Social Influences in Social Networking Behaviors
(early stage paper)

Tejaswini Herath, Brock University, Canada, teju.herath@brocku.ca
John D'Arcy, University of Delaware, USA, jdarcy@udel.edu

Introduction

Social media use has grown dramatically across all age groups in recent years. Social Networking websites (SNW) provide a platform that allows people to communicate more efficiently with their friends, family, and colleagues. The use of social media, however, is not without problems. Newspapers have reported many incidents where sharing information on SNWs such as Facebook, Twitter, MySpace, or YouTube has cost individuals their job, money, marriage, or even freedom. These threats are also real in the organizational context. The use of SNW in the workplace is widespread, and the inadvertent disclosure of proprietary information is a major concern (Kaplan and Haenlein 2010), as are other security issues such as the spread of malware (Ponemon Institute 2011). Most respondents in a recent Ponemon security survey (2011) agreed that the use of social media in the workplace is important to achieving business objectives; however, respondents also felt that SNW usage put their organizations at risk and that their organizations lacked the necessary security controls and enforceable policies to address the risk.

Motivated by the phenomenon of SNW use and the potentially risky behaviors it involves, the present study has two main objectives: (1) to understand the effect of individuals' perceived risk on SNW use and risky SNW behaviors; and (2) to understand the role of social influence on SNW use and risky SNW behaviors. Given the “social” nature of SNW use, we apply the theory of differential association from the literature in criminology and delinquency to examine the aforementioned research questions. Differential association theory considers an individual’s social reference group as having a strong influence on delinquent/criminal behaviors. We integrate this
perspective with longstanding research on individual risk perception and personality to assess the relative influences of the social vs. individual drivers of SNW use. Our aim is to advance the current understanding of the factors that influence both regular and risky SNW usage behaviors and, more broadly, to contribute to the behavioral IS security research that considers insecure user behaviors.

The paper proceeds as follows. In the next section, we present a theoretical background and proposed hypotheses; then we present the methodology adopted in this study.

**Background and Theoretical Foundation**

**SNW Use**

SNW is a platform that allows people to communicate efficiently with their friends, family, and colleagues. A number of articles report a complex set of social factors as the reasons for SNW use (Ellison et al. 2007; Joinson 2008; Lampe et al. 2008; Muscanell and Guadagno 2011; Skeels and Grudin 2009). These factors include various types of messages, photos, and other media sharing interactions (e.g., status updates) used to find, meet, and keep in touch with the members of a user’s network (Joinson 2008). Recent surveys also list many negative outcomes associated with SNW usage. For example, the following negative outcomes have occurred to frequent SNW users (Madden 2010): ending of a friendship due to a SNW, a SNW experience that resulted in a face-to-face argument or confrontation, teens facing problems with their parents due to a SNW, a physical fight with someone based on an experience they had with a SNW, and getting in trouble at work or at school because of a SNW exchange. From an organizational perspective, industry surveys have identified employees downloading apps or widgets from SNWs and posting uncensored content and uncensored blog entries as threats to information security. Further to this point, malware infections are increasing as a result of social media use, and organizations are facing bandwidth issues (Ponemon Institute 2011). Organizations are also concerned with productivity losses due to the time employees spend on SNWs during work hours (Kaplan and Haenlein 2010). Clearly, while it
provides a platform for employee engagement in work-related matters, SNW usage can have drawbacks that include threats to an organization’s information security. In this paper, in addition to regular SNW use, we consider two risky SNW behaviors that have direct relevance to information security: (1) forwarding messages that possibly contain malware, and (2) sharing sensitive information via SNWs (i.e., data leakage).

**Risk Perceptions**

In considering the factors that influence both regular and risky SNW use, we first consider the broad area of individual risk perception. Decision making is influenced by risk taking propensity and risk perception (Sitkin and Pablo 1992). Risk perceptions are an individual’s assessment of how risky a situation is in terms of probabilistic estimates of the degree of situational uncertainty, how controllable that uncertainty is, and confidence in those estimates (Sitkin and Pablo 1992). Risk has been studied in various disciplines such as management (Sitkin and Pablo 1992), marketing (Jacoby and Kaplan 1972), and information systems (Bhatnagar et al. 2000; Kim et al. 2008; Luo et al. 2010; Pavlou 2003).

Recently there has been a significant consideration of risks in various computing activities and their impact on user behavior. In the on-line shopping context, Pavlou (2003) has identified two broad categories of risk, namely (1) uncertainty with technology infrastructure due to the unpredictable nature of the Internet and (2) uncertainties with the other parties such as vendors who may behave in an opportunistic manner. These risks carry such likely negative outcomes as monetary losses, potentially unsafe products and services, and loss or theft of private information or illegal disclosure. Kim et al. (2008) have identified three types of online risks: financial risk, product risk, and information risk (security and privacy). Risk perceptions are also found to be salient antecedents in the acceptance of new technologies such as mobile banking (Luo et al. 2010). Since these risks are typically intertwined, they are commonly considered collectively as perceived risk, which is defined as an individual’s subjective belief that s/he will suffer a loss in pursuit of a
desired outcome (Pavlou 2003). Research shows that these risks affect user behavior in a variety of ways. Users can opt out of behaviors considered to be risky (Chen et al. 2011), including intention to transact on-line (Luo et al. 2010; Pavlou 2003). Users can also put in additional effort in evaluating a risk decision (Wang et al. 2009) or use security technologies that aid in reducing risk (Herath et al. 2014; Wang et al. 2009).

A review of the related IS security literature also suggests that individuals’ security practices may be understood as a coping mechanism in the face of perceived cyber threats (Herath and Rao 2009b; Johnston and Warkentin 2010; Liang and Xue 2010; Liang and Xue 2009; Workman et al. 2008). Rooted in PMT and coping theories, this literature proposes that technology users faced with threats in computing environments first appraise the existence and degree of the threat and then assess what they can do to avoid it. Based on these appraisals, they decide which safeguarding measure to use to reduce the threat. Both of these related theories are extensively used in the IS security literature and suggest that an individual may be inclined to take a protective action as a result of the cognitive appraisal of threat. We draw from this extant work and in the present paper consider the risk perceptions related to the individual’s assessment of risk inherent in SNW use and also towards the two specific risky SNW behaviors noted earlier.

Social Learning - Differential Association

By its very nature, SNW use has a strong social component. In this regard, we consider social influences as important drivers of regular and risky SNW use. Social influences have a long history in the IS literature. A norm, or social norm, can be a reason to act, believe, or feel. Social influence, which is the extent to which one member’s social network influences behavior, is exerted through messages about expectations which help form perceptions of the value of an activity as well as the observed behavior of others (Venkatesh and Brown 2001). Much of the research in IS has considered the role of social influence in terms of normative beliefs and subjective, peer, and descriptive norms (Venkatesh and Brown 2001).
Sutherland’s theory of differential association (Sutherland 1947) proposes that like any other social behavior, delinquent behavior is learned from others. This theory was later enhanced as a social learning theory developed first by Robert L. Burgess and Ronald L. Akers as differential association-reinforcement theory (Akers et al. 1968; Burgess and Akers 1966) and elaborated on later by Akers (Akers 1977). While social learning theory (Bandura and McClelland 1977) is a prominent theory for describing the interaction between an individual’s beliefs, the environment in which the individual operates, and the individual’s behavior, it has often been used to explain negative behaviors (Bandura 1978). To this point, within the criminological realm, social learning theory (Akers 1977) explains that criminal/delinquent behavior is a result of social, nonsocial, and cultural factors that motivate and control behavior (Akers and Jensen 2010).

While social learning theory can be applied to serious forms of violence, it has been widely tested in terms of routine deviance. Over the past 40 years, the theory has been tested in relation to a wide range of forms of deviance, in a wide range of settings and samples, and in several different languages, and it has been consistently effective in explaining this behavior compared to other psychological explanations of crime and deviance. (See Akers and Jensen 2010 for a review). The theory encompasses four major explanatory concepts or dimensions – differential association, definitions (and other discriminative stimuli), differential reinforcement, and imitation.

*Differential association* refers to direct association and interaction with others who engage in certain kinds of behavior or express norms, values, and attitudes supportive of this behavior. The groups with which one is in a differential association provide the major immediate and intermediate social contexts in which all the mechanisms of social learning operate. The most important of these groups are the primary ones of family and friends, but they also include schools, churches, and other groups. Those associations that involve others with whom an individual has a more important or closer relationship (intensity) will have the greatest effect on behavior.
People, in interaction with significant groups, learn evaluative definitions of a behavior in terms of whether the behavior is good or bad. The more individuals define the behavior as good (positive definition) or at least justified (neutralizing) rather than as undesirable (negative definition), the more likely they are to engage in it. The definitions are an individual’s own orientations, rationalizations, justifications, excuses, and other attitudes that label the commission of an act as relatively more right or wrong, good or bad, desirable or undesirable, justified or unjustified, appropriate or inappropriate. The greater the extent to which an individual has learned and endorses attitudes that approve the commission of deviant behavior, the greater the chances are that the individual will engage in that behavior. Cognitively, these definitions provide a mindset that makes one more willing to commit the act when the opportunity is perceived. Behaviorally, they affect the commission of deviant or criminal behavior.

Individuals may also engage in behavior by imitation after observing similar behavior by others. Whether or not the behavior modeled by others will be imitated is affected by the characteristics of the models, the behavior observed, and the observed consequences of the behavior (vicarious reinforcement) (Bandura and McClelland 1977). Warkentin et.al (2011) examined these vicarious influential factors in the context of positive behavior of security policy compliance. The observation of important representations in primary groups or in the media affects both pro-social and deviant behaviors (Akers and Jensen 2010).

Differential reinforcement, which refers to the balance of anticipated or actual rewards and punishments that follow or are the consequences of behavior, will influence individuals’ likelihood of committing a crime at any given time (Akers and Jensen 2010). The greater the value, frequency, and probability of reward for deviant behavior (balanced against the punishing consequences and rewards/punishment for alternative behavior), the greater the likelihood that the deviant behavior will occur and be repeated. This notion is also echoed in the literature on deterrence theory. While reinforcers/punishers can be nonsocial, social learning theory proposes that the main reinforcing
behavioral effects come from those groups which control individuals' major sources of reinforcement and punishment, and expose them to behavioral models and normative definitions.

**Hypotheses Development**

In line with the risk literature, the IS security literature has posited that by staying aware of the current state of activities and threats related to environments, people adjust their behavior. Existing empirical studies suggest that when people perceive a threat as severe and likely, they undertake measures that they think are effective in preventing that threat, such as taking protective action or abstaining from the risky behavior (Chen et al. 2011; Choi et al. 2008; Herath et al. 2014; Herath and Rao 2009b; Wang et al. 2009).

In the context of SNW use, if the user feels that in general the SNW environment poses a threat, s/he is more likely to avoid SNW use, while if the user perceives the risk to be low, s/he is likely to continue the frequent SNW usage. In terms of the risky SNW behaviors in our study, individuals who perceive higher levels of risks in information sharing activities are likely to abstain from carrying out such acts compared to those who do not perceive such acts as risky. Messages and links sent via SNWs may at times pose considerable risks as they are frequently employed by malicious parties as attack vectors to spread malicious code such as virus, worms, and other malware. We expect that individuals who believe that these types of messages are harmful will be reluctant to forward these messages.

**H1: Perceived Risks of Using SNW \(\rightarrow\) (−) SNW Regular Use**

**H2: Risk in Insecure SNW Behavior \(\rightarrow\) (−) Insecure SNW Behavior Likelihood**

Social media use is highly likely to be affected by the social influence exerted by significant others. Social influence, considered in this study in form of subjective norms, is a belief as to whether or not significant others want an individual to engage in SNW use. The view that individuals are more likely to comply with significant others’ expectations when those others have
the ability to reward the desired behavior or punish non-compliant behavior is consistent with findings in the technology acceptance literature. While the IT use literature has used a variety of labels for this construct, each of these constructs contains the notion that the individual's behavior is influenced by what the significant others expect her/him to do (Venkatesh et al. 2003). If an individual believes that her/his peers, family, parents, etc., do not expect her/him to use or extensively use a SNW, the likely result is reduced SNW usage by that individual. However, if this group of significant others approves or encourages the individual’s SNW usage, s/he is more likely to use the SNW.

\[ H3: \text{Social influence related to SNW use } \rightarrow (+) \text{ SNW Regular Use} \]

Similar to the social influence considered in the section above, prior literature in delinquency informs us that social influence can impact not only positive behaviors but also negative behaviors (Akers and Jensen 2010). Associations with those who are deviant provide individuals with “attitudes favorable” to the delinquent behavior and have been found to be very powerful influences towards such behavior (Akers and Jensen 2010). These delinquent groups provide social environments in which an individual creates definitions of behavior and is exposed to imitation models and various social reinforcements for deviant behavior. Rogers and Buffalo (1974) found that delinquents conform to the norms of their community. Hindlelang (1974) examined the aspect of peer commitment to delinquent acts and found that when individuals perceive that peers approve of delinquent acts, they are “propelled or pulled” into committing deviant acts in order to fulfill group membership or peer expectations.

If an individual believes that her/his referent group would disapprove of a particular behavior such as posting sensitive information on SNWs, s/he is more likely to refrain from this behavior. On the other hand, if an individual believes that this group of significant others would approve of this behavior, then s/he is more likely to undertake the deviant behavior.

\[ H4 \rightarrow \text{Social influence related to insecure SNW behavior } \rightarrow (+) \text{ insecure SNW behavior Likelihood} \]
In differentiated association, groups also provide an opportunity to imitate behavior (Akers and Jensen 2010). Theory also suggests that imitation, although most important in the initial stages, continues to have some effect in maintaining behavior. A similar notion is considered under the umbrella of descriptive norms. Descriptive norms, referred to as the extent to which one believes others are performing a behavior, increases a propensity an individual may have to indirectly reciprocate the believed behavior of others (Sheeran and Orbell 1999). Here the individual’s behavior is motivated by observing what the typical or normal thing to do is. It is what most people do and “if everyone is doing it, it must be sensible thing to do” (Cialdini et al. 1990). People often do (or believe in) certain actions or non-actions because many other people do (or believe) the same. The technology acceptance literature has found support for the role of peer behaviors as a motivational source for performing a behavior (Thompson et al. 1994; Venkatesh et al. 2003). Similarly, in the context of security policy compliance, Herath and Rao (2009a) find that employees’ perceptions of others’ compliance with security policies were significant contributors to their own compliance intentions.

This influence has also been found to be an influential source for negative behaviors. In a paper titled “Monkey see monkey do...,” Robinson and O’Leary-Kelly (1998) found that antisocial behaviors at work are shaped by the antisocial behaviors of coworkers. Similarly, much evidence in the digital piracy literature shows that if individuals believe others are pirating, they do not fear sanctions. Turning to our insecure SNW behaviors, if an individual believes that others are doing the same, s/he is likely to cognitively diminish or reduce the level and possibility of sanctions imposed and thus will lean toward continuing the act. Conversely, if an individual thinks that nobody else is carrying out such acts, s/he is more likely to refrain from the act.

\[ H5 \rightarrow \text{Peer behavior related to insecure SNW behavior} \rightarrow (+) \text{insecure SNW behavior likelihood} \]

**Need to Belong**
All people have a pervasive need to be socially accepted and to belong to social groups (Baumeister and Leary 1995). Personality characteristics have been posited as having a strong influence on SNW use (Correa et al. 2010), and this personality characteristic known as need to belong, which captures social needs and motivations, is an important consideration in the context of social media usage and social inclusion. The forming of social bonds is important to all people and is generally characterized by positive emotions, and when social bonds break down, it is usually accompanied by pain and protest (Hornsey and Jetten 2004). A strong need to belong motivates people to invest time and energy into developing social relationships, and under such circumstances, people are more likely to exhibit relationship-serving behaviors such as cooperation (De Cremer and Leonardelli 2003).

This need to belong can be fulfilled through interpersonal relations as well as group memberships (Hornsey and Jetten 2004). Although the need to belong is almost universal and almost all normal individuals desire to be accepted and to belong to social groups, the strength and intensity of this need varies among people (Baumeister and Leary 1995; Leary et al. 2013). Some people seem content with only a few relationships, while other people who have a strong need for acceptance and belonging, seek a large number of relationships, worry about how they are valued by others, and put a great deal of effort into sustaining interpersonal relationships (Leary et al. 2013). There is abundant evidence that exclusion from valued groups can be a highly adverse experience, and people sometimes behave in extreme ways such as favoring members or resorting to aggressive behaviors to defend the integrity of social bonds (Hornsey and Jetten 2004).

Because of the strength of the need to belong varies among people, its effect emerges in varying levels of attitudes and willingness by different people to join and participate in user-generated content sites. In other words, there is a greater chance that people will join and participate in SNWs if they rate high on the need to belong scale. SNW users are doing more than just sharing information and connecting with their friends, they are creating a virtual community
and forming real bonds with others who are in their network. By discontinuing his or her acts of SNW usage, a SNW user is not only giving up the ability to share emotions and experiences with other community members, but also the ability to fully take part in this subculture and experience the related joys. Social bonds keep individuals invested in a particular subculture (Bainbridge 1990). The SNW user has much to lose - the potential loss of a community of like-minded individuals. Hence, we believe:

\[ H6 \rightarrow \text{Need to belong} \rightarrow (+) \text{SNW regular use} \]

\[ H7 \rightarrow \text{Need to belong} \rightarrow (+) \text{insecure SNW behavior likelihood} \]

Based on the preceding arguments, we propose the research model presented in Figure 1.

**Figure 1**

**Methodology**

To test the proposed research model, data will be collected using a survey with a cross-sectional design. Self-administered surveys that provide anonymity are a well suited method of inquiry, especially regarding delinquent behaviors, since they can offer privacy to the respondent
and are recommended where possibly sensitive answers are sought. Hence, we consider an anonymous survey as appropriate for our study.

**Measures**

The survey will first present respondents with questions related to their SNW use along with some demographic questions. Here respondents will answer a series of questions designed to measure the frequency of their SNW use at their workplace as well as from home. The survey measures are provided in the appendix. *RegularUse* is a measure of SNW usage and is adapted from Limayem and Cheung (2008) and Pee et al. (2008). This scale uses a frequency or rating scale, which is considered more accurate than scales that use adjectives to reflect frequency (e.g. often, sometimes, rarely) (Ouellette and Wood 1998). Items for *Social influence* were adapted from Pee et al. (2008). *Perceived risk* items were adapted to this context, while *Need to Belong* was adapted from Leary et al. (2013).

To evaluate risky SNW use, we used scenarios to delineate two such behaviors. This scenario-based section follows the survey items described above. We developed two scenarios of information sharing for the study. The scenario development was done in multiple phases, following recent recommendations. First, based on recent IS security literature and industry white papers¹, we identified two common and significant risky SNW examples: (1) forwarding of messages that possibly can be carriers of malware and (2) sharing of sensitive information (i.e., data leakage). These are two oft-cited risky social networking behaviors that pose threats to organizational information security.

**Data Collection**

Since our intent is to understand SNW practices from an organizational context and we want to capture both students and employees in our sample, we are using a professional market research firm to randomly select and invite participants to take our survey. The research firm is paying participants a small amount for their participation. External panelists have been used increasingly in IS research (e.g., Ayyagari et al. forthcoming; Bulgurcu et al. 2010; Li et al. 2010). The results will be ready for presentation at the workshop in June.

**Potential Additional (Post Hoc) Analysis**

While our research is in the data collection stage, we are in the process of enhancing the research model and hope to elicit feedback from the workshop participants for this endeavor. In reviewing the literature on social learning theory, it is evident that the learning process related to delinquent behavior is cyclical and dynamic, and includes reciprocal and feedback effects (Akers and Jensen 2010; Thornberry et al. 1994). Differential association with conforming and non-conforming others typically precedes individuals committing the acts (Akers and Jensen 2010). It may also have lagged effects in creating definitions of behavior or delinquent beliefs (Thornberry et al. 1994). Definitions favorable to the behaviors can precede the initial act, and definitions may also be applied by the individual retroactively to excuse, neutralize, or justify an act already committed (Akers and Jensen 2010). The social and non-social reinforcers affect both the definitions and the behavior regarding whether or not the acts will be repeated and at what level of frequency (Akers and Jensen 2010). Due to the social pressures accrued by social influences, individuals are likely to create new definitions for the behavior. Thornberry et al. (1994) argued that an individual’s beliefs also can mediate the effect of friends’ attitudes on the individual’s delinquent behavior. Considering this, if the social influence is high for an individual to use SNWs or undertake particular SNW behaviors, s/he may be less likely to define these acts as risky (i.e., social influence will weaken the effect of perceived risk in reducing regular and risky SNW use). In addition, this may be
dependent upon the individual's personality and specifically his/her need to belong. For instance, if by discontinuing SNW use the individual perceives the potential loss of a community to be too drastic, s/he will likely skew the definition of his/her belief about the act. In particular, if an individual places a high value on belonging to the SNW community (i.e., has strong need to belong tendencies), s/he is likely to neutralize the perceived risk associated with SNW use. Although speculative at this point, these arguments call for the inclusion of moderating effects in our model. We have not formally hypothesized these relationships at this point but will be exploring the literature in hopes of enhancing our model with these or similar relationships.

References


Sutherland, E.H. 1947. "Differential Association,".


Appendix:

<table>
<thead>
<tr>
<th>Social Network Insecure Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor has a Facebook account that he uses to keep in touch with many of his coworkers, friends and family. One day Taylor received a Facebook message from a friend with a link to a jokes site. The friend mentioned in the message that the jokes were hilarious. After reading the message, Taylor clicked on the link and went to the site. He found the jokes to be very funny. Taylor immediately thought of some friends that would also enjoy the jokes, so he sent them a Facebook message that contained the link to the jokes site.</td>
</tr>
<tr>
<td>Craig's company recently received a multi-million dollar contract to provide their services to ABC Corporation. Craig is chosen to work as a member of a team on this project. Excited for the company's new business and to be chosen to work on this endeavor, Craig updated his Facebook status to &quot;Great day for me and my company! I am now a team member on Project Alpha for our company's new contract with ABC Corporation.&quot;</td>
</tr>
</tbody>
</table>

| Realism | How realistic do you think this scenario is? (highly unrealistic/highly realistic) |
| SNInsLike1 | If you were Taylor, what is the likelihood that you would have sent the Facebook message? (very unlikely ... very likely) |
| SNInsLike2 | I could see myself sending the message just as Taylor did: (very low ... very high) |
| PeerInf_1 | If you sent the message as Taylor did, your friends would: |
| PeerInf_2 | If you sent the message as Taylor did, fellow co-workers would: |
| PeerInf_3 | If you sent the message as Taylor did, your boss would: |
| peerLikelihood_1 | The likelihood that a typical employee within your organization would have sent the message, just as... |
| peerLikelihood_2 | Most of your co-workers would have sent the message, just as Taylor did: |
| peerLikelihood_3 | I am convinced that the many of my other Facebook friends would have sent a message, just as Taylor did: |
| PerScRisk_1(R) | I think that sending such a message does NOT lead to considerable risks: |
| PerScRisk_2 | There is high potential risk in sending such a message: |
| PerScRisk_3 | There are potential negative consequences of sending such a message: |

Notes: (1) Following the general SN site use items, the scenarios and scenario specific above items followed in scrambled order; (2) the items above pertain to the message forwarding scenario - item wordings were slightly modified to fit the other scenario.
During the past month, I have used Facebook:

<table>
<thead>
<tr>
<th>FBUseLstMonth</th>
<th>During the past month, I have used Facebook:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FBUsePerDay</td>
<td>In the past week, on average, approximately how many minutes per day have you spent on Facebook?</td>
</tr>
<tr>
<td>FBUseTimesDayHome</td>
<td>On average, I use Facebook while I am at home about...-Times a day-# of times</td>
</tr>
<tr>
<td>FBUseTimesDayOff</td>
<td>On average, I use Facebook while I am at workplace about...-Times a day-# of times</td>
</tr>
<tr>
<td>FBUseTimesWeekHome</td>
<td>On average, I use Facebook while I am at home about...-Times a week-# of times</td>
</tr>
<tr>
<td>FBUseTimesWeekOff</td>
<td>On average, I use Facebook while I am at workplace about...-Times a week-# of times</td>
</tr>
<tr>
<td>SocInf_1</td>
<td>People who are important to me think I should use Facebook.</td>
</tr>
<tr>
<td>SocInf_2</td>
<td>My family thinks it is good for me to use Facebook.</td>
</tr>
<tr>
<td>SocInf_3</td>
<td>My friends expect me to use Facebook.</td>
</tr>
<tr>
<td>SocInf_4</td>
<td>Most of my colleagues use Facebook.</td>
</tr>
<tr>
<td>PerThreat_1</td>
<td>If information I post to online social media websites were misused it could be damaging.</td>
</tr>
<tr>
<td>PerThreat_2</td>
<td>If someone misused the information I post on online social media websites there could be serious consequences for me.</td>
</tr>
<tr>
<td>PerThreat_3</td>
<td>Information I post on social media websites could be made available to unknown individuals and entities without my knowledge.</td>
</tr>
<tr>
<td>PerThreat_4</td>
<td>I feel the information I post to social media websites is vulnerable to misuse.</td>
</tr>
<tr>
<td>PerThreat_5</td>
<td>It is possible that personal information I share on social media websites will be used in a way which I would not approve.</td>
</tr>
<tr>
<td>NeedBelong_10</td>
<td>My feelings are easily hurt when I feel that others do not accept me.</td>
</tr>
<tr>
<td>NeedBelong_5</td>
<td>I want other people to accept me.</td>
</tr>
<tr>
<td>NeedBelong_6</td>
<td>I do not like being alone.</td>
</tr>
<tr>
<td>NeedBelong_8</td>
<td>I have a strong need to belong.</td>
</tr>
<tr>
<td>NeedBelong_9</td>
<td>It bothers me a great deal when I am not included in other people’s plans.</td>
</tr>
</tbody>
</table>