitate updating workers' skills to manage their careers effectively. Implementing transformational training programs not only enhances workers' loyalty but also improves their orientation towards quality, ultimately benefiting the organization. Furthermore, the use of technology-enhanced training positively influences both training effectiveness and worker development (Ferdy, 2024). On-job training plays a crucial role in preparing workers

for technological changes within FBOs. The 70-20-10 training model has been identified as effective in helping workers independently implement technological changes (Hidayat & Aziz, 2022). Moreover, training programs create awareness among workers for the use of new technologies, thereby enhancing their performance.

Information Technology plays a crucial role in enhancing employee engagement and information retention in training programs. Research by Danill (2024) emphasizes the significance of on-job training in boosting confidence of workers in utilizing new technologies effectively to achieve FBOs objectives. Furthermore, the study by Hidayat & Aziz (2022) highlights the importance of workers' comfort with newer technologies and the perceived effectiveness of online courses in predicting retention in the digital era. These findings underscore the positive impact of IT on training outcomes among workers.

The impact of IT on the transfer of skills from training to the workplace is a critical aspect to consider in modern organizational settings. Research by Batool et al. (2021) highlighted that while conventional tools like reading materials are used for workplace training, technology-led tools such as WhatsApp learning chat groups, e-learning platforms, and mobile learning applications were found to be less effective in facilitating the transfer of training to the workplace. This suggests that the type of tools and techniques employed in training programs can influence the effectiveness of skill transfer.

In conclusion, the integration of technological advancements in employee training is crucial for organizational success. By investing in transformational training programs, utilizing technology-enhanced training methods, and adopting continuous learning frameworks, organizations can ensure that their employees are well-equipped to adapt to technological changes, enhance their performance, and contribute to the overall success of the organization (Asenso-Okyere & Mekonnen, 2022). Therefore, the interplay between IT, workplace environment, and training methods significantly influences the transfer of skills from training programs to the workplace. FBOs need to leverage appropriate tools, consider the impact of technological changes, and foster supportive workplace climates to enhance the efficiency and effectiveness of skill transfer and ultimately improve the performance of workers.

Literature Review Summary and Knowledge Gap

The sections above have provided a review of literature related to the integration of Information Technology and its contexts. Generally, the review shows that there is a close link between Information Technology and on-job training in Faith-Based Organizations. For the case of Faith-Based Organizations in Uganda, there is an array of research literature and government interventions aimed at fostering proper implementation and integrating information technology in general.

Several gaps have been clearly identified in the existing studies on the relationship between Information Technology and on-job training in Faith-Based Organizations in Ugandan contexts. Future surveys should also explore issues of IT integration and relevance, and the quality of employee training towards promoting on-job training in Faith-Based Organizations.

A critical research analysis of the above surveys also did not provide a clear answer to the challenge under investigations. Much as the authors, writers and investigators had

studied the information technology and other concepts, a gap remained undiscovered on how the information technology promotes on-job training in Faith-Based Organizations. This left a very huge loophole and gap that equally necessitates the desire towards undertaking another research that is applicable to Faith-Based Organizations in Ugandan context.

Similarly, after the review of related literature, the investigator realized that the related research work are dealing with the integration of information technology, technology advancement and IT management, and how it promotes on-job training, but none of them was conducted in Faith-Based Organizations in Ugandan context. It was therefore on this basis that the investigator opts towards conducting additional study to analysis of the implications of Information Technology in promoting on-job training in Faith-Based Organizations in Ugandan context.

CHAPTER TWO: IMPLICATIONS OF INFORMATION TECHNOLOGY IN PROMOTING ON-JOB TRAINING

Introduction

This chapter presents the implications of Information Technology in promoting on-job training in Faith-Based Organizations in Ugandan context.

The Emerging Online Training Platforms for Employees among Faith Based Organizations

Much has been made of the potential that information technologies (ITs) such as the Internet hold for rural regions throughout Uganda. While in the past, "upcountry or rural parts of Uganda" been associated with isolation not only from having access to necessary information but also the ability to communicate with colleagues in similar environments, several IT tools like email and the world-wide web are now recognized as ITs helping to bridge these gaps. The Internet is purported towards empowering its users like no other ITs before it. Indeed, Internet is the first nature of ICT towards enabling every people with connectivity to become a broadcaster and a narrowcaster. Several technologies are employed by FBOs while implementing on-job training to enhance learning outcomes. Artificial Intelligence (AI) analyzes individual performance, tailoring training programs towards addressing specific strengths and weaknesses. Virtual and Augmented Reality (VR/AR) create immersive environments for knowledge and skill practice in a safe setting. One of the interviewed participants had these to say:

> *"….current trends highlight a shift toward more personalized and immersive learning experience. FBOs are leveraging tools like AR and AI towards designing programs that cater to individual goals, and this approach ensures that workers gain relevant skills while staying engaged in their development…" (Employee C, 2025)*

Similarly, another participant noted that;

> *"….the up-skills platform is designed for technical training, which allows users (workers) to learn fundamental as well as advanced programming skills by use of modern technologies. Interactive, conversational style and non-boring lecturers, where workers can practice new skills, apply them in real-*

world scenarios and even format into a portfolio to demonstrate their goals and achievements for future FBOs projects…" (Employee F, 2025)

This clearly indicates that integrating IT tools are transforming how employees approach work and training. AI-driven platforms analyze data to easily identify gaps and recommend tailored solutions. This level of personalization enhances the overall efficiency and effectiveness of on-job training programs. Moreover, the efficiency of on-job training during IT changes has been highlighted, with the 70-20-10 training model being proposed and recommended for preparing workers to independently implement technological advancements as ascertained by Asenso-Okyere & Mekonnen (2022).

Chat-bots also provide real-time assistance, simulating customer interactions during on-job training sessions within FBOs. Learning Management Systems (LMS) streamline content delivery, ensuring accessibility and convenience. Continuous Learning Platforms further enable access to on-job training materials round the clock. One of the interviewed participants of top management noted that;

"….immersive technologies like VR and AR are gaining traction among Faith Based Organizations. They offer interactive experiences that simulate real-world tasks, making learning to become more engaging. These tools are particularly valuable in FBOs where hands-on experience is vital and critical…." (Top management B, 2025)

This indicates that integrating IT evolve shaping a new standard for professional development. FBOs that embrace these innovations may lead the way towards building a skilled and adaptable workforce. While these ITs offer significant benefits, their integration should be balanced with human interaction and skill-building efforts for effective implementation. The future of on-job training lies in leveraging technology towards creating impactful and meaningful learning journeys.

Subsequently, integrating information technology in employee on-job training leads to step-by-step demonstrations. In this training approach, a trainer shows how to appropriately use the equipment, explaining each action as it is performed. Specialized apps and other platforms can effectively be used towards demonstrating tutorials and videos so workers visualize the process before they try to do it themselves. Such platforms offers tools for creating custom training sessions, scaling content across a team, tracking progress, and gathering feedback to optimize the learning and skilling experience.

It is also noted that innovative tools are reshaping the way organizations approach skill development. Platforms such as Articulate 360 also allow FBOs towards creating interactive online training content, while, Udemy or Coursera offer broader e-learning options that are idea for larger FBOs. Technologies especially AR, VR and AI are creating immersive, context-rich environments that cater to personal or individual needs at their places of work. These nature of advancements allow employees to practice complex tasks in a safe, error-friendly space and similar to flight simulators.

Several online platforms such as quizzes, videos and simulations allow workers to learn at their own pace as well as revising materials as needed. Together platforms also supports structured mentoring programs by matching mentees and mentors, as well as tracking progress throughout the training, keeping the atmosphere relaxed and making learning easier.

Additionally, the use of simulations also allows workers in FBOs to practice use of technology or tools in a safe environment, which is useful for such dangerous and complex operations. This approach also provides a safe space for mistakes, and platforms such as STRIVR to help FBOs create custom simulations for different sectors, focusing on realistic scenarios with feedback so as to improve their skills. This approach is excellent for consistency and scalability, ensuring that all workers receive the same content that is easy to up-date for evolving equipment.

The study noted that different ITs used to communicate information among workers usually include the use of SMS, whatsApp, voice calls, and other social media platforms. Some of these need the use of a smart phone or prior installed software like whatsapp. This form of communication captures a wide audience and creates a social network through which information is shared. Employees within FBOs can be able to post and public be able to see information about FBOs development initiatives and are then given the opportunity to join a wide value chain where more updated services could be found, comparisons made and services provided be improved.

On-Job Training in Faith Based Organizations

There is a remarkable accelerating use of information technology across the global, Uganda inclusive for the aim and purpose of service delivery and development. This has enhanced initiatives by the governments, FBOs, NGOs, businesses and communities towards adopting the use of information technology to enhance socio-economic development. FBOs in Uganda has mainly used the several spheres and development initiatives at hand especially those in health, education, farming and other areas towards encourage the sharing of vital information as well as to realize potential services and benefits provided.

With the Faith-Based Organizations integrating information technology, on-job raining have been streamlined and enhanced. On-job training is considered as a formal professional development program that aims at upgrading professional credentials, skills and workers competence. The on-job training is conceptualized as a form of: induction, training workshops and mentoring, where existing professionals are well-equipped with most relevant and technical skills, and discuss with colleagues on work related concerns. One of the interviewed top management V had these to say;

> *"….tell me and I will forget. Teach me and I remember. Involve me and I learn…indicating that FBOs has continued experiencing lack of beneficiary satisfaction, inefficiency, ineffectiveness and low productivity, of which limited exposure of workers to on-job training being of the major contributing factors. On-job training is considered as a tool for improved organisational effectiveness and efficiency….." (Top management V, 2025)*

Similarly, another interviewed participant noted that;

> *"…if you tell me, I will listen. If you show me, I will see, but if you let me experience, I will learn!...most of these FBOs engage in on-job training of their workers towards ensuring sustainable administrative effective commitment of employees and service delivery among their targeted audience or beneficiaries…." (Employee R, 2025)*

The above finding shows that training workshops and mentoring positively affects the efficiency, completion of tasks and job commitment of workers. On-job training is given to the FBOs workers to facilitate their skills and updating, and this resulted into; an increase of employee work commitment, and boosting their sense of belonging which have a direct influence to strengthen the efficiency and competitiveness within FBOs.

Conversely, having on-job trainings on small groups promotes a collaborative learning environment where workers can share skills, ideas and experiences. The ideal option for such meetings or sessions may be the well-known: zoom, Microsoft Teams; and Google Meet, which eventually facilitate virtual learning in small groups with features such as file storage, conference rooms, collaboration tools, and unlimited calls to any audience. Thus, Nampijja (2024) opines that brainstorming sessions for introducing new systems, master classes or workshops-anything that may also ensure a smooth implementation of technology into the workflow.

The study also noted that low commitment and performance of FBOs workers in Uganda has been linked to lack of competence, skills and knowledge as well as technical expertise, attributing this to lack of on-job training. Interviewed key participant also noted that;

> *"…workers with proper training workshops exhibit high levels of competence, skill and knowledge of job desires. Through existing mentoring, FBOs workers effectively acquire new and relevant skills as well as adapting vital strategies in their commitment. Mentoring of employees within FBOs boost their engagement and productivity. Senior workers or mentees provides a fresh way of thinking about old work-based problems. It also builds a culture of knowledge sharing and collaboration among employees within FBOs….." (Worker F, 2025)*

This clearly indicates that mentoring provides an incentive to the FBOs workers to function more honest and efficiently. It helps these workers to know and solve their challenges by pooling their resources and wisdom. Such mentoring programs help employees in FBOs to employ more effective methods of handling their assigned roles and responsibilities. One of the fundamental ways in which mentoring of employees improves their performance is through knowledge transfer, sharing and skill development.

Integration of IT and its Implications on On-Job Training in Faith-Based Organizations

The study provides adequate findings on the influence of IT on the effective on-job training among FBOs. It is clearly noted that there is increased accessibility and flexibility of training through technology. Technology advancement has significantly impacted the effectiveness of employee on-job training by enhancing accessibility and flexibility. The interviewed top management had these to say;

> *"….ongoing feedback ensures that workers continue to follow the curriculum, apply the technology, or master the tool correctly and safety, and follow-up on-job training helps resolving issues that may arise. This approach refines training based on real-world feedback, using surveys tools such as Qualtrics towards collecting information and e-learning platforms*

towards providing follow-up content and schedule check-ins quarterly or bi-annually to keep skills high…..” (Top Management G, 2025)

This implies that implementing these approaches and methods with the support of the right platforms can significantly improve the efficiency and effectiveness of on-job training sessions, leading to a more competent and confident team of professionals. Studies have shown that technological advancements positively influence on-job training implementation, which in turn affect skills acquisition. On-job training, especially through e-learning, has been proven to effectively contribute to workers' retention, organizational commitment, and overall organizational efficiency and effectiveness. Moreover, IT advancements have a significant influence on motivating and training workers, leading to improved performance in several FBOs.

Studying the effect of ITs on employee on-job training is critical to human resource management. The goal is to gain a thorough understanding of how the application of technology affects the efficiency, effectiveness and productivity of on-job training programs in a variety of FBOs. The interviewed participant noted that:

“…..cutting-edge solutions are enhancing skill-building programs. Innovations in digital tools are transforming how organizations deliver on-job training, making it more dynamic and interactive. AR and VR simulate real-world scenarios, allowing workers to effectively practice without risk. These IT tools are particularly vital and valuable in faith based organizations involved in sectors like healthcare, where hands-on experience is considered to be critical….” (Top management C, 2025)

This indicates that technology-driven training improves safety and performance, as well as commitment. The goal is to identify several ITs used in on-job training settings, such as virtual simulations, e-learning platforms, and mobile applications, and assess their effect on factors, such as information and skills retention, employee engagement, and overall team efficiency.

Integrating information technology within Faith-Based Organizations leads to internal talent development promotion. Instead of hiring workers from the outside, FBOs can train and promote them within, providing workers with opportunities for career and skills development. With a learning strategy, an administrator can avoid hiring from the outside for every position and nurture new talent that may cover different functional roles and responsibilities within the same FBO. This eventually contributes to job commitment, retention, loyalty and long-term stability as workers feel valued as well as motivated to stay with the FBOs. Further, technology is changing the way employees work at an unprecedented pace. Automation, digital tools and artificial intelligence are the concepts that several workers find hard to imagine their working day without. One of the interviewed participants noted that;

“…..by combining hands-on training, peer mentoring, virtual simulations and interactive e-learning, Faith-Based Organizations are creating a supportive learning environment for their workers. The right tools enhance these approaches by aligning learning with institutional or business goals as well as engaging workers through interactive elements….” (Top Management E, 2025)

This clearly noted that in today's world, where technologies change and evolve at the blink of an eye, FBOs must ensure that their workers are keeping pace and adapting. Otherwise, workers would risk falling behind competitors, missing opportunities and losing relevance. Training workers in FBOs so they can adapt to new systems and tools, as well as increasing employee royalty. It has become a strategic necessity in ensuring productivity, commitment, efficiency and long-term success.

Moreover, technology-based training not only increases skills, knowledge, and abilities of the workers but also enhances performance, efficiency and productivity. This is supported by the fact that on-job training is recognized as a means to cope with IT innovations and market competition, ultimately improving the performance of workers. Furthermore, Nampijja (2024) argues that the use of IT in on-job training programs can lead to increased perceived organizational support, as it communicates an investment in workers.

Additionally, IT enables the encoding of subject knowledge and teaching skills into software, allowing for personalized and innovative on-job training approaches. The benefits of IT-based training extend beyond the traditional advantages, offering cost-efficiency, efficiency, effectiveness, and reduced risks in on-job training-related activities. FBOs with a well-defined training system foster a culture of continuous learning, adaptability and innovation. A motivated workforce is more committed to the success of the FBOs, by helping workers to develop transferable skills, and data-driven learning identifies skill gaps for targeted growth.

Integrating technology has also redefined job requirements. As automation grows, roles are evolving and workers need new or advanced skills to stay relevant. This shift is reshaping on-job training approaches, emphasizing continuous learning and adaptability. One of the top management noted that;

> *"….Faith Based Organizations must leverage technology to create on-job training that meets future job demands. By doing so, they can easily ensure that workforce remains competitive and prepared for challenges a head…." (Employee D, 2015)*

This clearly indicates integrating information technology have transformed how organizations prepare for modern work-based challenges. These technologies provide hands-on experiences that mimic real world scenarios, making learning to become more interesting, effecting and engaging. This approach eventually ensures that every individual can develop the competence and skills needed for their specific roles.

More still, integrating information technology within FBOs increases efficiency and productivity of employees. Workers who receive regular training improve their skills, gain confidence and become more proficient in their daily roles. This eventually leads to greater efficiency, effectiveness, better decision-making and overall productivity. It is also noted that well-trained workers can adapt to change quickly and contribute more effectively or efficiently to the Faith Based Organization's goals.

Subsequently, integrating information technology leads to improved client experience. Well-trained workers provide better social services, able to communicate effectively and solve client challenges in a professional manner, which leads to increased satisfaction of customers. Thus, increased customer satisfaction may also lead to more

substantial brand reputation, and this, in its returns leads to increased public retention, thus bringing better work efficiency. One of the interviewed top management noted:

> *"…the foundation and basis for learning new skills is direct interaction with new technologies, allowing workers to gain hands-on experience under the supervision of more experienced workers…" (Top management R, 2025)*

This clearly indicated that this approach helps effectively develop the worker's competence with the IT tool, especially for complex tools where it is vital to spend sufficient time practicing with them. This integrated strategy smooth the transition to advance technology solutions by accommodating each individual's learning pace, maximizing the return on software investment while building a confident, capable team ready to effectively move the Faith Based Organizations forward. Additionally, an on-job training worker to use new tech, tools and equipment is a vital investment in an organization's future. It is clearly indicated that FBOs employees have resorted to increased use of communication and exchange of information with help of ITs and several social media platforms. The traditional community systems are rapidly giving way to frequent use of ITs with significant improvements in adopting on-job training. This has been done by empowering workers (users) online with the right information at the right time and place for effectiveness and efficiency. Interviewed top management had these to say;

> *"….the role of Information Technology in FBOs has improved employees' teamwork and information sharing, and created a system where employees are able to make decisions of what and when to provide services, to what audience and what quality is to be given. Information is given to IT users at the right time enabling them to utilize it for decision making purposes…." (Top Management R, 2025)*

Another benefit of the use of ITs is that a lot of information can now be efficiently and effectively generated, stored, established, analysed, disseminated and used towards improving FBOs-community activities by inclusion of ITs. For example, one can have information about a development initiative that is packaged in form of a short story. Once shared through relevant ITs, the workers can use it to develop their job areas or description. This concurs with Kiwujja (2022) stating that the use of ITs in FBOs has therefore created a platform for which employees can involve themselves as a community in development related initiatives. Further, integrating information technology in FBOs leads to less need for supervision. While, supervision is still vital and necessary, well-trained and oriented workers require less micromanagement. At this stage, it may be explained that on-job training is vital and not just a way of self-development as well as a free choice for every individual, but a significant step towards improving the business and increase FBOs efficiency. Therefore, it is acknowledged that learning gives workers more flexibility, potential and focus to achieve more. Thus, workers can work independently, make informed decisions and be responsible for daily tasks, freeing administrators towards focusing on higher-level strategic goals.

Conclusion

In conclusion, technology advancement is reshaping job roles. By embracing these innovations, FBOs can be able to create impactful training sessions training that prepare

workers for the future. The key lies in staying leveraging and adaptable tools that enhance performance and learning. The Information Technology tools are therefore considered as ways towards accessing market, learn new things and making decisions. Information Technologies are like agents that connect the community to several opportunities online. Despite the role of Information Technologies in engaging public, there is need for a clear insight on the nature of the particular ITs employees use towards solving public needs. The kinds of ITs adopted shall help the research find out to what extent FBOs projects are identified, designed and implemented to ensure their sustainability.

CHAPTER THREE: THE CHALLENGES ENCOUNTERED BY FBOs IN HANDLING ON-JOB TRAINING

Introduction

Creating worker development programs is a smart move for human resource professionals concerning with growth of the organization, commitment and retention of workers. On-job training help workers to improve soft and hard skills, settle into new job responsibilities, wrangle management of time, and others. New workers rely on on-job training to acquire advanced value the up-skilling (Kiwujja, 2022). This chapter presents the challenges encountered by Faith Based Organizations in handling on-job training in Ugandan context, assesses how best do the Faith Based Organizations in Uganda perceive and address IT advancement concerns, and establishes what can be employed by the Faith-Based Organizations as an alternative model in addressing obstacles in online job training and skilling.

The Challenges Encountered by FBOs in Handling On-Job Training

The study investigated the difficulties and barriers that may arise when implementing technology in on-job training sessions or programs, and offers successful solutions to overcome them. This research aims to offer practical assistance to training practitioners and human resource managers, thereby enabling them to increase the efficiency and effectiveness of their on-job training programs and ultimately improve the performance of FBOs in the digital era. IT plays a crucial role in enhancing on-job training by providing several advantages. IT enhance on-job training has a positive impact on on-job training efficiency, effectiveness and employee development. It further allows for the integration of digital resources towards supplementing traditional training methods, leading to improved learning outcomes.

The result also revealed several barriers, limitations and challenges of using IT in promoting on-job training. In the realm of IT adoption for employee on-job training, several challenges, limitations and barriers have been identified: employee acceptance, trust, job displacement, and privacy as inherent barriers and challenges in IT adoption. It is noted that several barriers related to hardware upgrades, training provision, lack of clear guidelines, and high costs as barriers towards adopting BIM (Building Information Modeling). More so, high technology costs, poor infrastructure, and fear of unemployment being a major challenges to adopting modern ITs.

Moreover, the study discussed barriers and limitations such as attracting qualified IT workers, training needs for workers and clients, and data security concerns in the adoption of modern ITs. Other barriers like limited computer access, lack of Electronic Medical Record (EMR) training, poor computer literacy, and inadequate technical support in the adoption of EMR systems. Further, technical and cultural barriers can be overcome through investment in on-job training and acquiring more efficient machines. Furthermore, the investigator expected to identify additional barriers faced in web-based training adoption by workers and their employers. Similar challenges faced by workers of FBOs in adopting e-training, including lack of trust in computer applications, lack of training availability, technological, administrative, and infrastructural issues, cultural barriers, security concerns, limited technical support, and the digital divide.

The study noted that FBOs experience challenges in knowledge sharing among departments and stakeholders. It is assumed that as technology advances, everybody is expected to embrace and know how to use it in its current form. Participation in new ICTs may be among the few individuals who may afford the gadgets that come with the integration of information technology. Affordability and interest in on-job learning something new all the time may be a challenge for individuals to adapt. Such adaptations must be accompanied with on-job trainings on usability and what is to be gained after the on-job trainings.

Additionally, for workers whose literacy skills and income may not allow the adoption of new information technologies may not embrace the integration of ITs and could probably opt to share any form of information in places where other community members gather. This definitely limits the need for knowledge on sharing, use and adoption of advancing ITs (Nampijja, 2024). The cost of connecting to ITs, language resources where workers and other FBOs stakeholders may not understand the language the Information Technology is to be used and lack of coordinated techniques or approaches where a number of employees and professionals are unable to provide the right skills to move amicably forward are some of the major setbacks that hinders the adoption of ITs in FBOs projects. Not many rural areas where FBOs operate from have consistent access to ITs, internet, solar power or electric to charge their equipment and gadgets, and the knowledge to use and sustain them.

It is also found out that workers experience challenges faced during knowledge transfer. As a means towards establishing the possible ways IT may be appropriately used towards improving skills, knowledge transfer and content delivery in the beneficiaries, it was indicated that FBOs workers and public do not have a wide knowledge on the use of several social media platforms and ITs because some of them do not even have smart phones. Even for those who have access to ITs tools like smart phones, they do not know how to appropriately use all the applications that come with them. Most members rely on the televisions, radios, public address systems in communal places for information in regards to announcements and development related issues. Further, the study also identified that for many administrators of experience lack of employee engagement, which have become one of the biggest training challenges. This occurs when workers don’t view the on-job training as beneficial and valuable. It is clear that these days, multigenerational workforces are the norm, not the exception. The advantages of this typically for out-weight the challenges, but considerations also do arise. Workers of one generation may be more tentative towards on-job training software and other apps. These workers may also prefer in-person learning or videos over AI-driven gamification and training. Those of a younger

generation may also prefer gamification and be proficient in the application and use of several training-delivery applications. Young generation trainees may also have hectic home lives that prevent them from spending time or hours on professional learning within their FBOs.

Interventions employed by the FBOs as an Alternative Model in Addressing Obstacles in Online Job Training and Skilling.

The integration of information technology in Uganda's Faith Based Organization activities has long lacked regulation due to the absence of a dedicated policy. Despite the presence of the National Information and Communication Technology (ICT) policy, there have been a significant weaknesses and gaps in providing strategic direction for its application within the FBOs in Uganda. Additionally, recognizing the critical role of information technology tools play in enhancing roles of FBOs and fostering innovation, several FBOs stakeholders have strategized on the integration of digital technologies into the FBOs legal framework.

The existing legal frameworks in Uganda, including the National ICT Policy, encompass several laws and regulations designed towards governing and preventing the misuse of technology across several FBOs. However, these legal instruments and institutional frameworks fall short of addressing the specific concerns and desires related to the integrating of information technology within the FBOs in Ugandan context. This weaknesses and gaps highlights the necessity for a dedicated policy that put focus on leveraging information technology towards enhancing FBOs outcomes and ensuring the responsible and effective use of technology in FBOs in Uganda.

The government of Uganda in collaboration with FBOs has established development initiatives at grass root level through policy implementation, advocacy, and initiating FBOs collaboration with local government. Local leaders have embraced FBOs projects that have worked through social, economic and political spheres. All these initiatives have been enhanced with the adoption of such advancing technologies. Uganda has not been able to trace development through ITs because it has not had an institution to do this directly. However, through different direct and indirect initiatives, a number of local and international bodies have tried to implement activities but have not been able to trace these developments in IT because none of the stakeholders and FBOs has a fully independent IT department as its mandate to do so. Although, ITs tools adoption plays a crucial role in development and improvement of rural livelihoods, beneficiaries and communities at grass root level struggling with adoption and accessibility of social services, information and IT tools. They are also limited to shared or public phones that in most cases are not televisions, smart phones, secretarial bureaus and community radios. It is a few members with smart phones and they are mainly the workers (youth) who may not use them for community social development goals and purposes. The adoption to new and advanced information technologies may also be limitations, and this because of the lack of adequate knowledge on the updated ITs.

Knowledge Levels on the Use of ICTs for FBOs-community Projects

The IT platforms like twitter, online spaces, WhatsApp, internet, Facebook, and others have been known as a few of the avenues for sharing skills and knowledge efficiently and

effectively. They have enabled employees as major users towards developing social networks based on their desire and work-based needs. Collaborative projects have emerged and participation enabled. Online groups have also shared and learnt new ways of implementing projects, developing way of sharing vital information on particular services, products and issues as well as improve on transparency and social service delivery. This has still continued to widen the social networks for workers and bred sustainable FBOs projects and other structures for social development. This kind of technique and approach towards development has been equally embraced by individuals who have adequate knowledge on and skill in using new and integrated information technologies.

Conclusion

In conclusion, the results are expected to underscores a range of barriers to IT adoption for on-job training, encompassing concerns and issues related to: trust, training provision, acceptance, hardware upgrades, job displacement, privacy, data security, attracting qualified IT workers, lack of guidelines, high costs, infrastructure, fear of unemployment, on-job training needs, EMR training, computer access, literacy, technical support, cultural barriers, and awareness issues.

Addressing these challenges is vital and crucial for successful IT integration in on-job training sessions. Many individuals have resorted to increased use of communication of ITs and several social media platforms. It is a well-known fact that IT can revolutionize development in many ways. IT projects are yet to make a breakthrough in online information dissemination for social development.

From this research, there is limited use of ITs in FBOs related development initiatives. The level of participation in community meetings is very high so discussion of FBOs related issues through ITs is also equally limited. This indicates that there is lack of awareness of existence of several ITs being used to deliver such social development projects. The lack of consistent on-job training on the adoption and use of several ITs hinders FBOs beneficiaries from accessing development related initiatives.

CHAPTER FOUR: DISCUSSION OF RESULTS, CONCLUSIONS AND RECOMMEDATIONS

Introduction

The study established the implications of Information Technology in promoting on-job training in Faith-Based Organizations in Ugandan context. This chapter presents the discussions and interpretations of findings of the study and these are presented according to the findings in prior chapters. This chapter also presents the summary of results, conclusions, and recommendations of the study and these are presented according to the findings in chapter four. The areas for further study are equally presented in this chapter.

Discussions

Empirical evidence suggests that IT advancement has a positive influence on employer-provided on-job training, indicating that technology plays a crucial role in shaping on-job training practices. This is in line with Harrison (2023) who argued that on-job training

orientation, organizational support, and on-job training satisfaction are interconnected, with on-job training directly and indirectly influencing satisfaction of employees and perceived value of on-job training. Furthermore, studies (Batool. Hussain. Baqir. Islam & Hanif, 2021) have also explored how on-job training effectiveness during technological changes is influenced by on-job training program characteristics and employees' motivation to learn. This implies that the acceptance and use of new IT by FBOs workers are enhanced through on-job training, leading to increased willingness to adopt new technologies.

Additionally, technological advancements have been linked to improved employee performance through enhanced motivation and on-job training. The integration of technology in employee on-job training programs has revolutionized the way organizations approach skill development and performance enhancement. By leveraging technology, FBOs can provide more accessible, flexible, and effective on-job training opportunities for their employees, ultimately leading to improved motivation, efficiency, performance, and overall organizational success as ascertained by Ferdy (2024).

In the context of development of employees, technology facilitates the adoption of environmentally friendly practices through on-job training programs. It also plays a significant role in improving cognitive performance, especially in elderly individuals, through virtual on-job training scenarios (Omara et al. 2020). Moreover, the integration of technology in on-job training programs for fields like couple and family therapy enhances clinical competence and prepares learners for utilizing technology in their professional work (Beer & Mulder, 2020). This clearly indicates that IT serves as a powerful tool in modern employee on-bob training, offering benefits such as: increased performance, improved learning outcomes, personalized training approaches, and enhanced support for workers. By leveraging IT in on-job training initiatives, FBOs can effectively prepare their workforce to adapt to technological advancements, improve efficiency and productivity, and able to stay competitive in the ever-evolving business landscape.

Another problematic challenge that often occurs related to the role of IT in promoting on-job training is the digital skills gap between FBOs team members. Although, IT offers great opportunities towards improving the quality of on-job training, not all individuals have a sufficient level of digital skills to make optimal use of it. This challenge or phenomenon often arises due to several interrelated factors. First, some workers may experience limited access and sufficient IT skills to adequately use digital learning platforms well. More still, there are also feelings of discomfort or anxiety about new IT that may hinder active participation in online training. This is in agreement with Altwijri & Aldosemani (2022) who argued out that several difficulties can also be felt by FBOs workers from older generations who may not have the same experience in digital environments as younger generations.

Finally, lack of support and on-job training from FBOs can also exacerbate this problem, as there is not enough effort to help employees overcome technology-related barriers. In addition, rapid technological change is also a challenge in itself, because workers need to continuously update and improve their digital skills in accordance with technological developments. Amir & Adi (2022) opines that differences in preferences in e-learning methods may also influence the acceptance of IT in promoting on-job training, with some individuals preferring traditional approaches or direct face-to-face interactions.

Therefore, the digital skills gap among FBOs workers is one of the main obstacles that FBOs need to overcome to ensure the successful use of IT in the context of on-job training.

In the context of on-job training, the application of technology IT can face several limitations. One key limitation is the need for employees to be well-trained to effectively utilize new technologies for innovation and productivity. Additionally, the trap of path dependency can hinder the optimal utilization of firm-specific technological knowledge, emphasizing the importance of continuous training for R&D employees to enhance productivity. Moreover, Okerch et al. (2020) stresses that creating a conducive training climate is crucial for ensuring that employees engage in trained behaviors on the job. Furthermore, older employees in sectors like healthcare may require specialized on-job training on healthcare information systems, necessitating a well-organized and managed training process that considers their unique needs and experiences with technology (Altwijri & Aldosemani, 2022).

It is also vital to address technological illiteracy among FBOs workers, especially younger generations who may be proficient in using IT for personal purposes but lack skills in applying it effectively in a business context. Organizations must develop on-job training systems that encourage cooperation among workers and stakeholders to bridge knowledge gaps and enhance technology adoption. Altwijri & Aldosemani (2022) suggests that integrating technological advancements into on-job training programs can significantly influence motivation and commitment of FBOs employees. While, technology offers numerous benefits for on-job training, addressing factors such as technological literacy, age-related training needs, and creating a supportive training environment are crucial to maximizing the efficiency and effectiveness of IT in on-job training initiatives.

To address several gaps, challenges and limitations in the effective use of IT, several interventions will be and have been identified. These interventions encompass having a shared vision, goals and IT integration plan, changing beliefs and attitudes, overcoming resource scarcity, and conducting professional development, and reconsidering assessments. Critical reflection is also proposed for employees of FBOs to understand clients' capabilities and risks associated with the use of IT. Moreover, Batool et al. (2021) noted that the adoption of assistive IT can be improved by considering factors influencing acceptance based on a designed survey as clearly illustrated in this proposal draft. In summary, by implementing some of these strategies, considering IT acceptance factors, to address disparities, and to promote collaboration and awareness, it is feasible to overcome limitations and challenges in IT use across several domains.

Lastly, to effectively utilize IT in promoting on-job training, FBOs organizations can consider several practical interventions based on research findings. Thus, integrating technology-supported learning (TSL) into on-job training strategies can enhance outcomes of workers and help FBOs adapt to technological advancements. More, implementing the 70-20-10 training model, which emphasizes experiential learning, formal education (upgrading), and social learning, can effectively prepare workers to independently implement technological changes during on-job training programs. Moreover, FBOs should focus on providing knowledge-based training to enhance employee innovative behavior, especially to bridge the gap caused by using outdated methods and technology as ascertained by Amir & Adi (2022).

Further, employers can help employees transition from technological illiteracy to proficiency by building software skills, fostering a culture of continuous learning through digitally focused on-job training programs, and applying design thinking in business settings. It is essential for FBOs to understand the impact of workers perceptions of on-job training on organizational commitment and turnover intentions, to enhance retention and engagement of workers as ascertained by Alnoor et al. (2019). In summary, by considering these interventions, proposed recommendations and insights from research surveys, FBOs can develop effective strategies to leverage IT in promoting on-job training, fostering a culture of continuous learning, organizational growth and innovation.

Summary of Results

The world has embraced the use of Information Technology (ITs) to network as either consumers or service providers. Faith Based Organizations, Learning institutions, NGOs, and businesses around the global have used different platforms of Information Technology towards revolutionizing services and enabling public or customers to efficiently access social services without the need to travel. Faith Based Organizations activities have relied on the use of Information Technologies like smart phones, computers, networks, internet, and software. Information Technologies have been used towards enhancing, adopting and supporting new skills, innovations and strategies to improve their competence, commitment and productivity.

The use of technology has connected people in and outside their regions and communities with the purpose of accessing information. With appropriate use of Information Technologies, organizations are able to offer regular training workshops where workers are able to share skills and challenges they experience at work, in addition to gaining more updated knowledge on technology. It has also enhanced employee's skills, dynamic capabilities and behaviour enhancement through mentoring and induction. Thus, therefore, emphasis should be put on extensive on-job training towards supporting the community for the purposes of social development. A shift in the adoption and integration of more Information Technologies is for FBOs community projects could go a long way in ensuring their sustainability.

Conclusions

The study concluded that the use of IT in promoting on-job training is a critical aspect of modern organizational development, enabling workers to adapt to technological changes, enhance their skills and abilities, and drive innovation within the FBOs. Overall, this systematic review comprehensively shall examine the role of IT in promoting on-job training, highlighting its significance in enhancing organizational efficiency and effectiveness. IT enhance on-job training has a positive impact on on-job training efficiency, effectiveness and employee development. It further allows for the integration of digital resources towards supplementing traditional training methods, leading to improved learning outcomes.

The study also concluded that IT enables the encoding of subject knowledge and teaching skills into software, allowing for personalized and innovative on-job training approaches. A literature synthesis revealed several key barriers and challenges including: unqualified IT employees, data security concerns, poor computer literacy, limited computer

access, lack of trust in computer applications, lack of training availability, limited technical support, and lack of Electronic Medical Record (EMR) training, and inadequate technical support in the adoption of EMR systems.

To address several gaps, challenges and limitations in the effective use of IT, several interventions will be and have been identified. These interventions encompass having a shared vision, goals and IT integration plan, changing beliefs and attitudes, overcoming resource scarcity, and conducting professional development, and reconsidering assessments. Lastly, to effectively utilize IT in promoting on-job training, FBOs organizations can consider several practical interventions based on research findings. Future research should focus on exploring emerging technologies such as virtual reality, artificial intelligence, and augmented reality in promoting on-job training.

Recommendations

The study recommends that FBOs should have a plan for integration. Planning for the integration process would be vital for the selection of appropriate tools. Thus, a well-thought-out plan not helps with a smooth transition but also prepares workers for the change, reducing resistance and fostering acceptance.

The study recommends that FBOs should embrace and enhance the adoption of information technology into their projects. For FBOs projects to thrive through the adoption of ITs, it has been known for implementers to adopt mutual project implementation strategies where by, one of the implementers being conversant with information technologies, and another not so conversant can work together. These implementers learn from each other as well as train on the use of the new information technology tools. This widens the social interactions and breeding of new views, ideas on project implementation. Sharing ideas among employees create the ground for adoption of better technologies like the application and use of more high-tech tools to share information and provide social services to target beneficiaries with ease.

The study recommends that the National Information and Communications Technology Policy for Uganda by the Ministry of Information Communications and Technology aims at deepening utilization and integration of IT services by private sector, organizations, government, and the wider citizenry by prioritizing awareness creation and mind set change. It also prioritizes increasing penetration of IT equipment, applications and services.

More still, FBOs should put in place strategies towards improving information access among stakeholders at grass root level by implementing advocacy strategies on the available ITs, communities can use in development projects of their communities. Currently, individuals at grass root level are not aware of the chances and opportunities that can improve their development initiatives through the application and use of a wide range of ITs. There is therefore need to increase accessibility of content on development to public at grass root level. This can be done with the help of relevant stakeholders and bodies like the UCC (Uganda Communication Commission) to instruct media houses to effectively support in airing out content that can increase information and knowledge on the use of ICT among public. For example, if FBOs has a development related programmes that they may

like to share with public on a wider scope, they may use the free media space towards sharing the vital information as part of community outreach.

Furthermore, the study recommends that the UCC can explore the use of digital advertising boards in strategic private and public spaces like FBOs among others to deliver the digitized and localized development related content. There is also need to widen the scope of those FBOs i that provide on-job trainings on project execution. This should not be left to smaller FBOs who when funding elapses, projects die out. There is need to have government aided sustainable IT friendly projects that the community can be able to embrace for decades.

Limitations of the Research

The research had some bottleneck and limitations in that the data obtained were from Faith Based Organizations in Ugandan context, which is not indicative of all Ugandan Faith Based Organizations. Further investigations may be carried out in other Faith Based Organizations in other regions and on development-related factors influencing on-job training. Future surveys and studies could also be more focused on comparative research between Faith Based Organizations and Non-Government Organizations.

The investigator experienced insufficient research material. However, this was equally solved by the investigator visiting several data sources especially through internet and other similar online sources so as to get additional literature information concerning the topic under study. Finally, limited time was allocated to this research, limiting the coverage area and population covered, however, this was solved by giving more ample time to this research, in addition to balancing work schedule and academic work-plan.

Recommendations for Further Research

The study focused on “Spatial and Temporal Changes of Technology: Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context”. Future research studies should explore the following aspects and concerned areas:-

1. Conducting another qualitative research towards exploring factors behind implementation of information technology, and its consequences to on-job training in public entities in Uganda.
2. Replicate studies in diverse social, cultural and educational contexts towards integrating information technology in Faith-Based Organizations in Ugandan contexts.
3. Further examining demotivational and motivational factors influencing integration of information technology in other sectors in Uganda.

Need for a comparative study about the implications of Information Technology on promoting On-Job Training in other parts of Sub-Saharan African countries, so as to compare with the results got from Faith Based Organizations within Ugandan Context, and have a better proposed ground for interventions.

DECLARATION

I Fred Kiwanuka declare that this Thesis titled, "Spatial and Temporal Changes of Technology: Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context" is my original work and it has never been presented or submitted to any Institution for any Academic award, and that no part of the Thesis is plagiarized work.

Sign ---------- Date ----------12/06/2025-------

Fred Kiwanuka

APPROVAL

This Thesis titled, "Spatial and Temporal Changes of Technology: Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context" has been under my supervision and it is now ready for submission to the Academic Department of the School of Social and Human Studies with my approval.

Signature: ---------- Date: ----------/----------/-------

Dr. Rene Level

COPYRIGHT STATEMENT

DEDICATION

I would like to dedicate this thesis to my beloved wife, Judith Kiwanuka for her endless support and prayers in every walk of life and not forgetting my entire family members for their endless prayers and love. I cannot proceed without special dedications to all my mother, Francis Natenza and well-wishers who were always there for me in times of need.

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APPENDIX 1: INFORMED CONSENT FORM

(Individual Interview and Focus Group Discussion**)**

TITLE OF STUDY: Spatial and Temporal Changes of Technology: Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context

Principal investigator: FRED KIWANUKA

Introduction

I Fred Kiwanuka, is doing research entitled, "Spatial and Temporal Changes of Technology: Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context". My study is aimed at fulfilling the requirements for the award of a PhD. This informed consent document basically explains the nature of the study to you the respondent. In case you have any questions, they will be answered after the study has been explained to you. If you decide to participate in the study, you will be asked to sign a consent document, a copy of which you will be given a copy to keep.

The study is sponsored by the researcher (Fred Kiwanuka)

Purpose of Study: The study tool a more evidence-based approach towards exploring the implications of Information Technology in promoting on-job training in Faith-Based Organizations in Ugandan context.

Study Procedures: Your participation in this study will involve a semi-structured individual interview which will involve experience sharing and your opinions regarding Implications of IT on Promoting On-Job Training in Faith Based Organizations in Ugandan Context. The individual interview will last about 15-20 minutes and will involve audio recording. These transcripts and audio records will be transcribed later for verification purposes and coding. Interviews will be scheduled based on your availability.

Who will Participate in the Study? The study will comprise administrators and employees of FBOs, and only administrators will be interviewed from the sampled FBOs; while, employees will participate in focus group discussions.

Risks: This study poses no risks to you personally or your institution except the risk of inconveniencing you for your time during the interview or answering the questionnaire.

Benefits: There will be no direct benefit to you for participating in this research. However, we hope that the information obtained from this research may help FBOs to devise means of encouraging employees to integrate information technology. The administrators may request a copy of the final report for reference and in agreement with the principal investigator may request for a presentation to aid knowledge sharing sessions with the integration of FBOs and its implications onto on-job training.

Confidentiality: For the purposes of this research, your comments will not be anonymous. Every intervention will be made by the investigator to preserve your confidentiality including the following: assigning code names/numbers for participants that will be used on all research notes and documents, interview transcriptions, and any other identifying participant information in a locked file cabinet in the personal possession of the investigator. Participant data will be kept confidential except in cases where the investigator is legally obligated to report specific incidents. These incidents may include, but not limited to, incidents of abuse and suicide risk.

Voluntary Participation: Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

Statement of Consent:

I …… grant consent that on account of my knowledge, skills, experience and willingness to communicate my opinions do accept that the information I share during my interaction may be used by Fred Kiwanuka for research purposes.

I am aware that my discussions maybe audio recorded and grant consent for these audio recordings, provided that my privacy will be protected. I understand that by signing this form, I do not waive off my legal rights but merely indicate that I have been informed about the research study in which I am voluntarily agreeing to participate.

A copy of this will be provided to me.

Participant's Name: ---------- Signature: ----------

Researcher's Name: Fred Kiwanuka Signature : ----------

Date : ----------12/06/2025----------

APPENDIX II: INDIVIDUAL INTERVIEW GUIDE (ADMINISTRATORS)

Guiding Questions

1. In your view, what are the emerging online training platforms for employees among FBOs in Ugandan context?
2. In your view, what are the implications thereof for on-job training among FBOs in Ugandan context?

3. In your view, what are the challenges encountered by FBOs in handling on-job training in Ugandan context?
4. How does the FBOs in Uganda perceive and address IT advancement concerns?
5. In your view, what can be employed by the FBOs as an alternative model in addressing obstacles in online job training and skilling?
6. How best should information technology be integrating with FBOs?
7. How best do you think on-job training can be improved within FBOs?

Thank You for your cooperation

APPENDIX III: FOCUS GROUP DISCUSSION (EMPLOYEES)

Guiding Questions

1. What are the emerging online training platforms for employees among Faith Based Organizations in Ugandan context?

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2. What are the implications thereof for on-job training among Faith-Based Organizations in Ugandan context?

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3. What are the challenges encountered by Faith Based Organizations in handling on-job training in Ugandan context?

   ---

4. How does the Faith FBOs perceive and address IT advancement concerns?

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5. What can be employed by the Faith-Based Organizations as an alternative model in addressing obstacles in online job training and skilling?

Thank You for your cooperation

APPENDIX IV: CHECKLIST

Statement

1. Information concerning Information Technology
2. Information concerning on-job training within FBOs
3. Information concerning online training platforms for employees
4. Information concerning the implications of information technology on on-job training
5. Information concerning on the challenges encountered by FBOs in handling on-job training.
6. Information on how best do the FBOs perceive and address IT advancement concerns.
7. Information concerning about FBOs as an alternative model in addressing obstacles in online job training and skilling.
8. Information about interventions to integrate Information technology