

EMPLOYEE DIGITAL PROFICIENCY AND SUSTAINABLE ORGANIZATIONAL PERFORMANCE OF FAST-FOOD FIRMS IN RIVERS STATE NIGERIA

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Abstract

This study investigated the relationship between Employee Digital Proficiency comprising Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy and Sustainable Organizational Performance in fast-food firms in Rivers State, Nigeria. A correlational survey design was employed, targeting 35 respondents from 20 fast-food firms operating since 2010. Data were collected using structured questionnaires and analyzed using Pearson Product-Moment Correlation (PPMC) with SPSS version 23. The results revealed strong and statistically significant positive relationships between each dimension of digital literacy and Sustainable Organizational Performance: Information Data Literacy ($r = 0.947, p < 0.01$), Digital Content Literacy ($r = 0.782, p < 0.01$), and Digital Learning Literacy ($r = 0.851, p < 0.01$). These findings suggest that employees with high digital competencies significantly contribute to their organization's long-term sustainability by enhancing decision-making, innovation, and adaptability. The study concludes that improving digital literacy among employees is vital for achieving and maintaining Sustainable Organizational Performance, especially in the evolving digital landscape. It recommends continuous investment in digital training, integration of digital platforms, and policy-level commitment to digital skill development.

Introduction

In today's rapidly evolving digital era, Employee Digital Proficiency has emerged as a critical factor influencing Sustainable Organizational Performance across various industries, including the fast-food sector. Digital literacy encompasses a broad set of competencies, with key dimensions including Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy. Information Data Literacy refers to the ability of employees to effectively locate, evaluate, and use data relevant to their tasks (Ng, 2012). Digital Content Literacy involves understanding, creating, and sharing digital content responsibly and efficiently (Martin & Grudziecki, 2006). Digital Learning Literacy highlights employees' capacity to engage with digital platforms for continuous learning and skills development (Van Laar et al., 2017). Together, these competencies enable employees to navigate digital tools and resources, thus enhancing operational efficiency, innovation, and adaptability key pillars of Sustainable Organizational Performance.

In the context of fast-food firms, which operate in highly competitive and fast-paced environments, digital literacy among employees can influence critical processes such as inventory management, customer service, marketing, and compliance with health and safety regulations (Alam & Noor, 2020). For instance, employees proficient in Information Data Literacy can better handle customer data and inventory analytics, while Digital Content Literacy supports effective communication with customers through social media and digital advertising platforms. Meanwhile, Digital Learning Literacy fosters continual skill development that helps organizations adapt to technological advances and market changes, thereby contributing to long-term sustainability (UNESCO, 2019).

Despite the acknowledged importance of digital literacy in enhancing organizational performance and sustainability, most extant research has predominantly focused on formal education settings or large corporate environments (Nguyen, 2020; Van Deursen & Van Dijk, 2019). There remains a notable gap in empirical studies exploring the specific influence of Employee Digital Proficiency dimensions on Sustainable Organizational Performance within the fast-food industry, particularly in developing regions such as Rivers State, Nigeria. This gap is critical given the unique operational

challenges faced by fast-food firms in this region, including limited access to digital infrastructure, varying levels of employee education, and intense market competition (Eze & Ejiofor, 2021). Addressing this gap is essential to provide actionable insights into how enhancing Employee Digital Proficiency can drive sustainable business practices, improve customer satisfaction, and foster competitive advantage in fast-food firms. Consequently, this study seeks to investigate the relationship between Employee Digital Proficiency (Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy) and Sustainable Organizational Performance in fast-food firms operating in Rivers State, Nigeria, thereby contributing to both academic knowledge and practical interventions in the sector.

Statement of the Problem

Despite the increasing adoption of digital technologies in business operations, many fast-food firms in Rivers State, Nigeria, continue to struggle with sustaining their organizations amid intense competition and rapidly changing market demands. One critical factor contributing to this challenge is the varying levels of Employee Digital Proficiency, particularly in the key areas of Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy. Employees lacking these digital skills may face difficulties in efficiently using digital tools necessary for customer service, inventory management, and marketing, which can hinder organizational productivity and sustainability. Moreover, while previous studies have highlighted the importance of digital literacy in improving employee performance and organizational outcomes, there is a noticeable scarcity of research focusing on how these digital literacy dimensions specifically impact the sustainability of fast-food firms in developing regions like Rivers State. This gap is significant because the fast-food industry operates in a unique environment where rapid service delivery and constant innovation are essential for survival. Therefore, this study seeks to investigate the relationship between Employee Digital Proficiency and Sustainable Organizational Performance in fast-food firms in Rivers State, Nigeria, aiming to provide insights that could help bridge the knowledge gap and offer practical recommendations for enhancing digital capabilities and sustaining organizational growth in the sector.

Conceptual Framework

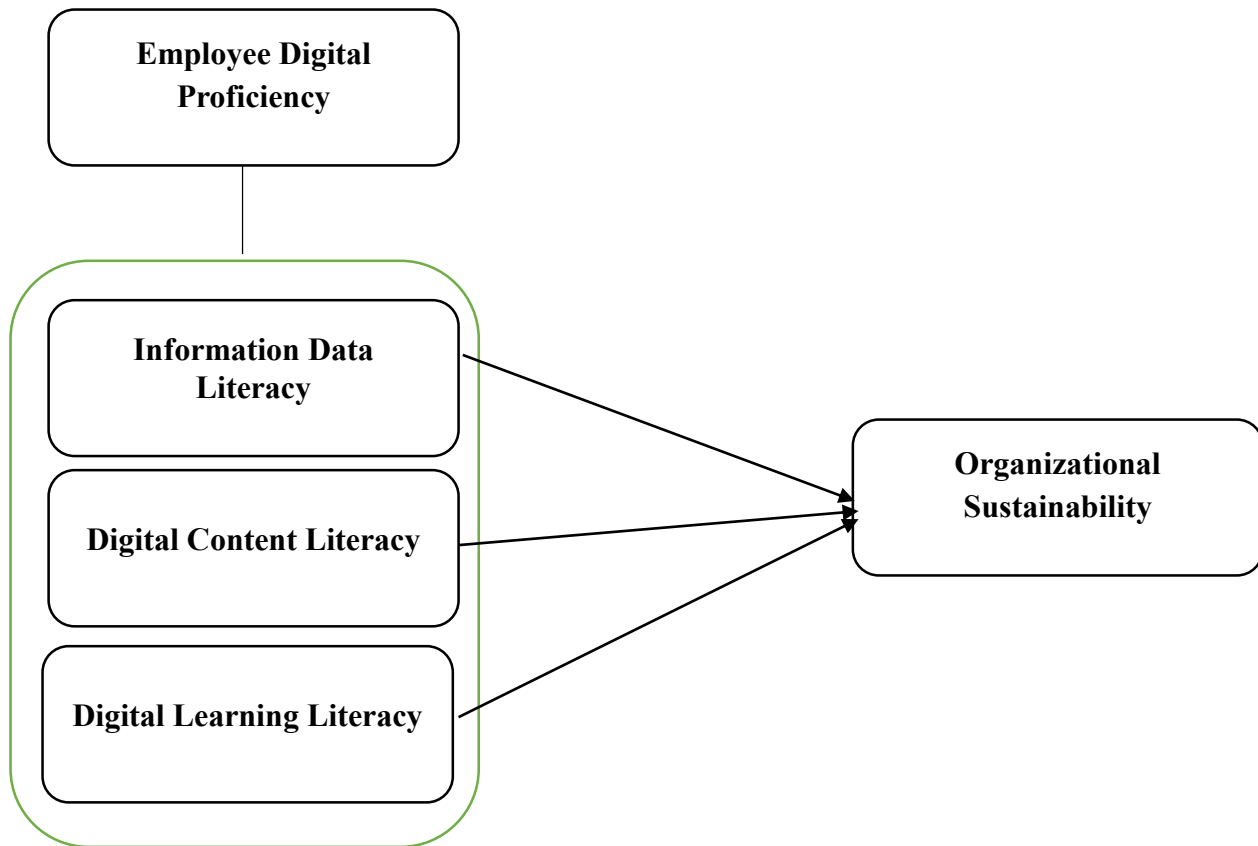


Figure 1: Conceptual framework

Source: Rhoades, & Eisenberger (2002).

The aim of this study was to determine the relationship between Employee Digital Proficiency and Sustainable Organizational Performance of fast-food firms in Rivers State, Nigeria. The specific objectives were to:

- 1) Determine the relationship between Information Data Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.
- 2) Determine the relationship between Digital Content Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.
- 3) Determine the relationship between Digital Learning Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

Research questions

The following research questions were raised to guide the study.

- 1) What is the relationship between Information Data Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria?
- 2) What is the relationship between Digital Content Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria?
- 3) What is the relationship between Digital Learning Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria?

Research Hypotheses

The following null hypotheses were formulated and tested at a significant level of 0.05.

H01: There is no significant relationship between Information Data Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

H02: There is no significant relationship between Digital Content Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

H03: There is no significant relationship between Digital Learning Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

Significance of the Study

This study is significant as it explores the critical role of Employee Digital Proficiency specifically Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy in fostering the Sustainable Organizational Performance of fast-food firms in Rivers State, Nigeria. By examining these dimensions, the research provides valuable insights into how equipping employees with essential digital skills can enhance operational efficiency, customer engagement, and adaptability in a highly competitive and technology-driven industry.

The findings of this study will be particularly beneficial to fast-food business owners and managers seeking to improve their firms' sustainability by identifying digital literacy gaps and implementing targeted training programs. Additionally, policymakers and educational institutions can leverage the results to design relevant digital literacy curricula and initiatives tailored to the needs of the fast-food sector, thereby supporting workforce development and economic growth. Furthermore, the study contributes to academic literature by addressing a notable research gap concerning the impact of digital literacy on Sustainable Organizational Performance within the context of developing economies, particularly in the fast-food industry. This will serve as a foundation for future research and practical interventions aimed at enhancing digital competencies among employees to drive long-term organizational success.

Review of Related Literature

Conceptual Review

Employee Digital Proficiency

Employee Digital Proficiency has become a vital competency in the modern workplace, especially as organizations increasingly rely on digital technologies to manage operations, communicate, and deliver services. Digital literacy broadly refers to the ability to locate, evaluate, use, and create information using digital technologies (Ng, 2012). In the organizational context, digital literacy goes beyond basic computer skills; it encompasses the capacity to adapt to evolving technologies, engage with digital tools for learning, and contribute to digital content creation and data-driven decision-making (Van Laar et al., 2017).

One key dimension is Information Data Literacy, which involves an employee's ability to find, assess, and effectively use digital information in their work. This skill is particularly relevant in fast-paced industries such as fast-food services, where data-driven insights are essential for inventory management, customer service, and marketing (Yousef et al., 2021). Employees who are proficient in handling digital information can support faster and more accurate decision-making, contributing to organizational efficiency and sustainability.

Another critical component is Digital Content Literacy, which includes the ability to create, interpret, and communicate content across various digital platforms (Martzoukou et al., 2020). For front-line employees in fast-food firms, this might involve using social media tools, digital menus, or marketing systems to engage with customers. As consumer interactions become increasingly digital, content literacy ensures that employees can effectively represent the brand and enhance the customer experience.

A third but equally important aspect is Digital Learning Literacy the ability of employees to learn and adapt using digital platforms and tools. This includes participating in online training, using learning management systems (LMS), and staying updated with technological changes in the industry

(Redecker, 2017). In dynamic environments like the fast-food industry, digital learning literacy enables continuous upskilling, helping firms remain competitive and sustainable over time.

While the benefits of digital literacy are widely acknowledged, disparities in employee competencies remain a challenge, particularly in developing countries where access to digital resources and training may be limited (Van Deursen & Van Dijk, 2019). Consequently, enhancing Employee Digital Proficiency is not just a technical issue but also a strategic priority for Sustainable Organizational Performance, requiring investment in digital infrastructure, training, and leadership support. In summary, Employee Digital Proficiency is a multifaceted construct that encompasses information handling, digital content engagement, and digital learning. Its role in driving Sustainable Organizational Performance, especially in fast-moving sectors like fast food, is increasingly recognized. Organizations must therefore assess and build these competencies systematically to foster innovation, adaptability, and long-term success.

Dimensions of Employee Digital Proficiency

In the digital age, Employee Digital Proficiency has emerged as a core requirement for enhancing workplace efficiency, adaptability, and long-term sustainability. Digital literacy is not a singular skill but rather a composite of several interrelated competencies that enable individuals to effectively use digital tools for information access, communication, learning, and content creation (Ng, 2012; Van Laar et al., 2017). Among its critical dimensions are Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy, all of which are vital to employee productivity and organizational resilience, especially in dynamic industries such as fast food.

Information Data Literacy

Information Data Literacy refers to the ability of employees to search, evaluate, and apply digital data and information in solving work-related problems (Lloyd, 2010). It includes skills such as identifying credible data sources, interpreting information, and applying insights in decision-making. In the fast-food industry, employees with strong information data literacy can efficiently manage inventory systems, interpret sales trends, and respond to customer feedback using data-driven tools. This competency also helps in minimizing errors and improving responsiveness to operational changes. According to Yousef et al. (2021), data-literate employees are better positioned to leverage digital dashboards and analytics tools to improve service delivery and reduce costs, contributing significantly to Sustainable Organizational Performance.

Digital Content Literacy

Digital Content Literacy involves the capacity to understand, create, and communicate digital content across various platforms and formats (Martzoukou et al., 2020). It includes basic competencies such as composing emails, managing social media interactions, editing digital documents, and using online communication tools in a professional setting. In the context of fast-food firms, where customer engagement through digital platforms is critical, digital content literacy enables employees to contribute effectively to branding, marketing, and customer service efforts. For instance, frontline workers who can update menu information on digital ordering systems or respond appropriately to online customer inquiries add value to the business's digital presence. As Martin and Grudziecki (2006) suggest, digital content literacy is foundational to professional participation in the digital workplace.

Digital Learning Literacy

Digital Learning Literacy encompasses an individual's ability to use digital tools and environments for self-directed and continuous learning (Redecker, 2017). This includes engaging with learning management systems (LMS), accessing online training materials, and participating in webinars or virtual workshops. For employees in the fast-food sector, where operations and tools evolve rapidly,

the ability to learn and adapt through digital means ensures they remain up to date with new technologies, safety standards, or customer service protocols. Van Laar et al. (2017) emphasize that digital learning literacy is essential for fostering a culture of lifelong learning and adaptability, both of which are critical to maintaining competitive advantage and sustainability in an increasingly digital economy. Together, Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy form the cornerstone of a digitally competent workforce. These competencies not only enhance individual employee performance but also support broader organizational goals such as innovation, customer satisfaction, and sustainability. As industries continue to digitize, especially in developing economies like Nigeria, organizations must prioritize the development of these digital literacy dimensions among employees to ensure long-term success.

Sustainable Organizational Performance

Sustainable Organizational Performance refers to an organization's capacity to operate in a manner that ensures long-term economic performance while also considering environmental stewardship and social responsibility (Elkington, 2018). It encompasses practices and strategies that enable a business to thrive not just in the present but also in the future, by balancing profit-making with the well-being of people and the planet. This concept has evolved from the traditional view of corporate social responsibility to a more integrated and strategic approach to sustainable development (Epstein, 2018). At its core, Sustainable Organizational Performance consists of three interdependent pillars: economic, environmental, and social sustainability. Economic sustainability involves efficient resource management, innovation, and competitiveness. Environmental sustainability focuses on reducing waste, conserving resources, and minimizing the ecological footprint of operations. Social sustainability, on the other hand, emphasizes equity, employee well-being, community engagement, and ethical governance (Doppelt, 2017).

In today's digital era, especially in rapidly evolving industries like fast food and ICT, human capital has emerged as a key driver of sustainability. Employees' skills, attitudes, and adaptability especially in the digital realm have a significant influence on how sustainably an organization operates (Ehnert et al., 2016). For instance, employees with strong digital and learning literacy can promote paperless workflows, contribute to efficient supply chain systems, and engage in lifelong learning to keep up with technological change all of which are linked to sustainable organizational practices (Linnenluecke & Griffiths, 2010).

Furthermore, technology has become a catalyst for achieving sustainability goals. Organizations that integrate digital tools into their sustainability strategy such as data analytics, e-learning platforms, and green technologies are better positioned to monitor and optimize performance across all sustainability dimensions (Lubin & Esty, 2010). In this context, employee capabilities, particularly digital literacy, are crucial to supporting technological transformation and fostering a sustainability-oriented culture. Despite growing awareness, many organizations especially in developing countries still lack structured sustainability frameworks or struggle to align employee skills with sustainability goals (Olawale & Garwe, 2019). This gap reinforces the need for targeted investments in employee training, inclusive digital policies, and leadership commitment to sustainability. Sustainable Organizational Performance is no longer an optional add-on but a strategic imperative for long-term business success. It demands a holistic approach that aligns people, processes, and technology. As organizations increasingly rely on digital operations, enhancing employee competencies such as digital literacy is essential for implementing sustainable practices and maintaining competitive advantage in a rapidly changing environment.

Theoretical Review

Understanding the intersection between Employee Digital Proficiency and Sustainable Organizational Performance requires grounding in relevant theoretical frameworks that explain how knowledge, skills, and technology adoption influence long-term organizational outcomes. Two major

theories that offer explanatory power for this relationship are the Resource-Based View (RBV) Theory and the Technology Acceptance Model (TAM).

Resource-Based View (RBV) Theory

The Resource-Based View (RBV), popularized by Barney (1991), posits that organizations achieve sustained competitive advantage through the possession and strategic deployment of valuable, rare, inimitable, and non-substitutable (VRIN) resources. In the context of Sustainable Organizational Performance, Employee Digital Proficiency can be conceptualized as a strategic intangible resource particularly in environments that are technology-driven and rapidly evolving, such as fast-food firms in Nigeria.

The RBV theory suggests that internal capabilities like digitally literate employees are more critical to sustained performance than external market factors. When employees possess high levels of information data literacy, digital content literacy, and digital learning literacy, they are better equipped to engage in efficient digital workflows, adopt sustainable practices, and drive innovation. This, in turn, enhances the organization's ability to adapt, remain competitive, and operate sustainably (Wernerfelt, 1984; Barney, 1991).

In practice, an organization where the workforce can effectively use digital tools to manage information, communicate, and learn new technologies is more likely to reduce waste, save costs, and ensure smooth operations. This aligns with the RBV's assertion that unique employee capabilities can serve as a source of long-term competitive and sustainable advantage (Peteraf, 1993).

Moreover, the RBV emphasizes that the development of such capabilities is not instantaneous; it requires consistent investment in training and knowledge management. Therefore, from an RBV perspective, building Employee Digital Proficiency is not only beneficial but essential for organizations aiming to integrate sustainability into their core operations.

Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), originally developed by Davis (1989), offers a behavioral explanation for how users come to accept and use new technologies. TAM posits that two key factors Perceived Usefulness (PU) and Perceived Ease of Use (PEOU) influence an individual's attitude towards using technology, which in turn affects actual technology usage.

In the context of Employee Digital Proficiency, TAM is instrumental in understanding how employees engage with digital tools for content creation, data management, and learning. For instance, if employees perceive digital platforms as easy to use and beneficial to their work, they are more likely to adopt them willingly and integrate them into their daily routines (Venkatesh & Davis, 2000). This is especially relevant in fast-paced service environments like fast-food firms, where operational efficiency and responsiveness are tied to Employee Digital Proficiency.

TAM also supports the idea that increasing digital literacy through training can shift perceptions of usefulness and ease, thus enhancing acceptance. As employees become more comfortable with digital technologies, their productivity improves, and so does their ability to contribute to sustainable practices, such as reducing paper use, managing digital inventory systems, or participating in online learning modules.

Importantly, TAM has been expanded over time (e.g., TAM2, UTAUT) to include external variables such as organizational support, training availability, and social influence, all of which are pertinent to promoting digital skill development in the workplace (Venkatesh et al., 2003). This expanded model helps explain why some organizations successfully foster digital competency among employees while others struggle often due to a lack of supportive structures. Both RBV and TAM offer rich theoretical insights into how digital literacy among employees can influence Sustainable Organizational Performance. RBV highlights the strategic value of human capital in sustaining organizational performance, while TAM focuses on the behavioral dynamics of technology adoption.

Together, these theories provide a strong foundation for examining how the development of digital competencies among employees can serve as both a catalyst and a driver of sustainable organizational practices.

Empirical Review

A growing body of empirical research has explored the relationship between Employee Digital Proficiency and organizational outcomes, particularly in the context of sustainability. These studies shed light on how specific dimensions of digital literacy impact organizational adaptability, efficiency, and long-term resilience.

In a study by Van Laar et al. (2017) titled the relation between 21st-century skills and digital skills: A systematic literature review, the researchers reviewed and synthesized data from multiple empirical studies involving employees across sectors in Europe and North America. The findings emphasized that digital literacy, including information handling, communication, and critical thinking, significantly contributes to employee productivity and organizational agility. The study concluded that equipping employees with digital skills enhances innovation and supports sustainable organizational practices. The authors recommended integrating digital competencies into professional development programs to prepare workers for future technological demands.

Bawack, Wamba, and Carillo (2021) conducted an empirical investigation into how digital competencies influence organizational transformation in the service industry. Using a survey method with 348 participants from African and European firms, the researchers found that information and data literacy directly impacted decision-making speed and accuracy, leading to improved resource allocation and environmental efficiency. The study concluded that data-literate employees are more likely to adopt practices that support Sustainable Organizational Performance. It recommended that companies invest in digital training and tools that enhance employees' data interpretation and usage skills.

In a Nigerian context, Eze et al. (2020) carried out a cross-sectional survey titled Digital transformation and sustainability in Nigerian SMEs. The study, which involved 210 SME employees, examined the impact of digital learning literacy on the sustainability of operations. Results revealed a positive correlation between employees' ability to engage in digital learning and the firm's ability to maintain operations amid environmental and market changes. The authors concluded that digital learning literacy fosters innovation and continuous improvement, both of which are crucial for long-term sustainability. They recommended embedding e-learning platforms into employee development initiatives.

Further, Ifinedo (2018) examined the role of digital content literacy in organizational knowledge management and sustainability among ICT firms in Lagos. Using structural equation modeling (SEM) on data collected from 275 employees, the study found that employees who could create, manage, and evaluate digital content contributed more to innovation and knowledge sharing within the organization. This, in turn, supported sustainable growth. The study concluded that content literacy plays a pivotal role in maintaining competitive advantage and encouraged organizations to support content creation through digital platforms and collaborative tools.

Lastly, Omodan and Ige (2022) explored Digital literacy and sustainable leadership in educational institutions in Nigeria. While focusing on the education sector, the study has transferable implications for Sustainable Organizational Performance. The researchers employed qualitative interviews with 20 administrators and found that digital literacy enabled leaders to implement eco-friendly technologies and fostered a culture of accountability and transparency. They concluded that Employee Digital Proficiency underpins sustainable leadership practices and recommended continuous professional development in digital skills. Across the reviewed studies, there is strong empirical evidence supporting the link between various dimensions of Employee Digital Proficiency and Sustainable Organizational Performance. Specifically, information data literacy enhances strategic decisions, digital content literacy supports innovation and knowledge sharing, and digital

learning literacy enables adaptability and growth. These findings collectively suggest that digital literacy is a cornerstone for sustainable development in both private and public sector organizations.

METHODOLOGY

Research Design

The study adopted a correlational survey research design. This design was deemed appropriate as it enabled the researcher to examine the relationship between Employee Digital Proficiency and Sustainable Organizational Performance in fast-food firms in Rivers State, Nigeria. The correlational approach allowed for the assessment of how different dimensions of digital literacy (Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy) relate to sustainability outcomes without manipulating any variables.

Population of the Study

The population of the study comprised 20 fast-food firms operating in Rivers State, Nigeria, all of which have been in business since 2010. These firms were selected based on their consistent operation and structured human resource departments capable of responding to questions on digital literacy and organizational practices. The table below lists the selected firms:

Table 1: Population of the Study

S/N	Name of Fast-Food Firm	Location
1	Kilimanjaro	Port Harcourt
2	Crunchies Fried Chicken	Port Harcourt
3	Genesis Fast Food	Port Harcourt
4	Jevinik Restaurant	Port Harcourt
5	Chicken Republic	Port Harcourt
6	Tantalizers	Port Harcourt
7	Mr. Biggs	Port Harcourt
8	The Promise Restaurant	Port Harcourt
9	Buns and Batter	Port Harcourt
10	Mama Cass	Port Harcourt
11	Sky Restaurant	Port Harcourt
12	Mummy's Place Restaurant	Port Harcourt

S/N	Name of Fast-Food Firm	Location
13	Sweet Sensation	Port Harcourt
14	Kitchen Express	Port Harcourt
15	Foodies	Port Harcourt
16	Naija Kitchen	Port Harcourt
17	Home Affairs Eatery	Port Harcourt
18	Divine Cuisine	Port Harcourt
19	Tastee Fried Chicken	Port Harcourt
20	Choice Eatery	Port Harcourt

Source: Nigerian business directory (2025)

Sample Size and Sampling Technique

A census sampling technique was adopted due to the manageable size of the population. Thus, all 20 fast-food firms were included in the study. Additionally, a purposive sampling technique was employed in selecting two respondents from each firm, specifically targeting individuals in managerial or supervisory roles who are knowledgeable about the digital practices and sustainability initiatives of their organizations. This resulted in a total of 40 respondents.

Instrument for Data Collection

Data were collected through a structured questionnaire designed to measure the dimensions of Employee Digital Proficiency (information data literacy, digital content literacy, and digital learning literacy) and Sustainable Organizational Performance practices. The questionnaire included close-ended items structured on a 5-point Likert scale ranging from "Strongly Disagree" to "Strongly Agree."

Validity and Reliability of the Instrument

To ensure the instrument's validity, face and content validation were conducted by three experts in the fields of Human Resource Management and Educational Measurement. Their inputs helped refine the questionnaire items for clarity and relevance. For reliability, the Cronbach's Alpha test was employed using SPSS version 23. The reliability coefficients for all the constructs exceeded the minimum threshold of 0.70, confirming internal consistency of the questionnaire items.

Administration of the Instrument

The questionnaires were administered electronically via emails and messaging platforms (such as WhatsApp and Telegram), allowing respondents to complete the forms at their convenience. Follow-up messages were sent to ensure a high response rate.

Method of Data Analysis

The data collected were analyzed using both descriptive and inferential statistics. Descriptive statistics (mean, standard deviation, frequency) were used to summarize responses, while Pearson

Product-Moment Correlation (PPMC) was used to test the hypotheses on the relationship between Employee Digital Proficiency dimensions and Sustainable Organizational Performance. All analyses were carried out with the aid of SPSS version 23.

Results

40 copies of the questionnaire were distributed out of which 35 copies of the instrument which form the basis of the analysis.

H01: There is no significant relationship between Information Data Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

Table 5: Correlations on Information Data Literacy and Sustainable Organizational Performance

		Information Data Literacy	Sustainable Organizational Performance
Information Data Literacy	Pearson Correlation	1	.947**
	Sig. (2-tailed)		.000
	N	35	35
Sustainable Organizational Performance	Pearson Correlation	.947**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

The hypothesis H01, which states that there is no significant relationship between Information Data Literacy and Sustainable Organizational Performance of fast-food firms in Rivers State, Nigeria, was tested using Pearson correlation analysis. As shown in Table 5, the Pearson correlation coefficient between Information Data Literacy and Sustainable Organizational Performance is 0.947, which indicates a very strong positive relationship between the two variables. The p-value associated with this correlation is 0.000, which is less than the 0.01 significance level, meaning the correlation is statistically significant. Therefore, the result rejects the null hypothesis and supports the conclusion that there is a significant positive relationship between Information Data Literacy and Sustainable Organizational Performance in fast-food firms in Rivers State. This suggests that higher levels of information data literacy among employees are strongly associated with better Sustainable Organizational Performance outcomes.

H02: There is no significant relationship between Digital Content Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

Table 6: Correlations on Digital Content Literacy and Sustainable Organizational Performance

		Digital Content Literacy	Sustainable Organizational Performance
Digital Content Literacy	Pearson Correlation	1	.782**
	Sig. (2-tailed)		.000
	N	35	35
Sustainable Organizational Performance	Pearson Correlation	.782**	1

Sig. (2-tailed)	.000	
N	35	35

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

The hypothesis H02, which posits that there is no significant relationship between Digital Content Literacy and Sustainable Organizational Performance of fast-food firms in Rivers State, Nigeria, was tested using Pearson correlation analysis. As shown in Table 6, the Pearson correlation coefficient between Digital Content Literacy and Sustainable Organizational Performance is 0.782, indicating a strong positive relationship between the two variables. The p-value is 0.000, which is below the 0.01 significance threshold, signifying that the correlation is statistically significant. Consequently, the null hypothesis is rejected, and the findings suggest a significant positive relationship between Digital Content Literacy and Sustainable Organizational Performance in fast-food firms in Rivers State. This implies that better skills in creating and managing digital content contribute meaningfully to sustaining organizational performance in this sector.

H03: There is no significant relationship between Digital Learning Literacy and Sustainable Organizational Performance of fast-food firms in rivers state Nigeria.

Table 7: Correlations on Digital Learning Literacy and Sustainable Organizational Performance

		Digital Learning Literacy	Sustainable Organizational Performance
Digital Learning Literacy	Pearson Correlation	1	.851**
	Sig. (2-tailed)		.000
	N	35	35
Sustainable Organizational Performance	Pearson Correlation	.851**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

The hypothesis H03, which states that there is no significant relationship between Digital Learning Literacy and Sustainable Organizational Performance of fast-food firms in Rivers State, Nigeria, was examined using Pearson correlation analysis. According to Table 7, the Pearson correlation coefficient between Digital Learning Literacy and Sustainable Organizational Performance is 0.851, indicating a strong positive relationship between these variables. The p-value is 0.000, which is less than the 0.01 significance level, meaning the correlation is statistically significant. Therefore, the null hypothesis is rejected, and the findings reveal a significant positive relationship between Digital Learning Literacy and Sustainable Organizational Performance. This suggests that higher proficiency in digital learning contributes significantly to sustaining organizational growth and success in the fast-food sector in Rivers State.

Table 8: Summary of Result

Hypothesis No.	Variables	Correlation Coefficient (r)	Significance (p-value)	Decision	Interpretation
H01	Information Data Literacy & Sustainable Organizational Performance	0.947	0.000	Reject null hypothesis	Significant strong positive relationship
H02	Digital Content Literacy & Sustainable Organizational Performance	0.782	0.000	Reject null hypothesis	Significant positive relationship
H03	Digital Learning Literacy & Sustainable Organizational Performance	0.851	0.000	Reject null hypothesis	Significant strong positive relationship

Source: Survey Data (2025) via SPSS Output version 25.

Discussion of findings

The findings of the current study reveal significant positive relationships between Employee Digital Proficiency dimensions Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy and Sustainable Organizational Performance of fast-food firms in Rivers State, Nigeria. This aligns well with the broader empirical evidence found in the literature, underscoring the critical role digital literacy plays in enhancing sustainable organizational outcomes.

Van Laar et al. (2017), through a systematic review of studies across Europe and North America, emphasized that digital literacy including skills related to information handling and critical thinking significantly improves employee productivity and organizational agility. This supports our findings, particularly the strong correlation observed between Information Data Literacy and Sustainable Organizational Performance, suggesting that employees' ability to manage and utilize digital information effectively enables firms to innovate and respond dynamically to environmental demands. The recommendation by Van Laar et al. to integrate digital competencies into professional development resonates with the current study's implications for enhancing employee skills in fast-food firms to foster sustainability.

Similarly, Bawack, Wamba, and Carillo (2021) found that information and data literacy positively influenced decision-making and resource efficiency in firms across Africa and Europe. This is consistent with the present study where Information Data Literacy strongly relates to sustainable practices, highlighting that data-savvy employees make better-informed decisions that contribute to the efficient allocation of resources an essential aspect of sustainability. The current study's findings echo their call for investments in digital training to enhance employees' data interpretation capabilities.

In the Nigerian context, Eze et al. (2020) established a positive correlation between digital learning literacy and the sustainability of SMEs' operations. Their findings that digital learning fosters innovation and continuous improvement mirror the significant association found in this study between Digital Learning Literacy and Sustainable Organizational Performance. This suggests that fast-food firms in Rivers State benefit from employees who engage in continuous digital learning, which supports organizational adaptability and long-term survival amid changing market conditions.

The role of Digital Content Literacy in fostering innovation and knowledge sharing, as evidenced by Ifinedo (2018) in Lagos-based ICT firms, further corroborates the current study's results. The positive relationship between Digital Content Literacy and sustainability observed in this research aligns with Ifinedo's conclusion that content creation and management contribute to competitive advantage and sustainable growth. Both studies emphasize the need for organizations to support digital content capabilities through collaborative tools and platforms.

Lastly, Omodan and Ige (2022) highlighted how digital literacy underpins sustainable leadership by enabling the adoption of eco-friendly technologies and promoting accountability. Although their study focused on educational institutions, the implications extend to the private sector, reinforcing the current study's findings that digital literacy broadly supports sustainable organizational cultures and practices. Collectively, these studies validate the present research's conclusion that Employee Digital Proficiency in its various dimensions is fundamental to achieving Sustainable Organizational Performance. The empirical evidence consistently demonstrates that digitally literate employees enhance strategic decision-making, innovation, knowledge sharing, and adaptability, all of which are crucial for sustaining competitive and environmentally responsible organizations in today's fast-evolving business landscape.

CONCLUSION

This study established that Employee Digital Proficiency significantly influences Sustainable Organizational Performance within fast-food firms in Rivers State, Nigeria. Specifically, Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy each showed strong positive correlations with sustainable organizational practices. Employees who effectively manage digital information, create and share digital content responsibly, and engage in continuous digital learning contribute to improved decision-making, innovation, adaptability, and long-term sustainability of their firms. These findings highlight the critical need for enhancing digital competencies among employees to support organizational resilience and competitive advantage in an increasingly digital business environment.

RECOMMENDATIONS

1. Fast-food firms should implement ongoing training programs focusing on Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy to equip employees with up-to-date digital skills essential for sustainable operations.
2. Organizations need to adopt and promote the use of digital platforms for content creation, knowledge sharing, and online learning to enhance collaboration and innovation within the workforce.
3. Firms should institutionalize digital literacy development as part of their human resource policies and sustainability strategies, ensuring consistent employee engagement with digital technologies aligned to organizational goals.

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Appendix A Introduction

Below is a 12-item close-ended questionnaire organized in a tabular format, with items grouped under the three dimensions of Employee Digital Proficiency : Information Data Literacy, Digital Content Literacy, and Digital Learning Literacy. Each item is to be rated using a 5-point Likert scale:

- **SA = Strongly Agree**
- **A = Agree**
- **N = Neutral**
- **D = Disagree**
- **SD = Strongly Disagree**

Questionnaire Items on Employee Digital Proficiency

Item Statement	SA	A	N	D	SD
I can effectively search for work-related information using digital tools.					
I am skilled at analyzing and interpreting digital data for decision-making.					
I regularly evaluate the credibility and accuracy of digital information sources.					
I understand how to manage and protect sensitive digital data in the workplace.					
I can create digital documents, presentations, and reports using content creation tools.					
I frequently use digital platforms to share work-related content with colleagues or management.					
I understand copyright and ethical guidelines when creating or using digital content.					
I am confident in editing and managing multimedia content for workplace tasks.					
I use online platforms to improve my job knowledge and skills.					
I can easily navigate digital learning management systems (e.g., LMS, online training tools).					
I actively engage in digital learning communities to enhance my professional development.					
I can apply knowledge gained from online training to my day-to-day job tasks.					

**Appendix B
 SPSS Output**

Correlations

		Information Data Literacy	Sustainable Organizational Performance
Information Data Literacy	Pearson Correlation	1	.947**
	Sig. (2-tailed)		.000
	N	35	35
Sustainable Organizational Performance	Pearson Correlation	.947**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

```
CORRELATIONS
/VARIABLES=VAR00001 VAR00002
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.
```

Correlations

		Digital Content Literacy	Sustainable Organization al Performance
Digital Content Literacy	Pearson Correlation	1	.782**
	Sig. (2-tailed)		.000
	N	35	35
Sustainable Organizational Performance	Pearson Correlation	.782**	1
	Sig. (2-tailed)	.000	
	N	35	35

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

Correlations

Correlations

		Digital Learning Literacy	Sustainable Organizational Performance
Digital Learning Literacy	Pearson Correlation	1	.851**
	Sig. (2-tailed)		.000
	N	35	35
Sustainable Organizational Performance	Pearson Correlation	.851**	1
	Sig. (2-tailed)	.000	
	N	35	35

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