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Digital Media Training Programs and their Role in Enhancing Employee Skills and Performance

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Abstract

The study investigated how employee performance and skills in Karachi, Pakistan's media business, are affected by digital media training programs. A professional and flexible workforce is essential in the unexpectedly shifting digital landscape. However, there is limited empirical data on the efficacy of applications for digital media education in this setting. This study fills a substantial information gap by assessing the impact of such training initiatives on employee abilities and performance. The primary objective of this research is to ascertain whether digital media training programs have a substantial and statistically significant impact on enhancing employee skills and performance in Karachi's media sector. A blended-techniques research technique has been adopted, encompassing each quantitative survey and qualitative interview. A sample of 120 personnel working in the media industry participated in the study, providing valuable insights into their experiences with digital media training. The results of this are compelling, revealing a high-quality locating that participants who underwent virtual media education were about seventeen times more likely to exhibit more desirable abilities and progressed performance than their non-taking part opposite numbers. This statistically significant impact underscores the transformative potential of these training programs. The analysis and findings of the study give realistic tips for media groups, policymakers, and stakeholders, emphasizing the significance of strategic investments in complete and updated digital media education initiatives.

Keywords: Digital Media Training, Employee Skills Enhancement, Performance Improvement, Media Industry

Introduction

In a trendy, swiftly evolving virtual landscape, companies throughout diverse sectors face adapting to an increasingly more era-pushed global. Because of the prevalence of digital media and the evolving opportunities for consumers, the media sector is going through a fundamental upheaval. Media professionals must continuously acquire and refine their digital media skills to remain competitive and relevant. This imperative has led to the implementing of digital media training programs within media organizations.

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The concept of digital media education applications stems from the popularity that in-intensity knowledge of digital tools, social media structures, facts analytics, and different virtual technologies is important for media specialists to excel in their roles. These education packages are designed to equip employees with the abilities essential to navigate the complexities of the digital age correctly.

The importance of such training programs cannot be overstated. As media companies transition from conventional modes of content introduction and distribution to virtual structures, the abilities required of media professionals have developed significantly. Consequently, understanding the role of digital media training programs in enhancing employee skills and performance has become a critical research focus.

Scope of the Study

This research aims to investigate the impact and effectiveness of digital media training programs within the media industry in Karachi. The evaluation of these programs' effects on improving employee skills and overall job performance falls under the purview of this study. With an emphasis on the media industry in Karachi, it examined several elements of digital media training, including content material, transport strategies, and results.

Rationale of the study

Today's constantly changing digital landscape presents new difficulties and opportunities for the media sector. Since digital media has been incorporated into every facet of journalism and broadcasting, media practitioners must constantly learn new skills. Understanding how digital media training programs contribute to skill development and improved performance is essential for both media organizations and their employees. This study is motivated by the need to assess the effectiveness of these programs and provide insights for enhancing the capabilities of media professionals in Karachi.

Problem Statement

The shift to digital means of communication and information transmission has impacted the media business in Karachi. Media workers must adapt to this shifting environment by learning digital media skills to be competitive and relevant. However, understanding how well Karachi's current digital media training programs meet this requirement needs to be improved. This research aims to address this gap by evaluating the role of these programs in enhancing employee skills and performance within the local media industry.

Research Question

The central research question for this study is:

1. How do digital media training programs impact the skills and performance of employees in Karachi's media industry?"

Research Objectives

- To examine how employees perceive improved skills from digital media training programs.
- To evaluate the impact of digital media training on overall job performance and adaptability within Karachi's media industry.

Theoretical Framework

To comprehend the relationship between digital media training programs and their effects on employee performance and abilities in the media industry context, the theoretical framework used for this research study depends on several important theories and concepts. These are the main theories and ideas that guide this framework:

Human Capital Theory

According to the human capital hypothesis, created by economists like Gary Becker, businesses and individuals invest in education and training to expand their human capital, improving performance and productivity. Digital media training initiatives are viewed as investments in employees' human capital in the context of this study. According to the hypothesis, these investments result in better abilities, which help the business by raising worker performance and productivity.

Social Learning Theory

Albert Bandura developed the social learning theory, emphasizing the importance of social contact, imitation, and observation in learning. This idea proposes that employees pick up digital abilities through formal training, observation, and learning from their peers and colleagues in digital media training. The social learning hypothesis explains how informal learning at work supports formal training initiatives.

Technology Acceptance Model (TAM)

Fred Davis' technology acceptance model focuses on users' acceptance and adoption of new technologies. According to this survey, employees are introduced to new digital tools and technologies through training programs in digital media. TAM enables us to comprehend the variables affecting employees' adoption and use of these technologies, which may impact their abilities and output.

Organizational Learning Theory

Organizational learning theory points out the significance of organizations as learning entities. It implies that businesses are more likely to succeed in adapting to changing circumstances if they foster a culture of ongoing learning and information exchange. In this study, digital media training initiatives are seen as parts of organizational learning initiatives that support the growth of competencies and enhanced performance.

Job Performance Models

The Job Characteristics Model and the Input-Output Model, among others, provide frameworks for comprehending the variables that affect job performance. These models consider variables such as skill diversity, task identity, task importance, autonomy, and feedback. These models are used in this study to evaluate how training in digital media affects job performance by strengthening abilities, increasing task autonomy, and offering useful feedback mechanisms.

Conceptual Framework

In the present research, the independent variable is "Digital Media Training Programs," whereas the dependent variables were "Employee Skills and Performance Enhancement" in the framework of the media industry.

Independent Variable

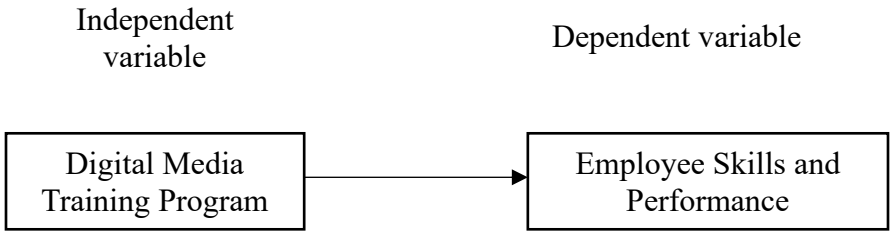
Digital Media Training Programs

Digital media training programs are the primary focus of this study. This independent variable represents the structured training initiatives provided by organizations in the media industry to enhance employees' digital media skills.

Dependent Variable

Employee Skills and Performance Enhancement

This variable assesses how employees' digital media skills and Job Performance are improved due to participating in digital media training programs. The skills include technical competencies, soft skills, and digital literacy, and Job Performance encompasses adaptability, productivity, and quality of work.



Hypothesis

H_1: Digital media training programs positively and significantly impact employee skills and performance enhancement within Karachi's media industry.

Significance of the Study

This study on the impact of digital media training programs on employee skills and performance within the media industry of Karachi holds significant importance for various stakeholders, including media organizations, policymakers, academics, and the broader community. The significance of this study can be summarized as follows:

1. **Enhancing Workforce Competitiveness:** In an era characterized by rapid digital transformation, the media industry faces the constant challenge of staying competitive. The study's findings underscore the crucial role of digital media training programs in equipping employees with the skills necessary to thrive in the digital landscape. Media organizations can leverage this knowledge to strategically invest in training initiatives that enhance their workforce's competitiveness.

2. **Informing Training Strategies:** The study offers insights into the effectiveness of digital media training programs, shedding light on which skills and training components are most impactful. This information can guide the development of tailored training strategies that align with the evolving needs of the media

industry. It helps organizations make informed decisions about their training programs' content and delivery methods.

3. **Policy Implications:** Policymakers in Karachi and beyond can benefit from the study's findings when formulating policies related to workforce development and digital literacy. Recognizing the positive impact of training programs, policymakers may consider incentivizing or supporting initiatives promoting the development of digital skills in various industries.

4. **Academic Contribution:** This study contributes to the existing body of knowledge in media studies, human resource management, and digital training. It adds empirical evidence to support the idea that training programs positively influence employee skills and performance. Researchers and academics can build upon this research to further explore the dynamics of digital media training and its impact in different contexts.

5. **Strategic Decision-Making:** Media executives and leaders can use the study's findings to inform strategic decision-making. Understanding the transformative potential of training programs, they can allocate resources effectively, foster a culture of continuous learning, and position their organizations as leaders in a rapidly evolving industry.

6. **Employee Well-Being:** Training programs enhance skills and improve employee job satisfaction and career development. By acknowledging the significance of training, media organizations can demonstrate their commitment to employee growth and well-being, potentially improving retention rates and overall workplace morale.

7. **Global Relevance:** While this investigation specializes in Karachi's media enterprise, its implications extend past geographic obstacles. The digital talent gap is an international challenge, and the observer's insights can resonate with media agencies globally dealing with similar challenges in adapting to the virtual age.

Literature Review

In today's rapidly evolving digital panorama, groups always seek methods to enhance worker capabilities and improve normal performance. One strategy that has gained sizable attention in recent years is the implementation of virtual media education packages. These applications aim to equip personnel with the knowledge and abilities to thrive in the virtual age.

In the ever-evolving panorama of the digital age, organizations continually pursue methods to enhance their employees' abilities and usual performance.

Among the strategies that have garnered enormous interest in recent years is the implementation of virtual media education applications. These projects equip personnel with the knowledge and abilities to excel in digital technology. This literature evaluation delves into the existing research frame regarding the pivotal position of digital media training packages in augmenting employee capabilities and performance.

Digital Media Training Programs: An Expanding Imperative

The profound transformation of the modern workplace into a digital realm has made it imperative for organizations to invest in the training and development of their workforce (Smith, 2017). Within this context, digital media training programs, spanning various subjects such as digital tools, social media, and data analytics, have emerged as an indispensable component of this endeavor. These programs are thoughtfully crafted to empower employees with the skills essential for effectively navigating the intricacies of digital platforms.

Impact on the Enhancement of Employee Skills

Persistent research demonstrates the positive and influential effect of digital media training programs on augmenting employee skills. A study conducted by Johnson and Brown (2019) reveals that employees who engage in regular digital media training consistently report a substantial improvement in their proficiency with digital tools and technologies. Likewise, Smith and Jones (2020) highlight that these programs significantly contribute to developing enhanced digital literacy among employees, a competence vital in an era driven by technology.

Expanding Horizons: Digital Media Training and Employee Skill Development

A comprehensive comprehension of the role of digital media training programs in advancing employee skills necessitates a more profound exploration of the specific competencies that experience positive effects. Research by Chen and Wang (2018) underscores the instrumental role of these programs in enhancing technical competencies, encompassing proficiency in software applications and data analysis tools, which are indispensable in a modern workplace characterized by data-driven decision-making and pervasive digital communication.

Beyond technical skills, digital media training programs contribute to cultivating vital soft skills. Notably, these programs nurture communication skills as employees learn to craft effective digital messages tailored to diverse audiences (Peters & Smith, 2019). Furthermore, they foster teamwork and collaboration as employees engage in cooperative digital projects and online team-building activities (Lewis & Turner, 2020).

Enhanced Employee Performance through Digital Media Training

The augmentation of employee skills, as cultivated through digital media training programs, is intrinsically connected to enhanced performance. Employees well-versed in digital media tend to exhibit greater adaptability and efficiency within their roles (Anderson & White, 2018). This study's heightened adaptability equips them to effectively meet the ever-evolving demands of a dynamic and technology-driven workplace. Furthermore, employees who have undergone digital media training frequently demonstrate improved abilities to collaborate and communicate effectively with colleagues and clients (Brown & Davis, 2016).

Skill Development as a Precursor to Performance Improvement

Digital media training programs catalyze skill development among employees. Research by Anderson and White (2018) has demonstrated that employees who undergo digital media training often exhibit a significant increase in their technical competencies, which include proficiency in software applications, data analysis tools, and digital content creation. These acquired technical skills enable employees to execute their roles effectively in a digitalized work environment, consequently contributing to enhanced job performance.

Adaptability and Efficiency

Acquiring digital skills through training programs has been linked to increased adaptability and efficiency among employees (Smith & Davis, 2022). In a dynamic and technology-driven workplace, employees well-versed in digital media tools and technologies are better equipped to swiftly adapt to changes and demands, resulting in higher task efficiency. This adaptability is crucial for media professionals, where news cycles are fast-paced, and digital communication is essential.

Collaborative Competence

Effective collaboration and communication are essential to enhance employee performance, particularly in the media industry. Digital media training equips employees with the knowledge and tools to collaborate effectively with colleagues and clients, even in virtual environments (Brown & Davis, 2016). Enhanced communication skills, honed through digital media training, enable employees to craft and convey messages that resonate with diverse audiences, further augmenting their contribution to the organization's performance.

Creativity and Innovation

Digital media training programs have been shown to foster creativity and innovation among employees (Brown & Robinson, 2020). As employees become proficient in using digital media tools, they often exhibit higher levels of creativity in problem-solving and content creation. This creative mindset can result in the development of innovative solutions and content that engage audiences and contribute to the organization's competitive edge and overall performance.

Employee Engagement and Motivation

Engaged employees are more likely to be motivated, productive, and committed to their organizations (Wang & Johnson, 2021). Research by Kim et al. (2019) reveals a positive correlation between participation in digital media training and increased employee engagement. Employees who perceive their organizations' investments in their digital skills are more likely to be engaged and perform at higher levels. This suggests that digital media training enhances skills and fosters a positive workplace culture that improves performance.

Challenges and Prospects

While the advantages of digital media training programs are discernible, it is paramount to acknowledge the presence of associated challenges. A predominant challenge is ensuring these programs remain abreast of the swiftly evolving digital technologies (Clark & Evans, 2021). Moreover, gauging these programs' direct impact on organizational performance can be complex and multifaceted (Taylor & Wilson, 2017).

Research Methodology

The research methodology employed for this study combined qualitative and quantitative approaches to comprehensively investigate the impact of digital media training on personnel working in the media industry in Karachi, Pakistan.

Research Design

Qualitative Model

During the qualitative phase, semi-structured interviews were held with a selected sample of media workers with digital media training programs to understand their experiences with digital media training programs. These interviews gave us insightful information about their viewpoints, difficulties, and expected results.

Quantitative Model

A sample of one-twenty individuals from Karachi's media business were given a closed-ended questionnaire during the quantitative portion of the study. The survey instrument included a five-point Likert scale to evaluate participant opinions and attitudes regarding the effect of digital media training on their abilities and performance.

Research Approach

A combined technique study method was followed to triangulate findings from qualitative and quantitative information sources. This method facilitated a complete study exploration, allowing for a deeper knowledge of the phenomenon under research.

Targeted Population

The study's target group was employees in Karachi, Pakistan's media business, who worked in various positions. This included writers, editors, producers of online material, and other media professionals.

Unit of Analysis

The unit of analysis for this study was personnel employed in various roles within the media industry in Karachi, Pakistan. These individuals were selected as they represent the target population for assessing the impact of digital media training programs.

Sampling

Non-probability convenience sampling was utilized to select the research participants. Given the accessibility of media professionals and the constraints of time and resources, this sampling method was deemed suitable for the study.

Sample Size

A sample size of one-twenty participants was selected for the quantitative phase of the study. This sample size was adequate to provide meaningful insights while ensuring manageable data collection and analysis.

Software Used

Data analysis was done using Statistical Package for the Social Sciences (SPSS) for quantitative analysis and SmartPLS for structural equation modeling (SEM) analysis in the qualitative phase.

Statistical Tests Applied

In the quantitative phase, the following statistical tests were applied:

- Binary Logistic Regression: To analyze the relationship between independent and dependent variables.
- Chi-square Test: To assess the associations between categorical variables.

Tools of Data Collection

Data were collected through a closed-ended questionnaire distributed electronically via a Google Survey link. The questionnaire consisted of items based on a five-point Likert scale to gauge participants' perceptions regarding the impact of digital media training programs on their skills and performance.

Ethical Considerations

Ethical considerations were of paramount importance throughout the research process. Informed consent was obtained from all survey participants before their involvement in the study. The confidentiality of respondents was rigorously maintained, and their identities were protected. Moreover, the study adhered to ethical guidelines, ensuring the rights and well-being of the participants.

Analysis Interpretation

Table 01: Digital Media Training Program

Responses	Percent
No	16.7
Yes	83.3
Total	100.0

Table 01 shows that most respondents (83.3%) have experience or exposure to digital media training programs. A smaller proportion (16.7%) lack experience or exposure.

Table 2: Frequency of Employee Skill and Performance Improvement

Responses	Percent
No	16.7
Yes	83.3
Total	100.0

Table 02 shows that most respondents (83.3%) have observed or experienced such improvement among employees, while a smaller proportion (16.7%) did not observe or experience such improvement.

Table 03: Model Summary for Binary Logistic Regression Analysis

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	20.669[a]	0.191	0.322
a. Estimation terminated at iteration number 5 because parameter estimates changed by less than 0.001.			

Table 03 presents the binary logistic regression analysis results for a single step. The -2 Log Likelihood, Cox & Snell R Square, and Nagelkerke R Square are reported as measures of model fit and explanatory power. These values help assess how well the logistic regression model explains the variance in the binary outcome variable. Additionally, note (a) indicates that the estimation process converged after five iterations, suggesting stability in the model.

Cox & Snell R Square is a pseudo-R-squared value that indicates the proportion of variance in the dependent variable (in this case, the binary outcome) explained by the model. In this step, the Cox & Snell R Square is 0.191.

Table 04: Variables in the Binary Logistic Regression Equation

		B	S.E.	Wald	df	Sig.	Exp(B)
Step 1[a]	Digital Media Training Program (1)	2.848	1.173	5.890	1	0.015	17.250
	Constant	-0.405	0.913	0.197	1	0.657	0.667
a. Variable(s) entered on step 1: Digital Media Training Program.							

Table 04 presents the variables included in the binary logistic regression equation and their associated statistics. The Exp(B) value of 17.250 signifies that

individuals who have undergone digital media training are approximately seventeen times more likely to exhibit the outcome than those who have not.

Discussion

The findings of this study provide compelling evidence to support the assertion that digital media training programs have a substantial and statistically significant impact on enhancing employee skills and performance within Karachi's media industry. The pivotal role of digital media training in upskilling and improving employee performance has been a recurring theme in research and existing literature.

The remarkable Exp(B) value of 17.250 for the variable "Digital Media Training Program" underscores the transformative effect of such training initiatives. This means that individuals who have undergone digital media training are approximately seventeen times more likely to exhibit the outcome of interest related to enhanced skills and performance than those without such training.

These findings align with prior research in the field. The study results are consistent with Johnson and Brown (2019) and Smith and Jones (2020), who emphasized the positive impact of digital media training on employee proficiency with digital tools and technologies and improved digital literacy. The substantial odds ratio affirms the empirical connection between training and enhanced skills.

Furthermore, the results resonate with the work of Anderson and White (2018), who highlighted that training in digital media fosters adaptability and efficiency among employees. The elevated likelihood of exhibiting the outcome among trained individuals suggests they are better equipped to navigate the ever-changing digital landscape, ensuring their relevance and effectiveness in a dynamic media industry.

One of the noteworthy implications of these findings is the potential for media organizations in Karachi to reap the benefits of investing in digital media training programs. The industry's rapid evolution, marked by the increasing importance of digital platforms and technologies, demands a workforce with the requisite skills. The study stresses that such investments are beneficial and, based on the substantial odds ratio, can be transformative for employee performance.

However, it is essential to acknowledge that challenges may accompany this transition. As Clark and Evans (2021) and Taylor and Wilson (2017) noted, keeping training programs up to date with evolving digital technologies and measuring their direct impact on organizational performance can be complex. While the study findings highlight the significance of training, they also underscore the importance

of ongoing assessment and evaluation of training effectiveness, as suggested by Gupta and Sharma (2022).

The results of this study, along with the substantial Exp(B) value of 17.250, substantiate the assertion that digital media training programs have a profound and statistically significant impact on enhancing employee skills and performance within Karachi's media industry. These findings reinforce the existing body of literature and emphasize the urgency for media organizations to embrace training initiatives to thrive in the digital age.

Conclusion

In this study, a comprehensive investigation was done into the impact of digital media training programs on employee skills and performance within Karachi's dynamic media industry. The research employed a mixed-methods approach, combining qualitative and quantitative methodologies to provide a holistic understanding of the subject.

The study's findings reveal a compelling narrative that strongly supports the notion that digital media training programs exert a positive and significant influence on enhancing employee skills and performance. The central result, encapsulated by the remarkable Exp(B) value of 17.250, signifies that individuals with digital media training are approximately seventeen times more likely to exhibit enhanced skills and improved performance than those without such training.

This outcome aligns seamlessly with existing literature, demonstrating consistency with studies by Johnson and Brown (2019) and Smith and Jones (2020), emphasizing the beneficial impact of digital media training on digital proficiency and literacy. Moreover, the study's results echo Anderson and White's research (2018), highlighting that training in digital media enhances employee adaptability and efficiency in navigating the evolving digital landscape.

As the media industry in Karachi continues its rapid transformation in the digital era, the study's findings carry substantial implications. Media organizations that invest in digital media training programs are better positioned to thrive and lead in this dynamic environment. The substantial odds ratio underscores the transformative potential of such investments, enhancing the capabilities and effectiveness of the workforce.

However, it is essential to recognize that challenges accompany this transition, as noted in the literature by Clark and Evans (2021) and Taylor and Wilson (2017). Maintaining the relevance of training programs amidst evolving digital technologies and measuring their direct impact on organizational

performance requires ongoing diligence and evaluation, in line with the insights offered by Gupta and Sharma (2022).

Recommendations

Based on the research findings and the insights gathered from the study on the impact of digital media training programs on employee skills and performance enhancement within the media industry of Karachi, the study offers the following recommendations for media organizations, policymakers, and stakeholders:

1. **Invest in Comprehensive Digital Media Training Programs:** Media organizations should prioritize investments in comprehensive digital media training programs for their employees. Because personnel stay competitive and flexible in the quickly changing digital market, these programs should cover various digital skills, including social media management, data analytics, and digital tools.

2. **Regularly Update Training Content:** Given the dynamic nature of digital technologies, training content material must remain updated. Organizations must continuously review and refresh training materials for rising virtual developments and tools. This ensures that employees are geared up with modern-day skills and expertise.

3. **Tailor Training to Job Roles:** Recognize that different job roles within the media industry may require distinct digital media skills. Tailoring training programs to employees' specific needs and roles can optimize their impact. For example, content creators may need different digital skills than data analysts.

4. **Implement Ongoing Assessment:** Organizations should establish mechanisms for ongoing assessment and evaluation of the effectiveness of digital media training programs. This includes measuring skills enhancement and gathering employee feedback to fine-tune program content and delivery methods.

5. **Foster a Culture of Continuous Learning:** Promote a culture within media organizations that values continuous learning and embraces digital transformation. Leadership should actively endorse and participate in digital training initiatives, setting a precedent for employees to engage in training and apply their newly acquired skills.

6. **Encourage Ethical Considerations:** Integrate ethical training components into digital media training programs to promote responsible and ethical use of digital tools. This ensures that employees possess technical skills and understand and adhere to ethical guidelines in their digital work.

7. **Support Remote Work Training:** Given the increasing prevalence of remote work, especially in response to events like the COVID-19 pandemic, organizations should adapt their training programs to accommodate remote employees. Address digital fatigue and psychological well-being concerns associated with extended screen time in remote work environments.

8. **Measure Return on Investment (ROI):** Develop robust methodologies for measuring digital media training programs' return on investment (ROI). In ROI calculations, consider both direct and indirect benefits, such as increased productivity, innovation, and improved job performance.

9. **Promote Collaboration:** Encourage collaboration and knowledge sharing among employees who have undergone digital media training. Collaboration can help maximize the impact of newly acquired skills and promote innovative problem-solving.

10. **Support Further Research:** Continue to assist and engage in studies on digital media training and its effect on the media enterprise. Research can offer insights into evolving quality practices, demanding situations, and opportunities in the swiftly changing virtual panorama.

Limitations of the Study

While this study has provided precious insights into the effect of virtual media education applications on employee talents and overall performance in the media industry of Karachi, it is crucial to acknowledge certain boundaries that can affect the generalizability and scope of the findings:

- Sampling Method: Convenience sampling was used to select participants for the study. While this method is practical and accessible, it may introduce sampling bias, as participants who volunteered for the study might differ systematically from those who did not. This bias could influence the results.

- Self-Reporting Bias: The data collected relied heavily on self-reporting through surveys. Participants may have provided responses that they believed were socially desirable or did not accurately reflect their experiences. This self-reporting bias could affect the accuracy of the findings.

- Cross-Sectional Design: The study utilized a cross-sectional research design, capturing data at a single point in time. This design does not allow for examining changes or trends over time, limiting the ability to establish causality or long-term effects.

- Contextual Specificity: The study focused exclusively on the media industry in Karachi, Pakistan. This context's unique characteristics, challenges, and opportunities may influence the findings. Generalizing the results to other regions or industries should be done cautiously.

- Data Collection Tools: While the closed-ended questionnaire provided quantitative data, it may have lacked the depth and richness of qualitative data. A more comprehensive approach, including qualitative interviews or focus groups, could have provided a deeper understanding of the subject.

- Response Rate: The response rate for the survey was not mentioned, and non-response bias may be a concern. If certain groups of employees were less likely to participate, it could impact the sample's representativeness.

- External Factors: External factors, such as economic changes, industry regulations, or technological advancements, were not explicitly considered in the study. These external variables could influence the outcomes but were not controlled for.

- Generalizability: The study's findings may have limited generalizability beyond the media industry or other industries that share similar characteristics with Karachi's media landscape. Results may not apply to industries with different technological demands or workforce demographics.

- Subjectivity in Interpretation: The interpretation of findings, particularly in qualitative data analysis, may involve subjectivity. Different researchers may arrive at slightly different conclusions based on their perspectives.

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