

# **Prevalence and Correlates of Cyber-Victimization in a Nationally Representative Sample of South African Youth**

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## Declaration

I, Lerato Hlatshwayo (HLTLER001), hereby declare that the work on which this dissertation/thesis is based is my original work (except where acknowledgements indicate otherwise) and that neither the whole work nor any part of it has been, is being, or is to be submitted for another degree in this or any other university.

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### **List of Abbreviations**

aOR – Adjusted odds ratio

Cis – Confidence intervals

CPRS – Child Parent Relationship Scale

CRAFFT – Car, Relax, Alone, Forget, Friends, Trouble

EA – Enumerator areas

HREC – Health Sciences Human Research Ethics Committee

LMIC – Low- and middle-income countries

MAR – missing at random

MCAR – missing completely at random

OR – Odds ratios (ORs)

PPS – Probability proportional to the size

PSU – Primary sampling units

PTSD – Post traumatic stress disorder

TSCC – Trauma Symptom Checklist for Children

## **PART A: STUDY PROTOCOL**

### **Synopsis**

Cyber-victimization is defined as “the experience of aggressive behaviours while using new electronic technologies, primarily mobile phones and the internet” (Álvarez-García et al., 2015a; Smith & Steffgen, 2013). Approximately 20 to 50% of adolescents have experienced online victimization globally (Zhu et al., 2021). This is a public health concern because cyber-victimization can harm the mental health of the victim thus leading to depressive symptoms such as anxiety, helplessness, distress, sadness, trauma symptoms, reduced self-esteem, feelings of isolation, fear of socialization, hopelessness, self-harm, or suicidal ideation (Hertz et al., 2015; Kim et al., 2022; Landoll et al., 2015; Mason et al., 2009).

Research on the risk factors associated with cyber-victimization is relatively new and has some gaps and inconsistencies (Álvarez-García et al., 2015a; Zhu et al., 2021). This study will focus on analyzing the association of some demographic, psychological, educational, family factors and exposure to other forms of violence, with cyber-victimization, in a nationally representative sample of South African children. We aim to determine the lifetime prevalence and last-year prevalence (i.e., annual incidence) of cyber- victimization, as well as the association of cyber-victimization with its correlates, based on a nationally representative cross-sectional study of 15–17-year-old youth in South Africa.

**Method:** This mini dissertation will use secondary data obtained, with permission, from the Optimus Study conducted in South Africa (Ward et al., 2018). The study drew on data from a population survey that was conducted with a sample of 15- to 17-year-old adolescents recruited nationally from schools (4 086 participants) as well as households (5 631 participants) (Ward et al., 2018).

The aims of this study are as follows:

- To estimate the prevalence and incidence of cyber-victimization among South African youth as of 2013/2014, as well as in-person victimization. This will be achieved by reporting the relative frequencies with CI of both the lifetime and

last-year prevalence, stratified by key demographic measures. We will also report the prevalence of each of the six types of cyberbullying.

- To measure the strength of association between cyber-victimization and potential risk/protective factors among South African youth. We will use logistic regression to estimate the association of each factor in table 1 with cyber-victimization, adjusting for the possible confounding factors listed. The associations will be expressed as odds ratios (ORs) with their 95% confidence intervals (CIs). The unadjusted odds ratios (OR) will be estimated using a univariable regression model for each correlate and adjusted OR (aOR) will be estimated using a multivariable regression model containing all correlates.
- To study the relationship between cyber-victimization and each of the potential consequences stratified by sex. For the factors, we will report differences in proportions, by cyber-victimization and CIs. The following correlates will be considered as consequences of cyber-victimization (table 2): Behavioral patterns (high-risky sexual behaviours, alcohol and substance misuse), educational (academic performance), and psychological (anxiety, depression, anger, and post-traumatic stress).

## **Introduction**

The way adolescents communicate has changed tremendously over the last few years because of advancements in digital technology (Dienlin & Johannes, 2020). Technological devices enable adolescents to communicate long distance anywhere and anytime, which in turn provides an opportunity to start new relationships or maintain long-distance relationships with family and friends over social media (Álvarez-García et al., 2015a; Dienlin & Johannes, 2020). However, the improper use of these devices can lead to some potential risks, one being the attacking of others intentionally through the internet or a cell phone. This phenomenon is known as cyber-victimization (Álvarez-García et al., 2015; Navarro et al., 2012).

Cyber-victimization is defined as “the experience of aggressive behaviours while using new electronic technologies, primarily mobile phones and the internet” (Álvarez-García et al., 2015; Smith & Steffgen, 2013). Approximately 20 to 50% of adolescents experienced online victimization globally (Zhu et al., 2021). This is a public health concern because cyber-victimization can harm the mental health of the victim thus leading to depressive symptoms such as anxiety, helplessness, distress, sadness, trauma symptoms, reduced self-esteem, feelings of isolation, fear of socialization, hopelessness, self-harm, or suicidal ideation (Hertz et al., 2015; Kim et al., 2022; Landoll et al., 2015; Mason et al., 2009). It may also result in somatic symptoms such as psychoactive substance misuse, headaches, changes in sleep, stomach-aches, appetite, and interpersonal difficulties (Landoll et al., 2015; Litwiller & Brausch, 2013). It is therefore important to identify the variables that are associated cyber-victimization, so that we can improve our understanding and potentially target measures to prevent this aggression (Álvarez-García et al., 2015).

Five types of cyber-victimization committed by perpetrators have been documented in the literature, namely verbal violence, group violence, visual violence, impersonating and account forgery, and other behaviours, including disclosure of privacy, sexual harassment, and cyberstalking (Aizenkot & Kashy-Rosenbaum, 2021; Zhu et al., 2021). Verbal violence is one of the most common types of cyber-victimization which involves offensive responses, insults, mocking, threats, slander, and harassment (Zhu et al., 2021). Group violence is the act of forcing certain people to leave the group or preventing others from joining certain groups in online platforms (Zhu et al., 2021). Visual violence relates to the release and sharing of

embarrassing photos and information without the owners' consent (Zhu et al., 2021). Impersonating and account forgery refers to identity theft, stealing passwords, violating accounts, and the creation of fake accounts to fraudulently present the behaviour of others (Zhu et al., 2021).

Research on the risk factors associated with cyber-victimization is relatively new and has some gaps and inconsistencies (Álvarez-García et al., 2015; Zhu et al., 2021). This study will focus on analysing the association of some demographic, psychological, educational, family factors and exposure to other forms of violence, with cyber-victimization, in a nationally representative sample of South African children.

Among demographic factors, sex has been one of most studied risk factors. Despite this, it has the most variation in results (Álvarez-García et al., 2015). A few studies reported that females are more likely to experience cyber-victimization than males (Morin et al., 2018; Pereira & Matos, 2016; Rao et al., 2019), while most studies failed to prove an association between sex and cyber-victimization (Tokunaga, 2010). Similar to sex, age is another demographic variable that has produced mixed findings. Studies failed to prove an association between age and cyber-victimization (Tokunaga, 2010). In terms of geographical location, a study reported that youths residing in city locations are more likely to experience cyber-victimization than their peers from suburban areas (Bevilacqua et al., 2017).

Regarding academic performance, the literature showed variation in results regarding the relationship between academic performance and cyber-victimization. A study by Yang (2013) reported an association between cyber-victimization and low academic performance (Yang et al., 2013). However, the relationship may be confounded by other factors that lead to both poor academic performance and cyber-victimization. between these two things (Torres et al., 2019; Wright, 2018). Therefore, more research that focuses on academic performance as an independent risk factor is required.

Family factors such as a parent's role are seen to be critical. For example, close parent-child relationships (Chen et al., 2018) and open active communication (Larrañaga et al., 2016) were associated with less cyber-victimization.

Studies reported that psychological problems such as suicidal ideation (Chen et al., 2018) and depression (Hong et al., 2018; Rose & Tynes, 2015) experienced by adolescents

were associated with cyber-victimization. Some psychological factors, such as anxiety and self-esteem, have been linked to the possibility of suffering cyber-victimization\_ (Álvarez-García et al., 2015). Those who experience cyber-victimization are often reported to have high levels of anxiety and low self-esteem.

Regarding substance misuse, Khantzian proposed a self-medication hypothesis, which states that victims may use substances to cope with negative emotions like anxiety (Khantzian, 1997). Therefore, being victimized is associated with psychological distress, and exposure to stressful situations may predict the use of substances as a coping mechanism to reduce distress (Landoll et al., 2015; Mason et al., 2009). Studies report that those who experience cyber-victimization or any other form of peer victimization are said to be at risk for problematic behaviour, such as substance abuse, and negative emotions, such as anxiety and depression symptoms, because they are less invested in social conventions (Ajayi et al., 2019; PhD et al., 2008).

Like substance misuse, an adolescent being a victim of bullying and having negative emotions relates to the amount of violent behaviour which they exhibit (Hunt et al., 2017). Some studies reported an association between cyber-victimization and family violence, parental abuse, parental neglect, and other forms of violence against children (Hunt et al., 2017).

Being a victim of cyber-victimization has been associated with sexual risk behaviours such as having many sexual partners and non-use of condoms among both sexes (Hertz et al., 2015). However, males who experience cyber-victimization are more likely to partake in high-risk sexual behaviours compared to females (Hertz et al., 2015). This is a result of the culture of toxic masculinity. The literature reports an association between high masculinity ideology-adherence and engagement in high-risk sexual behaviours. This behaviour includes engaging in unprotected sex, having a higher number of sexual partners, and having a negative attitude towards the use of condoms (Zhu et al., 2021). There is a need to pay more attention to male victims who may be ashamed to self-identify and therefore at higher risk of negative health outcomes (Kim et al., 2022).

To date, there is no study examining the prevalence of cyber-victimization among South African adolescents in a nationally representative population-based sample. It is, therefore,

important to estimate the prevalence of cyber-victimization in a nationally representative sample and understand the association of potential risk/protective factors with cyber-victimization.

### **Study Aim**

To determine the lifetime prevalence and the last-year ‘incidence’ (defined as last-year prevalence) of cyber-victimization, as well as the association of cyber-victimization with its correlates, based on a nationally representative cross-sectional study of 15–17-year-old youth in South Africa.

### **Study Objective**

1. To estimate the prevalence and incidence of cyber-victimization among South African youth as of 2013/2014, as well as in-person victimization.
2. To measure the strength of association between cyber-victimization (outcome) and demographic (age, sex, and location), sexual abuse, family (child-parent relationship), and exposure to any form of violence (physical abuse, emotional abuse, neglect, family violence, direct violence, and indirect violence) correlates among South African youth.
3. To study the relationship between cyber-victimization and each of the potential consequence stratified by sex. The following correlates will be considered as consequences of cyber-victimization: behavioural patterns (high-risk sexual behaviour, substance misuse), educational (academic performance), and psychological (anxiety, depression, anger, and post-traumatic stress disorder (PTSD)).

### **Methods**

#### **Study Design**

This mini dissertation will use secondary data obtained, with permission, from the Optimus Study conducted in South Africa (Ward et al., 2018). The data for the primary study was collected between Sept 2, 2013, and Feb 27, 2015. This study was designed specifically to estimate the annual incidence and lifetime prevalence of child sexual abuse and maltreatment in South Africa. However, the secondary data analysis will investigate the cyber-victimization data that was also obtained using the Optimus Study South Africa population survey questionnaire.

### **Study Population**

The Study population included all 15- to 17-year-old adolescents in South Africa (Ward et al., 2018).

### **Sampling Procedure**

The study drew on data from a population survey that was conducted with a sample of 15- to 17-year-old adolescents recruited nationally from households (5 631 participants) (Ward et al., 2018).

For the household survey, a multistage sampling frame was used. The sample was drawn in three stages. The primary sampling units (PSU) were defined to be census enumerator areas (EAs). These were divided into strata based on province, geographic area (urban/rural), and the most prevalent race group in that EA. In the first stage of sampling, per stratum, PSUs were selected with probability proportional to size (PPS), based on estimated number of households. This method gave a total of 80 787 census enumerator areas, of which 725 were randomly selected. In the second stage, in each EA, five to ten households were randomly selected, with replacement households sampled if they refused to participate or if there was no child in the required age group; therefore, five to ten interviews were done in each enumerator area. A smaller stratum was oversampled to ensure their representation in the survey. In the final stage, a person aged 15-17 years was randomly selected from the drawn household. When a given household had more than one child in the required age group, one of the children was randomly selected with the Kish Grid or by choosing the child whose birthdate was earliest in the year (Ward et al., 2018).

### **Weighting**

Respondent weights were assigned to make weighted sample records represent the target population as closely as possible. Each weight describes the number of population elements 'represented' by a single sample element and was calculated by the statistician who designed to sampling procedure, to take each stage of sampling into account (Artz et al., 2016).

## **Measures**

### ***Demographics***

Participants were asked to report on several demographic characteristics, including age, sex, and their location. Age and grade were assessed by asking the respondents to report their date of birth and their current grade. Sex was assessed with dichotomic responses (male/female). Location classification was measured as a polychotomous variable (metro/urban/rural), whereas academic performance was measured as a polychotomous variable (well above average/somewhat above average/ average/ somewhat below average/ well below average). For the analysis the academic performance responses will be categorised into (above average / average / below average).

### ***Cyber-victimization***

The cyber-victimization questions were adopted from the work of Lecannelier and colleagues (2011), which included 6 items related to cyberbullying at any point in the respondent's life. These 6 items on the questionnaire focused on: online fights, insulting messages, rumours, secret or embarrassing pictures, online threats, and impersonation with a dichotomic response format (yes/no). The participants were asked to identify the lifetime frequency and last year prevalence. This instrument was developed initially for use in the US, but has also been adapted for use in Chile, and has been shown to have moderate internal consistency (alpha of 0.8 in US, 0.6 in Chile) (Lecannelier et al., 2011).

### ***Alcohol and Substance misuse***

Respondent Substance misuse was measured using the Car, Relax, Alone, Forget, Friends, Trouble (CRAFFT) screening tool, which was adapted to include both alcohol and substance-related problems and disorders (Knight et al., 1999, 2007). The questionnaire was divided into three parts. Part A asked about the type of substance or substances the respondent may have been exposed to, with a dichotomous response format of (yes/no). Part B evaluated alcohol and drug use over the past three-months. Lastly, part C was a six-item questionnaire which evaluated situations in which the respondent used drugs or alcohol and any consequences of the usage. The questionnaire employed a skip pattern, those who answered "No" in part A were scored "0" (no use), and only answered the last question of Part C. While those who answered "Yes" in part A had to answer part B which asked about the frequency of usage in the

past three months and had to answer all six items in part C (CRAFFT questions). Each “yes” will be scored “1” point.

### ***Psychological Factors (Anxiety, Depression, Anger, and Post-Traumatic Stress Disorder)***

The Trauma Symptom Checklist for Children (TSCC) check list was used to assess the psychological factors (Anxiety, depression, anger, and post-traumatic stress disorder (PTSD)) (Briere et al., 2001). TSCYC gives clinical information regarding a child’s mental health functioning following a traumatic event. The questionnaire had 54 items, which are scored on a 4 – point scale: 0 – “never,” 1- “sometimes,” 2- “lots of times,” and 3 – “almost all of the time” (Briere et al., 2001). We will obtain a score by summing the responses for the individual items related to anxiety, depression, anger, or PTSD and then use a threshold to create classification. For analyses, measures will be categorised as “yes” or “no”.

### ***Exposure to any Forms of Violence against Children***

The questions on exposure to any form of violence were adopted from the Juvenile Victimization Questionnaire (Hamby et al., 2005). The questionnaire covered the following areas of concern, child maltreatment (neglect, physical abuse by caregiver, psychological/emotional abuse), peer and sibling victimization (bullying, and peer/sibling assault), and witnessing direct and indirect victimization (domestic violence, parent assault of a sibling, and assault with a weapon). Dichotomous scores “yes/no” were used to indicate at least one victimizing event has been reported or not.

### ***High-risk Sexual Behaviour***

Question on high-risk sexual behaviour were from a previous study done in South Africa (Avalos et al., 2010). Briefly, the questionnaire had 19 items, which were related to risk behaviours practices within the past year. The questionnaire had a dichotomic response format (yes/no).

### ***Parent-Child Relationship***

Parent-child relationship was adapted from a World Health Organisation scale (Stolz et al., 2004). The questionnaire was divided into two parts, the parental acceptance questionnaire, which had 10 items of the child report of parents’ behaviour inventory. The second part of the questionnaire has 5 items which measured parents’ knowledge of youth activities. This

instrument was field-tested on South Africa, and it showed good reliability (although the reliability scale was not reported by Stolz et al. The scores will be divided into three parts, low, medium, and high by examining the frequency distribution of the scores.

### ***Sexual Abuse***

The questions for sexual abuse were adapted from the Juvenile Victimization Questionnaire (Hamby et al., 2005), which included 7 items related sexual abuse at any point in the respondent's life. These 7 items on the questionnaire focused on: any sexual abuse (contact and non-contact sexual abuse) with a dichotomic response format (yes/no). The participants were asked to identify the lifetime frequency and last year prevalence.

### **Data Analysis**

We will be performing a secondary data analysis from the Optimus Study-South Africa. Therefore, the survey team did data checking, compiling, editing, coding, and entry. The de-identified data for this study will be analysed on a password protected student's laptop and these data will not be accessible to anyone else.

**Objective 1:** To estimate the prevalence and incidence of cyber-victimization among South African youth as of 2013/2014, as well as in-person victimization. This will be achieved by reporting the relative frequencies with CI of both the lifetime and last-year prevalence, stratified by key demographic measures. We will also report the prevalence of each of the six types of cyber-victimization.

**Objective 2:** To measure the strength of association between cyber-victimization and potential risk/protective factors among South African youth. We will use logistic regression to estimate the association of each factor in table 1 with cyber-victimization, adjusting for the possible confounding factors listed. The associations will be expressed as odds ratios (ORs) with their 95% confidence intervals (Cis). The unadjusted odds ratio (OR) will be estimated using a univariable regression model for each correlate and adjusted OR will be estimated using a multivariable regression model containing all correlates.

**Objective 3:** Relative frequencies will be used to report the prevalence, by sex, of behavioral, academic (high-risky sexual behavior, and alcohol and substance misuse), and

mental health problems (depression, anxiety, anger, PTSD) and odds ratios will be used to analyze the association between cyber-victimization and these variables.

For all objectives, the number of missing values will be examined and handled by listwise deletion. The household data will be analysed separately. Respondent weights will be incorporated to obtain weighted prevalence values. The complex sampling strategy will also be accommodated, to obtain correct measures of precision. Statistical computations will be performed with STATA version 13 statistical software for Windows.

*Table 1. Variables for the multivariable analysis (potential risk/protective factors for cyber-victimization, confounders, and the outcome)*

<b>Variable</b>		<b>Variable type</b>	<b>Possible values</b>
Demographics	Age	Numeric - continuous	15 - 17
	Sex	Categorical - binary	1 - male 2 - female
	Location	Categorical - nominal	1 - Metro 2 - Urban 3 - Rural
Child maltreatment	Neglect	Categorical - binary	1 - Yes 2 - No
	Physical abuse by a caregiver	Categorical - binary	1 - Yes 2 - No
	Psychological/emotional abuse	Categorical - binary	1 - Yes 2 - No
Parent-child relationship	Parental knowledge	Categorical - binary	1 - low 2 - medium 3 - high
	Parental acceptance	Categorical - binary	1 - low 2 - medium 3 - high
Cyber-victimization (outcome)		Categorical - binary	1 - Yes 2 - No
Sexual abuse		Categorical - binary	1 - Yes 2 - No

*Table 2. Potential Consequences of Cyber-victimization*

Consequences of Cyber-victimization		Variable type	Possible values
High-risk sexual behaviour		Categorical - binary	1 - Yes 2 - No
Academic performance		Categorical - ordinal	1 - Above average 2 - Average 3 - below average
Alcohol and substance misuse		Categorical - binary	1 - Yes 2 - No
Bullying		Categorical - binary	1 - Yes 2 - No
Psychological factors	Anxiety	Categorical - binary	1 - Yes 2 - No
	Depression	Categorical - binary	1 - Yes 2 - No
	Anger	Categorical - binary	1 - Yes 2 - No
	Post-traumatic stress disorder (PTSD)	Categorical - binary	1 - Yes 2 - No

## Ethics

Ethics: The primary study on which this research will draw was approved by the Human Research Ethics Committees of both the faculties of Health Sciences and Humanities at the University of Cape Town, Cape Town, South Africa (HREC: 404/2013). Written informed consent was obtained from both parents and children. A separate ethics approval for this secondary data analysis will be obtained from the Human Research Ethics Committee (HREC) at University of Cape Town's Faculty of Health Sciences.

## Risk

The risk of participating in the study is minimal because we will be conducting a secondary data analysis of existing data. The dataset to be analysed uses participant identity numbers (i.e., the dataset has been de-identified), therefore there is limited potential risk to participants should the data be accessed.

**Benefit**

Findings of this study have a potential to inform and improve cyber-victimization intervention programmes for those who experience cyber-victimization but offer no direct benefits to the participants.

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## **PART B: JOURNAL MANUSCRIPT**

### **Prevalence and Correlates of Cyber-Victimization in a Nationally Representative Sample of South African Youth Aged 15 to 17 years**

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**Abstract**

This study, involving a nationally representative sample of South African youth aged 15-17 (n=5,631; 55.66% boys), investigated the prevalence of cyber-victimization and its correlates. The study reported a lifetime prevalence of 17.43% (15.76% boys; 19.51% girls). Multivariable analysis showed increased risk of cyber-victimization in youth who live in formal housing, have access to piped water and a flushing toilet, experience abuse (emotional and sexual), and have been a victim or witness of crime; it showed reduced risk when a female caregiver had high acceptance and knowledge of their child. Additionally, an increased risk of negative behavioral (high-risk sexual behavior, and alcohol and substance misuse) and mental health (anxiety, depression, PTSD, and anger) correlates was reported in cyber-victimization victims. The findings suggest the importance of implementing cyber-victimization prevention programs to mitigate the risk of cyber-victimization and its associated factors.

**Key words** Cyber-victimization, Risk factors, Youth, Nationally Representative, Cross-sectional study

## Introduction

Reliance on electronic technologies such as the internet and text messaging has become entrenched in daily life. It is not surprising that 33% of adolescents have integrated modern devices into their daily lives globally (UNICEF, 2020). This is partly due to the ease of use, quick interchange of information in many formats, and the ability to interact with friends and family that these technologies provide (Carmack et al., 2020; Wright & Li, 2013). However, use of these devices is not without risk, including cyberbullying and cyber-victimization.

Although cyberbullying and cyber-victimization both involve individuals being targeted or victimized through digital means, such as receiving harassing messages or having personal information shared without consent, they differ in their nature, frequency, and the power differential between the parties involved. Cyber-victimization may occur as a single incident, whereas cyberbullying involves repeated incidents over time, often across various digital platforms and devices, and typically includes an imbalance of power where the perpetrator exerts control or dominance over the victim (Aizenkot & Kashy-Rosenbaum, 2021; Zhu et al., 2021). In this study, we explore cyber-victimisation, because this allows a broader view of this form of victimisation.

Cyber-victimization is a relatively new field of research, recognized as a serious public health concern closely related to adolescents' mental health, and problematic behavior (Raskauskas & Stoltz, 2007; Waasdorp & Bradshaw, 2015). The impact of cyber-victimization may surpass that of in-person bullying victimization (referred to as in-person victimization from here on) because of the perpetrators' easy and anonymous access to victims at any time (Hutson et al., 2018). Similarly, those who experience cyber-victimization have been reported to be at a higher risk of depression, anxiety, and post-traumatic stress disorder (PTSD) compared to those experiencing in-person victimization (Larrañaga et al., 2016).

Several studies have documented various types of cyber-victimization perpetrated against victims. These include verbal violence, such as engaging in online fights, receiving repetitive rude messages, hurtful rumors, and making repeated threats or intimidation (Zhu et al., 2021), visual violence, such as sharing of secrets or embarrassing pictures online without consent (Aizenkot & Kashy-Rosenbaum, 2021), and incidents of impersonation and account forgery, specifically for causing harm (Aizenkot & Kashy-Rosenbaum, 2021).

There are a few nationally representative studies on the prevalence of cyber-victimization, the estimates of which vary among different countries. These variations may occur because of the differences in the target populations and sampling methods, the instruments or questions used, and the recall period over which the prevalence was measured (Nixon, 2014). For instance, a systematic review identified 20 studies that reported on the prevalence of cyber-victimization in youth, of which 11 nationally representative studies indicated that the prevalence ranged from 14.6% to 52.2% (Zhu et al., 2021). These studies were done in South Korea, the United States of America, Malaysia, Canada, and Israel (Zhu et al., 2021). Only 1 of the 11 nationally representative studies was from an upper middle-income country (Malaysia) and the rest were from high-income countries, as identified by the World Bank, highlighting the sparsity of data on general populations in Africa and low-income

settings (Zhu et al., 2021). The socio-economic status in LMICs differs significantly from that of HICs. Factors such as internet penetration and cultural differences may have a profound effect on the prevalence of cyber-victimization. Therefore, research in LMICs is essential for developing targeted interventions that address the specific needs of these populations (Deniz, 2015).

The current study explored previously identified correlates of cyber-victimization that were available in our data, as listed below. Our study results can be used to inform the design of effective interventions that increase protective factors and decrease risk factors, and to identify target groups that are at high risk and should be prioritized for intervention. The results can also be used to better understand the potential consequences of experiencing cyber-victimization.

Research on the potential risks or protective factors associated with cyber-victimization is still in its early stages, and there are some gaps and inconsistencies. For example, sex and age have been the most studied factors, and they exhibit a wide range of results (Álvarez-García et al., 2015; Morin et al., 2018; Tokunaga, 2010). Several studies have reported that girls are more likely than boys to experience cyber-victimization (Morin et al., 2018; Pereira & Matos, 2016; Rao et al., 2019; Tesler et al., 2019), while other studies failed to find an association between sex and cyber-victimization (Kim et al., 2019; Tokunaga, 2010; Wright & Wachs, 2020). Regarding age, several studies reported that older children are more likely to experience cyber-victimization (Huang et al., 2019; Morin et al., 2018; Tesler et al., 2019), while other studies report conflicting findings (Aizenkot & Kashy-Rosenbaum, 2021; Hong et al., 2018).

In terms of geographical location, some studies reported that youth residing in city locations are more likely to experience cyber-victimization than their peers from suburban areas (Graves et al., 2021; Zhu et al., 2021).

Cyber-victimization has also been reported to be associated with socio-economic status (Deniz, 2015). Those belonging to high-income groups were more likely to report cyber-victimization compared to those in low- and middle-income groups (Deniz, 2015).

Some research found an association between cyber-victimization and familial violence, parental abuse, parental neglect, and other forms of child maltreatment (Chen et al., 2018; Larrañaga et al., 2016). Family factors, such as a parent's involvement, are thought to be important. Close parent-child relationships, which could include supportive parenting (Chen et al., 2018) and open, active communication (Larrañaga et al., 2016), were found to be associated with lower rates of cyber-victimization.

The association between cyber-victimization, behavioral problems, such as substance abuse and high-risk sexual behavior, and mental health issues, such as depression and anxiety, has been reported in literature (Díaz & Fite, 2019; Landoll et al., 2015). This association may well be bidirectional.

Being victimized is associated with psychological distress, and exposure to stressful events may lead to the abuse of substances and participating in high-risk sexual behavior, such as having several sexual partners and condomless sex, as a coping method to alleviate suffering

(Khantzian, 1997; Landoll et al., 2015; Mason et al., 2009). Substance abuse may impair decision-making, cognitive function, and judgement, leading individuals to engage in risky online behaviors or share personal information (Khantzian, 1997; Landoll et al., 2015). Both cyber-victimization and substance abuse may be associated with overt mental health issues such as anxiety or depression (Khantzian, 1997; Mason et al., 2009).

In terms of academic performance, research revealed a wide range of findings addressing the relationship between academic success and cyber-victimization. Some studies reported an association between cyber-victimization and poor academic performance (Gardella et al., 2017; Yang et al., 2013). In contrast, another study did not find an association between academic performance and cyber-victimization (Waasdorp & Bradshaw, 2015).

### **Present Study**

Cyber-victimization is a phenomenon that appears to be prevalent and that can result in serious health problems for the victims (Gardella et al., 2017; Van Geel et al., 2014). There are few nationally representative studies that report on the prevalence of cyber-victimization and the majority of them have been conducted in high-income countries, which may not be a representation of low- and middle-income countries (LMIC) because the former often have greater technological infrastructure (Zhu et al., 2021). LMIC often experiences a digital divide, where there is unequal access to the internet and technology. Therefore, it is important to understand cyber-victimization in LMIC to ensure the development of targeted interventions that protect cyber-victims. South Africa is a middle-income country with very high-income inequality, and to date, there is no national study examining the prevalence of cyber-victimization among South African youth (Raskauskas & Stoltz, 2007; Waasdorp & Bradshaw, 2015).

This exploratory study therefore aimed to add to the limited available data by addressing three research objectives, using a nationally representative cross-sectional study of youth aged 15 to 17 years in South Africa. First, this study described the lifetime prevalence and the last-year 'incidence' (defined in this analysis as last-year prevalence) of cyber-victimization (objective 1). This included the examination of the various types of cyber-victimization, such as online fights, receiving repetitive rude messages, hurtful rumors, sharing of secrets online without consent, repeated threats or intimidation, and instances of impersonation for harm. This study also assessed the prevalence of in-person victimization, and its association with cyber-victimization. Second, this study explored the association between cyber-victimization and each of the several behavioral, academic performance, and mental health correlates, stratified by sex to control for sex as a confounding variable (objective 2). Lastly, this study examined the strength of associations between lifetime cyber-victimization and the socio-demographic, child maltreatment, violence exposure, and caregiver correlates in a multivariable analysis (objective 3).

## Method

### Study Design

The Optimus Study South Africa had two components: a household and a school survey. Both were included because school surveys were thought to be likely to yield more disclosure of abuse (as it did), but a household survey would include adolescents no longer at school, which was key because of South Africa's high school dropout rates (Ward et al., 2018).

In this present study, we performed a secondary analysis of the household survey data because the survey was designed to be nationally representative (Artz et al., 2016; Ward et al., 2018). The cross-sectional household survey of South African youth aged 15 to 17 years was conducted over an 18-month period between September 2013 and February 2015 (Ward et al., 2018). While the focus of the Optimus Study was on examining the prevalence of, and factors associated with, sexual abuse (Ward et al., 2018), data on cyber-victimization, and a large number of child maltreatment and health related variables, were also collected. Informed consent was obtained from parents in the household survey, and assent from the children in both the surveys. Ethical approval for this secondary study was granted by the Faculty of Health Sciences (HREC REF: 685/2022) at the University of Cape Town, Cape Town, South Africa.

### Sampling

Multistage stratified sampling was performed for the household survey (Artz et al., 2016; Ward et al., 2018). In summary, the primary sampling units (enumerator areas, based on the 2001 census and updated using other subsequent data sources) were stratified by province, geographical location (urban/metro versus rural area), and the most prevalent race group as described in table 1. The four race groups were based on the categories used by the government during the apartheid era in South Africa (Coovadia et al., 2009). Since many aspects of resource allocation, such as health interventions, continue to be based on these apartheid classifications, we included race as a stratification variable in our study. Of 80,787 enumerator areas, 725 areas were chosen, with sampling probabilities proportional to the estimated population sizes. To ensure adequate representation, the White race group was intentionally oversampled, given the relatively small proportion of White people in the population. Within each chosen enumerator area, 5 to 10 households were randomly selected for participation. In cases where a household refused to participate or did not have a child aged 15 to 17 years, replacement households were chosen. To randomly select a single child in households with multiple children aged 15 to 17 years, the researchers employed the Kish Grid method or selected the child with the earliest date of birth in the year (Artz et al., 2016; Ward et al., 2018).

The statistician estimated that a total sample size of 5,800 would be necessary for combined school and household surveys. This estimation assumed a design effect of 3.0, a 90% of completion of survey items, and an overall response rate of 90%, and a prevalence range of 5–15% for sexual abuse. The estimation aimed to achieve a precision level with 95% confidence interval half widths ranging from 1% to 3%, which is one-fifth of the assumed prevalence (Artz et al., 2016; Ward et al., 2018).

## Procedure

Interviews were conducted by a small team of well-trained interviewers who were closely supervised (Ward et al., 2018). The questionnaire was translated from English into the four most commonly spoken South African languages: Afrikaans, isiXhosa, isiZulu, and Sesotho. To reduce bias, female respondents were exclusively interviewed by women, while male respondents were interviewed by either a man or a woman. Interviews were conducted within the home, and interviewers were trained to establish rapport with respondents to encourage disclosure.

## Participants

Table 1 describes the study sample (N = 5,631). The respondents were 3,134 (55.66%) boys and 2,497 (44.34%) girls, and racially diverse – approximately 4,221 (74.99%) identified as Black or African, 771 (13.70%) as Coloured, 417 (7.41%) as White, and 220 (3.91%) as Indian. There were 5,440 (96.61%) children enrolled in school and 3,852 (68.41%) lived in an urban/metro area (versus 1,779 (31.59%) rural). 3,270 (58.07%) of the youth had both the male and female caregiver present, 4,795 (85.15%) lived in formal houses, 2,638 (46.85%) had access to piped water and flushing toilet, and 774 (13.75%) had experienced hunger at some point in their life. Neglect, emotional abuse, physical abuse, and sexual abuse, by an adult, were each reported by 616 to 961 (10.94-17.07%) of respondents. Exposure to violence was high in this sample, with 3,841 (68.21%) of youth being victims or witnesses of other violence (such as family violence or abuse) or crime. High risk sexual behavior and alcohol and drug misuse were identified in 857 and 1,033 (15.22 and 18.34%) children, respectively; and anxiety, depression, PTSD, and anger were each identified in 102-353 (1.81-6.27%) of this sample.

**Table 1**

*Socio-demographic, Academic Performance, Child Maltreatment, Violence Exposure, and Caregiver, as well as Behavioral and Mental Health Variables, of Respondents in the Household Survey*

Variables and categories		Unweighted frequency (percent) N=5,631
<b>Socio-demographic variables</b>		
Age	15 years	1,931 (34.29%)
	16 years	2,068 (36.73%)
	17 years	1,632 (28.98%)
Sex	Boys	3,134 (55.66%)
	Girls	2,497 (44.34%)
Race	White	417 (7.41%)
	Black	4,221 (74.99%)
	Coloured	771 (13.70%)
	Indian	220 (3.91%)
	Other	2 (0.04%)
Geographical location	Urban/metro	3,852 (68.41%)
	Rural	1,779 (31.59%)
Enrolled in	Yes	5,440 (96.61%)

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

school	No	191 (3.39 %)
Formal housing	Yes	4,795 (85.15%)
	No	804 (14.28%)
	Missing	32 (0.57%)
Piped water and flushing toilet	Yes	2,638 (46.85%)
	No	2,965 (52.65%)
	Missing	28 (0.50%)
Hunger	Yes	774 (13.75%)
	No	4,810 (85.42%)
	Missing	47 (0.83%)
<b>Child maltreatment and violence exposure variables</b>		
Emotional abuse	Yes	686 (12.37%)
	No	4,859 (87.63%)
	Missing	86 (1.53%)
Neglect	Yes	637 (11.31%)
	No	4,941 (87.75%)
	Missing	53 (0.94%)
Physical abuse	Yes	961 (17.07%)
	No	4,667 (82.88%)
	Missing	3 (0.05%)
Sexual abuse	Yes	616 (10.94%)
	No	4,925 (87.46%)
	Missing	90 (1.60%)
Victim or witness of other violence/crime *	Yes	3,841 (68.21%)
	No	1,611 (28.61%)
	Missing	179 (3.18 %)
<b>Caregiver variables</b>		
Caregivers	Male caregiver	238 (4.23%)
	Female caregiver	2,123 (37.70%)
	Both male and female caregiver	3,270 (58.07%)
Female caregiver's acceptance**	Low	1,361 (25.24%)
	Medium	1,899 (35.21%)
	High	1,928 (35.75%)
	Missing	205 (3.80%)
Female caregiver's knowledge **	Low	585 (10.85%)
	Medium	2,459 (45.60%)
	High	2,231 (41.37%)
	Missing	118 (2.19%)
Male caregiver's acceptance**	Low	1,017 (28.99%)
	Medium	1,141 (32.53%)
	High	1,109 (31.61%)
	Missing	241 (6.87%)
Male caregiver's knowledge**	Low	901 (25.68%)
	Medium	1,435 (40.91%)
	High	998 (28.45%)
	Missing	174 (4.96%)
<b>Educational variables</b>		
Academic performance ***	Above average/average	5,082 (93.42%)
	Below average	340 (6.25%)
	Missing	18 (0.33%)
<b>Behavioural and mental health variables</b>		
High-Risk sexual behaviour	Yes	857 (15.22%)
	No	4,567 (81.10%)
	Missing	207 (3.68%)
Anxiety	Yes	163 (2.89%)

	No	5,380 (95.54%)
	Missing	88 (1.56%)
Depression	Yes	108 (1.92%)
	No	5,417 (96.20%)
	Missing	106 (1.88%)
PTSD	Yes	178 (3.16%)
	No	5,360 (95.19%)
	Missing	93 (1.65%)
Anger	Yes	30 (0.53%)
	No	5,511 (97.87%)
	Missing	90 (1.60%)
Alcohol and drug misuse	Yes	1,033 (18.34%)
	No	4,500 (79.91%)
	Missing	98 (1.74%)

*Note.* \*this is crime other than child abuse or neglect, (e.g., theft)  
 \*\* among youth with the relevant caregiver being present.  
 \*\*\* among children enrolled in school

## Measures

### *Cyber-victimization*

The cyber-victimization measure was adopted from the work of Lecannelier and colleagues (2011). This questionnaire was used to determine whether each of the six particular types of cyber-victimization was experienced by the respondent: (1) engaging in online fights, (2) receiving repetitive rude messages, (3) hurtful rumors, (4) sharing of secrets/embarrassing picture online without consent, (5) repeated threats or intimidation, and (6) instances of impersonation for harm. For each type of cyber-victimization, the respondent was asked whether they had experienced the victimization at any time in their life (yes/no), and, among those who had, whether the victimization had been experienced in the last year (yes/no). In this analysis, we studied the lifetime and last-year binary (yes/no) responses to the different types of cyber-victimization. In addition, we constructed a binary (yes/no) variable describing whether the respondent had experienced any victimization (i.e. at least one type), in their lifetime or the last year. This instrument was designed for use in the United States, but it has also been adapted for use in Chile and has been demonstrated to have moderate internal consistency (Cronbach's alpha of 0.8 in a study in the United States, and 0.6 in a study in Chile) (Álvarez-García et al., 2017; Lecannelier et al., 2011). In this sample the Cronbach's alpha internal consistency of lifetime prevalence items was 0.88.

### *In-person victimization*

In-person victimization was measured using the conventional crime questionnaire from the Optimus study survey (Artz et al., 2016; Ward et al., 2018), which included just one item on in-person victimization. The respondents were asked whether someone had ever bullied or persistently teased them by saying hurtful things in their lifetime (yes/no). Among those who had, they were then asked if they had experienced this in the last year (yes/no). In this analysis, we studied these binary (yes/no) responses.

### *Socio-demographics*

Participants were asked to report several demographic characteristics, including age (calculated from respondent's date of birth; in years), sex (reported by the interviewer based on the respondent's identification as boy/girl), and academic performance. To assess academic performance, respondents were asked whether they attended school (yes/no). For those in school, one item assessed their current school performance, measured as a polychotomous variable (well above average/somewhat above average/average/somewhat below average/well below average). For this analysis, a binary variable (average/above average versus below average) was generated by collapsing the five categories.

The physical characteristics of their homes (e.g., formal housing, clean water, and piped water and flushing toilet in the house) were assessed in the questionnaire. Respondents were asked about the type of dwelling structure, main source of water, and what kind of toilet they had. We constructed a binary variable that captured access to piped water and a flushing toilet.

The question on the experience of hunger was evaluated through a specific question sourced from the Canadian National Longitudinal Survey of Children and Youth (McIntyre et al., 2000). The question asked if respondents had ever experienced hunger because of the lack of food or money to buy food. In this analysis, we studied the binary (yes/no) responses describing whether the respondent had experienced hunger.

Geographical location type was based on the location of the household and was coded as a polychotomous variable (metro/urban/rural). However, for the analysis, metro and urban categories were collapsed into one to generate a binary variable (urban/metro versus rural).

### ***Alcohol and drug misuse***

Respondent alcohol and substance misuse was assessed using the Care, Relax, Alone, Forget, Friends, Trouble (CRAFFT) screening instrument, which was originally designed to assess alcohol use only, but here was adapted to include both alcohol and substance-related problems (Knight et al., 1999, 2007). Six items assessed problems related to drug or alcohol misuse (Knight et al., 1999, 2007), for example, whether the respondent ever got into trouble or forgot things while using drugs or alcohol. In this analysis, we constructed a binary (yes/no) variable describing whether the respondent had misused substances. The instrument was used in a study conducted in England, demonstrating good internal consistency (Cronbach's alpha of 0.81) (Knight et al., 2007). Additionally, the same instrument was adopted for use in sub-Saharan Africa, where it demonstrated good internal consistency (Cronbach's alpha  $\geq$  0.81) (Kane et al., 2016). In this sample, the Cronbach's alpha internal consistency of alcohol and substance misuse items was 0.99.

### ***Mental health factors: anxiety, depression, anger, and post-traumatic stress disorder (PTSD)***

To assess potential psychological correlates, the Trauma Symptom Checklist for Children (TSCC) was used (Briere et al., 2001). The TSCC measured the severity of PTSD and related psychosocial conditions. The questionnaire has 54 items which enquire about the frequency of experiences such as feeling afraid, crying, getting into fights, or daydreaming, scored on a 4-point Likert scale: 0 – “never,” 1 – “sometimes,” 2 – “lots of times,” and 3 –

“almost all of the time”. For each of the subscales for anxiety, depression, anger, and PTSD, a score was calculated by adding together responses for the corresponding items, and the provided thresholds were used to create a binary (yes/no) classification – according to the manual, which was normalized in the United States population, a score greater than or equal to the threshold implied the child experienced the condition. The thresholds were as follows: anxiety was  $\geq 12$  for boys, and  $\geq 14$  for girls; depression  $\geq 13$  for boys, and  $\geq 16$  for girls; PTSD  $\geq 17$  for boys, and  $\geq 20$  for girls. For anger, a threshold of the top 5% scores was used to create a binary (yes/no) classification (Briere et al., 2001). This instrument has demonstrated good internal consistencies based on Cronbach alpha values of 0.79-0.85 in Sub-Saharan Africa (Wherry & Herrington, 2018). In this sample, the Cronbach’s alpha internal consistency of anxiety, depression, anger, and PTSD items ranged between 0.70 and 0.82.

### ***Exposure to any forms of violence and crime against children***

The Juvenile Victimization Questionnaire was used to ask about exposure to any type of violence in their lifetime (Hamby et al., 2005). Child maltreatment (neglect, physical abuse by caregiver, psychological/emotional abuse), peer and sibling victimization (in-person victimization, and peer/sibling assault), witnessing direct and indirect victimization (domestic violence, parent assault of a sibling, and assault with a weapon), and experiencing any type of sexual abuse were all addressed in the questionnaire. In this analysis, we constructed five binary (yes/no) variables to capture the lifetime experience of different forms of violence: (1) neglect included respondents’ looking after themselves due to parental substance abuse, searching for a parent during childhood, feeling uncomfortable because of parents’ guests, living in a dilapidated home, or having neglected personal hygiene as child; (2) physical abuse by caregiver included being kicked, beaten, or physically hurt in any way; (3) psychological/emotional abuse included feeling scared or distressed because of adult’s actions such as name calling, and being made to feel rejected; (4) victim or witness of other violence/crime included theft of personal belongings, unreturned stolen items, experiencing physical attacks with/without objects, and witnessing murder or violence; (5) sexual abuse included non-consensual sex, sexual abuse by a known/unknown adult, attempts to force a child to have sexual intercourse, emotional abuse via sexual material, being forced by another child or teen to engage in sexual intercourse, other sexual experience with an adult (including child being forced to masturbate, or view nude pictures or pornographic videos). Among those who had, they were then asked if they had experienced this in the last year (yes/no). This instrument has demonstrated good internal consistency based on Cronbach’s alpha of 0.81 in South Africa (Finkelhor et al., 2005).

### ***High-risk sexual behavior***

Questions on sexual behavior were from a previous study done in South Africa (Avalos et al., 2010). Briefly, the questionnaire had 19 items, which were related to sexual risk behaviors throughout the respondents’ lifetime and the past year. We defined seven behaviors that we considered high risk, including having multiple partners, experiencing pregnancy, contracting sexually transmitted diseases, and trading sex for alcohol, drugs, or money). For this analysis, we constructed a binary variable indicating high-risk sexual behavior based on

whether the respondent reported any of the seven behaviors. A systematic review reports that this instrument had an internal consistency that ranges from Cronbach's alpha 0.70 to 0.80 (Mirzaei et al., 2016). In this sample, the Cronbach's alpha internal consistency of high-risk sexual behavior items was 0.96.

### ***Parental knowledge***

Parental knowledge measures were adapted from a World Health Organization scale (Stolz et al., 2012). The questionnaire had two sections: the mother/adult female caregiver and the father/adult male caregiver. The parental knowledge questionnaire had a set of 5 items which measured parents' knowledge of youth activities (e.g., where their children are at night, and how they spend their money). The responses were scored on a 3-point Likert scale: 1 – “doesn't know,” 2 – “knows a little,” 3 – “knows a lot” (Stolz et al., 2012). The responses were added together to create final scores for male and female caregivers separately, with a higher score reflecting greater knowledge. For this analysis, we translated scores into three categories, using thresholds chosen so that approximately equal numbers of children were in each category (low knowledge:  $9 < \text{score} \leq 14$ , medium:  $14 < \text{score} \leq 15$ , high:  $\text{score} > 15$ ). This instrument was field-tested in South Africa, and showed good internal consistency based on Cronbach's alpha of 0.88 (Stolz et al., 2012; Yoshizumi et al., 2006). In this sample, the Cronbach's alpha internal consistency of parental knowledge items was 0.88.

### ***Parental acceptance***

Parental acceptance measures were adapted from the same World Health Organization scale as above (Stolz et al., 2012), with the same two sections in the questionnaire. The parental acceptance questionnaire consisted of 11 items assessing the warmth and closeness of the parent-child relationship (e.g., if their caregiver made them feel better after talking over their worries and gave them a lot of care and attention), and the responses were scored on a 3-point Likert scale: 1 – “not like him/her,” 2 – “somewhat like him/her,” 3 – “a lot like him/her” (Briere et al., 2001). For this analysis, three-category variables were created as for parent knowledge above (low acceptance:  $18 < \text{score} \leq 26$ , medium:  $26 < \text{score} \leq 33$ , high:  $\text{score} > 33$ ). This instrument was field-tested in South Africa, and it showed good internal consistency based on Cronbach's alpha of 0.88 (Stolz et al., 2012; Yoshizumi et al., 2006). In this sample, the Cronbach's alpha internal consistency of parental acceptance items was 0.94.

### **Data Analysis**

For analysis purposes, all scores obtained from instruments were converted into binary or categorical variables for ease of interpretation – using clinical cutoffs where available, or a data-driven approach to either ensure approximately equal numbers of children in each category or to identify the children within the highest quantile of scores depending on the variable. This approach also helps account for potential violations of assumptions related to linear relationships that may arise if continuous scores were used (Altman et al., 2006). We also combined categories provided by ordinal and nominal measure(s) where useful to simplify interpretation and avoid small numbers of children in a category. See details in Measures above.

All data management and analyses were performed using STATA software (version 13). We accounted for the complex survey design by using the “svy” suite of commands in STATA. These commands took into consideration the stratification and clustering involved in the survey sampling process, ensuring the accuracy of confidence intervals (CIs). All estimates were reported with 95% CIs. Additionally, respondent weights were incorporated to enhance the representation of the study's findings, specifically to relate to the target population of South African youth aged 15 to 17 years. Each weight described the number of population elements ‘represented’ by a single sample element, accounting for the sampling design (Artz et al., 2016).

Overall, fewer than 5% of values were missing for each variable. We assumed that data were missing completely at random (MCAR) for the prevalence statistics and missing at random (MAR) when studying associations, and thus used listwise deletion per analysis/statistic, leading to a dataset with 5,147-5,582 observations for prevalence statistics and univariable analyses, and 4,818 for the multivariable regression model.

Descriptive statistics were used to describe the sample of children and their experiences, and odds ratios from logistic regressions to quantify univariable and multivariable associations. More specifically, for objective 1, the lifetime prevalence and incidence (defined as last-year prevalence among all children) of cyber-victimization (and its types) and in-person victimization were estimated using relative frequencies, including by sex. To minimize potential bias from missing last-year data in lifetime victims, the incidence was calculated as the product of the estimated lifetime prevalence, and the estimated prevalence of cyber-victimization in the last year among those who had ever been victims. Odds ratios were used to quantify the association between cyber-victimization and in-person victimization. For objective 2, multiple logistic regression analyses were used to estimate the direction and size of associations between cyber-victimization and potential risk and protective variables (socio-demographic, childhood maltreatment and exposure to violence, and caregiver variables). The adjusted and unadjusted odds ratios were computed from the logistic regression analysis. For objective 3, relative frequencies were used to report the prevalence, by sex, of behavioral, academic, and mental health problems, and odds ratios were used to analyze the association between cyber-victimization and these variables.

## Results

### Prevalence and Incidence of Cyber-Victimization and In-Person Victimization

The lifetime prevalence and incidence of each type of cyber-victimization are shown in table 2. 17.43% of youth experienced at least one type of cyber-victimization in their lifetime, with a 13.56% incidence among all victims. Of these, the most reported type of cyber-victimization was online 'fight' with rude language (12.25% prevalence and 8.66% incidence), while repetitive threats or intimidation online (2.96% prevalence and 2.16% incidence) was the least common.

Apart from sharing secrets/embarrassing pictures online without consent and repetitive threats or intimidation online (prevalence and incidence < 3%), most of the types of cyber-

victimization were common for both girls and boys (prevalence 13.60-4.03% and incidence 10.24-3.07%).

The prevalence and incidence of in-person victimization was high in girls (19.22% and 12.16% respectively) compared to boys (13.78% prevalence and 7.41% incidence). Youth that experienced in-person victimization had three times higher odds of experiencing cyber-victimization (OR:3.06 (95% CI: 2.49-3.75)).

**Table 2**

*The Lifetime Prevalence and Incidence of each type of Cyber-victimization, any Cyber-victimization, and In-person victimization (estimate and 95% confidence interval), among Youth aged 15–17 years by Sex.*

Type of cyber victimisation	All respondents Lifetime prevalence % (95%CI)	Last-year prevalence among lifetime victims % (95%CI)	Incidence	Boys Lifetime prevalence % (95%CI)	Last-year prevalence among lifetime victims % (95%CI)	Incidence	Girls Lifetime prevalence % (95%CI)	Last-year prevalence among lifetime victims % (95%CI)	Incidence
Online 'fight' with rude language (n=5,618)	12.25% (11.11-13.48)	71.05% (66.34-75.35)	8.66%	11.16% (9.85-12.62)	66.83% (59.87-73.12)	7.46%	13.60% (11.89-15.52)	75.36% (69.32-80.54)	10.24%
Repetitive rude messages online (n=5,618)	8.42% (7.51-9.42)	73.85% (68.11-78.87)	6.21%	8.91% (7.736-10.24)	72.39% (64.76-78.91)	6.44%	7.81% (6.64-9.16)	75.90% (65.99-83.64)	5.92%
Hurtful rumours damaging reputation (n=5,615)	5.32% (4.56-6.19)	76.72% (69.99-82.32)	4.08%	4.03% (3.24-5.01)	76.23% (63.79-85.38)	3.07%	6.93% (5.66-8.45)	77.07% (66.86-84.85)	5.34%
Sharing secrets/embarrassing pictures online without consent (n=5,617)	3.08% (2.51-3.76)	83.31% (74.24-89.63)	2.56%	2.58% (1.95-3.40)	86.08% (71.11-93.95)	2.22%	3.68% (2.77-4.86)	80.81% (65.72-90.24)	2.97%
Repetitive threats or intimidation online (n=5,615)	2.96% (2.37-3.69)	73.27% (62.45-81.88)	2.16%	2.53% (1.87-3.41)	78.99% (61.23-89.95)	1.99%	3.50% (2.65-4.60)	68.25% (52.22-80.87)	2.38%
Impersonation for harm online (n=5,586)	5.75% (5.00-6.60)	72.63% (65.92-78.44)	4.17%	4.47% (3.57-5.58)	72.91% (59.99-82.85)	3.25%	7.35% (6.10-8.82)	72.41% (64.06-79.44)	5.31%
Any of the six types of cyber-victimization above (n=5,582)	17.43% (16.05-18.91)	77.82% (74.19-81.07)	13.56%	15.76% (14.10-17.58)	74.36% (68.95-79.11)	11.71%	19.51% (17.52-21.66)	81.29% (76.47-85.30)	15.85%
In-person bullying (5,625)	16.20 (14.83-17.68)	61.07% (56.80-65.18)	9.89%	13.78% (12.25-15.46)	57.27% (51.95-62.42)	7.41%	19.22% (17.13-21.50)	64.46% (58.63-69.90)	12.16%

**Behavioral, Academic Performance, and Mental Health Variables**

The prevalence of youth’s own alcohol and substance misuse (34.30%) and high-risk sexual behavior (26.80%) was high among those who have experienced cyber-victimization, compared to those who have not experienced of cyber-victimization (14.34% and 14.01% respectively) (table 3). All the behavioral and mental health correlates were strongly associated with cyber-victimization (p-value<0.02). Overall, youth reported nearly four times as much anger, three times as much personal alcohol and substance misuse, and depression, and two times as much high-risk sexual behavior, PTSD, and anxiety if they also reported cyber-victimization (table 3). In terms of differences between the sexes, girls reported a greater association for internalizing behaviours than boys, (OR were 50% to 3 fold larger in girls for depression, PTSD, and anxiety), while effect for externalizing behaviour was higher in boys than girls including high-risk sexual behaviour (OR=2.54 in boys vs. OR=2,05 in girls), and alcohol and substance misuse (OR=3.45 in boys vs, OR=2.94 in girls) (table 3).

Below average academic performance was associated (p-value = 0.05) with cyber-victimization in both girls (OR:1.22) and boys (OR:1.49).

**Table 3**

*The Prevalence (and 95% confidence interval) of each Behavioral, Academic Performance, and Mental health problems in Youth aged 15-17 years, Stratified by Experience of Cyber-victimization; and the Odds ratio (and 95% confidence interval) comparing Youth with and without Cyber-victimization; all by Sex.*

	Group of respondents		Odds ratio (OR)
	No experience of cyber-victimization % (95% CI)	Have experienced cyber-victimization % (95% CI)	
<b>High-risk sexual behaviour (n=5,380)</b>			
Boys	16.40% (14.70 - 18.26)	33.35% (27.86 - 39.33)	2.54 (1.95 - 3.32) †
Girls	10.90% (9.18 - 12.95)	20.13% (15.39 - 25.88)	2.05 (1.43 - 2.95) †
Combined	14.01% (12.79 - 15.33)	26.80% (23.06 - 30.91)	2.25 (2.23 - 2.26) †
<b>Alcohol and substance misuse (n=5,485)</b>			
Boys	16.10% (14.25 - 18.13)	39.83% (34.58 - 45.32)	3.45 (2.71 - 4.37) †
Girls	12.08% (10.26 - 14.17)	28.88% (23.92 - 34.26)	2.94 (2.22 - 3.89) †
Combined	14.34% (12.96 - 15.85)	34.30% (30.71 - 38.08)	3.12 (2.58 - 3.76) †
<b>Anxiety (n= 5,495)</b>			
Boys	1.52%	3.60%	2.41

Girls	(1.05- 2.20) 2.70%	(2.04- 6.26) 7.43%	(1.23- 4.70) † 2.89
Combined	(1.90 - 3.81) 2.03	(4.98 - 10.93) 5.50%	(1.75 - 4.75) † 2.80
<hr/>			
<b>Depression (n=5,476)</b>			
Boys	1.18% (0.83 - 1.69)	2.16% (1.15 - 4.05)	1.84 (0.91 - 3.71) †
Girls	1.11% (0.70 - 1.75)	6.01% (3.66 - 9.71)	5.72 (2.89 - 11.31) †
Combined	1.15% (0.85 - 1.55)	4.07% (2.75 - 5.97)	3.64 (2.19 - 6.04) †
<hr/>			
<b>PTSD (n=5,490)</b>			
Boys	2.65% (2.01 - 3.48)	4.90% (3.09- 7.67)	1.89 (1.10 - 3.25) †
Girls	2.31% (1.54 - 3.45)	6.40% (4.08 - 9.90)	2.89 (1.58 - 5.26) †
Combined	2.50% (1.98 - 3.15)	5.65% (4.03 - 7.85)	2.33 (1.54 - 3.52) †
<hr/>			
<b>Anger (n=5,493)</b>			
Boys	0.33% (0.19- 0.58)	0.95% (0.30 - 3.00)	2.89 (0.87- 9.59) ††
Girls	0.24% (0.08 - 0.69)	1.45 (0.44 - 4.60)	6.08 (1.31 - 28.19) †
Combined	0.29% (0.17 - 0.49)	1.19% (0.53 - 2.67)	4.14 (1.60 - 10.67) †
<hr/>			
<b>Academic performance*: Below average (n=5,381)</b>			
Boys	6.29% (5.23 - 7.55)	9.13% (6.10 - 13.45)	1.49 (0.98 - 2.27) †*
Girls	5.83% (4.65 - 7.28)	7.05% (4.64 - 10.59)	1.22 (0.75 - 1.99) †*
Combined	6.09% (5.24 - 7.07)	8.09% (6.05 - 10.73)	1.35 (0.98 - 1.86) **

Note. \*among those enrolled in school

†p-value <0.02

†\* p-value=0.05

\*\*p-value 0.06

††p-value 0.08

### Socio-Demographic, Child Maltreatment, Violence exposure, and Caregiver Correlates

In the multivariable analysis, we found strong evidence (p-values≤0.05) of an association between lifetime cyber-victimization and several variables. In the socio-demographics variables, we reported an increased risk in girls (aOR: 1.78) who were 16 and 17 years old (aOR:1.36 and aOR: 1.79 versus 15 years old), those living in a formal house (aOR: 1.37), and those with access to piped water and a flushing toilet (aOR: 1.98). Regarding

child maltreatment and exposure to violence, associated variables were emotional abuse (aOR: 1.41), sexual abuse (aOR: 3.24), and being a victim or witness of any other crime (aOR: 5.24).

Our results show that having a male or female caregiver, relative to having both, reduced the risk (aOR: 0.45 and aOR: 0.64 for male or female versus both male and female caregivers present, respectively), as does high female caregiver’s acceptance and knowledge (aOR: 0.73, and aOR: 0.62 for high acceptance and knowledge versus medium, respectively). Surprisingly, our results also show that low male caregiver’s knowledge (aOR: 0.70 versus medium knowledge) appears to be protective (table 4).

There was no evidence (p-values > 0.14) supporting the association between cyber-victimization and the following variables in the multivariable analysis: residing in a rural area (aOR: 1.01 versus urban), hunger (aOR: 0.86), neglect (aOR: 1.15), physical abuse (aOR: 0.91), low female caregiver’s acceptance and knowledge (aOR: 0.97 and aOR: 0.82, respectively, versus medium female caregiver’s acceptance and knowledge), low and high male caregiver’s acceptance (aOR: 0.80 and aOR: 0.74, respectively, versus medium), and high male caregiver’s knowledge (aOR: 1.12 versus medium).

In the univariable analysis, we also found strong evidence (p-values<0.03) of an association between lifetime cyber-victimization and several variables. For socio-demographics, child maltreatment and exposure to violence, as well as caregiver variables, similar associations were found to the multivariable analysis. However, youth living in a rural area were less likely to experience cyber-victimization (OR:0.64), while youth who experienced neglect (OR:1.97) and physical abuse (OR:1.64) were more likely to experience it. Additionally, having only a female caregiver, relative to having both caregivers present, reduced the risk of cyber-victimization (OR:0.78), as did high male caregiver’s acceptance and knowledge (aOR:0.55 and aOR:0.70, respectively, versus medium acceptance and knowledge). Lastly, in terms of child maltreatment and exposure to violence variables, the unadjusted ORs were consistently larger compared to the adjusted analysis: increased cyber-victimization was associated with emotional abuse (OR:2.38), neglect (OR:1.97), physical abuse (OR:1.64), sexual abuse (OR:4.97), and having been a victim or witness of any other crime (OR:7.02) (table 4).

**Table 4**

*Odds ratios (and 95% confidence intervals) describing the Association of Lifetime Cyber-victimization with Socio-demographics, Child maltreatment, Violence exposure, and Caregiver Correlates among youth aged 15-17 years.*

Variable	Comparison category	Univariable analysis			Multivariable analysis (n = 4,818)	
		n	Unadjusted OR (95%CI)	p-value	Adjusted odds ratio (aOR) (95%CI)	p-value
Age (ref: 15 years)	16 years	5,582	1.40 (1.13 - 1.73)	<0.01	1.36 (1.07 - 1.702)	0.01

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	<b>17 years</b>		1.79 (1.44 - 2.22)	<0.01	1.79 (1.40 - 2.29)	<0.01
<b>Sex (ref: boys)</b>	<b>Girls</b>	5,582	1.29 (1.09 - 1.53)	<0.01	1.34 (1.09 - 1.65)	0.01
<b>Location (ref: urban)</b>	<b>Rural</b>	5,582	0.64 (0.52 - 0.81)	<0.01	1.01 (0.77 - 1.31)	0.92
<b>Formal housing (ref: no)</b>	<b>Yes</b>	5,550	1.84 (1.39 - 2.43)	<0.01	1.37 (0.99 - 1.89)	0.05
<b>Piped water and flushing toilet (ref: no)</b>	<b>Yes</b>	5,554	1.87 (0.13 - 0.18)	<0.01	1.98 (1.56 - 2.50)	<0.01
<b>Hunger (ref: no)</b>	<b>Yes</b>	5,535	1.05 (0.82 - 1.33)	0.70	0.86 (0.64 - 1.15)	0.31
<b>Emotional abuse (ref: no)</b>	<b>Yes</b>	5,499	2.38 (1.86 - 3.03)	<0.01	1.41 (1.05 - 1.89)	0.02
<b>Neglect (ref: no)</b>	<b>Yes</b>	5,531	1.97 (1.54 - 2.52)	<0.01	1.15 (0.88 - 1.50)	0.29
<b>Physical abuse (ref: no)</b>	<b>Yes</b>	5,499	1.64 (1.31 - 2.05)	<0.01	0.91 (0.70 - 1.18)	0.49
<b>Victim or witness of any other crime* (ref: no)</b>	<b>Yes</b>	5,582	7.02 (5.05 - 9.74)	<0.01	5.24 (3.64 - 7.53)	<0.01
<b>Sexual abuse (ref: no)</b>	<b>Yes</b>	5,493	4.97 (3.94 - 6.00)	<0.01	3.24 (2.46 - 4.25)	<0.01
<b>Caregiver (Ref: both parents present)</b>	<b>Male caregiver only</b>	5,582	0.71 (0.43 - 1.15)	0.16	0.45 (0.25 - 0.80)	<0.01
	<b>Female caregiver only</b>		0.78 (0.43 - 0.92)	0.01	0.64 (0.56 - 1.03)	<0.01
<b>Female caregiver's acceptance** (ref: medium)</b>	<b>Low</b>	5,147	1.08 (0.86 - 1.37)	0.46	0.97 (0.74 - 1.27)	0.85
	<b>High</b>		0.62 (0.49 - 0.78)	<0.01	0.73 (0.56 - 0.94)	0.01
<b>Male caregiver's acceptance** (ref: medium)</b>	<b>Low</b>	3,239	0.88 (0.68 - 1.14)	0.36	0.80 (0.58 - 1.11)	0.19
	<b>High</b>		0.55 (0.60 - 0.99)	<0.01	0.74 (0.46 - 1.10)	0.14
<b>Female caregiver's knowledge** (ref: medium)</b>	<b>Low</b>	5,234	0.93 (0.71 - 1.22)	0.62	0.82 (0.60 - 1.13)	0.24
	<b>High</b>		0.59 (0.49 - 0.72)	<0.01	0.62 (0.48 - 0.80)	<0.01
<b>Male caregiver's knowledge** (ref: medium)</b>	<b>Low</b>	3,306	0.91 (0.72 - 1.15)	0.47	0.70 (0.52 - 0.94)	0.01
	<b>High</b>		0.70 (0.51 - 0.95)	0.03	1.12 (0.76 - 1.67)	0.74

Note. OR=unadjusted odds ratio. aOR=adjusted odds ratios.

\* this is crime other than child abuse or neglect, (e.g., theft)

\*\* among youth with the relevant caregiver being present

## Discussion

Although researchers have begun to examine the prevalence, types, and consequences of cyber-victimization, and its associations with risk or protective factors, in high-income countries, significantly less research has examined this public health concern in LMIC in a nationally representative sample (Zhu et al., 2021). This study aimed to address these gaps by examining the lifetime prevalence and the incidence (defined as last-year prevalence) of both the overall and the types of cyber-victimization, and in-person victimization among South African youth. It explored the association between these two types of victimization and considered various possible risk/protective correlates, including socio-demographics, child maltreatment, violence exposure, and caregiver's presence. This study also examined consequences such as behavioral, academic performance, and mental health correlates, stratified by sex.

### Prevalence and Incidence of Cyber-Victimization and In-Person Victimization

The present study reports a lifetime prevalence of 17.43%, and 13.56% last-year incidence for cyber-victimization. This prevalence falls within the wide range of existing prevalence estimates of 14.6-52.2% for national studies that reported on the lifetime prevalence of cyber-victimization globally (Zhu et al., 2021). The reported similarity in the prevalences between the present study and those in other countries, including high-income ones, reinforces the idea that cyber-victimization is a universal issue, and may be attributed to the increase in internet penetration rates (Graves et al., 2021). The digital world offers the same cyber experiences and online interaction patterns for youth in both high-income and low-income countries. Therefore, youth from these different economic backgrounds, sharing common online spaces and participating in similar online activities, may encounter similar risks associated with cyber-victimization (Graves et al., 2021; Kowalski et al., 2014). This challenges the notion that cyber-victimization is more prevalent in certain economic contexts. It supports the theory that increased internet penetration leads to similar online risks across different socioeconomic backgrounds, suggesting that the digital environment has a leveling effect on the experiences of youth (Graves et al., 2021).

This present study showed a notable prevalence cyber-victimization and in-person victimization in the South African sample, with girls experiencing higher victimization than boys. This aligns with findings from other nationally representative studies from different countries (Athanasidou et al., 2018; Holt et al., 2016; Zhu et al., 2021). However, a cross-sectional study from Malaysia reported a higher prevalence in boy victims (52.2%) aged 15-16 years (Marret & Choo, 2017). This may be related to gender differences in online behavior, such as perpetration of harassment, and the posting of revealing pictures. These behaviours are known to be more common in boys (Zhu et al., 2021). Further investigation of differences in correlates of cyber-victimization by sex in future analyses of correlates may offer a more nuanced understanding of these differences.

The types of cyber-victimization experienced by youth varies. Online 'fight' with rude language (12.25%) and repetitive rude messages online (8.42%) were the most prevalent types of cyber-victimization, while sharing of secrets/embarrassing pictures online without consent

(3.08%) and repetitive threats or intimidation online (2.96%) were the least prevalent types of cyber-victimization among youth. These prevalences fall within the wide range of existing prevalence estimates of 5-18% for types of cyber-victimization, including online 'fight' with rude language/messages and visual violence (Marret & Choo, 2017; Rao et al., 2019; Zhu et al., 2021). For example, 12.1% of children reported that their personal information was leaked online in their lifetime, and boys reported a slightly higher prevalence of this than girls in a nationally representative sample from South Korea (C. Lee & Shin, 2017). In Israel, around 2.6% of children reported that they had had their embarrassing pictures shared online without their consent in the recent past, and more girls reported this than boys (Aizenkot & Kashy-Rosenbaum, 2021).

The differences in recall periods (e.g. lifetime, last year, last 6 months) and measurement instruments used (scales, study-specific questions) may further contribute to the reported discrepancies (Brochado et al., 2017; Kowalski et al., 2019). In addition, research methods, such as demographic characteristics of the survey sample (e.g. age, sex, race), and the frequency of using social media may also contribute to the differences in the estimates across countries (Marret & Choo, 2017; Rao et al., 2019; Zhu et al., 2021). Based on this, future studies should establish a consistent recall period and utilize uniform measurement instruments across studies. Additionally, researchers should consider controlling for demographic characteristics of survey samples, such as age, sex, and race, as well as the frequency of social media use, to ensure comparability of findings across different countries and populations.

### **Behavioral, Academic Performance, and Mental Health Correlates**

The present study reports an increased risk ( $p$ -values $<0.05$ ) of behavioral issues (high-risk sexual behavior, and alcohol and substance misuse) and mental health issues (anxiety, depression, PTSD, and anger) in youth who have experienced cyber-victimization at some point in their life. Boys with behavioral issues and girls with mental health issues reported an increased risk of cyber-victimization. These results are similar to the existing literature reporting gender-specific patterns in behavioral and mental health problems (Avalos et al., 2010; Díaz & Fite, 2019; Mason et al., 2009).

Literature reports that boy victims are more likely to partake in high-risk sexual behaviors (including having many sexual partners and condomless sex) compared to girls (Zhu et al., 2021). A study by Kim et al. (2019) reported that depression play a role in the association between cyber-victimization and engaging in high-risk sexual behaviors (Kim et al., 2019). Boys who experience cyber-victimization may be at risk of developing depression and this in turn could contribute to their involvement in high-risk sexual behaviors as a coping mechanism. The understanding of masculinity theories and the stigma associated with male victimization in low-income countries may provide insight into the dynamics of how this association works. Therefore, future research could prioritize exploring the theoretical perspectives that underlie this observed relationship.

Girls, on the other hand, may internalize stressors, which may lead to mental health issues such as anxiety and depression (Van Geel et al., 2014). A study reported that the absence of an association between cyber-victimization and high-risk sexual behaviors among girls

might be attributed to the potential consequences of cyber-victimization, such as social isolation, shyness, and reduced social interactions (Kim et al., 2019). However, this does not suggest that cyber-victimization protects girls from engaging in high-risk sexual behaviors, only that it may not put them at greater risk of these behaviors.

The relationship between cyber-victimization and alcohol and substance misuse, as well as mental health problems, is likely to be bidirectional. For example, some studies report that youth with mental health problems are more likely to experience cyber-victimization (McQuillan, 2016; Stockdale et al., 2015), while other studies report that cyber-victimization may impact the mental health of the youth, which can cause psychological distress consequences such as PTSD, anxiety, depression, and the misuse of alcohol and substance as a coping mechanism to reduce stress (Dilmaç et al., 2016; Hoareau et al., 2019). Therefore, mental health issues may be either a risk factor or a consequence for cyber-victimization, or both (Pereira & Matos, 2016).

In this present study, we reported low academic performance in those who experience cyber-victimization. However, literature shows discrepancies in the association between poor academic performance and cyber-victimization, with some studies reporting an association (Gardella et al., 2017; Yang et al., 2013) and others finding none (Waasdorp & Bradshaw, 2015). Mental health may play a role in the association between poor academic performance and cyber-victimization. According to a study by Lee (2023), exposure to cyber-victimization may impact the mental well-being of young people, subsequently affecting their school academic performance (Lee et al., 2023).

### **Socio-Demographic, Child Maltreatment, Violence Exposure, and Caregiver Correlates**

This present study reports strong evidence ( $p$ -values $<0.05$ ) of an association between lifetime cyber-victimization and several correlates (including socio-demographics, child maltreatment, violence exposure). Although we report an increased risk of cyber-victimization in girls and older youth, these socio-demographics correlates have different estimates across studies (Zhu et al., 2021).

For those who experience cyber-victimization, some studies report that older youth are more likely to experience cyber-victimization (Huang et al., 2019; Morin et al., 2018; Tesler et al., 2019), while other studies report conflicting findings (Aizenkot & Kashy-Rosenbaum, 2021; Hong et al., 2018). In terms of sex, several studies reported that girls are more likely to experience cyber-victimization than boys (Chang et al., 2013; Pereira & Matos, 2016; Van Geel et al., 2014; Wright & Wachs, 2020), while other studies failed to find an association between sex and cyber-victimization (Kim et al., 2019; Tokunaga, 2010; Wright & Wachs, 2020). Online behavior may vary between girls and boys. Girls might be more active on certain social media platforms and participate in activities such as posting personal pictures, which may get them attacked on social media because of their appearance (Kowalski et al., 2014; Wright & Wachs, 2020). Future studies should employ qualitative methodologies such as interviews or focus

groups to gain insights into the motivations and experiences of girls and boys regarding their online activities and interactions.

In terms of geographical location, the univariable model reported a reduced risk of cyber-victimization in youth residing in rural areas. These findings are similar to other cross-sectional studies reported in literature (Graves et al., 2021; McQuillan, 2016; Olumide et al., 2016; Zhu et al., 2021). Low internet penetration in some rural areas (particularly, in low-income countries) may contribute to the reduced risk of cyber-victimization due to limited internet connectivity. However, other factors, such as socio-economic status, community safety, or internet coverage and usage, may explain these associations (McQuillan, 2016; Olumide et al., 2016; Zhu et al., 2021). Future studies should undertake longitudinal studies to track changes in internet penetration, usage patterns, and cyber-victimization rates in rural areas over time, especially in low-income countries where internet infrastructure may be rapidly evolving.

Our findings of a positive association between cyber-victimization and other maltreatment and exposure to violence is consistent with other studies (Geng et al., 2022; Khantzian, 1997). The associations between cyber-victimization and maltreatment may be confounded by other risk factors such as depression, anxiety, and family violence and dysfunction (Álvarez-García et al., 2015; Cappadocia et al., 2013; Zhu et al., 2021). Youth who report neglect or abuse may use online platforms as an escape from reality, a coping mechanism, or a place to find support or relationships (Álvarez-García et al., 2015; Zhu et al., 2021). This in turn puts them at increased risk of cyber-victimization (Cappadocia et al., 2013). Youth who experience maltreatment may also be re-victimized online because they may show behavioral patterns and vulnerabilities that perpetrators can identify and exploit in both the virtual and physical space (Geng et al., 2022; Petersen et al., 2014). Cyber-victimization may also be a continuation of offline relationships. For example, an abusive parent may continue to act violently towards the child through online platforms, thus perpetuating re-victimization (Zhu et al., 2021).

Our study reported that youth with a good relationship with their female caregiver were less likely to experience cyber-victimization compared to those with a poor relationship. This was expected, given that family factors such as a parent's role are seen to be critical. Literature shows that youth with parents that are caring, supportive, and have a high level of parental involvement are less likely to experience cyber-victimization or other forms of violence (Chen et al., 2018; Larrañaga et al., 2016; Zhu et al., 2021), and that weaker emotional attachment and lack of parental support may contribute to the increased risk of cyber-victimization (Wang et al., 2009; Ybarra & Mitchell, 2004). This protective effect may come from the open communication and guidance seeking behavior provided by a loving caregiver (Grunin et al., 2021; Larrañaga et al., 2016). A strong emotional attachment with a caregiver may contribute towards the development of secure attachment in youth (Wang et al., 2009), who may then have better self-awareness, self-esteem, and emotional regulation, which may protect them from cyber-victimization (Martínez et al., 2020; Patchin & Hinduja, 2010; Wang et al., 2009).

The data suggest that having a single caregiver, whether male or female, reduces the risk compared to having both caregivers. This result appears counterintuitive, especially in high-income contexts where dual caregiving is typically associated with better outcomes for youth. It should be investigated whether this finding persists in future studies in LMIC settings, and exploration of this relationship using statistical models allowing for more complex interactions of factors is warranted. If the relationship is found to persist, possible explanations could include differences in monitoring and supervision styles, emotional support, or the quality of the parent-child relationship in single-caregiver households (Wang et al., 2009). Understanding these dynamics is essential for developing effective strategies to mitigate cyber-victimization.

The association between cyber-victimization and maltreatment, and positive relationship with caregivers is complex and has a number of social, psychological, and environmental factors influencing it (Martínez et al., 2020; Patchin & Hinduja, 2010). For example, those who experience cyber-victimization may hesitate to confide in caregivers due to strained relationships, worsening feelings of isolation and distress (Martínez et al., 2020; Patchin & Hinduja, 2010). Future studies should focus on strengthening positive caregiver-child relationships through support programs aimed at improving communication and trust (Martínez et al., 2020).

### **Factors to consider when developing an intervention**

It is clear from these findings that cyber-victimisation is prevalent in South Africa and is associated with some serious issues. Given the prevalence, primary prevention – preventing cyber-victimisation from occurring at all – would be important to include in an intervention strategy. While cyber-victimisation is broader than bullying, it may well be that evidence-based interventions such as KiVa (Salmivalli et al., 2011), or the Olweus Bullying Prevention Program (Olweus et al., 2010) could speak to this. Further, young people with risk behaviours such as sexual risk behaviours and mental health and substance abuse issues, or who have experienced other forms of child maltreatment or violence, should also be asked about cyber-victimisation, as this may also be a target for treatment. Finally, parents need to be supported to have good relationships with their children and to help their children understand how to remain safe online

### **Limitations**

The present study has several limitations. The cross-sectional nature of the survey limits the ability to make causal conclusions. A longitudinal study design is needed to research the causal effects of risk or protective factors as well as the consequences of cyber-victimization. All data were self-reported by the respondents, which may introduce recall and social desirability bias. Also, if data were not missing at random given the variables included in our analyses, there will be some bias in estimated associations. For future studies, it is suggested that researchers examine information from multiple sources, which could involve obtaining data from digital platforms, or social media monitoring tools, or even collaborating with internet service providers to access relevant information. Despite limitations, this study

provides the first national estimate of cyber-victimization in South Africa. The high response rate across all components enhances its representativeness as much as practically possible.

## **Conclusion**

This first national study of cyber-victimization and potential risk/protective factors and consequences in South Africa adds to the growing body of literature demonstrating the impact of cyber-victimization on children's physical and psychological development. Children exposed to child maltreatment and violence report a high risk of cyber-victimization. An increased risk of behavioral issues (high-risk sexual behavior, and alcohol and substance misuse) and mental health issues (anxiety, depression, PTSD, and anger) was observed in children who experienced cyber-victimization. The findings in this study extend existing knowledge by confirming that the digital experiences of youth are similar across different economic contexts, underscoring the global nature of cyber risks. Practically, these insights can inform policymakers and educators in developing more inclusive and effective measures to combat cyber-victimization. This study highlights the importance of implementing cyber-victimization prevention programs to mitigate the risk of cyber-victimization and its associated correlates, especially behavioral and mental health issues.

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## **Authors' contributions**

CLW, LA, PB, and LL participated in the design of the Optimus Study South Africa and oversaw data collection and cleaning. LH performed the secondary data analysis for this article and drafted and revised the article, with guidance from RK and CLW. LH and RK performed data preparation.

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**Informed consent** was obtained from parents, and assent from all individual participants involved in the study.

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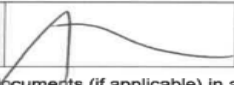

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**PART C: APPENDICES**

**a. Ethical Approval**

 <b>UNIVERSITY OF CAPE TOWN</b> <small>TYUN-WEITHI • YASE&amp;APA • UNIVERSITEIT VAN KAAPSTAD</small>		<b>FACULTY OF HEALTH SCIENCES</b> Human Research Ethics Committee		
<b>FHS016: Annual Progress Report / Renewal</b>				
<b>HREC office use only (FWA00001637; IRB00001938)</b>				
<b>This serves as notification of annual approval, including any documentation described below.</b>				
<input checked="" type="checkbox"/> Approved	Annual progress report	Approved until/next renewal date	30.10.2024	
<input type="checkbox"/> Not approved	See attached comments			
Signature Chairperson of the HREC/ Designee			Date Signed	31/10/2023
Note: Please email this form and supporting documents (if applicable) in a combined pdf file to <a href="mailto:hrec-enquiries@uct.ac.za">hrec-enquiries@uct.ac.za</a> . Please clarify your plan for research-related activities during COVID-19 lockdown. Please use the latest form found on our website: <a href="http://www.health.uct.ac.za/fhs/research/humanethics/forms">http://www.health.uct.ac.za/fhs/research/humanethics/forms</a>				
Comments to PI from the HREC				

*Figure 1. Approval of Ethic renewal*

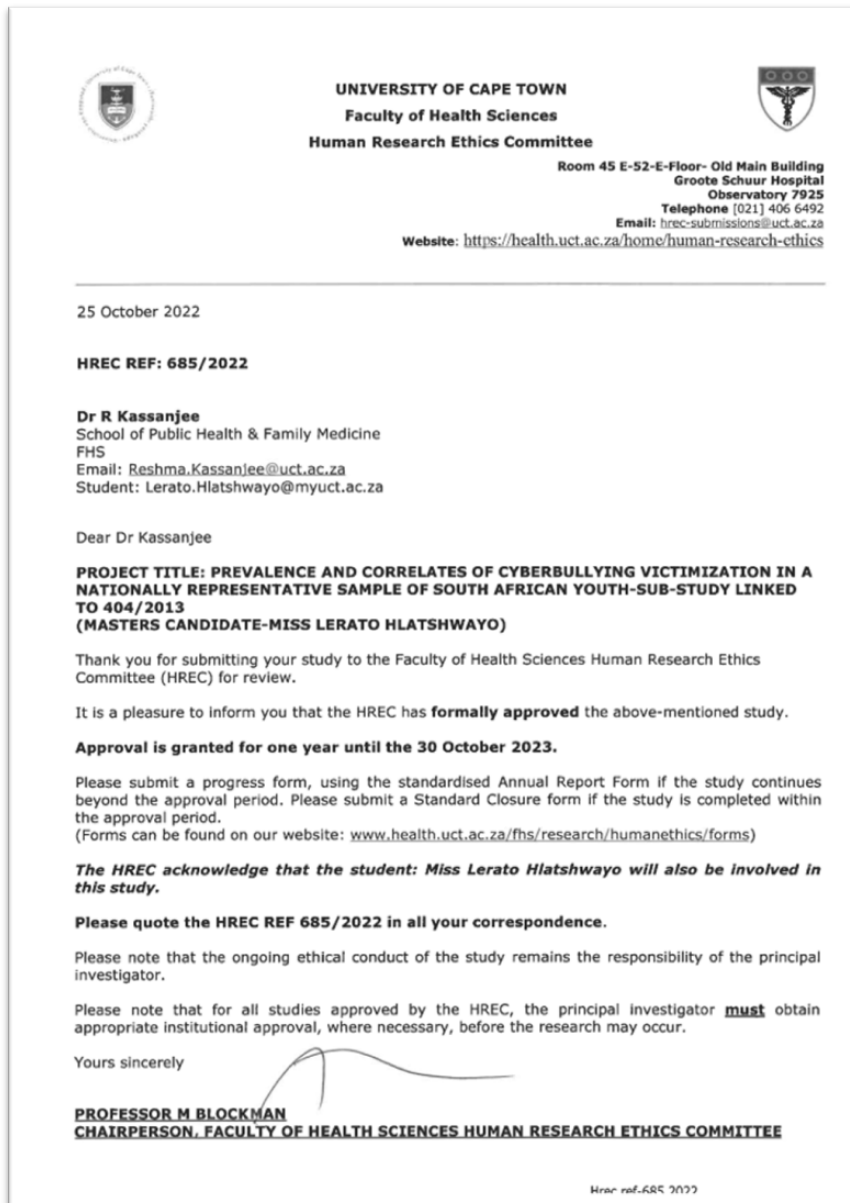


Figure 2. Ethics approval letter.

**b. Questionnaire**



**Optimus Study South Africa: Child Abuse, Violence and Neglect  
Population Survey Questionnaire**

Questionnaire no.

The Optimus Study is initiated and funded by the UBS Optimus Foundation  
[www.optimusstudy.org](http://www.optimusstudy.org)

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

<b>QUESTIONNAIRE LOCATION</b>	1 = School	
	2 = Community	

**HOUSEHOLD SELECTION DATA**

Province	1 = Gauteng 2 = Limpopo 3 = Free State 4 = Mpumalanga 5 = North West 6 = Eastern Cape 7 = Northern Cape 8 = KwaZulu Natal 9 = Western Cape	
Area classification	1 = Metro 2 = Urban 3 = Rural	
EA name		
EA No.		
Household No.		
Fieldworker name/ID		
Date of Interview	dd/mm/yyyy	

**INTERVIEWER VISITS**

	1	2	3
DATE	_____ dd/mm/yyyy	_____ dd/mm/yyyy	_____ dd/mm/yyyy
INTERVIEWER'S NAME	_____	_____	_____
*RESULT	_____	_____	_____
NEXT VISIT: DATE	_____ dd/mm/yyyy	_____ dd/mm/yyyy	
TIME			
1 = Completed 2 = No suitable respondent at home 3 = Postponed 4 = Incomplete			

<b>SUPERVISOR</b>	<b>QUALITY CONTROLLER</b>	<b>CAPTURED BY</b>
NAME _____	NAME _____	NAME _____
DATE _____	DATE _____	

Participant's first name	Participant's DOB dd/mm/yyyy
--------------------------	------------------------------

Questionnaire no:
-------------------

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

What is your first name?	A1.
What is your last name?	A2.
What is your date of birth? dd/mm/yyyy	A3.
Do you have a cell phone? If YES, may I please take your telephone number down?	A4.
<p>Please give me your home address</p> <p><i>(Record the house number, the street name, the name of suburb/town and the name of city)</i></p>	A5.
<p>Please give me the names, addresses and telephone numbers of three people who will always know where you are.</p> <p><i>(Record the house number, the street name, the name of suburb/town and the name of city)</i></p>	<p>A6.1 First person:</p> <p>A6.1.1 Address:</p>
	A6.1.2 Contact no.:
	<p>A6.2 Second person:</p> <p>A6.2.1 Address:</p>
	A6.2.2 Contact no.:
	<p>A6.3 Third person:</p> <p>A6.3.1 Address:</p>
	A6.3.2 Contact no.:

1. DEMOGRAPHICS				
<b>INTERVIEWER READ OUT: Thank you for agreeing to talk to us. As you know, this research is about things that may have happened in the lives of young people. We want to understand how often these things happen, so that we can try to prevent them from happening to other young people. Our first questions are a little about you and your life.</b>				
1.1	Race	1 = White 2 = Black 3 = Coloured 4 = Indian X = Other (specify)		
1.2	Sex	1 = Male 2 = Female		
1.3	What is your date of birth?	dd/mm/yyyy		
1.4	Are you at school?	1 = Yes 2 = No <input type="radio"/> <b>SKIP TO Q 1.7</b>		
1.4.1	If YES, what school are you at?	Name of school		
1.4.2	If YES, what grade are you in?			GRADE NUMBER
1.5 In general, how would you say you do in school? (Circle the appropriate response below)				
	Well above average	Somewhat above average	Average	Somewhat below average
	1	2	3	4
				5
1.6 Would you say your grades or marks were...? (Circle the appropriate response below) <input type="radio"/> If completed <b>SKIP TO SECTION 2</b>				
	Well above average	Somewhat above average	Average	Somewhat below average
	1	2	3	4
				5
If <b>NO</b> to Question 1.4... then ask Questions 1.7 - 1.9				
1.7	What was the highest grade you completed?	1 = Grade 5 or less 2 = Grade 6-8 3 = Grade 9-10 4 = Grade 11 5 = Grade 12		
1.8	When did you leave school?	dd/mm/yyyy		

1.9	What do you do with your time now?	1 = Unemployed, seeking work 2 = Unemployed but NOT seeking work 3 = Temporary or seasonal labour (e.g. fishermen) 4 = Part-time employed 5 = Full-time employed 6 = Self employed 7 = Completing a skills development course 8 = Nothing X = Other (specify)	
-----	------------------------------------	---	--

2. HOUSING STRUCTURE			
INTERVIEWER TO READ OUT: <i>Now I would like to ask you some questions about your home.</i>			
2.1	How many people live in your house usually?		No.
2.2	Is your biological mother alive?	1 = Yes 2 = No o <b>SKIP TO Q 2.3</b>	
2.2.1	If YES, does your biological mother live in your household?	1 = Yes o <b>SKIP TO Q 2.3</b> 2 = No	
2.2.2	If NO, why does your biological mother not live in your household?		
2.3	Is your biological father alive?	1 = Yes 2 = No o <b>SKIP TO Q 2.4</b>	
2.3.1	If YES, does your biological father live in your household?	1 = Yes o <b>SKIP TO Q 2.4</b> 2 = No	
2.3.2	If NO, why does your biological father not live in your household?		
2.4	Who do you see as your primary caregivers?  <b>MULTIPLE RESPONSE SET</b>	1 = Mother 2 = Father 3 = Grandmother 4 = Grandfather 5 = Aunt 6 = Uncle 7 = Sister 8 = Brother 9 = Other relative 10 = Friend/neighbour X = Other (specify)	
2.5	How many rooms does the household occupy in this household? ( <i>This incl. Bedrooms, living rooms, kitchen, lounges and dining rooms &amp; Excl. bathrooms, toilets &amp; passages</i> )		No.

2.6	What type or style of dwelling structure do you live in?	1= Formal brick house 2= Town house 3= Block of flats/apartments 4= Out-building/ khaya/outside room 5= Rent a single room in a house 6= Traditional rural African hut/ house 7= Mud or wood flat 8= Shack/imonjondolo 9= Temporary shelter 10= Caravan 11= Tent 12= No fixed residence; on the street 13= Hostel X= Other (specify)	
2.7	What is the MAIN source of water for this household?	1= Water piped into house 2= Water from tap in own yard 3= Water from a borehole/well in own yard 4= Water collected from community taps 5= Water collected from springs, rivers/dams 6= Water collected from a borehole/well X = Other (specify)	
2.8	What kind of toilet does this house use?	1= None (bush, buckets, sand dunes, etc.) 2= Flush toilets 3= Pit latrines/ventilated pit latrines (VIPS, Portable/chemical toilets)	

INTERVIEWER TO READ OUT: <i>Now, I'd like to ask you questions about the household income.</i>			
2.9	What are the sources of income for this household?  <i>Read all the options</i>  <b>MULTIPLE RESPONSE SET                      MAXIMUM THREE RESPONSES</b>	0 =No income o <b>SKIP TO Q 2.11</b> 1= Salaries/wages/commission 2= Income from a business 3= Remittances/maintenance 4= Pensions 5= Social grants 6= Sales of farm products and services X= Other (specify)	
2.10	Which of the above income sources is the MAIN source of income?	1= Salaries/wages/commission 2= Income from a business 3= Remittances/maintenance 4= Pensions 5= Social grants 6= Sales of farm products and services X= Other (specify)	
2.11	How many people share your bedroom at night?	0= No-one o <b>SKIP TO Q 2.12</b> 1= One 2= Two 3= 3 to 4 people 4= 5 to 6 people 5= 7 to 8 people 6= 9 to 10 people 7= More than 10 people	
2.11.1	If one or more people share the respondent's bedroom at night (codes 2 – 8 in Q 2.11), then ask...		

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

	Tell me how old each person is.		
2.12	Have you ever experienced being hungry because there is no food in the house or money to buy food?	1 = Yes 2 = No o <b>SKIP TO SECTION 3</b>	
2.12.1	If YES to Q 2.12, how often has this occurred?	1 = More often than end of each month 2 = Regularly, end of the month 3 = Every few months 4 = Occasionally, not a regular occurrence	

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

<b>3: HOUSEHOLD DEMOGRAPHIC DATA</b>						
<b>INTERVIEWER TO READ OUT: Now, I'd like to ask you a few questions about the people who live in your household.</b>						
<b>3.1 Who lives in your house?</b>	<b>3.2 Relationship to the respondent</b>	<b>3.3 Sex</b>	<b>3.4 Age</b>	<b>3.5 Marital status</b>	<b>3.6 Highest level of school education completed so far?</b>	<b>3.7 Current occupational status</b>
Please list them all  <b>RESPONDENT FIRST!!</b>	1 = Respondent 2 = Mother 3 = Father 4 = Sibling 5 = Step-sibling 6 = Grandparent 7 = Cousin 8 = Niece/Nephew 9 = Aunt/uncle 10= Child of another relative 11= Neighbour/Friend 12= Other child X= Other (specify)	1= Male 2= Female	IN YEARS  Use code 0 if person is under the age of 1	1 = Married (civil/customary) 2 = Single, never married 3 = Single, divorced/widowed 4 = Cohabiting or living with a partner X = Other (specify)	1 = Baby, preschool going age 2 = School age, no schooling 3 = Adult, no schooling 4 = Grade 1-7 5 = Grade 8-10 6 = Grade 11-12 X = other (specify)	1 = Baby, preschool going age 2 = Full time scholar/student 3 = School age, not attending 4 = Retired or pensioner 5 = Housewife 6 = Unemployed, seeking work 7 = Unemployed but NOT seeking work 8 = Temporary or seasonal labour (e.g. fishermen) 9 = Part-time employed 10= Full-time employed 11= Self employed X = Other (specify)
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						

<b>4. HEALTH-RELATED PROBLEMS</b>					
<b>INTERVIEWER TO READ OUT: <i>The next few questions ask about difficulties you may have doing certain activities because of health problems.</i></b>					
		<b>No, no difficulty</b>	<b>Yes, some difficulty</b>	<b>Yes, a lot of difficulty</b>	<b>Cannot do at all</b>
<b>4.1</b>	<b>Do you have difficulty seeing, even if wearing glasses?</b>	1	2	3	4
<b>4.2</b>	<b>Do you have difficulty hearing, even if using a Hearing Aid?</b>	1	2	3	4
<b>4.3</b>	<b>Do you have difficulty walking or climbing steps?</b>	1	2	3	4
<b>4.4</b>	<b>Do you have difficulty remembering or concentrating?</b>	1	2	3	4
<b>4.5</b>	<b>Do you have difficulty (with self-care such as) washing all over or dressing?</b>	1	2	3	4
<b>4.6</b>	<b>Using your usual (customary) language, do you have difficulty communicating or being understood?</b>	1	2	3	4
<b>4.7</b>	<b>Are you disabled?</b>	1	= Yes		
		2	= No		

<b>5. PARENTAL HOSPITALISATION</b>	
<b>INTERVIEWER TO READ OUT: <i>Now I'm going to ask some questions about problems your parents or caregivers may have experienced</i></b>	

5.1	Has either of your parents or caregivers ever had to go into a psychiatric hospital for psychiatric problems?	1 2	= Yes = No	
5.2	Other than being in psychiatric hospital, has one of your parents or caregivers ever received psychotherapy or psychiatric medications?	1 2	= Yes = No	
5.3	Other than a psychiatric hospital, has either of your parents or caregivers ever had to go to hospital?	1 2 <i>Q 5.4</i>	= Yes = No o <i>SKIP TO</i>	
5.3.1	If YES to Q 5.3, do you know why they went to hospital?	1 2 <i>Q 5.4</i>	= Yes = No o <i>SKIP TO</i>	
5.3.2	If YES to Q 5.3.1, why was that?			
5.4	Has one of your parents or caregivers been ill for a long time (a month or more)?	1 2 <i>Q 5.5</i>	= Yes = No o <i>SKIP TO</i>	
5.4.1	Do you know what was wrong with them?	1 2 <i>Q 5.5</i>	= Yes = No o <i>SKIP TO</i>	
5.4.2	If YES to Q 5.4.1, what was it?			
5.5	Has one of your parents or caregivers ever gone to a traditional healer or undergone a	1	= Yes	

	<b>ritual that involved them being away from home for a period of time?</b>	2 = No o <b>SKIP TO SECTION 6</b>	
<b>5.5.1</b>	<b>Do you know what was wrong with them?</b>	1 = Yes 2 = No o <b>SKIP TO SECTION 6</b>	
<b>5.5.2</b>	<b>If YES, what was that?</b>		

<b>6. PARENTAL SUBSTANCE MISUSE</b>			
		<b>Yes</b>	<b>No</b>
<b>6.1</b>	<b>Have you ever thought that one of your parents had a drinking or drug use problem?</b>	1	2
<b>6.2</b>	<b>Did you ever ask one of your parents to quit drinking or using drugs?</b>	1	2
<b>6.3</b>	<b>Did you ever argue or fight with a parent when he or she was drinking or using drugs?</b>	1	2
<b>6.4</b>	<b>Have you ever heard your parents fight when one of them was drunk?</b>	1	2
<b>6.5</b>	<b>Did you ever feel like hiding or emptying a parent's bottle of alcohol or stash of drugs?</b>	1	2
<b>6.6</b>	<b>Did you ever wish that a parent would stop drinking or using drugs?</b>	1	2
<b>6.7</b>	<b>Have any of your parents or caregivers been to jail?</b>	1	2

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7. PARENTAL KNOWLEDGE						
INTERVIEWER TO READ OUT: <i>The following questions are about how much your caregivers know about your life.</i>						
A. MOTHER/ADULT FEMALE CAREGIVER			How much does your mother/adult female caregiver and your father/adult male caregiver <u>REALLY KNOW</u> about . . .	B. FATHER/ADULT MALE CAREGIVER		
Doesn't know	Knows a little	Knows a lot		Doesn't know	Knows a little	Knows a lot
1	2	3	7.1 Who your friends are?	1	2	3
1	2	3	7.2 Where you go at night?	1	2	3
1	2	3	7.3 How you spend your money?	1	2	3
1	2	3	7.4 What you do with your free time?	1	2	3
1	2	3	7.5 Where you are most afternoons after school?	1	2	3

8. PARENTAL ACCEPTANCE						
INTERVIEWER TO READ OUT: <i>I am now going to ask you some questions about how you would describe your caregivers and your relationship with them.</i>						
A. MOTHER/ADULT FEMALE CAREGIVER			My mother/father is a person who . . .	B. FATHER/ADULT MALE CAREGIVER		
Not like her	Some-what like her	A lot like her		Not like him	Some-what like him	A lot like him

1	2	3	<b>8.1 Makes me feel better after talking over my worries with her/him.</b>	1	2	3
1	2	3	<b>8.2 Is always trying to change how I feel or think about things.</b>	1	2	3
1	2	3	<b>8.3 Changes the subject whenever I have something to say.</b>	1	2	3
1	2	3	<b>8.4 Often interrupts me.</b>	1	2	3
1	2	3	<b>8.5 Enjoys doing things with me.</b>	1	2	3
1	2	3	<b>8.6 Brings up past mistakes when she/he criticizes me.</b>	1	2	3
1	2	3	<b>8.7 Gives me a lot of care and attention.</b>	1	2	3
1	2	3	<b>8.8 Is less friendly with me if I do not see things her/his way.</b>	1	2	3
1	2	3	<b>8.9 Will avoid looking at me when I have disappointed her/him.</b>	1	2	3
1	2	3	<b>8.10 Believes in showing her/his love for me.</b>	1	2	3
1	2	3	<b>8.11 If I have hurt her/his feelings, stops talking to me until I please her/him again.</b>	1	2	3

<b>9. THE TRAUMA SYMPTOMS CHECKLIST FOR CHILDREN</b>					
<b>INTERVIEWER TO READ OUT: <i>The next questions describe things that young people sometimes think, feel, or do. Listen to each question, and then say how often it happens to you.</i></b>					
	<b>How often do you...</b>	<b>Never</b>	<b>Sometimes</b>	<b>Lots of times</b>	<b>Almost all the time</b>
9.1	Have bad dreams or nightmares	0	1	2	3
9.2	Feel afraid something bad might happen	0	1	2	3
9.3	Have scary ideas or pictures just pop into your head	0	1	2	3
9.4	Want to say dirty words	0	1	2	3
9.5	Pretend you are someone else	0	1	2	3
9.6	Argue too much	0	1	2	3
9.7	Feel lonely	0	1	2	3
9.8	Touch your private parts too much	0	1	2	3
9.9	Feel sad or unhappy	0	1	2	3
9.10	Remember things that happened that you didn't like	0	1	2	3
9.11	Go away in your mind, trying not to think	0	1	2	3
9.12	Remember scary things	0	1	2	3
9.13	Want to yell and break things	0	1	2	3
9.14	Cry	0	1	2	3
9.15	Get scared all of a sudden and you don't know why	0	1	2	3
9.16	Get mad (angry) and can't calm down	0	1	2	3
9.17	Think about having sex	0	1	2	3
9.18	Feel dizzy	0	1	2	3
9.19	Want to yell at people	0	1	2	3
9.20	Want to hurt yourself	0	1	2	3

9.21	Want to hurt other people	0	1	2	3
9.22	Think about touching other people's private parts	0	1	2	3
9.23	Think about sex when you don't want to	0	1	2	3
9.24	Feel scared of men	0	1	2	3
9.25	Feel scared of women	0	1	2	3
9.26	Wash yourself because you feel dirty on the inside	0	1	2	3
9.27	Feel stupid or bad	0	1	2	3
9.28	Feel like you did something wrong	0	1	2	3
9.29	Feel like things aren't real	0	1	2	3
9.30	Forget things, can't remember things	0	1	2	3
	<b>How often do you...</b>	<b>Never</b>	<b>Sometimes</b>	<b>Lots of times</b>	<b>Almost all the time</b>
9.31	Feel like you're not in your body	0	1	2	3
9.32	Feel nervous or jumpy inside	0	1	2	3
9.33	Feel afraid	0	1	2	3
9.34	Not trust people because they might want sex	0	1	2	3
9.35	Can't stop thinking about something bad that happened to you	0	1	2	3
9.36	Get into fights	0	1	2	3
9.37	Feel mean	0	1	2	3
9.38	Pretend you're somewhere else	0	1	2	3
9.39	Feel afraid of the dark	0	1	2	3
9.40	Get scared or upset when you think about sex	0	1	2	3
9.41	Worry about things	0	1	2	3

9.42	Feel like nobody likes you	0	1	2	3
9.43	Remember things you don't want to remember	0	1	2	3
9.44	Have sexual feelings in your body	0	1	2	3
9.45	Your mind goes empty or blank	0	1	2	3
9.46	Feel like you hate people	0	1	2	3
9.47	Can't stop thinking about sex	0	1	2	3
9.48	Try not to have any feelings	0	1	2	3
9.49	Feel angry	0	1	2	3
9.50	Feel afraid somebody will kill you	0	1	2	3
9.51	Wish bad things had never happened	0	1	2	3
9.52	Want to kill yourself	0	1	2	3
9.53	Daydream	0	1	2	3
9.54	Get upset when people talk about sex	0	1	2	3

10. SUBSTANCE ABUSE			
INTERVIEWER TO READ OUT: <i>These questions are about substances that you might have used in your life.</i>			
Which of the following substances have you EVER USED (non-medical use only)?			
		Yes	No
10.1	Tobacco products (cigarette tobacco, cigars, chewing tobacco etc.)	1	2
10.2	Alcoholic beverages (beer, wine, spirits etc.)	1	2
10.3	Cannabis (marijuana, pot, grass, hash etc.)	1	2
10.4	Cocaine (coke, crack etc.)	1	2
10.5	Amphetamine-type stimulants (speed, meth, ecstasy etc.)	1	2
10.6	Inhalants (nitrous, glue, petrol, paint thinner etc.)	1	2

10.7	Sedatives or sleeping pills (diazepam, alprazolam, flunitrazepam etc.)	1	2
10.8	Hallucinogens (LSD, acid, mushrooms, trips, ketamine etc.)	1	2
10.9	Opioids (heroin, morphine, methadone, buprenorphine, codeine etc.)	1	2
10.10	Other (specify)		
<p><i>Probe further if all the answers are negative (eg. "Not even when you were in school?"). If 'NO' to all items, SKIP to Q10.26. If 'YES' to any of the items, ask the following questions relating to each substance used.</i></p>			

In the PAST THREE MONTHS, how often have you used... (only ask about substances the respondent mentioned above)		Never	Once or twice	Monthly	Weekly	Daily or almost daily
10.11	Tobacco products (cigarette tobacco, cigars, chewing tobacco etc.)	0	1	2	3	4
10.12	Alcoholic beverages (beer, wine, spirits etc.)	0	1	2	3	4
10.13	Cannabis (marijuana, pot, grass, hash etc.)	0	1	2	3	4
10.14	Cocaine (coke, crack etc.)	0	1	2	3	4
10.15	Amphetamine-type stimulants (speed, meth, ecstasy etc.)	0	1	2	3	4
10.16	Inhalants (nitrous, glue, petrol, paint thinner etc.)	0	1	2	3	4
10.17	Sedatives or sleeping pills (diazepam, alprazolam, flunitrazepam etc.)	0	1	2	3	4
10.18	Hallucinogens (LSD, acid, mushrooms, trips, ketamine etc.)	0	1	2	3	4
10.19	Opioids (heroin, morphine, methadone, buprenorphine, codeine etc.)	0	1	2	3	4
10.20	Other (specify)	0	1	2	3	4
			<b>Yes</b>		<b>No</b>	



				1 = Biological or adoptive father
				2 = Step-father or live-in boyfriend
				3 = Biological or adoptive mother
				4 = Step-mother or live-in girlfriend
				5 = Foster parent
				6 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.)
				7 = A relative who does not live with you
				8 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you.
				9 = Teacher / Principal
				10 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate

				<p>13 = Stranger (a stranger is someone you don't know)</p> <p>14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X</p> <p>= Other (specify)</p>
<p><b>Did anyone use force to take something away from you that you were carrying or wearing?</b></p>	11.1	11.1.1	11.1.2	11.1.3
<p><b>Did anyone steal something from you and never give it back? Things like a backpack, money, watch, clothing, bike, stereo, or</b></p>	11.2	11.2.1	11.2.2	11.2.3

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

anything else?				
Did anyone break or ruin any of your things on purpose?	11.3	11.3.1	11.3.2	11.3.3
Sometimes people are attacked <u>with</u> sticks, rocks, guns, knives, or other things that would hurt. At any time in your life, did anyone hit or attack you on purpose <u>with an</u> object or weapon? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?	11.4	11.4.1	11.4.2	11.4.3
Did anyone hit or attack you <u>without</u> using an	11.5	11.5.1	11.5.2	11.5.3

object or weapon?				
Did someone start to attack you, but for some reason, it didn't happen? For example, someone helped you or you got away?	11.6	11.6.1	11.6.2	11.6.3

**11. CONVENTIONAL CRIME**

**INTERVIEWER TO READ OUT:** *Now we are going to ask you about some things that you might have personally experienced in your life.*

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

<p>At any time in your life...</p>	<p>1 = Yes</p> <p>2 = No. <i>SKIP TO</i></p> <p><b>THE NEXT QUESTION</b></p>	<p><b>If YES, how many times did this happen to you in your whole life?</b></p> <p><i>[Interviewer: If respondent is unsure, say "Would you say it was closer to 10 times, closer to 50 times, or more than that?" Assist respondent in pinpointing number of times.]</i></p> <p><i>Write down the NUMBER of times.</i></p>	<p><b>If YES, thinking of (the last time/when) this happened to you...did it happen within the last year? By the last year we mean within the past 12 months.</b></p> <p>1 = Yes</p> <p>2 = No</p>	<p><b>Thinking of the last incident, could you tell who the person/people were that did this to you?</b></p> <p><b>MULTIPLE RESPONSE SET</b></p> <p><b>MAX THREE RESPONSES</b></p> <p>1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)</p> <p>2 = Biological or adoptive father</p> <p>3 = Step-father or live-in boyfriend</p> <p>4 = Biological or adoptive mother</p> <p>5 = Step-mother or live-in girlfriend</p> <p>6 = Foster parent</p> <p>7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.)</p> <p>8 = A relative who does not live with you</p> <p>9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you.</p> <p>10 = Teacher / Principal</p> <p>11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate</p> <p>13 = Stranger (a stranger is someone you don't know)</p> <p>14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)</p>
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<b>Did someone threaten to hurt you and you thought they might really do it?</b>	<b>11.7</b>	<b>11.7.1</b>	<b>11.7.2</b>	<b>11.7.3</b>
<b>When a person is kidnapped, it means they were made to go somewhere, like into a car, by someone who they thought might hurt them. At any time in your life, did anyone try to kidnap you?</b>	<b>11.8</b>	<b>11.8.1</b>	<b>11.8.2</b>	<b>11.8.3</b>
<b>Have you been hit or attacked because of your skin color, religion, or where your family comes from? Because of a physical problem you have? Or because someone said you were gay?</b>	<b>11.9</b>	<b>11.9.1</b>	<b>11.9.2</b>	<b>11.9.3</b>
<b>Have anyone ever bullied or persistently teased you by saying nasty, hurtful things to you?</b>	<b>11.10</b>	<b>11.10.1</b>	<b>11.10.2</b>	<b>11.10.3</b>

## **12. CYBER CRIME AND CYBER BULLYING**

WHAT IS CYBERBULLYING? Cyberbullying can happen when messages are sent to you, but also when people say things about you to others, using technology as a medium. So when people place photos, or videos, of you intended to embarrass or hurt you on the internet, that is a form of cyberbullying, even though they were not sent directly to you. In the same way, when people say harmful or embarrassing things about you, or intend to hurt or stigmatise you on the internet, or in chat rooms, that is also cyberbullying.

**INTERVIEWER TO READ OUT:** *Now, I would like to ask you some questions about certain forms of cyber-bullying. Can you tell me if YOU had personally experienced any of the following...*

<p>At any time in your life...</p>	<p>1 = Yes 2 = No Æ <b>SKIP TO THE NEXT QUESTION</b></p>	<p><b>If YES, how many times did this happen to you in your whole life?</b></p> <p><i>[Interviewer : If respondent is unsure, say “Would you say it was closer to 10 times, closer to 50 times, or more than that?” Assist respondent in pinpointing number of times.]</i></p> <p><i>Write down the NUMBER of times.</i></p>	<p><b>If YES, thinking of (the last time/when) this happened to you...did it happen within the last year?</b></p> <p><i>By the last year we mean within the past 12 months.</i></p> <p>1 = Yes 2 = No</p>	<p><b>Thinking of the last incident, could you tell who the person/people were that did this to you?</b></p> <p><b>MULTIPLE RESPONSE SET</b></p> <p><b>MAX THREE RESPONSES</b></p> <p>1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)</p> <p>2 = Biological or adoptive father</p> <p>3 = Step-father or live-in boyfriend</p> <p>4 = Biological or adoptive mother</p> <p>5 = Step-mother or live-in girlfriend</p> <p>6 = Foster parent</p> <p>7 = A relative who lives in</p>
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				<p>your home (uncle, grandparent, etc.)</p> <p>8 = A relative who does not live with you</p> <p>9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you.</p> <p>10 = Teacher / Principal</p> <p>11 = Grown-up (Adult) you know from some organization, coach, or youth group leader</p> <p>12 = Anyone else you know such as a friend or neighbour or schoolmate</p> <p>13 = Stranger (a stranger is someone you don't know)</p> <p>14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)</p>
<b>Had on line" fight" with someone where angry and rude language was</b>	<b>12.1</b>	<b>12.1.1</b>	<b>12.1.2</b>	<b>12.1.3</b>

<p><b>sent in a chat room or on a social network page via the computer or mobile phone.</b></p>				
<p><b>Have you had rude, offensive and insulting messages repeatedly being sent to you via computer or your mobile phone?</b></p>	<p><b>12.2</b></p>	<p><b>12.2.1</b></p>	<p><b>12.2.2</b></p>	<p><b>12.2.3</b></p>
<p><b>Has someone ever sent or posted cruel and hurtful rumours about you with the intention of damaging your friendships or reputation.</b></p>	<p><b>12.3</b></p>	<p><b>12.3.1</b></p>	<p><b>12.3.2</b></p>	<p><b>12.3.3</b></p>
<p><b>Had someone sharing your secrets or embarrassing pictures or information about you online with others without your</b></p>	<p><b>12.4</b></p>	<p><b>12.4.1</b></p>	<p><b>12.4.2</b></p>	<p><b>12.4.3</b></p>

<b>permission or knowledge.</b>				
<b>Have you been threatened with harm or intimidated repeatedly by someone online (via the computer or mobile phone)</b>	<b>12.5</b>	<b>12.5.1</b>	<b>12.5.2</b>	<b>12.5.3</b>
<b>Has someone ever used your account and then pretend to be you by sending messages to others online trying to ruin your friendships or reputation, to hurt you, or to get you into trouble?</b>	<b>12.6</b>	<b>12.6.1</b>	<b>12.6.2</b>	<b>12.6.3</b>

13. CHILD MALTREATMENT			
<p><b>INTERVIEWER TO READ OUT:</b> <i>Next, we are going to ask about grown-ups (adults) who take care of you. This means parents, babysitters, adults who live with you, or others who care for you. Before we begin, I want to remind you that your answers will be kept totally private. If there is a particular question that you don't want to answer, that's O.K. But it is important that you be as honest as you can, so that the researchers can get a better idea of the kinds of things that young people your age sometimes face.</i></p>			
<b>13.1</b>	<b>At any time in your life, did a grown-up (adult) in your life hit, beat, kick, or physically hurt you in any way?</b>	1 = Yes 2 = No o <b>SKIP</b> <b>TO Q 13.2</b>	
<b>13.1.1</b>	<b>If YES to Q 13.1, how many times did this happen to you in your whole life?</b>  <i>[Interviewer: If respondent is unsure, say "Would you say it was closer to 10 times, closer to 50 times, or more than that?" Assist respondent in pinpointing number of times.]</i>		Number
<b>13.1.2</b>	<b>If YES to Q 13.1, thinking of (the last time/when) this happened to you...did it happen within the last year?</b>	1 = Yes 2 = No o <b>SKIP</b> <b>TO Q 13.1.4</b>	
<b>13.1.3</b>	<b>If YES to Q 13.1.2, how many times has this happened in the past year?</b>	1= One - 2 times 2= 3 - 4 times 3= More than 4 times	
<b>13.1.4</b>	<b>Is it still going on?</b>	1 = Yes 2 = No	
<b>13.1.5</b>	<b>Do you think it will happen again?</b>	1 = Yes 2 = No	

<p><b>13.1.6</b></p>	<p><b>The last time it happened, which part of your body was harmed?</b></p>	<p>1= Face                  2= Head                  3= Neck and shoulders                  4= Breasts                  5= Abdominal area                  6= Private parts (Buttocks, vagina or penis)                  7= Legs and feet                  8= Back                  X= Other (specify)</p>	
<p><b>13.1.7</b></p>	<p><b>Do any of these people know about what happened?</b>  <i>Read out all options</i></p>	<p>1 = Teacher                  2 = Psychologist                  3 = Counsellor                  4 = Social worker                  5 = Doctor                  6 = Police                  7 = None of these                  X = Other (specify)</p>	
<p><b>13.1.8</b></p>	<p><b>Was this a form of discipline?</b></p>	<p>1 = Yes                  2 = No</p>	

14. SEXUAL VICTIMISATIONS				
At any time in your life...	1 = Yes  2 = No/E  <b>SKIP TO THE NEXT QUESTION</b>	<b>If YES, how many times did this happen to you in your whole life?</b>  <i>[Interviewer: If respondent is unsure, say "Would you say it was closer to 10 times, closer to 50 times, or more than that?" Assist respondent in pinpointing number of times.]</i>  Write down the <b>NUMBER</b> of times.	<b>If YES, thinking of (the last time/when) this happened to you...did it happen within the last year?</b> <i>By the last year we mean within the past 12 months.</i>  1 = Yes  2 = No	<u>IF YES ever in their lives, then go to.....</u>  SKIP PATTERN INSTRUCTIONS
Did a grown-up (adult) you <b>know</b> touch your private parts when they shouldn't have or make you touch their private parts or force you to have sex?	14.1	14.1.1	14.1.2	Page 18 - Section 14.1
Did a grow-up (adults) you <b>did not know</b> touch your private parts when	14.2	14.2.1	14.2.2	Page 20 – Section 14.2

<b>they shouldn't have, make you touch their private parts or force you to have sex?</b>				
<b>(Now think about kids your age, like from school, a boyfriend or girlfriend, or even a brother or sister). Did another child or teen make you do sexual things against your will?</b>	<b>14.3</b>	<b>14.3.1</b>	<b>14.3.2</b>	<b>Page 22 – Section 14.3</b>
<b>Did anyone <u>try</u> to force you to have sex that is sexual intercourse of any kind, even if it didn't happen?</b>	<b>14.4</b>	<b>14.4.1</b>	<b>14.4.2</b>	<b>Page 24 – Section 14.4</b>
<b>Did anyone make you look at their private parts by using force or surprise, force you to watch them masturbate, view nude pictures or pornographic videos (pictures and videos about sex) or by “flashing” you?</b>	<b>14.5</b>	<b>14.5.1</b>	<b>14.5.2</b>	<b>Page 27 – Section 14.5</b>
<b>Did anyone hurt your feelings by saying or writing something sexual about you or your body?</b>	<b>14.6</b>	<b>14.6.1</b>	<b>14.6.2</b>	<b>Page 30 – Section 14.6</b>
<b>Other than any previous incidents you may have already mentioned, at any time in your life, did you do sexual things with</b>	<b>14.7</b>	<b>14.7.1</b>	<b>14.7.2</b>	<b>Page 32 – Section 14.7</b>

anyone 18 or older, even things you both wanted?				
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<b>14.1 At any time in your life, did a <u>grown-up (adult) you know</u> touch your private parts when they shouldn't have or make you touch their private parts or force you to have sex?</b>			
<b>14.1.3</b>	<b>Is it still going on?</b>	1 = Yes 2 = No	
<b>14.1.4</b>	<b>Do you think it will happen again?</b>	1 = Yes 2 = No	
<b>14.1.5</b>	<b>How old were you the first time/when this happened? <i>If it happened only once, SKIP TO 14.1.7</i></b>		YEARS
<b>14.1.6</b>	<b>How old were you the last time this happened?</b>		YEARS
<b>14.1.7</b>	<p><b>The last time this happened, who did this?</b></p> <p><b>MULTIPLE RESPONSE SET</b></p> <p><b>MAX THREE RESPONSES</b></p> <p><i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i></p>	<p>1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father</p> <p>3 = Step-father or live-in boyfriend</p> <p>4 = Biological or adoptive mother</p> <p>5 = Step-mother or live-in girlfriend</p> <p>6 = Foster parent</p> <p>7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.)</p> <p>8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or</p>	

		<p>girlfriend who does not live with you.</p> <p>10 = Teacher or Principal</p> <p>11 = Grown-up (Adult) you know from some organization, coach, or youth group leader</p> <p>12 = Anyone else you know such as a friend or neighbour or schoolmate</p> <p>13 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend</p> <p>X = Other (specify)</p>	
14.1.8	Was this person a man, woman, boy, or girl?	<p>1 = Man</p> <p>2 = Woman</p> <p>3 = Boy</p> <p>4 = Girl</p>	
14.1.9	How old was the person(s) who did this?		YEARS
14.1.10	Did this person(s) put any part of her/his body, or an object, inside you?	<p>1 = Yes <i>o SKIP TO Q 14.1.11</i></p> <p>2 = No</p>	
14.1.10.1	Did this person (these persons) <u>try</u> to do that?	<p>1 = Yes</p> <p>2 = No</p>	
14.1.11	Where were you when this happened, the last time it happened?	<p>1 = At home</p> <p>2 = Near home (eg. in the community, the street, parks)</p> <p>3 = At school (inside, in school yard, or on bus)</p>	

		4 = At daycare or an after school programme X = Other (specify)	
14.1.12	When this happened did someone actually use <b>physical</b> force by pushing, grabbing, hitting or threatening you with a weapon?	1 = Yes 2 = No o <b>SKIP TO Q 14.1.13</b>	
14.1.12.1	If they used a weapon, what weapon was used?  <i>Skip to Q 14.1.15</i>	0 = No weapon 1 = Gun 2 = Knife 3 = Panga 4 = Stick X = Other (specify)	
14.1.13	If they did not use physical force, did they <b>threaten</b> you in any way? For instance, to hurt you or your family or to hurt your reputation?	1 = Yes o <b>SKIP TO Q 14.1.15</b> 2 = No	
14.1.14	Did you feel threatened?	1 = Yes 2 = No	
14.1.15	The last time this happened, did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1 = Yes 2 = No	
14.1.16	Were you physically hurt, the last time when this happened? Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.	1 = Yes 2 = No <b>SKIP TO 14.1.17</b>	

14.1.16.1	If YES to Q 14.1.16, did you go to the hospital, a doctor's office, or some kind of health clinic because of what happened?	1 = Yes 2 = No	
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14.1.17	Was the person (or persons) under the influence of any drugs or alcohol?	1 = Yes 2 = No	
14.1.18	Were you under the influence of any drugs or alcohol?	1 = Yes 2 = No o <i>SKIP</i> <i>TO Q 14.1.19</i>	
14.1.18.1	If YES to Q14.1.18, did you knowingly take the substance?	1 = Yes 2 = No	
14.1.18.2	If YES to Q14.1.18, were you forced to take the substance?	1 = Yes 2 = No	
14.1.19	Was this ever a form of, or part of, a traditional or cultural practice or initiation?	1 = Yes 2 = No o <i>SKIP</i> <i>TO Q 14.1.20</i>	
14.1.19.1	If YES, what practice/initiation was it?		
14.1.20	Did you ever feel you had to do it or you could not say no?	1 = Yes 2 = No	
14.1.21	Were you promised anything in return for the act (alcohol, drugs, transport, food, housing, money or anything else)?	1 = Yes 2 = No o <i>SKIP</i> <i>TO Q 14.1.22</i>	
14.1.21.1	If YES, did you receive what you were promised?	1 = Yes 2 = No	
<b>Do any of these people know about what happened?</b>		<i>Yes</i>	<i>No</i>
14.1.22	A parent (or ANOTHER parent if one parent did this)	1	2
14.1.23	A teacher, counsellor, or other adult at your school or daycare	1	2
14.1.24	A doctor	1	2
14.1.25	A psychologist	1	2

14.1.26	A social worker	1	2o <b>SKIP TO Q14.1.27</b>
14.1.26.1	Did that social worker investigate what happened?	1	2
14.1.27	A police officer or some other law official	1	2o <b>SKIP TO Q 14.1.28</b>
14.1.27.1	Did you have to go to court about what happened?	1	2o <b>SKIP TO Q 14.1.28</b>
14.1.27.2	If YES to Q14.1.27.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	
14.1.28	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1 = Counsellor, psychologist, social worker, therapist of any type 2 = Minister or religious leader 3 = Other professional 4 = Community leader 5= Traditional leader 6= Sangoma 7 = No one else X = Other (specify)	
<b><i>If the respondent DID report the incident to someone, ask:</i></b>			

14.1.29	<b>Did you find your experience after reporting the incident positive or negative?</b>	1 = Positive 2 = Negative	
<i>If the respondent DID NOT report the incident to anyone, ask:</i>			
14.1.30	<b>Why did you not report the incident?</b>		
<b>IF ANSWERED 1= One time to Q14.1.1 SKIP TO Q14.2</b>			

<b>Complete if answered 2 or MORE to Q14.1.1</b>				
	<b>Thinking about the incident before the incident you just told me about, who did this to you?</b>	<b>How old were you when this happened?</b>	<b>Was this person, a man, woman, a boy or a girl?</b>	<b>Can you tell me where this happened?</b>
	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father		1 = Man	1 = At home
	3 = Step-father or live-in boyfriend		2 = Woman	2 = Near home (eg. in the community, the street, parks)
	4 = Biological or adoptive mother		3 = Boy	3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme
	5 = Step-mother or live-in girlfriend		4 = Girl	X = Other (specify)
	6 = Foster parent			
	7 = A relative who lives in your home (uncle, grandparent, etc.)			
	8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-			

	<p>boyfriend or girlfriend who does not live with you.</p> <p>10 = Teacher / Principal</p> <p>11 = Grown-up (Adult) you know from some organization, coach, or youth group leader</p> <p>12 = Anyone else you know such as a friend or neighbour or schoolmate</p> <p>13 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend</p> <p>X = Other (<i>specify</i>)</p>			
<b>2<sup>nd</sup> last incident</b>	<b>14.1.31</b>	<b>14.1.31.1 YEARS</b>	<b>14.1.31.2</b>	<b>14.1.31.3</b>
<b>IF ANSWERED 2=Twice to Q14. 1.1 SKIP TO Q14.2</b>				
<b>3<sup>rd</sup> last incident</b>	<b>14.1.32</b>	<b>14.1.32.1 YEARS</b>	<b>14.1.32.2</b>	<b>14.1.32.3</b>

GO BACK TO SECTION 14, PAGE 17, TO CHECK FOR OTHER SEXUAL VICTIMISATIONS

<b>14.2 At any time in your life, did a grown-up (adult) you <u>did not know</u> touch your private parts when they shouldn't have, make you touch their private parts or force you to have sex?</b>			
<b>14.2.3</b>	<b>Is it still going on?</b>	1 = Yes	
		2 = No	
<b>14.2.4</b>	<b>Do you think it will happen again?</b>	1 = Yes	
		2 = No	

14.2.5	<b>How old were you the first time/when this happened?</b> <i>If it happened only once, SKIP TO 14.2.7</i>		YEARS
14.2.6	<b>How old were you the last time this happened?</b>		YEARS
14.2.8	<b>Was this person a man, woman, boy, or girl?</b>	1 = Man 2 = Woman 3 = Boy 4 = Girl	
14.2.9	<b>How old was the person(s) who did this?</b>		YEARS
14.2.10	<b>Did this person(s) put any part of her/his body, or an object, inside you?</b>	1 = Yes o <b>SKIP TO 14.2.11</b> 2 = No	
14.2.10.1	<b>Did this person (these persons) try to do that?</b>	1 = Yes 2 = No	
14.2.11	<b>Where were you when this happened, the last time?</b>	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)	

14.2.12	When this happened did someone actually use <u>physical</u> force by pushing, grabbing, hitting or threatening you with a weapon?	1 = Yes 2 = No o <b>SKIP</b> <b>TO Q 14.2.13</b>	
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14.2.12.1	If they used a weapon, what weapon was used?  <i>Skip to Q 14.2.15</i>	0 = No Weapon 1 = Gun 2 = Knife 3 = Panga 4 = Stick X = Other (specify)	
14.2.13	If they did not use physical force, did they <u>threaten</u> you in any way? For instance, to hurt you or your family or to hurt your reputation?	1 = Yes o <b>SKIP</b> <b>TO Q 14.2.15</b> 2 = No	
14.2.14	Did you feel threatened?	1 = Yes 2 = No	
14.2.15	The last time this happened, did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1 = Yes 2 = No	
14.2.16	The last time this happened, were you physically hurt when this happened? Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.	1 = Yes 2 = No o <b>SKIP</b> <b>TO Q 14.2.17</b>	
14.2.16.1	If YES to Q 14.2.16, did you go to the hospital, a doctor's office, or some kind of health clinic because of what happened?	1 = Yes 2 = No	
14.2.17	Was the person (or persons) under the influence of any drugs or alcohol?	1 = Yes 2 = No	

14.2.18	Were you under the influence of any drugs or alcohol?	1 = Yes 2 = No o <i>SKIP</i> <i>TO Q 14.2.19</i>	
14.2.18.1	If YES to Q14.2.18, did you knowingly take the substance?	1 = Yes 2 = No	
14.2.18.2	If YES to Q14.2.18, were you forced to take the substance?	1 = Yes 2 = No	
14.2.19	Was this ever a form of, or part of, a traditional or cultural practice or initiation?	1 = Yes 2 = No o <i>SKIP</i> <i>TO Q 14.2.20</i>	
14.2.19.1	If YES, what practice/initiation was it?		
14.2.20	Did you ever feel you had to do it or you could not say no?	1 = Yes 2 = No	
14.2.21	Were you promised anything in return for the act (alcohol, drugs, transport, food, housing, money or anything else)?	1 = Yes 2 = No o <i>SKIP</i> <i>TO Q 14.2.22</i>	
14.2.21.1	If YES, did you receive what you were promised?	1 = Yes 2 = No	
<b>Do any of these people know about what happened?</b>		<b>Yes</b>	<b>No</b>
14.2.22	A parent (or ANOTHER parent if one parent did this)	1	2
14.2.23	A teacher, counsellor, or other adult at your school or daycare	1	2
14.2.24	A doctor	1	2
14.2.25	A psychologist	1	2

14.2.26	A social worker	1	2o <b>SKIP TO Q 14.2.27</b>
14.2.26.1	Did that social worker investigate what happened?	1	2
14.2.27	A police officer or some other law official	1	2o <b>SKIP TO Q 14.2.28</b>
14.2.27.1	Did you have to go to court about what happened?	1	2o <b>SKIP TO Q 14.2.28</b>
14.2.27.2	If YES to Q14.2.27.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	
14.2.28	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1 = Counsellor, psychologist, social worker, therapist of any type 2 = Minister or religious leader 3 = Other professional	
		4 =Community leader 5= Traditional leader 6= Sangoma 7 = No one else X = Other (specify)	
<b><i>If the respondent DID report the incident to someone, ask:</i></b>			

<b>14.2.29</b>	<b>Did you find your experience after reporting the incident positive or negative?</b>	1 = Positive 2 = Negative	
<i>If the respondent DID NOT report the incident to anyone, ask:</i>			
<b>14.2.30</b>	<b>Why did you not report the incident?</b>		
<b>IF ANSWERED 1= One time to Q14.2.1 SKIP TO Q14.3</b>			

<b>Complete if answered 2 or MORE to Q14.2.1</b>				
	<b>Thinking about the incident before the incident you just told me about, who did this to you?</b>  1 = Stranger (a stranger is someone you don't know) X = Other (specify)	<b>How old were you when this happened?</b>	<b>Was this person, a man, woman, a boy or a girl?</b>  1 = Man 2 = Woman 3 = Boy 4 = Girl	<b>Can you tell me where this happened?</b>  1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)
<b>2<sup>nd</sup> last incident</b>	<b>14.2.31</b>	<b>14.2.31.1 YEARS</b>	<b>14.2.31.2</b>	<b>14.2.31.3</b>
<b>IF ANSWERED 2=Twice to Q14. 2.1 SKIP TO Q14.3</b>				

<b>3<sup>rd</sup> last incident</b>	<b>14.2.32</b>	<b>14.2.32.1 YEARS</b>	<b>14.2.32.2</b>	<b>14.2.32.3</b>
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GO BACK TO SECTION 14, PAGE 17, TO CHECK FOR OTHER SEXUAL VICTIMISATIONS

<b>14.3 Now think about kids your age, like from school, a boyfriend or girlfriend, or even a brother or sister. At any time in your life, did another child or teen make you do sexual things against your will?</b>			
<b>14.3.3</b>	<b>Is it still going on?</b>	1 = Yes 2 = No	
<b>14.3.4</b>	<b>Do you think it will happen again?</b>	1 = Yes 2 = No	
<b>14.3.5</b>	<b>How old were you the first time/when this happened? <i>If it happened only once, SKIP TO 14.3.7</i></b>		<b>YEARS</b>
<b>14.3.6</b>	<b>How old were you the last time this happened?</b>		<b>YEARS</b>
<b>14.3.7</b>	<b>The last time this happened, who did this?</b>  <b>MULTIPLE RESPONSE SET MAX THREE RESPONSES</b>  <i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i>	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = A relative who does not live with you 3 = Anyone else you know such as a friend or neighbour or schoolmate 4 = Stranger (a stranger is someone you don't know) 5 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)	
<b>14.3.8</b>	<b>Was this person a boy, or girl?</b>	1 = Boy 2 = Girl	
<b>14.3.9</b>	<b>How old was the person(s) who did this?</b>		<b>YEARS</b>
<b>14.3.10</b>	<b>Did this person(s) put any part of her/his body, or an object, inside you?</b>	1 = Yes 2 = No	

<b>14.3.10.1</b>	<b>Did this person (these persons) try to do that?</b>	1 = Yes 2 = No	
<b>14.3.11</b>	<b>Where were you when this happened, the last time?</b>	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)	
<b>14.3.12</b>	<b>When this happened did someone actually use physical force by pushing, grabbing, hitting or threatening you with a weapon?</b>	1 = Yes 2 = No	<b>o SKIP TO Q 14.3.13</b>

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

14.3.12.1	If they used a weapon, what weapon was used?  <i>Skip to Q 14.3.15</i>	0= No weapon 1= gun 2= Knife 3= Panga 4= Stick X = Other (specify)	
14.3.13	If they did not use physical force, did they <b>threaten</b> you in any way? For instance, to hurt you or your family or to hurt your reputation?	1= Yes o <b>SKIP TO Q 14.3.15</b> 2= No	
14.3.14	Did you feel threatened?	1= Yes 2= No	
14.3.15	The last time this happened, did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1= Yes 2= No	
14.3.16	The last time this happened, were you physically hurt? Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.	1 = Yes 2 = No o <b>SKIP TO Q 14.3.17</b>	
14.3.16.1	If YES to Q 14.3.16, did you go to the hospital, a doctor's office, or some kind of health clinic because of what happened?	1= Yes 2= No	
14.3.17	Did the person who did this have an advantage over you because he/she was stronger, more popular, or had a lot of influence over other kids?	1= Yes 2= No	
14.3.18	Was the person (or persons) under the influence of any drugs or alcohol?	1= Yes 2= No	
14.3.19	Were you under the influence of any drugs or alcohol?	1= Yes 2= No o <b>SKIP TO Q 14.3.20</b>	
14.3.19.1	If YES to Q14.3.19, did you knowingly take the substance?	1= Yes 2= No	
14.3.19.2	If YES to Q14.3.19, were you forced to take the substance?	1= Yes 2= No	
14.3.20	Was this ever a form of, or part of, a traditional or cultural practice or initiation?	1= Yes 2= No o <b>SKIP TO Q 14.3.21</b>	
14.3.20.1	If YES, what practice/initiation was it?		
14.3.21	Did you ever feel you had to do it or you could not say no?	1= Yes 2= No	
14.3.22	Were you promised anything in return for the act (alcohol, drugs, transport, food, housing, money or anything else)?	1= Yes 2= No o <b>SKIP TO Q 14.3.23</b>	
14.3.22.1	If YES, did you receive what you were promised?	1= Yes 2= No	
<b>Do any of these people know about what happened?</b>		<b>Yes</b>	<b>No</b>
14.3.23	A parent (or ANOTHER parent if one parent did this)	1	2
14.3.24	A teacher, counsellor, or other adult at your school or daycare	1	2
14.3.25	A doctor	1	2
14.3.26	A psychologist	1	2
14.3.27	A social worker	1	2o <b>SKIP TO Q 14.3.28</b>

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

14.3.27.1	Did that social worker investigate what happened?	1	2
14.3.28	A police officer or some other law official	1	2o SKIP TO Q 14.3.29
14.3.28.1	Did you have to go to court about what happened?	1	2o SKIP TO Q 14.3.29
14.3.28.2	If YES to Q14.3.28.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	
14.3.29	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1 = Counsellor, psychologist, social worker, therapist of any type 2 = Minister or religious leader 3 = Other professional 4 =Community leader 5= Traditional leader 6= Sangoma 7= None of these X = Other (specify)	
<b>If the respondent DID report the incident to someone, ask:</b>			
14.3.30	Did you find your experience after reporting the incident positive or negative?	1 = Positive 2 = Negative	
<b>If the respondent DID NOT report the incident to anyone, ask:</b>			
14.3.31	Why did you not report the incident?		
<b>IF ANSWERED 1= One time to Q14.3.1 SKIP TO Q14.4</b>			

<b>Complete if answered 2 or MORE to Q14.3.1</b>				
	Thinking about the incident before the incident you just told me about, who did this to you?  1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = A relative who does not live with you 3 = Anyone else you know such as a friend or neighbour or schoolmate 4 = Stranger (a stranger is someone you don't know) 5 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)	How old were you when this happened?	Was this person, a man, woman, a boy or a girl?  1 = Man 2 = Woman 3 = Boy 4 = Girl	Can you tell me where this happened?  1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)
2 <sup>nd</sup> last incident	14.3.32	14.3.32.1 YEARS	14.3.32.2	14.3.32.3

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

IF ANSWERED 2=Twice to Q14.3.1 SKIP TO Q14.4				
3 <sup>rd</sup> last incident	14.3.33	14.3.33.1 YEARS	14.3.33.2	14.3.33.3

GO BACK TO SECTION 14, PAGE 17, TO CHECK FOR OTHER SEXUAL VICTIMISATIONS

14.4 At any time in your life, did anyone <u>try</u> to force you to do something sexual of any kind, even if it didn't happen?			
14.4.3	Is it still going on?	1 = Yes 2 = No	
14.4.4	Do you think it will happen again?	1 = Yes 2 = No	
14.4.5	How old were you the first time/when this happened? <i>If it happened only once, SKIP TO 14.4.7</i>		YEARS
14.4.6	How old were you the last time this happened?		YEARS
14.4.7	Who did this, the last time it happened?	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father	

	<p><b>MULTIPLE RESPONSE SET MAX THREE RESPONSES</b></p> <p><i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i></p>	<p>3 = Step-father or live-in boyfriend 4 = Biological or adoptive mother 5 = Step-mother or live-in girlfriend 6 = Foster parent 7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.) 8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you. 10 = Teacher / Principal 11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate 13 = Stranger (a stranger is someone you don't know) 14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)</p>	
14.4.8	Was this person a man, woman, boy, or girl?	1 = Man 2 = Woman 3 = Boy 4 = Girl	
14.4.9	How old was the person(s) who did this?		YEARS

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

14.4.10	Where were you when this happened, the last time it happened?	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)	
14.4.11	When this happened did someone actually use physical force by pushing, grabbing, hitting or threatening you with a weapon?	1 = Yes 2 = No <input type="radio"/> <b>SKIP TO Q 14.4.12</b>	
14.4.11.1	If they used a weapon, what weapon was used?  <i>Skip to Q 14.4.14</i>	0 = No weapon 1 = gun 2 = Knife 3 = Panga 4 = Stick X = Other (specify)	
14.4.12	If they did not use physical force, did they <u>threaten</u> you in any way? For instance, to hurt you or your family or to hurt your reputation?	1 = Yes <input type="radio"/> <b>SKIP TO Q 14.4.14</b> 2 = No	
14.4.13	Did you feel threatened?	1 = Yes 2 = No	
14.4.14	The last time this happened, did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1 = Yes 2 = No	
14.4.15	Were you physically hurt when this happened, the last time it happened? Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.	1 = Yes 2 = No <input type="radio"/> <b>SKIP TO Q 14.4.16</b>	
14.4.15.1	If YES to Q 14.4.15, did you go to the hospital, a doctor's office, or some kind of health clinic because of what happened?	1 = Yes 2 = No	
14.4.16	Did the person who did this have an advantage over you because he/she was stronger, more popular, or had a lot of influence over other kids?	1 = Yes 2 = No	
14.4.17	Was the person (or persons) under the influence of any drugs or alcohol?	1 = Yes 2 = No	
14.4.18	Were you under the influence of any drugs or alcohol?	1 = Yes 2 = No <input type="radio"/> <b>SKIP TO Q 14.4.19</b>	
14.4.18.1	If YES to Q14.4.18, did you knowingly take the substance?	1 = Yes 2 = No	
14.4.18.2	If YES to Q14.4.18, were you forced to take the substance?	1 = Yes 2 = No	
14.4.19	Was this ever a form of, or part of, a traditional or cultural practice or initiation?	1 = Yes 2 = No <input type="radio"/> <b>SKIP TO Q 14.4.20</b>	
14.4.19.1	If YES, what practice/initiation was it?		
14.4.20	Did you ever feel you had to do it or you could not say no?	1 = Yes 2 = No	
14.4.21	Were you promised anything in return for the act (alcohol, drugs, transport, food, housing, money or anything else)?	1 = Yes 2 = No <input type="radio"/> <b>SKIP TO Q 14.4.22</b>	
14.4.21.1	If YES, did you receive what you were promised?	1 = Yes 2 = No	

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Do any of these people know about what happened?		Yes	No
14.4.22	A parent (or ANOTHER parent if one parent did this)	1	2
14.4.23	A teacher, counsellor, or other adult at your school or daycare	1	2
14.4.24	A doctor	1	2
14.4.25	A psychologist	1	2
14.4.26	A social worker	1	2o SKIP TO Q 14.4.27
14.4.26.1	Did that social worker investigate what happened?	1	2
14.4.27	A police officer or some other law official	1	2o SKIP TO Q 14.4.28
14.4.27.1	Did you have to go to court about what happened?	1	2o SKIP TO Q 14.4.28
14.4.27.2	If YES to Q14.4.27.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	
14.4.28	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1 = Counsellor, psychologist, social worker, therapist of any type 2 = Minister or religious leader 3 = Other professional 4 = Community leader 5 = Traditional leader 6 = Sangoma 7 = No one else X = Other (specify)	
<b>If the respondent DID report the incident to someone, ask:</b>			
14.4.29	Did you find your experience after reporting the incident positive or negative?	1 = Positive 2 = Negative	
<b>If the respondent DID NOT report the incident to anyone, ask:</b>			
14.4.30	Why did you not report the incident?		
<b>IF ANSWERED 1= One time to Q14.4.1 SKIP TO Q14.5</b>			

<b>Complete if answered 2 or MORE to Q14.4.1</b>				
	<b>Thinking about the incident before the incident you just told me about, who did this to you?</b>	<b>How old were you when this happened?</b>	<b>Was this person, a man, woman, a boy or a girl?</b>	<b>Can you tell me where this happened?</b>
	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father 3 = Step-father or live-in boyfriend 4 = Biological or adoptive mother 5 = Step-mother or live-in girlfriend 6 = Foster parent 7 = A relative who lives in your home (uncle, grandparent, etc.) 8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you. 10 = Teacher / Principal 11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate 13 = Stranger (a stranger is someone you don't know) 14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)		1 = Man 2 = Woman 3 = Boy 4 = Girl	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)
<b>2<sup>nd</sup> last incident</b>	<b>14.4.31</b>	<b>14.4.31.1</b> YEARS	<b>14.4.31.2</b>	<b>14.4.31.3</b>
<b>IF ANSWERED 2=Twice to Q14.4.1 SKIP TO Q14.5</b>				
<b>3<sup>rd</sup> last incident</b>	<b>14.4.32</b>	<b>14.4.32.1</b> YEARS	<b>14.4.32.2</b>	<b>14.4.32.3</b>

**GO BACK TO SECTION 14, PAGE 17, TO CHECK FOR OTHER SEXUAL VICTIMISATIONS**

<b>14.5 Did anyone make you look at their private parts by using force or surprise, force you to watch them masturbate, view nude pictures or pornographic videos (pictures and videos about sex) or by "flashing" you?</b>				
<b>14.5.3</b>	<b>Is it still going on?</b>		1 = Yes 2 = No	
<b>14.5.4</b>	<b>Do you think it will happen again?</b>		1 = Yes 2 = No	
<b>14.5.5</b>	<b>How old were you the first time/when this happened? If it happened only once, SKIP TO 14.5.7</b>			YEARS
<b>14.5.6</b>	<b>How old were you the last time this happened?</b>			YEARS

14.5.7	<p><b>The last time this happened, who did this?</b></p> <p><b>MULTIPLE RESPONSE SET MAX THREE RESPONSES</b></p> <p><i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i></p>	<p>1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)                  2 = Biological or adoptive father                  3 = Step-father or live-in boyfriend                  4 = Biological or adoptive mother                  5 = Step-mother or live-in girlfriend                  6 = Foster parent                  7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.)                  8 = A relative who does not live with you                  9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you.                  10 = Teacher / Principal                  11 = Grown-up (Adult) you know from some organization, coach, or youth group leader                  12 = Anyone else you know such as a friend or neighbour or schoolmate                  13 = Stranger (a stranger is someone you don't know)                  14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend                  X = Other (specify)</p>	
14.5.8	<p><b>Was this person a man, woman, boy, or girl?</b></p>	<p>1 = Man                  2 = Woman</p>	

		<p>3 = Boy                  4 = Girl</p>	
14.5.9	<p><b>How old was the person(s) who did this?</b></p>		<p>YEARS</p>
14.5.10	<p><b>Where were you when this happened, the last time?</b></p>	<p>1 = At home                  2 = Near home (eg. in the community, the street, parks)                  3 = At school (inside, in school yard, or on bus)                  4 = At daycare or an after school programme                  X = Other (specify)</p>	
14.5.11	<p><b>Did the person who did this have an advantage over you because he/she was stronger, more popular, or had a lot of influence over other kids?</b></p>	<p>1 = Yes                  2 = No</p>	
14.5.12	<p><b>When this happened did someone actually use physical force by pushing, grabbing, hitting or threatening you with a weapon?</b></p>	<p>1 = Yes                  2 = No o <b>SKIP TO Q 14.5.13</b></p>	
14.5.12.1	<p><b>If they used a weapon, what weapon was used?</b></p> <p><i>Skip to Q 14.5.15</i></p>	<p>0 = No weapon                  1 = Gun                  2 = Knife                  3 = Panga                  4 = Stick                  X = Other (specify)</p>	
14.5.13	<p><b>If they did not use physical force, did they <u>threaten</u> you in any way? For instance, to hurt you or your family or to hurt your reputation?</b></p>	<p>1 = Yes o <b>SKIP TO Q 14.5.15</b>                  2 = No</p>	

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14.5.14	Did you feel threatened?	1 = Yes 2 = No	
14.5.15	Did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1 = Yes 2 = No	
14.5.16	The last time this happened, were you physically hurt? Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.	1 = Yes 2 = No o <b>SKIP TO Q 14.5.17</b>	
14.5.16.1	Did you go to the hospital, a doctor's office, or some kind of health clinic because of what happened?	1 = Yes 2 = No	
14.5.17	Was the person (or persons) under the influence of any drugs or alcohol?	1 = Yes 2 = No	
14.5.18	Were you under the influence of any drugs or alcohol?	1 = Yes 2 = No o <b>SKIP TO Q 14.5.19</b>	
14.5.18.1	If YES to Q14.5.18, did you knowingly take the substance?	1 = Yes 2 = No	
14.5.18.2	If YES to Q14.5.18, were you forced to take the substance?	1 = Yes 2 = No	
14.5.19	Was this ever a form of, or part of, a traditional or cultural practice or initiation?	1 = Yes 2 = No o <b>SKIP TO Q 14.5.20</b>	
14.5.19.1	If YES, what practice/initiation was it?		
14.5.20	Did you ever feel you had to do it or you could not say no?	1 = Yes 2 = No	
14.5.21	Were you promised anything in return for the act (alcohol, drugs, transport, food, housing, money or anything else)?	1 = Yes 2 = No o <b>SKIP TO Q 14.5.22</b>	
14.5.21.1	If YES, did you receive what you were promised?	1 = Yes 2 = No	
<b>Do any of these people know about what happened?</b>		<b>Yes</b>	<b>No</b>
14.5.22	A parent (or ANOTHER parent if one parent did this)	1	2
14.5.23	A teacher, counsellor, or other adult at your school or daycare	1	2
14.5.24	A doctor	1	2
14.5.25	A psychologist	1	2
14.5.26	A social worker	1	2o <b>SKIP TO Q 14.5.27</b>
14.5.26.1	Did that social worker investigate what happened?	1	2
14.5.27	A police officer or some other law official	1	2o <b>SKIP TO Q 14.5.28</b>
14.5.27.1	Did you have to go to court about what happened?	1	2o <b>SKIP TO Q 14.5.28</b>
14.5.27.2	If YES to Q14.5.27.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	

14.5.28	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1 = Counsellor, psychologist, social worker, therapist of any type 2 = Minister or religious leader 3 = Other professional 4 = Community leader 5 = Traditional leader 6 = Sangoma 7 = No one else X = Other (specify)	
<i>If the respondent DID report the incident to someone, ask:</i>			
14.5.29	Did you find your experience after reporting the incident positive or negative?	1 = Positive 2 = Negative	
<i>If the respondent DID NOT report the incident to anyone, ask:</i>			
14.5.30	Why did you not report the incident?		
IF ANSWERED 1= One time to Q14.5.1 SKIP TO Q14.6			

Complete if answered 2 or MORE to Q 14.5.1				
	Thinking about the incident before the incident you just told me about, who did this to you?  1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father 3 = Step-father or live-in boyfriend 4 = Biological or adoptive mother 5 = Step-mother or live-in girlfriend 6 = Foster parent 7 = A relative who lives in your home (uncle, grandparent, etc.) 8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you. 10 = Teacher / Principal 11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate 13 = Stranger (a stranger is someone you don't know) 14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)	How old were you when this happened?	Was this person, a man, woman, a boy or a girl?  1 = Man 2 = Woman 3 = Boy 4 = Girl	Can you tell me where this happened?  1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)
2 <sup>nd</sup> last incident	14.5.31	14.5.31.1 YEARS	14.5.31.2	14.5.31.3
IF ANSWERED 2=Twice to Q14. 5.1 SKIP TO Q14.6				

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<b>3<sup>rd</sup> last incident</b>	<b>14.5.32</b>	<b>14.5.32.1 YEARS</b>	<b>14.5.32.2</b>	<b>14.5.32.3</b>
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GO BACK TO SECTION 14, PAGE 17, TO CHECK FOR OTHER SEXUAL VICTIMISATIONS

<b>14.6 At any time in your life, did anyone hurt your feelings by saying or writing something sexual about you or your body?</b>			
<b>14.6.3</b>	<b>Is it still going on?</b>	1 = Yes 2 = No	
<b>14.6.4</b>	<b>Do you think it will happen again?</b>	1 = Yes 2 = No	
<b>14.6.5</b>	<b>How old were you the first time/when this happened? <i>If it happened only once, SKIP TO 14.6.7</i></b>		YEARS
<b>14.6.6</b>	<b>How old were you the last time this happened?</b>		YEARS
<b>14.6.7</b>	<p><b>The last time this happened, who did this?</b></p> <p><b>MULTIPLE RESPONSE SET MAX THREE RESPONSES</b></p> <p><i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i></p>	<p>1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.)</p> <p>2 = Biological or adoptive father</p> <p>3 = Step-father or live-in boyfriend</p> <p>4 = Biological or adoptive mother</p> <p>5 = Step-mother or live-in girlfriend</p> <p>6 = Foster parent</p> <p>7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.)</p> <p>8 = A relative who does not live with you</p> <p>9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you.</p> <p>10 = Teacher / Principal</p> <p>11 = Grown-up (Adult) you know from some organization, coach, or youth group leader</p> <p>12 = Anyone else you know such as a friend or neighbour or schoolmate</p> <p>13 = Stranger (a stranger is someone you don't know)</p> <p>14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend</p> <p>X = Other (specify)</p>	
<b>14.6.8</b>	<b>Was this person a man, woman, boy, or girl?</b>	1 = Man 2 = Woman 3 = Boy 4 = Girl	
<b>14.6.9</b>	<b>How old was the person(s) who did this?</b>		YEARS

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14.6.10	Where were you when this happened, the last time?	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)	
14.6.11	Did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1 = Yes 2 = No	

14.6.12	Did the person who did this have an advantage over you because he/she was stronger, more popular, or had a lot of influence over other kids?	1 = Yes 2 = No	
<b>Do any of these people know about what happened?</b>		<b>Yes</b>	<b>No</b>
14.6.13	A parent (or ANOTHER parent if one parent did this)	1	2
14.6.14	A teacher, counsellor, or other adult at your school or daycare	1	2
14.6.15	A doctor	1	2
14.6.16	A psychologist	1	2
14.6.17	A social worker	1	2o <b>SKIP TO Q 14.6.18</b>
14.6.17.1	Did that social worker investigate what happened?	1	2
14.6.18	A police officer or some other law official	1	2o <b>SKIP TO Q 14.6.19</b>
14.6.18.1	Did you have to go to court about what happened?	1	2o <b>SKIP TO Q 14.6.19</b>
14.6.18.2	If YES to Q 14.6.18.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	
14.6.19	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1= Counsellor, psychologist, social worker, therapist of any type 2= Minister or religious leader 3= Other professional 4=Community leader 5= Traditional leader 6= Sangoma 7 = No one else X = Other (specify)	
<b>If the respondent DID report the incident to someone, ask:</b>			
14.6.20	Did you find your experience after reporting the incident positive or negative?	1 = Positive 2 = Negative	

<b>If the respondent DID NOT report the incident to anyone, ask:</b>	
<b>14.6.21</b>	<b>Why did you not report the incident?</b>
<b>IF ANSWERED 1= One time to Q14.6.1 SKIP TO Q14. 7</b>	

<b>Complete if answered 2 or MORE to Q14.6.1</b>				
	<p><b>Thinking about the incident before the incident you just told me about, who did this to you?</b></p> <p>1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father                  3 = Step-father or live-in boyfriend                  4 = Biological or adoptive mother                  5 = Step-mother or live-in girlfriend                  6 = Foster parent                  7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.)                  8 = A relative who does not live with you                  9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you.                  10 = Teacher / Principal                  11 = Grown-up (Adult) you know from some organization, coach, or youth group leader                  12 = Anyone else you know such as a friend or neighbour or schoolmate                  13 = Stranger (a stranger is someone you don't know)                  14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend                  X = Other (specify)</p>	<p><b>How old were you when this happened?</b></p>	<p><b>Was this person, a man, woman, a boy or a girl?</b></p> <p>1 = Man                  2 = Woman                  3 = Boy                  4 = Girl</p>	<p><b>Can you tell me where this happened?</b></p> <p>1 = At home                  2 = Near home (eg. in the community, the street, parks)                  3 = At school (inside, in school yard, or on bus)                  4 = At daycare or an after school programme                  X = Other (specify)</p>
<b>2<sup>nd</sup> last incident</b>	<b>14.6.22</b>	<b>14.6.22.1</b> YEARS	<b>14.6.22.2</b>	<b>14.6.22.3</b>
<b>IF ANSWERED 2=Twice to Q14.6.1 SKIP TO Q14.7</b>				
<b>3<sup>rd</sup> last incident</b>	<b>14.6.23</b>	<b>14.6.23.1</b> YEARS	<b>14.6.23.2</b>	<b>14.6.23.3</b>

GO BACK TO SECTION 14, PAGE 17, TO CHECK FOR OTHER SEXUAL VICTIMISATIONS

<b>14.7 Other than any previous incidents you may have already mentioned, at any time in your life, did you do sexual things with anyone 18 or older, even things you both wanted?</b>	
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PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

14.7.3	Is it still going on?	1 = Yes 2 = No	
14.7.4	Do you think it will happen again?	1 = Yes 2 = No	
14.7.5	How old were you the first time/when this happened? <i>If it happened only once, SKIP TO 14.7.7</i>		YEARS
14.7.6	How old were you the last time this happened?		YEARS
14.7.7	The last time this happened, who did this?  <b>MULTIPLE RESPONSE SET MAX THREE RESPONSES</b>  <i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i>	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father 3 = Step-father or live-in boyfriend 4 = Biological or adoptive mother 5 = Step-mother or live-in girlfriend 6 = Foster parent 7 = A relative who lives in your home (uncle, grandparent, etc.) 8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you. 10 = Teacher / Principal 11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate 13 = Stranger (a stranger is someone you don't know) 14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)	
14.7.8	Was this person a man, woman, boy, or girl?	1 = Man 2 = Woman 3 = Boy 4 = Girl	
14.7.9	How old was the person(s) who did this?		YEARS
14.7.10	Did this person(s) put any part of her/his body, or an object, inside you?	1 = Yes 2 = No	
14.7.10.1	Did this person (these persons) try to do that?	1 = Yes 2 = No	
14.7.11	Where were you when this happened, the last time?	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school program	

PREVALENCE AND CORRELATES OF CYBER-VICTIMIZATION IN SOUTH AFRICAN YOUTH

		X = Other (specify)	
14.7.12	When this happened did someone actually use physical force by pushing, grabbing, hitting or threatening you with a weapon?	1 = Yes 2 = No o <b>SKIP TO Q 14.7.13</b>	
14.7.12.1	If they used a weapon, what weapon was used?  <i>Skip to Q 14.7.15</i>	0 = No weapon 1 = gun 2 = Knife 3 = Panga 4 = Stick X = Other (specify)	
14.7.13	If they did not use physical force, did they <u>threaten</u> you in any way? For instance, to hurt you or your family or to hurt your reputation?	1 = Yes o <b>SKIP TO Q 14.7.15</b> 2 = No	
14.7.14	Did you feel threatened?	1 = Yes 2 = No	
14.7.15	Did you miss any days of school, or were you unable to complete your schoolwork, because of what happened?	1 = Yes 2 = No	
14.7.16	Were you physically hurt when this happened? Hurt means you could still feel pain in your body the next day. You are also hurt when you have a bruise, a cut that bleeds, or a broken bone.	1 = Yes 2 = No o <b>SKIP TO Q 14.7.17</b>	
14.7.16.1	Did you go to the hospital, a doctor's office, or some kind of health clinic because of what happened, the last time?	1 = Yes 2 = No	
14.7.17	Did the person who did this have an advantage over you because he/she was stronger, more popular, or had a lot of influence over other kids?	1 = Yes 2 = No	
14.7.18	Was the person (or persons) under the influence of any drugs or alcohol?	1 = Yes 2 = No	
14.7.19	Were you under the influence of any drugs or alcohol?	1 = Yes 2 = No o <b>SKIP TO Q 14.7.20</b>	
14.7.19.1	If YES to Q14.7.19, did you knowingly take the substance?	1 = Yes 2 = No	
14.7.19.2	If YES to Q14.7.19, were you forced to take the substance?	1 = Yes 2 = No	
14.7.20	Was this ever a form of, or part of, a traditional or cultural practice or initiation?	1 = Yes 2 = No o <b>SKIP TO Q 14.7.21</b>	
14.7.20.1	If YES, what practice/initiation was it?		
14.7.21	Did you ever feel you had to do it or you could not say no?	1 = Yes 2 = No	
14.7.22	Were you promised anything in return for the act (alcohol, drugs, transport, food, housing, money or anything else)?	1 = Yes 2 = No o <b>SKIP TO Q 14.7.23</b>	
14.7.22.1	If YES, did you receive what you were promised?	1 = Yes 2 = No	
<b>Do any of these people know about what happened?</b>		<b>Yes</b>	<b>No</b>
14.7.23	A parent (or ANOTHER parent if one parent did this)	1	2

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14.7.24	A teacher, counsellor, or other adult at your school or daycare	1	2
14.7.25	A doctor	1	2
14.7.26	A psychologist	1	2
14.7.27	A social worker	1	2o <b>SKIP TO Q 14.7.28</b>
14.7.27.1	Did that social worker investigate what happened?	1	2
14.7.28	A police officer or some other law official	1	2o <b>SKIP TO Q 14.7.29</b>
14.7.28.1	Did you have to go to court about what happened?	1	2o <b>SKIP TO Q 14.7.29</b>
14.7.28.2	If YES to Q14.7.28.1, What happened to the perpetrator?	1= The charges were dropped by the police or prosecutor 2= Person was acquitted 3= The person was found guilty 4= Case was postponed	
14.7.29	Who did you speak to other than friends or family about what happened --- someone like a counselor or minister who tried to help you deal with it?	1 = Counsellor, psychologist, social worker, therapist of any type 2 = Minister or religious leader 3 = Other professional 4 = Community leader 5 = Traditional leader 6 = Sangoma 7 = No one else X = Other (specify)	
<b><i>If the respondent DID report the incident to someone, ask:</i></b>			
14.7.30	Did you find your experience after reporting the incident positive or negative?	1 = Positive 2 = Negative	
<b><i>If the respondent DID NOT report the incident to anyone, ask:</i></b>			
14.7.31	Why did you not report the incident?		
<b>IF ANSWERED 1= One time to Q14. 7.1 SKIP TO SECTION 15</b>			

**Complete if answered 2 or MORE to Q14.7.1**

	<b>Thinking about the incident before the incident you just told me about, who did this to you?</b>	<b>How old were you when this happened?</b>	<b>Was this person, a man, woman, a boy or a girl?</b>	<b>Can you tell me where this happened?</b>
	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father 3 = Step-father or live-in boyfriend 4 = Biological or adoptive mother 5 = Step-mother or live-in girlfriend 6 = Foster parent 7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.) 8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you. 10 = Teacher / Principal 11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate 13 = Stranger (a stranger is someone you don't know) 14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)		1 = Man 2 = Woman 3 = Boy 4 = Girl	1 = At home 2 = Near home (eg. in the community, the street, parks) 3 = At school (inside, in school yard, or on bus) 4 = At daycare or an after school programme X = Other (specify)
<b>2<sup>nd</sup> last incident</b>	<b>14.7.32</b>	<b>14.7.32.1</b>	<b>14.7.32.2</b>	<b>14.7.32.3</b>
<b>IF ANSWERED 2=Twice to Q14.7.1 SKIP TO SECTION 15</b>				
<b>3<sup>rd</sup> last incident</b>	<b>14.7.33</b>	<b>14.7.33.1</b>	<b>14.7.33.2</b>	<b>14.7.33.3</b>

**15. WITNESSING AND INDIRECT VICTIMISATIONS**

<b>At any time in your life...</b>		<b>If YES, how many times did this happen to you in your whole life?</b>	<b>If YES, thinking of (the last time/when) this happened to you...did it happen within the last year? By the last year we mean within the past 12 months.</b>
	1 = Yes 2 = No <b>SKIP TO THE NEXT QUESTION</b>	[Interviewer: If respondent is unsure, say "Would you say it was closer to 10 times, closer to 50 times, or more than that?" Assist respondent in pinpointing number of times.]	1 = Yes 2 = No

		<i>Write down the NUMBER of times.</i>	
Did you SEE a parent hit, beat, kick, or physically hurt your brothers or sisters, not including a spanking on the bottom?	15.1	15.1.1	15.1.2
Did you SEE anyone get attacked on purpose WITH a stick, rock, gun, knife, or other thing that would hurt? Somewhere like: at home, at school, at a store, in a car, on the street, or anywhere else?	15.2	15.2.1	15.2.2
Did you SEE anyone get attacked or hit on purpose WITHOUT using a stick, rock, gun, knife, or something that would hurt?	15.3	15.3.1	15.3.2
<b>15. WITNESSING AND INDIRECT VICTIMISATIONS</b>			
At any time in your life...	<p>1 = Yes</p> <p>2 = No <i>SKIP TO THE NEXT QUESTION</i></p>	<p>If YES, how many times did this happen to you in your whole life?</p> <p><i>[Interviewer: If respondent is unsure, say "Would you say it was closer to 10 times, closer to 50 times, or more than that?" Assist respondent in pinpointing number of times.]</i></p> <p><i>Write down the NUMBER of times.</i></p>	<p>If YES, thinking of (the last time/when) this happened to you...did it happen within the last year? By the last year we mean within the past 12 months.</p> <p>1 = Yes 2 = No</p>
Did anyone steal something from your house that belongs to your family or someone you live with? Things like a TV, stereo, car, or anything else?	15.4	15.4.1	15.4.2
When a person is murdered, it means someone killed them on purpose. At any time in your life, was anyone close to you murdered, like a friend, neighbour or someone in your family?	15.5	15.5.1	15.5.2

Were you in any place in real life where you could see or hear people being shot, bombs going off, or street riots?	15.6	15.6.1	15.6.2
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16. OTHER SEVERE ASSAULTS			
16.1	Other than times you have already told me about, at any time in your life, did any <i>grown-up</i> (adult) ever hit or attack you?	1 = Yes 2 = No o <b>SKIP TO Q 16.2</b>	
16.1.1	How many times did this happen to you in your whole life?		Number
16.1.2	Thinking of (the last time/when) this happened to you...did it happen within the last year?	1 = Yes 2 = No	
16.1.3	Is it still going on?	1 = Yes 2 = No	
16.1.4	Do you think it will happen again?	1 = Yes 2 = No	
16.1.5	Thinking of (the last time/when) this happened to you... who was the attacker?  <b>MULTIPLE RESPONSE SET MAX THREE RESPONSES</b>  <i>[Interviewer: Try to categorize from open-ended responses. Read categories only if respondent needs help. It is important to be sure to distinguish between perpetrators who are known and strangers]</i>	1 = Brother, sister, or other child who lives with you (cousin, foster sibling, etc.) 2 = Biological or adoptive father 3 = Step-father or live-in boyfriend 4 = Biological or adoptive mother 5 = Step-mother or live-in girlfriend 6 = Foster parent 7 = A relative <u>who lives in your home</u> (uncle, grandparent, etc.) 8 = A relative who does not live with you 9 = A parent's boyfriend, girlfriend, date, or ex-boyfriend or girlfriend who does not live with you. 10 = Teacher / Principal 11 = Grown-up (Adult) you know from some organization, coach, or youth group leader 12 = Anyone else you know such as a friend or neighbour or schoolmate 13 = Stranger (a stranger is someone you don't know) 14 = Boyfriend/girlfriend, or ex-boyfriend/ex-girlfriend X = Other (specify)	

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16.1.6	<p><b>Do any of these people know about what happened?</b></p> <p><i>Read out all options</i></p>	<p>1 = Teacher                  2 = Psychologist                  3 = Counsellor                  4 = Social worker                  5 = Doctor                  6 = Police                  7 = None of these                  X = Other (specify)</p>	125
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16.2	<p><b>Other than times you have already told me about, at any time in your life, were you ever hurt because someone hit or attacked you on purpose?</b></p>	<p>1 = Yes                  2 = No    <b>o SKIP TO SECTION 17</b></p>	
16.2.1	<p><b>How many times did this happen to you in your whole life?</b></p>		Number
16.2.2	<p><b>Thinking of (the last time/when) this happened to you...did it happen within the last year?</b></p>	<p>1 = Yes                  2 = No</p>	
16.2.3	<p><b>Is it still going on?</b></p>	<p>1 = Yes                  2 = No</p>	
16.2.4	<p><b>Do you think it will happen again?</b></p>	<p>1 = Yes                  2 = No</p>	
16.2.5	<p><b>Do any of these people know about what happened?</b></p> <p><i>Read out all options</i></p>	<p>1 = Teacher                  2 = Psychologist                  3 = Counsellor                  4 = Social worker                  5 = Doctor                  6 = Police                  7 = None of these                  X = Other (specify)</p>	

<b>17. EXPOSURE TO FAMILY VIOLENCE AND ABUSE</b> <b>INTERVIEWER TO READ OUT: <i>The next set of questions are about people who took care of you – that would include your parents, stepparents, and your parents’ boyfriends or girlfriends, whether you lived with them or not. It would also include other grown-ups (adults), like grandparents or foster parents if they took care of you on a regular basis. When we say “parent” in these next questions, we mean any of these people.</i></b>			
<b>At any time in your life...</b>	1 = Yes  2 = No → <b>SKIP TO THE NEXT QUESTION</b>	<b>If YES, how many times did this happen to you in your whole life?</b>  <i>[Interviewer: If respondent is unsure, say “Would you say it was closer to 10 times, closer to 50 times, or more than that?” Assist respondent in pinpointing number of times.]</i>  Write down the <b>NUMBER</b> of times.	<b>If YES, thinking of (the last time/when) this happened to you...did it happen within the last year? By the last year we mean within the past 12 months.</b>  1 = Yes 2 = No
<b>Did one of your parents threaten to hurt another parent and it seemed they might really get hurt?</b>	17.1	17.1.1	17.1.2
<b>At any time in your life, did one of your parents, because of an argument, break or ruin anything belonging to another parent, punch the wall, or throw something?</b>	17.2	17.2.1	17.2.2
<b>At any time in your life, did one of your parents get pushed by another parent?</b>	17.3	17.3.1	17.3.2
<b>At any time in your life, did one of your parents get hit or slapped by another parent?</b>	17.4	17.4.1	17.4.2
<b>At any time in your life, did one of your parents get kicked, choked, or beat up by another parent?</b>	17.5	17.5.1	17.5.2
<b>Now we want to ask you about fights between any grown-ups (adults) and teens, not just between your parents. At any time in your life, did any grown-up (adult) or teen who lives with you push, hit, or beat up someone else who lives with you, like a parent, brother, grandparent, or other relative?</b>	17.6	17.6.1	17.6.2

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18.1.5	<p><b>Do any of these people know about what happened?</b></p> <p><i>Read out all options</i></p>	<p>1 = Teacher                  2 = Psychologist                  3 = Counsellor                  4 = Social worker                  5 = Doctor                  6 = Police                  7 = None of these                  X = Other (specify)</p>	127
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**18. EXPOSURE TO FAMILY VIOLENCE AND ABUSE (INCLUDING NEGLECT)**

18.1	<p><b>Was there a time in your life that you often had to look after yourself because a parent drank too much alcohol, took drugs, or wouldn't get out of bed?</b></p>	<p>1 = Yes                  2 = No o <b>SKIP TO Q 18.2</b></p>	
18.1.1	<p><b>How many times did this happen to you in your whole life?</b></p>	<p>1 = One                  2 = 2-3 times                  3 = More than 3 times</p>	
18.1.2	<p><b>Thinking of (the last time/when) this happened to you...did it happen within the last year?</b></p>	<p>1 = Yes                  2 = No</p>	
18.1.3	<p><b>Is it still going on?</b></p>	<p>1 = Yes                  2 = No</p>	
18.1.4	<p><b>Do you think it will happen again?</b></p>	<p>1 = Yes                  2 = No</p>	

18.2	<p><b>Was there a time in your life when you often had to go looking for a parent because the parent left you alone, or with brothers and sisters, and you didn't know where the parent was?</b></p>	<p>1 = Yes                  2 = No o <b>SKIP TO Q 18.3</b></p>	
18.2.1	<p><b>How many times did this happen to you in your whole life?</b></p>	<p>1 = One                  2 = 2-3 times                  3 = More than 3 times</p>	
18.2.2	<p><b>Thinking of (the last time/when) this happened to you...did it happen within the last year?</b></p>	<p>1 = Yes                  2 = No</p>	
18.2.3	<p><b>Is it still going on?</b></p>	<p>1 = Yes                  2 = No</p>	
18.2.4	<p><b>Do you think it will happen again?</b></p>	<p>1 = Yes                  2 = No</p>	
18.2.5	<p><b>Do any of these people know about what happened?</b></p> <p><i>Read out all options</i></p>	<p>1 = Teacher                  2 = Psychologist                  3 = Counsellor                  4 = Social worker                  5 = Doctor                  6 = Police                  7 = None of these                  X = Other (specify)</p>	

18.3	<p><b>Was there a time in your life when your parents often had people over at the house who you were afraid to be around?</b></p>	<p>1 = Yes                  2 = No o <b>SKIP TO Q 18.4</b></p>	
18.3.1	<p><b>How many times did this happen to you in your whole life?</b></p>	<p>1 = One                  2 = 2-3 times                  3 = More than 3 times</p>	
18.3.2	<p><b>Thinking of (the last time/when) this happened to you...did it happen within the last year?</b></p>	<p>1 = Yes                  2 = No</p>	

18.4	Was there a time in your life when you lived in a home that was broken down, unsafe, or unhealthy? For example, it had broken stairs, toilets or sinks that didn't work, trash piled up, and things like that?	1 = Yes 2 = No o <b>SKIP TO Q 18.5</b>	
18.4.1	How many times did this happen to you in your whole life?	1 = One 2 = 2-3 times 3 = More than 3 times	
18.4.2	Thinking of (the last time/when) this happened to you...did it happen within the last year?	1 = Yes 2 = No	

18.5	Was there a time in your life when your parents did not care if you were clean, wore clean clothes, or brushed your teeth and hair?	1 = Yes 2 = No o <b>SKIP TO SECTION 19</b>	
18.5.1	How many times did this happen to you in your whole life?	1 = One 2 = 2-3 times 3 = More than 3 times	
18.5.2	Thinking of (the last time/when) this happened to you...did it happen within the last year?	1 = Yes 2 = No	
18.5.3	Is it still going on?	1 = Yes 2 = No	
18.5.4	Do you think it will happen again?	1 = Yes 2 = No	

19. SEXUAL RISK TAKING AND PREGNANCY			
INTERVIEWER TO READ OUT: <i>The next set of questions are about consensual sexual intercourse you may have engaged in</i>			
19.1	For respondents who have not disclosed any sexual maltreatment ASK...Have you ever had sexual intercourse? This includes any form of oral sex, vaginal sex or anal sex; and here we are talking about occasions where you were not forced to have sex.	1 = Yes 2 = No	
19.1.1	For respondents who have disclosed sexual maltreatment, ASK:... "Other than the incidents you've already told me about, have you ...." have you ever had sexual intercourse? This includes any form of oral sex, vaginal sex or anal sex; and here we are talking about occasions where you were not forced to have sex.	1 = Yes 2 = No	
19.1.2	How old were you when first had sexual intercourse?		YEARS
19.1.3	In the last year, how many sexual partners did you have?		Number
		<b>Yes</b>	<b>No</b>
19.1.4	To the best of your knowledge, have any of your sexual partners in the last 12 months ever traded sex for alcohol, drugs , transport, food, housing, money or anything else?	1	2
19.1.5	Have you ever traded sex for alcohol, drugs , transport, food , housing, money or anything else	1	2

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19.1.6	Have any of your sexual partners in the last 12 months ever injected street drugs, steroids, or vitamins?	1	2
19.1.7	Have any of your sexual partners in the last 12 months been men who have had sex with other men?	1	2
19.1.8	In the last 12 months, have any of your sexual partners had a sexually transmitted disease (such as gonorrhea, syphilis, chlamydia, genital warts, or genital herpes)?	1	2
19.1.9	Have you ever had a sexually transmitted disease (such as gonorrhea, syphilis, chlamydia, genital warts, or genital herpes)?	1	2
19.1.10	Have you ever had anal sex? (This means intimate contact with another person during which the penis enters the anus)	1	2
19.1.11	Have you ever been pregnant/made a girl pregnant?	1	2
<b>INTERVIEWER TO READ OUT: <i>Now some questions about the last time you had sex.</i></b>			
19.1.12	On the last occasion that you had sexual intercourse, did you or your partner use anything to prevent pregnancy or disease?	1 = Yes 2 = No ○ <b>SKIP TO Q19.1.14</b>	
19.1.13	On the last occasion that you had sexual intercourse, which of the following did you or your partner use to prevent pregnancy or disease?	1 = Condom "rubber" 2 = The injection 3 = The contraceptive pill "the pill" 4 = Cap or diaphragm 5 = Spermicidal gel or foam 6 = IUCD, IUD, "Copper T", loop 7 = Withdrawal, coitus interruptus 8 = Rhythm method 9 = Sterilisation X = Other (specify)	
19.1.14	Did you want to use a condom?	1 = Yes 2 = No	
19.1.15	Did you feel comfortable with asking about using a condom (even if you didn't use one)?	1 = Yes 2 = No	
19.1.16	Last time you had sex, had you known your partner longer than seven days?	1 = Yes 2 = No	
19.1.17	The last time you had sex; did you know your partner's HIV status?	1 = Yes 2 = No	
19.1.18	Have you ever been tested for HIV?	1 = Yes 2 = No	
19.1.19	Do you know your own HIV status?	1 = Yes 2 = No	

**c. The instructions for authors for the target journal**

**Journal Name: Journal of Youth and Adolescence**

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