

EMOTIONAL INTELLIGENCE AS CORRELATES OF DATA PRIVACY PROTECTION PRACTICES AMONG LIBRARY UNIVERSITIES STAFF IN RIVERS STATE

By

Innocent Iwezor Ordu PhD,
John Gibson Ogonu PhD

&

Glory Hanotu

Department of Library and Information Science,
Rivers State University Nkpolu-Oroworukwo
Port Harcourt, Nigeria.

Innocent.ordu@ust.edu.ng, innocent.iwezor@gmail.com,
John.ogonu@ust.edu.ng, glorychantu@gmail.com.

Abstract

This study investigated the correlation between Emotional Intelligence (EI) and data privacy protection practices among library universities staff in Rivers State, Nigeria. The objective was to determine whether staff with higher EI competencies are more likely to engage in responsible and ethical handling of user data. Three (3) research questions and three (3) hypotheses guided the study based on the objectives of the study. The research adopted a correlational design. The population comprised all 39 professional and para-professional library staff from selected universities in Rivers State, and a census sampling method was employed to select all the 39 library professionals as respondents for the study. Data collection was conducted using a structured and validated questionnaire titled "Emotional Intelligence and Data Privacy Protection Skills Questionnaire (EIDPPSQ)." The instrument was validated by research experts within the library profession. The reliability of the instrument was established through test re-test. The data collated from the two-pre-testing survey data was correlated using Cronbach's Alpha that yielded a reliability index of 0.87. Data analysis involved descriptive statistics (mean and standard deviation) to address research questions and Pearson Product Moment Correlation to test the study's hypotheses at a 0.05 level of significance. The analysis revealed statistically significant positive correlations between all five dimensions of emotional intelligence and data privacy protection practices among others. The study conclusively establishes that emotional intelligence is a significant and multifaceted correlates of data privacy protection practices. Based on these findings, the study recommends: the integration of structured EI training into professional development programs; the development and enforcement of clear data privacy policies among others.

Keywords: Emotional Intelligence, Data Privacy, Protection Practices, University Libraries, Library Staff.

Introduction

In today's knowledge-driven society, information has become a vital resource, and its management is central to the functions of universities. University libraries serve as repositories of academic resources and custodians of sensitive personal data, making data privacy protection an essential aspect of their service delivery. Data privacy protection skills refer to the knowledge, competencies, and practices individuals employ to safeguard information from unauthorized access, misuse, or disclosure, ensuring that personal and institutional data are handled in accordance with ethical and legal standards (Tafa, 2023). These skills include understanding and applying principles of confidentiality, integrity, and availability; managing passwords, encryption, access controls, and software updates; and conducting risk assessment and mitigation (Elhai et al., 2022; Iwayemi & Adeleke, 2022).

Libraries must protect users' borrowing histories, digital footprints, and personal identifiers to uphold intellectual freedom, promote trust, and comply with frameworks such as the General Data Protection Regulation (European Commission, 2021) and the Nigeria Data Protection Regulation (NDPR, 2019). Breaches in privacy may expose users to surveillance, reputational harm, and self-censorship, thereby undermining the library's role as a safe and neutral space for information access (Rubin & Rubin, 2020; Mannheimer, Young & Rossmann, 2021).

Emotional Intelligence (EI), defined as the ability to perceive, understand, manage, and use emotions effectively (Mayer, Caruso & Salovey, 2016; Cherry, 2018), is increasingly recognized as a critical factor influencing professional conduct in service-oriented institutions such as libraries. Goleman (1998) identified five dimensions of EI: self-awareness, self-regulation, motivation, empathy, and social interaction. These competencies influence how individuals respond to workplace pressures, interact with users, and manage sensitive information. For instance, self-regulation fosters ethical decision-making and reduces impulsive actions that may lead to privacy breaches, while empathy enhances sensitivity to users' concerns about confidentiality (Mannheimer, Young & Rossmann, 2021). Social interaction skills enable staff to communicate policies clearly, manage conflicts, and build trust.

Self-regulation, another variable of the study that entails the ability to control impulses, manage stress, and maintain discipline in the face of distractions. In library settings where digital systems and confidential data must be handled with caution, staff who exhibit strong self-regulation are less likely to engage in behavior that compromises data security (Suleman, Syed, & Raza, 2020). They avoid careless actions such as leaving computers unlocked, sharing passwords for convenience, or discussing user information inappropriately. Their ability to regulate emotions and remain composed helps them follow established privacy protocols even when under pressure, thereby reducing the risk of data breaches (Cox, & Edwards, 2024).

Motivation also plays a vital role in influencing data privacy protection practices. Motivated library staff are internally driven to perform their duties effectively and

uphold ethical standards. They show commitment to understanding and implementing data privacy policies, and they willingly participate in training and continuous learning aimed at improving their competence. Because they take pride in their work and strive for excellence, they are more likely to adhere to privacy guidelines, update their skills, and remain vigilant in safeguarding user information. Their high level of motivation ensures consistent compliance with data protection standards, even when external supervision is minimal.

Therefore, emotional intelligence provides the human competencies necessary for the consistent and ethical implementation of data privacy protection skills. As university libraries in Rivers State rely increasingly on digital platforms that collect and store user data, staff attitudes, emotional regulation, communication patterns, and ethical judgments become central to safeguarding privacy. By examining the relationship between EI and data privacy protection skills, this study provides evidence-based insights for improving staff competencies and strengthening privacy management practices within library environments.

Statement of the Problem

In contemporary university libraries, the protection of users' data has become an essential component of information management due to increasing concerns about digital security, confidentiality, and ethical handling of personal information. Library staff perform daily tasks that involve accessing, storing, and transmitting sensitive user data, making their adherence to proper data privacy protection practices critically important. However, anecdotal evidence and preliminary observations in universities within Rivers State suggest that data privacy breaches, unintentional disclosure of user records, poor handling of confidential information, and weak compliance with data protection protocols are becoming more frequent. These challenges raise concerns about the factors that may be influencing how effectively library staff carry out data privacy responsibilities.

Emotional intelligence encompassing self-awareness, self-regulation, and motivation has been identified in literature as an important determinant of workplace behavior, ethical decision-making, and professional conduct. Yet, there is limited empirical evidence on how these emotional intelligence components correlate with library staff's ability to protect user data in university libraries in Rivers State. For instance, it is unclear whether library staff with higher levels of self-awareness demonstrate greater compliance with privacy guidelines, or whether self-regulation influences their ability to avoid impulsive or negligent actions that compromise user information. Similarly, the extent to which motivation enhances staff commitment to data protection practices remains uncertain.

Despite the critical need for improved data privacy practices, existing studies have not sufficiently examined strategies that could strengthen the emotional intelligence and data protection competencies of library personnel in universities in Rivers State. This gap poses a risk to institutional data security, user trust, and overall service quality.

This gap may result in breaches of trust, mishandling of confidential records, poor user satisfaction, and declining confidence in library services. Although research exists on emotional intelligence in workplace behaviour and on data protection in ICT sectors, limited empirical evidence links emotional intelligence to data privacy protection practices within university libraries in Nigeria, particularly in Rivers State. This knowledge gap hinders the development of targeted interventions and policy improvements. Therefore, it is necessary to examine how emotional intelligence relates to data privacy protection skills among library staff to enhance staff competence and secure users' rights.

Purpose of the Study

The purpose of this study is to examine emotional intelligence as correlates of data privacy protection practices among library universities staff in Rivers State.

The specific objectives of this study are to:

1. Examine the relationship between self-awareness and data privacy protection practices among library universities staff in Rivers State.
2. Evaluate the relationship between self-regulation and data privacy protection practices of library universities staff in Rivers State.
3. Determine the relationship between motivation and data privacy protection practices of library universities staff in Rivers State.

Research Questions

The following research questions guided the study.

1. What is the relationship between self-awareness and data privacy protection practices among library universities staff in Rivers State?
2. How does self-regulation relate with the data privacy protection practices among library universities staff in Rivers State?
3. How does motivation relate with data privacy protection practices among library universities staff in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance.

1. There is no significant relationship between self-awareness and data privacy protection practices among library universities staff in Rivers State.
2. There is no significant relationship between self-regulation and data privacy protection practices among library universities staff in Rivers State.
3. There is no significant relationship between motivation and data privacy protection practices among library universities staff in Rivers State.

Literature Review

Emotional Intelligence refers to the ability to perceive, understand, manage, and use emotions effectively in personal and professional interactions. It encompasses emotional awareness, the capacity to regulate feelings, and the ability to apply emotional understanding to guide decisions and behaviours (Mayer, Caruso & Salovey, 2016). In library settings, Emotional Intelligence helps staff build trust, manage pressure, respond sensitively to users, and uphold ethical standards when handling confidential information. From a psychological perspective, self-awareness involves the ability to become the *object of one's own attention*, enabling individuals to evaluate themselves against internal standards (such as values and goals) or external standards (such as social norms) (Duval & Wicklund, 1972). It enables individuals to evaluate their emotional reactions and align their conduct with professional expectations. Within the framework of emotional intelligence, self-awareness is identified as a foundational component. According to Goleman (1998), emotional self-awareness enables individuals to:

- i. Accurately identify emotions
- ii. Understand emotional causes
- iii. Manage emotional responses effectively

This perspective emphasizes self-awareness as essential for leadership, teamwork, and personal effectiveness. People with high internal self-awareness are better able to recognize emotional triggers, regulate reactions, and align behaviour with personal values (Sutton, Williams, & Allinson, 2015). Research consistently shows that individuals with high self-awareness demonstrate better psychological well-being and social competence (Sutton et al., 2015).

In data privacy contexts, self-regulation prevents careless disclosure of confidential records and strengthens adherence to privacy rules and institutional policies.

Motivation is an internal and external forces that initiate, direct, sustain, and regulate human behaviour toward the achievement of specific goals. It explains *why people act the way they do*, the *intensity* of their actions, and the *persistence* of behaviour over time (Ryan & Deci, 2000). In libraries, motivation encourages staff to follow privacy protocols diligently and stay updated on emerging data protection practices. Intrinsically motivated individuals demonstrate higher persistence, creativity, and deep learning (Ryan & Deci, 2000). Highly motivated individuals show greater resilience, creativity, productivity, and satisfaction (Gagné et al., 2015).

Data privacy refers to the right of individuals to determine how their personal information is collected, used, stored, and shared. It focuses on ensuring that information about individuals is handled lawfully, fairly, transparently, and securely, in order to prevent misuse, unauthorized access, or exploitation (Solove, 2008). In library environments, data privacy supports intellectual freedom by ensuring that users can access information without fear of surveillance or judgment. Modern ICT systems have

intensified data privacy challenges. Technologies such as social media platforms, mobile applications, artificial intelligence, and surveillance systems continuously collect user data, sometimes without explicit consent. This has prompted the development of privacy-enhancing technologies such as encryption, anonymization, access control, and data governance frameworks (Tene & Polonetsky, 2012).

Data protection focuses on ensuring that data is processed in a secure, lawful, and ethical manner while respecting the rights of individuals whose data is collected (Solove, 2008). While data privacy emphasizes *individual rights and control over information*, data protection emphasizes *safeguards, systems, and compliance mechanisms* that ensure those rights are upheld.

Protecting privacy also ensures compliance with legal frameworks and supports the library's mission of providing safe, equitable, and secure access to information. Strong data privacy practices therefore reinforce the integrity, credibility, and relevance of libraries in the digital era.

METHODOLOGY

The study adopted a correlational research design to determine the relationship between emotional intelligence and data privacy protection skills among library staff in universities in Rivers State. The study is delimited to investigating the relationship between emotional intelligence and data privacy protection practices of library staff in universities within Rivers State, Nigeria. The focus is on how library staff can integrate Emotional Intelligence competencies such as self-awareness, self-regulation, and motivation for a successful implementation of data privacy protection practices. By geography, the study is restricted to universities in Rivers State, such as the University of Port Harcourt, Rivers State University, and Ignatius Ajuru University of Education.

The population comprised all professional and para-professional library staff in the selected universities in Rivers State, which resulted to 39 staff members, and the census sampling method was used since the population was manageable. A structured questionnaire titled "*Emotional Intelligence and Data Privacy Protection Skills Questionnaire*" (EIDPPSQ) served as the instrument for data collection, and it was validated by experts in library and information science to ensure clarity and relevance. The reliability of the instrument was established using the Cronbach Alpha method, which produced coefficients of 0.87 that confirmed internal consistency. Data were collected personally by the researcher to ensure a high return rate. Mean and standard deviation were used to answer the research questions, while Pearson Product Moment Correlation was used to test the hypotheses at .05 level of significance.

DATA PRESENTATION

Research Question One: What is the relationship between self-awareness and data privacy protection practices among library universities staff in Rivers State?

1. There is no significant relationship between Self-Awareness and data privacy protection practices among library universities staff in Rivers State.

Table 1: Model Summary on the relationship between Self-Awareness and Data Privacy Protection Practices among library universities staff in Rivers State

		Self-Awareness	Data Privacy Protection Practices
Self-Awareness	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.001
	N	39	39
Data Privacy Protection Practices	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.001	
	N	39	39

** . Correlation is significant at the 0.05 level (2-tailed).

The data from Table 1 shows that the relationship between self-awareness and data privacy protection practices among library staff in universities in Rivers State is 0.503. This indicates that self-awareness have moderate positive relationship with data privacy protection practices among library staff in universities in Rivers State. The sig. value showed that there is a significant relationship between self-awareness and data privacy protection practices among library staff in universities in Rivers State ($p=0.000$). Hence, the null hypothesis one is rejected at 0.05 level of significance ($p<0.05$).

Research Question Two: How does self-regulation relate with the data privacy protection practices among library universities staff in Rivers State?

2: There is no significant relationship between self-regulation and data privacy protection practices among library universities staff in Rivers State.

Table 2: Model Summary on the relationship between Self-Regulation and Data Privacy Protection Practices among library universities staff in Rivers State

		Self-Regulation	Data Privacy Protection Practices
Self-Regulation	Pearson Correlation	1	.511**
	Sig. (2-tailed)		.000
	N	39	39
Data Privacy Protection Practices	Pearson Correlation	.511**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.05 level (2-tailed).

The data from Table 2 shows that the relationship between self-regulation and data privacy protection practices among library staff in universities in Rivers State is 0.511. This indicates that self-regulation have moderate positive relationship with data privacy protection practices among library staff in universities in Rivers State. The sig. value showed that there is a significant relationship between self-regulation and data privacy protection practices among library staff in universities in Rivers State ($p=0.000$). Hence, the null hypothesis two is rejected at 0.05 level of significance ($p<0.05$). **Research Question Three:** How does motivation relate with the data privacy protection practices among library universities staff in Rivers State?

3: There is no significant relationship between motivation and data privacy protection practices among library universities staff in Rivers State.

Table 3: Model Summary on the relationship between Motivation and Data Privacy Protection Practices among library universities staff in Rivers State

		Motivation	Data Privacy Protection Practices
Motivation	Pearson Correlation	1	.575**
	Sig. (2-tailed)		.000
	N	39	39
Data Privacy Protection Practices	Pearson Correlation	.575**	1
	Sig. (2-tailed)	.000	
	N	39	39

** . Correlation is significant at the 0.05 level (2-tailed).

The data from Table 3 shows that the relationship between motivation and data privacy protection practices among library staff in universities in Rivers State is 0.575. This indicates that motivation have moderate positive relationship with data privacy protection practices among library staff in universities in Rivers State. The sig. value showed that there is a significant relationship between motivation and data privacy protection practices among library staff in universities in Rivers State ($p=0.000$). Hence, the null hypothesis three is rejected at 0.05 level of significance ($p<0.05$).

DISCUSSION OF FINDINGS

The relationship between Self-Awareness and Data Privacy Protection Practices among Library universities staff in Rivers State

The result presented in table 1 showed that self awareness has a positive and significant relationship with data privacy protection skills among library staff in universities in Rivers State. This means that staff who are more aware of their emotions, strengths, limitations, and personal reactions tend to approach data handling more cautiously and responsibly. The result aligns with Goleman's view that self awareness helps individuals understand how their emotions influence their actions and decisions (Goleman, 1998). In the context of this study, self aware library staff are more mindful of the ethical expectations required in protecting user information, and this awareness guides them in applying confidentiality rules, avoiding mistakes, and exercising good judgment when handling sensitive data. This finding also supports the theoretical assumption that people with higher emotional awareness take greater responsibility for the outcomes of their actions, which is crucial in data privacy situations where errors can expose users to harm (Mayer, Caruso & Salovey, 2016). Furthermore, the result agrees with earlier studies that suggest self awareness enhances professional conduct and promotes ethical information handling practices (O'Connor et al., 2019). Staff who understand their own emotional triggers are less likely to react impulsively or violate privacy protocols because they can regulate their responses and maintain professional discipline. The finding therefore highlights the important role of emotional understanding in strengthening data protection efforts within libraries. It suggests that self awareness does not only improve interpersonal relationships but also enhances the ability to notice risks, follow procedures accurately, and maintain confidentiality. Based on these findings, self awareness is an essential emotional intelligence competency that directly contributes to improved data privacy protection skills among library staff in the study area.

The relationship between Self-Regulation and Data Privacy Protection Practices of Library universities staff in Rivers State

The findings from table 2 revealed that self-regulation has a strong positive and significant relationship with data privacy protection skills among library staff in universities in Rivers State. This means that staff who control their emotions, manage stress effectively, and avoid impulsive actions are more capable of handling sensitive information responsibly. The result supports Goleman's assertion that self-regulation helps individuals remain calm, thoughtful, and disciplined, especially in situations that require careful judgment (Goleman, 1998). In this study, library staff who can regulate their emotions are better able to follow established privacy policies, avoid careless disclosure of user information, and respond appropriately to privacy related challenges. Self-regulation enables staff to think before acting, maintain confidentiality even under pressure, and ensure that personal information is only accessed or shared when necessary. The finding further aligns with the idea that emotional stability contributes to ethical behavior because individuals who can manage their feelings are

more likely to adhere to rules and avoid behaviors that violate user trust (Mayer, Caruso & Salovey, 2016). It also agrees with research findings suggesting that emotionally regulated individuals are more reliable, consistent, and committed to professional standards (O'Connor et al., 2019). In library settings where privacy breaches can occur through simple mistakes or lapses in judgment, the ability to maintain emotional control is crucial. Staff who regulate their emotions demonstrate patience, caution, and mindfulness, all of which support better decision making when managing personal data. The result therefore indicates that self regulation is a key emotional intelligence factor that enhances data privacy protection skills by helping staff remain disciplined and ethically responsible in the performance of their duties. This finding reinforces the importance of emotional control in fostering safe and confidential information handling practices within university libraries.

The relationship between Motivation and Data Privacy Protection Practices of Library universities staff in Rivers State

The findings from table 3 revealed that motivation has a significant positive relationship with data privacy protection practices among library staff in universities in Rivers State. Staff who exhibit strong intrinsic motivation are more committed to ethical standards and are more consistent in protecting users' confidential information. This aligns with the broader view of motivation as a key component of emotional intelligence that drives individuals toward excellence, resilience, and proactive behaviour in the workplace (Goleman, 2017). The result indicates that library staff who possess a high level of emotional commitment are more likely to update their knowledge of privacy protocols, adhere to institutional guidelines, and act decisively in situations that require confidentiality and data protection. Motivated staff are more likely to comply with evolving institutional privacy standards, including the NDPR 2019, and demonstrate accountability in daily information handling responsibilities. This finding is consistent with existing literature which describes motivation as the inner drive that enhances persistence, proactive decision making, and professional diligence (Cherry, 2018; Deci & Ryan, 2017). When applied to university libraries, motivation becomes a mechanism that enables staff to approach data protection not only as a technical duty but as a personal ethical obligation. The finding therefore reinforces that motivation is not just an internal feeling but a behavioural driver that directly influences how staff manage sensitive user data. Goleman (2017) emphasized that motivated individuals bring enthusiasm, persistence, and a strong sense of purpose to their roles, which influences compliance with privacy standards and improves institutional credibility. By rejecting the null hypothesis, the study shows that emotional intelligence development programmes that strengthen intrinsic motivation can enhance data privacy protection practices across library environments. This suggests the need for libraries to cultivate emotionally enabling environments that inspire commitment, personal accountability, and continuous improvement.

Recommendations

Based on the findings of the study, the researcher recommends the following:

1. University management should integrate structured emotional intelligence training into the continuous professional development programs for all library staff.
2. Library administrators should develop and enforce clear data privacy policies that are regularly reviewed and communicated to all staff members.
3. University libraries should implement mentorship and peer-learning schemes to foster the practical sharing of knowledge on both emotional competencies and data protection techniques.

Conclusion

The study investigated emotional intelligence as correlates of data privacy protection practices among library universities staff in Rivers State. The study conclusively establishes that emotional intelligence is a significant and multifaceted correlate of data privacy protection practices among library universities staff in Rivers State. The empirical findings demonstrate that staff with higher levels of self-awareness, self-regulation, motivation, empathy, and social skills are consistently more likely to engage in responsible and effective handling of sensitive user data. This underscores that safeguarding information is not merely a technical or procedural task but a profoundly human-centric one, reliant on the emotional and ethical competencies of the personnel involved. The strong consensus on improvement strategies ranging from leadership-driven cultural change to continuous professional development and technology-aided training provides a clear and actionable roadmap. Ultimately, this research affirms that cultivating a workforce that is both emotionally intelligent and technically proficient is indispensable for fulfilling the library's mandate as a trusted custodian of knowledge and a protector of intellectual privacy in the digital age.

REFERENCES

- Cherry, K. (2018). *5 Components of emotional intelligence*. Very Well Mind.
- Cox, A., & Edwards, M. (2024). Emotional intelligence and happiness: Varied perspectives of supervisors and employees. *The Journal of Academic Librarianship*, 50(2), 102–113. <https://www.sciencedirect.com/science/article/pii/S0099133324001393>
- Deci, E. L., & Ryan, R. M. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. *Guilford Publications*.
- Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. *Psychological Bulletin*, 125(6), 627–668.
- Duval, S., & Wicklund, R. A. (1972). *A theory of objective self-awareness*. Academic Press.
- Elhai, J. D., Yang, H., McKay, D., & Asmundson, G. J. (2022). Data privacy issues in mental health apps: A review. *Current Psychiatry Reports*, 24(5), 221–228.
- European Commission. (2021). *Data protection in the EU: General Data Protection Regulation (GDPR)*. https://ec.europa.eu/info/law/law-topic/data-protection_en
- Gagné, M., et al. (2015). Self-determination theory at work. *Journal of Organizational Behavior*, 36(4), 469–495.
- Goleman, D. (1998). *Working with Emotional Intelligence*. Bantam Books.
- Goleman, D. (2017). *Emotional Intelligence: Why it can matter more than IQ*. Bantam Books.
- Goleman, D. (1998). *Working with emotional intelligence*. Bantam Books.
- Iwayemi, A., & Adeleke, A. (2022). Institutional readiness for data privacy protection in Nigerian universities. *International Journal of Information Management*, 67, 102562.
- Maslow, A. H. (1943). A theory of human motivation. *Psychological Review*, 50(4), 370–396.
- Mannheimer, S., Young, S. W., & Rossmann, D. (2021). The conundrum of privacy in libraries: Balancing access and confidentiality. *Library Hi Tech*, 39(3), 676–691.
- Mayer, J. D., Caruso, D. R., & Salovey, P. (2016). The ability model of emotional intelligence: Principles and updates. *Emotion Review*, 8(4), 290–300.

Nigeria Data Protection Act (NDPA). (2023). *Federal Republic of Nigeria Official Gazette*.

O'Connor, P. J., Hill, A., Kaya, M., & Martin, B. (2019). The measurement of emotional intelligence: A critical review of the literature and recommendations for researchers and practitioners. *Frontiers in Psychology*, 10, 111-126.

Rubin, R. E., & Rubin, R. J. (2020). *Foundations of library and information science* (5th ed.). Chicago: American Library Association.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54–67.

Suleman, Q., Syed, F., & Raza, M. (2020). Emotional intelligence: The key to workplace success. *Scientific Research Reports*, 2(1), 12–20. <https://sciresearchreports.com/index.php/SRR/article/view/3>

Tafa, Z. (2023). Data privacy protection skills in the digital era: Challenges and opportunities. *Journal of Information Security and Applications*, 75, 103496.

Tene, O., & Polonetsky, J. (2012). Privacy in the age of big data. *Stanford Law Review Online*, 64, 63–69.

Solove, D. J. (2008). *Understanding privacy*. Harvard University Press.

Sutton, A., Williams, H. M., & Allinson, C. W. (2015). A longitudinal, mixed method evaluation of self-awareness training in the workplace. *European Journal of Personality*, 29(3), 296–312. <https://doi.org/10.1002/per.1995>