



A STUDY ON DELINQUENCY PRONENESS AMONG ADOLESCENTS IN RELATION TO SOCIO- DEMOGRAPHIC VARIABLES

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ABSTRACT

The present study entitled “A Study on Delinquency Proneness among Adolescents in Relation to Socio-Demographic Variables” was conducted to investigate delinquency proneness among adolescents with respect to gender, type of school, family type, and socioeconomic status. The study also aimed to determine the level of delinquency proneness among adolescents and examine its relationship with socioeconomic status. Descriptive survey method was adopted for the study. The population comprised senior secondary school students of Haryana state. A sample of 1000 male and female adolescents studying in Government and Private senior secondary schools of Bhiwani and Ambala districts was selected through random sampling technique. From each school, 20–25 students were selected randomly. Delinquency Proneness Scale developed by Chopra and Kaur (2012) and Socioeconomic Status Scale developed by Kalia and Sahu (2012) were used for data collection. Percentage analysis, Mean, Standard Deviation, t-test, Chi-square, and Pearson’s Product Moment Correlation were employed for analysis of data. The findings revealed that majority of adolescents fall under the category of average delinquency proneness. Male adolescents showed significantly higher delinquency proneness than female adolescents. Government school adolescents were found more delinquency-prone than Private school adolescents. No significant difference was found between Nuclear and Joint family adolescents. A significant negative relationship was found between delinquency proneness and socioeconomic status among adolescents.

Key words: Delinquency Proneness, Gender, types of school, types of family and socio-economic status

INTRODUCTION:

The growing involvement of adolescents in antisocial and unlawful activities has emerged as one of the most serious social concerns in contemporary society. Reports published in national newspapers and recent research studies indicate that juvenile offences such as theft, assault, cybercrime, substance abuse, bullying, and violent behavior are increasing among adolescents in India. Crime and anti-social behaviour among youth have emerged as major social concerns in contemporary society. Increasing intolerance, aggression, emotional instability, and weakening adherence to social norms



among adolescents have contributed significantly to the rise of deviant and delinquent behaviour (Shoemaker, 2018). Rapid social transformation, urbanization, family disorganization, digital exposure, peer pressure, and economic inequalities have significantly influenced adolescent behaviour and adjustment patterns. These changing social conditions have made delinquency proneness among adolescents an important area of educational, psychological, and sociological investigation. Recent newspaper reports based on **National Crime Records Bureau (NCRB)** statistics revealed a noticeable increase in juvenile offences in several Indian states, especially among adolescents aged 16–18 years. Newspapers such as The Indian Express, The Times of India, and Hindustan Times highlighted that crimes committed by juveniles are no longer limited to minor behavioural misconduct but increasingly involve violent offences, cyber-related crimes, substance abuse, and gang-related activities. Media analyses further emphasized that socio-economic disadvantage, poor parental supervision, broken family structure, school dropout, and exposure to negative peer groups are common characteristics observed among many juvenile offenders. Research literature also suggests that delinquency among adolescents is closely associated with socio-demographic variables. Socio-demographic factors refer to the social and demographic characteristics of individuals such as gender, locality, socioeconomic status, parental education, family type, occupation, and school environment. These variables shape adolescents' social experiences, opportunities, emotional adjustment, and behavioural development. Studies have consistently reported that adolescents belonging to disadvantaged socio-economic backgrounds, disrupted families, or socially deprived environments are more vulnerable to delinquent tendencies. According to **Bhawana Joshi et al. (2022)**, juvenile delinquency is not merely a legal issue but a multidimensional social problem influenced by psychological, familial, and sociological conditions. Rapid socio-cultural transformation, technological exposure, peer influence, and inadequate emotional regulation further intensify adolescents' vulnerability toward behavioural maladjustment and juvenile misconduct (**Bartol & Bartol, 2017**). The concept of delinquency proneness extends beyond overt delinquent acts and refers to an adolescent's latent predisposition or psychological susceptibility toward engaging in anti-social behaviour when confronted with conducive situations or environmental pressures (**Glueck & Glueck, 1950**). It represents an underlying behavioural readiness shaped by multiple interacting factors such as emotional dysregulation, peer pressure, ineffective parental supervision, academic stress, poor school adjustment, and inadequate coping mechanisms. Adolescents who demonstrate low self-control, impulsivity, frustration intolerance, and poor emotional regulation are considered more vulnerable to delinquent tendencies than emotionally balanced and socially adjusted individuals (**Gottfredson & Hirschi, 1990**). Thus, delinquency proneness reflects a potential risk orientation toward deviant



behaviour rather than the mere commission of delinquent acts. juvenile delinquency encompasses a broad spectrum of anti-social, norm-violating, and unlawful behaviours exhibited by adolescents that conflict with societal expectations, institutional regulations, and legal standards (Shoemaker, 2018). Unlike adult criminality, delinquent behaviour among adolescents is generally viewed as a developmental and psychosocial phenomenon influenced by emotional instability, maladjustment, deficient socialization, adverse environmental conditions, and unmet psychological needs (Bartol & Bartol, 2017). Such behaviours may manifest in various forms, including aggression, truancy, vandalism, bullying, substance abuse, theft, cyber misconduct, defiance of authority, and other socially disruptive activities. Contemporary perspectives emphasize that juvenile delinquency is not merely an isolated behavioural act but a multidimensional construct rooted in complex psychological, familial, educational, and socio-cultural determinants. Among the major psychological correlates of adolescent behavioural adjustment, emotional maturity has received substantial scholarly attention. Emotional maturity refers to the ability of an individual to regulate emotions effectively, maintain emotional stability, tolerate frustration, demonstrate socially appropriate responses, and establish healthy interpersonal relationships (Singh & Bhargava, 1990). Delinquency proneness can be understood as an individual's propensity to engage in delinquent behaviour given certain opportunities and stresses. Adolescents are conventionally defined as individuals aged roughly 10-19 years (with late teens often included in "young adults"). Delinquency proneness is a psychological/sociological construct denoting a youth's tendency to commit such acts, even if not yet detected by law enforcement. Delinquency proneness may therefore be understood as a latent behavioural disposition indicating the probability that an adolescent may adopt anti-social or socially disapproved patterns of behaviour under certain psychological or environmental conditions. It reflects a state of readiness shaped by emotional imbalance, peer influence, family environment, school climate, and personal coping capacities. Adolescents with weak emotional control, poor impulse management, and low social adjustment may exhibit a greater tendency toward delinquent behaviour compared to emotionally stable individuals. It implies measurable risk factors and behaviours (e.g. lying, stealing, fighting) that signal higher future involvement in delinquency.

Emotionally mature adolescents are generally capable of exercising self-control, rational decision-making, and adaptive coping in stressful circumstances. Conversely, emotional immaturity is often associated with impulsiveness, emotional instability, aggression, anxiety, hostility, and behavioural maladjustment, which may increase vulnerability toward delinquent and deviant conduct (Coleman, 2015). Therefore, investigating the relationship between emotional maturity and delinquency proneness is essential for understanding the psychosocial dynamics underlying adolescent behavioural problems



and for developing effective preventive and intervention strategies. It is often assumed that the role of the school environment is central and provide a more protective environment, empirical evidence is mixed (particularly in private schools). Some research refutes the claim that private or small schools offer superior emotional adjustment, even suggesting they can be detrimental to mental health in specific contexts (Watt, 2003). For instance, private schools have been associated with increased odds of weapon use among some cohorts, contradicting the "community benefit" hypothesis (Watt, 2003). Conversely, schooling types that foster "virtual supervision" and high social bonding, such as homeschooling, have shown lower rates of substance-related delinquency (Thomson & Jang, 2016). Criminological research consistently documents a "gender gap" in offending, where males typically exhibit higher rates of delinquent acts and greater severity in criminal activity (Haynie et al., 2014). However, recent studies suggest that the pathways to delinquency are distinct for each gender. Male delinquency is often linked to "differential exposure," where boys are more frequently exposed to risk factors such as delinquent peer groups (Haynie et al., 2014). In contrast, female delinquency proneness is more closely tied to "differential reaction," specifically involving internalizing symptoms like anxiety and depression which mediate the transition to externalizing behaviors (Punia et al., 2024). Family type—whether intact or broken—has long been a staple of delinquency research. Traditionally, children from "broken homes" or divorced families are found to have higher rates of status offenses and general delinquency (Buist et al., 2020). However, modern multivariate analyses indicate that the *quality* of the relationship (e.g., family negativity) is a more significant predictor than the structural type itself. High levels of sibling conflict and parent-adolescent negativity are more direct predictors of delinquency acceleration than merely being in a single-parent household (Buist et al., 2020). A significant point of contention in current literature involves the impact of family structure. While classic studies (Juby & Farrington, 2001) support the "broken home" hypothesis, more recent longitudinal data suggests that once parental social control and socioeconomic variables are accounted for, the differences between family types (e.g., biological vs. cohabitating) often lose significance (Buist et al., 2020). This suggests that structural variables may merely be proxies for deeper functional deficits. Furthermore, in the realm of school types, results are highly contradictory. While some scholars highlight private schools as havens of social capital (Bryk & Driscoll, 1988), others provide data indicating they do not necessarily improve emotional adjustment and may even harbor unique risks for aggression (Watt, 2003). Exploring delinquency proneness in relation to these demographic variables is crucial for developing a nuanced understanding of adolescent behaviour. Demographic variables are social and personal attributes such as age, gender, socioeconomic status (SES), family background, ethnicity or caste, education level, and



urban/rural residence, thereby affecting their likelihood of engaging in delinquent acts. Similarly, school environments and urban-rural contexts expose adolescents to varying degrees of social pressures and opportunities for deviance. Scholars explain delinquency through several key theories. Social control theory (Hirschi, 1969) argues that strong bonds to family, school, and society deter delinquency, whereas weak attachment and commitment lead youth into crime. Merton (1938), posits that social pressures (e.g. blocked opportunities, poverty) create strain that some youth relieve through delinquency. Criminological research consistently documents a "gender gap". Where males typically exhibit higher rates of delinquent acts and greater severity in criminal activity (Haynie et al., 2014). Male delinquency is often linked to "differential exposure," where boys are more frequently exposed to risk factors such as delinquent peer groups (Haynie et al., 2014). In contrast, female delinquency proneness is more closely tied to "differential reaction," specifically involving internalizing symptoms like anxiety and depression which mediate the transition to externalizing behaviors (Punia et al., 2024)(Fig no.1) These contradictions underscore the need for "within-school" climate assessments rather than broad institutional categorization.

PROBABLE CAUSES OF DELINQUENCY:

- 1. Family Factors:** Broken homes, parental conflict, neglect, and lack of supervision increase the risk of delinquent behaviour among adolescents (Glueck & Glueck, 1950).
- 2. Socioeconomic Factors:** Poverty, unemployment, and social inequality create frustration and insecurity, which may lead adolescents toward antisocial activities (Merton, 1938).
- 3. Peer Group Influence:** Association with delinquent peers and negative peer pressure strongly influence adolescents to engage in deviant behaviour (Bandura, 1977).
- 4. School and Educational Factors:** Poor academic achievement, school failure, and lack of teacher support contribute to behavioural maladjustment and delinquency proneness (Jessor&Jessor, 1977).
- 5. Psychological Factors:** Emotional instability, aggression, impulsiveness, and low self-control increase adolescents' vulnerability to delinquent behaviour (Gottfredson & Hirschi, 1990).
- 6. Community and Environmental Factors:** Crime-prone neighbourhoods, violence, overcrowding, and social disorganization create environments favourable for delinquency (Shaw & McKay, 1942).
- 7. Media and Technology Influence:** Exposure to violent media, cyberbullying, and excessive internet use may negatively affect adolescent behaviour (Anderson & Bushman, 2001).
- 8. Substance Abuse:** Alcohol, smoking, and drug addiction impair judgment and increase the likelihood of aggressive and unlawful activities (Manikandan et al., 2024).

9. **Lack of Moral and Religious Guidance:** Weak moral values and lack of ethical guidance reduce self-discipline and social responsibility among adolescents (Hirschi, 1969).
10. **Biological and Individual Factors:** Impulsiveness, hyperactivity, neurological problems, and difficult temperament may contribute to delinquent tendencies (Bartol & Bartol, 2017).

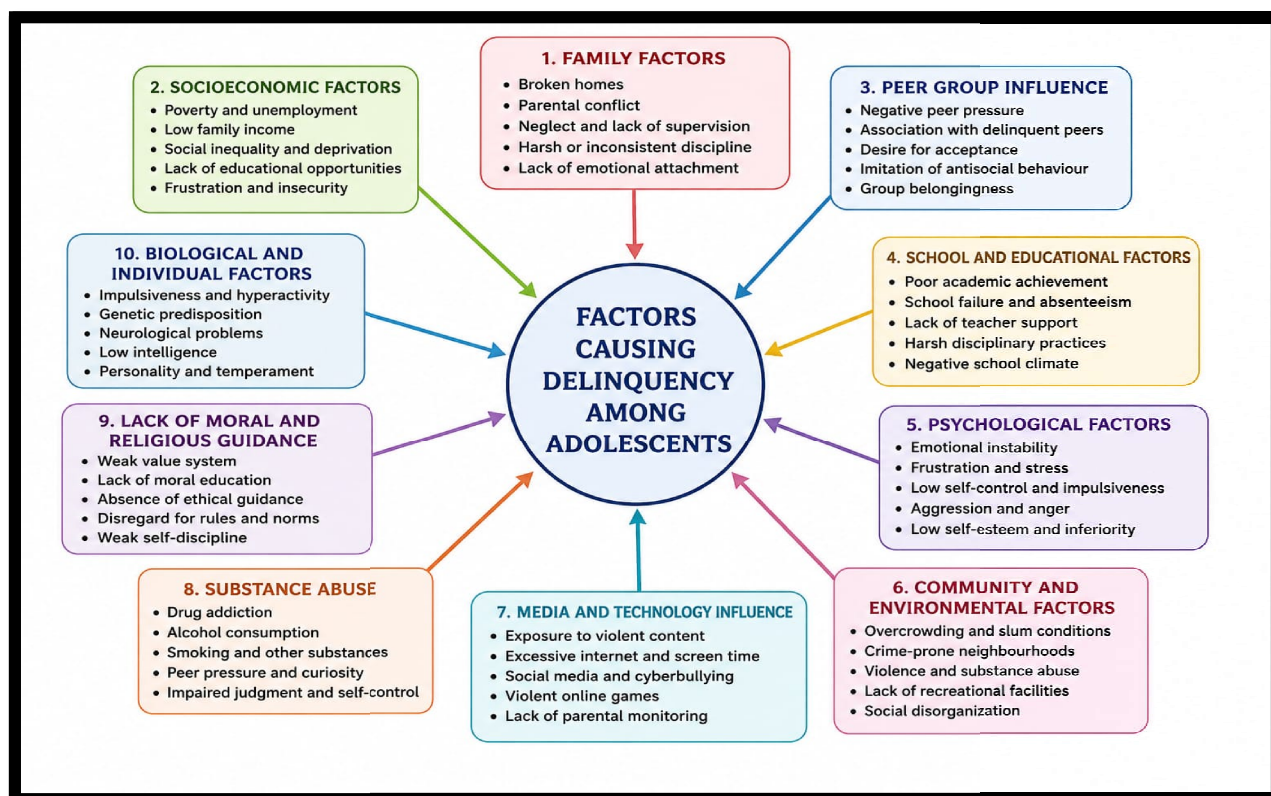


Fig. no 1. Showing Factors Causing Delinquency among Adolescents.

RELATED LITERATURE:

“Sharma, Grover, and Chaturvedi (2008) investigated risk behaviors associated with interpersonal violence among school and college students through a cross-sectional study. A survey-based study was conducted on 550 adolescents aged 14–19 from three schools and two colleges in South Delhi. The findings revealed that 13.5% of the adolescents in the 14–19 age group had threatened or injured someone with a weapon within the preceding twelve months. 49% of boys and 39.6% of girls admitted to having been involved in physical fights during the previous twelve months. Boys were found to be more involved in interpersonal violence than girls, and the correlates of interpersonal violence included: male gender, younger age, having role models,



smoking and alcohol consumption, the number of close friends, and residence in slum areas or villages.”

“In Saudi Arabia, Alanazi and Alshamli (2011) looked into the connection between "sensation seeking" and the most common crimes committed by rural and urban adolescents in the region, such as theft, assault, substance abuse, and vandalism. Data was collected from 1,676 adolescents in urban areas and 492 adolescents in rural areas. While there was no significant difference in overall criminal offenses between urban and rural adolescents, the results showed that the level of "sensation seeking" was significantly higher among urban adolescents than among rural adolescents.”

“Veenik (2011) compared the delinquent behavior of Dutch rural and non-rural adolescents and examined two social factors associated with rural delinquency: community social control and traditional rural culture. Cross-sectional data from 3,797 13- to 18-year-old girls served as the basis for this analysis. The findings suggested that adolescents living in rural areas were more likely to engage in criminal activity. While rural girls were less likely to engage in delinquent acts than non-rural girls, the gender gap in delinquency was more pronounced among rural adolescents. Rural boys did not differ significantly from non-rural boys.”

“Bhatia (2017) compared delinquency trends among rural and urban adolescents based on personality and socio-economic status. Data was collected from a sample of 480 high school students studying in Jawahar Navodaya Vidyalayas across Punjab, and the results revealed no significant differences between rural and urban adolescents. Delinquency trends among adolescents were also compared in the context of Punjab's geographical divisions—namely Malwa, Majha, and Doaba—and here, too, no significant differences were observed. However, male and female self-reported delinquency were found to differ significantly. Furthermore, males exhibiting higher tendencies toward 'psychoticism' and 'sensation seeking' also acknowledged having higher levels of delinquency themselves.”

“Kaur (2018) conducted a study to investigate delinquency trends among adolescent boys and girls attending government and private schools in Punjab, examining the influence of home environment, school environment, and individual factors. A total sample of 900 students was selected and subsequently categorized—based on gender and school type—into groups exhibiting 'high delinquency' and 'low delinquency.' There were no significant differences between boys and girls in the home environment in terms of security, rewards, and nurturing; however, there were significant differences between the genders in the home environment in terms of punishment, social isolation, control, rejection, and permissiveness. The "t-values" revealed that there were no significant differences in the mean delinquency scores of adolescents attending government schools and private schools, and that delinquency trends were higher among



boys than among girls in Punjab.”

“Within school-based samples, **Shen and Zhong (2018)** compared delinquency trends among adolescents who had moved from rural to urban areas and their urban counterparts. In the city of Guangzhou, China, a survey was conducted on a sample comprising 470 rural migrants and 838 urban junior high school students. The findings showed that, in comparison to urban adolescents, rural migrant adolescents had weaker social ties and slightly higher levels of delinquent behavior. The migration from rural to urban areas exposed these adolescents to risk factors that weakened their social bonds with traditional society, thereby predisposing them toward delinquency. Factors such as attachment to parents and school, as well as belief in the law, acted as mediators in the positive association observed between migration and delinquency.”

“Using a sample of 248 boys and 128 girls who had been institutionalized, **Habersaat et al. (2019)** looked at gender differences in the relationships between stress, negative emotions, and delinquent behavior among adolescents. The findings indicated that delinquent behavior issues were independently associated with stress and irritability and anger in both boys and girls. However, delinquent behavior problems were only associated with sadness-anxiety symptoms in girls, and these symptoms did not mediate the relationship between delinquent behavior problems and anger-anxiety symptoms. Additionally, this model explained a twofold difference in the variance of problems with delinquency—specifically, 42% in girls versus 19% in boys—indicating that negative emotions play a significantly larger role in girls' delinquency than boys'.”

- **Variables:**

- **Independent variables:** Gender, Types of School, Types of Family, Socio-Economic Status
- **Dependent variable:** Delinquency Proneness

- **Objectives :**

- O₁. To study the level of Delinquency Proneness among adolescents
- O₂. To study and compare the Delinquency Proneness among adolescents with respect to gender
- O₃. To study and compare the Delinquency Proneness among adolescents with respect to types of schools.
- O₄. To study and compare the Delinquency Proneness among adolescents with respect to types of family
- O₅. To determine relationship between Delinquency Proneness and socio-economic status among adolescents.

- **Hypotheses:**

- H₁ There is no significant difference between in the male and female adolescents on delinquency proneness.



H.2 There is no significant difference in government and private school of adolescents on delinquency proneness.

H.3 There is no significant difference in the joint and nuclear family of adolescents on delinquency proneness.

H.4 There is no significant difference in relationship between delinquency proneness and Socio-economic status of adolescents

- **Research methodology:** in the present study following research methodology has been adopted.
- **Research method:** for the present study descriptive approach has been adopted.
- **Population:** Senior secondary school students of Haryana state is the target population of this study as adolescents.
- **Sample:** In the present study 1000 male and female senior secondary school students from bhiwani and ambala district of Haryana state has been selected as the sample of this study. The affiliated senior secondary school selected were from government and private from these two districts. Besides gender there is a profile page was given to respondents to know about their types of family, gender and types of schools. From each school 20-25 students were selected randomly.
- **Tool: following tools were used for this study:**
 - Delinquency Proneness was assessed by Chopra and Kaur (2012)
 - While socio-economic status was assessed by Kalia and Sahu (2012)
- **Analysis and interpretation:**

The analysis and interpretation of the gathered data is given as below:

O₁. To study the level of Delinquency Proneness among adolescents

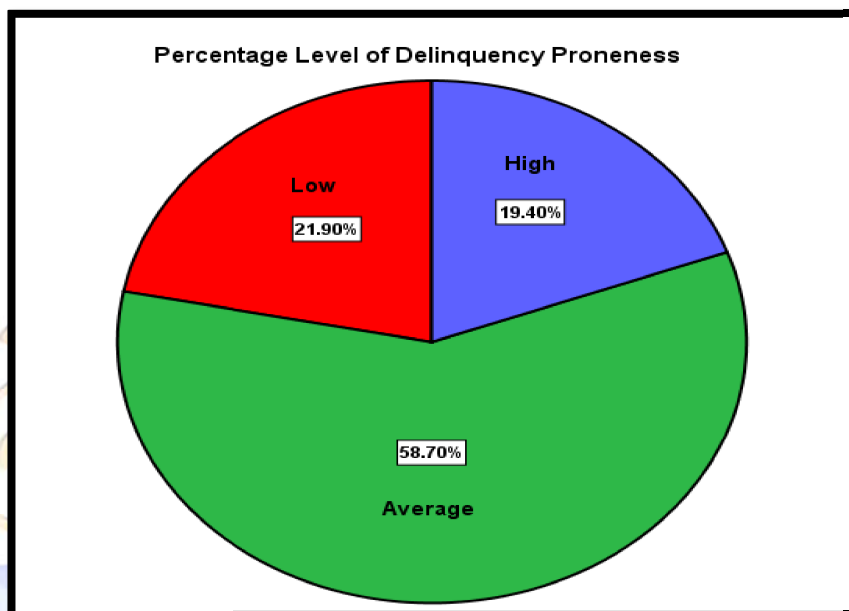
Table.1 Level of delinquency Proneness low, Average, high)

Delinquency Proneness					
Level	Observed N	Expected N	%		
Low	219	333.3	21.9 %	Chi- square	290.498 ^a
Average	587	333.3	58.7 %	Df.	2
High	194	333.3	19.4 %	Asymp. Sig.	.000
Total	1000	1000	100 %		

In the perusal of this table 1. The data regarding the level of delinquency proneness among adolescents were analyzed through percentage analysis and Chi-square technique. The table 1. reveals that out of 1000 adolescents, 587 (58.7%) adolescents possessed average level of delinquency proneness, 219 (21.9%) adolescents showed low level delinquency proneness, whereas 194 (19.4%) adolescents possessed high level delinquency proneness.

Hence, the majority of adolescents were found to possess average delinquency proneness. The findings indicate that delinquency proneness exists among adolescents at a moderate level. Adolescence is a transitional stage characterized by emotional instability, peer pressure, identity crisis, and social adjustment problems. Therefore, moderate delinquent tendencies among adolescents may naturally emerge due to developmental and environmental influences

Fig.2 showing percentage level of Delinquency Proneness among Adolescents



O₂. To study and compare the Delinquency Proneness among adolescents with respect to gender

Table.2 Mean, S. D's of Male and Female Delinquency Proneness among adolescents with respect to Gender

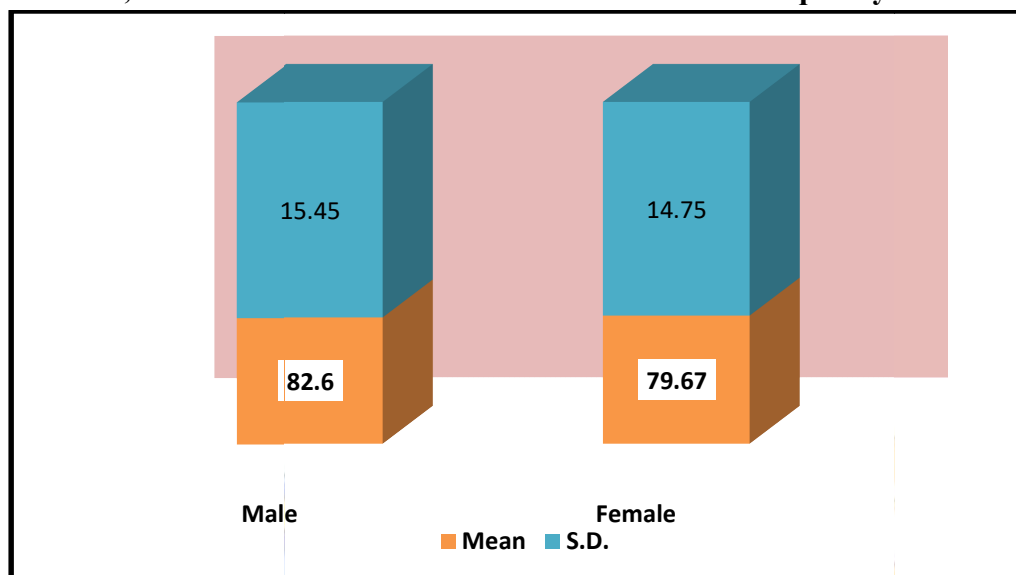
Gender	N	Mean	Std. Deviation	t-Value
Male	488	82.60	15.45	3.06*
Female	512	79.67	14.75	
Overall	1000	81.10	15.16	

Significance level 0.01, df=998

It is evident from table.2. that the mean score of male adolescents on delinquency proneness was found to be 82.60, whereas female adolescents obtained a mean score of 79.67. The calculated t-value was 3.06, which is significant at 0.01 level. Therefore, a significant difference exists between male and female adolescents regarding delinquency proneness. Male adolescents were found to be more delinquency-prone than female

adolescents. This may be due to greater social freedom, aggressive behavior patterns, peer influence, risk-taking tendencies, and reduced parental restrictions among boys compared to girls.

Figure 3. Mean, S. D's of Male and Female Adolescents on Delinquency



O₃. To study and compare the Delinquency Proneness among adolescents with respect to types of schools.

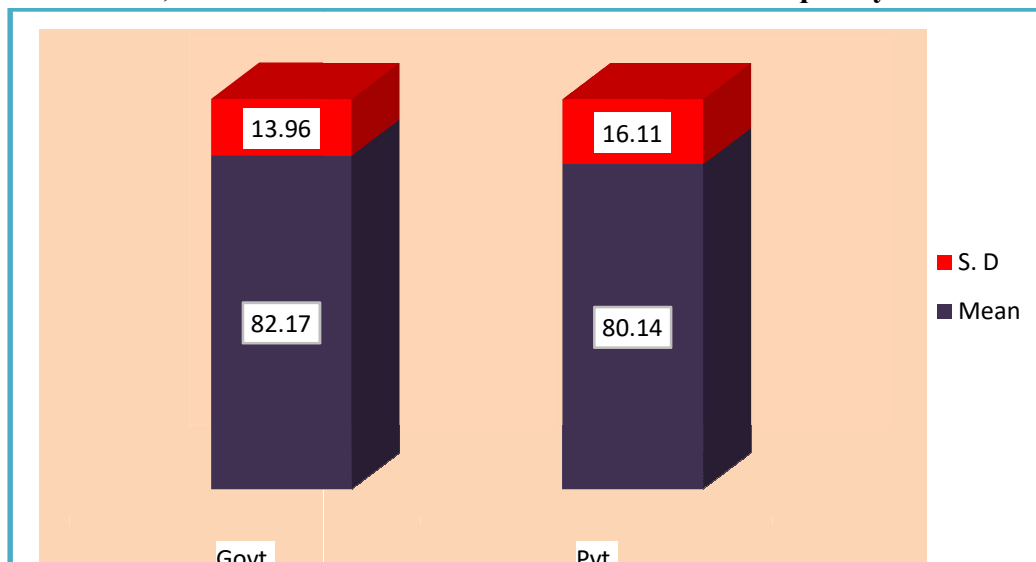
Table.3 Mean, S. D's of Male and Female Delinquency Proneness among adolescents with respect to Types of Schools.

Types of Schools	N	Mean	Std. Deviation	t-Value
Government	474	82.17	13.96	2.11*
Private	526	80.14	16.11	
Overall	1000	81.10	15.16	

Significance level 0.05, df=998

In the persual of table 3. The mean score of Government school adolescents was 82.17, while Private school adolescents obtained a mean score of 80.14. The obtained t-value of 2.11 was significant at 0.05 level. Thus, a significant difference was found between Government and Private school adolescents regarding delinquency proneness. Government school adolescents showed comparatively higher delinquency proneness than Private school adolescents. This may be associated with socioeconomic background, parental supervision, school discipline, academic environment, and availability of counseling facilities. Hence, the propped hypothesis, “ there is no significant difference between government and private adolescents on delinquency proness”, **stands rejected**.

Figure 4. Mean, S. D's of Govt. and Pvt. Adolescents on Delinquency Proneness



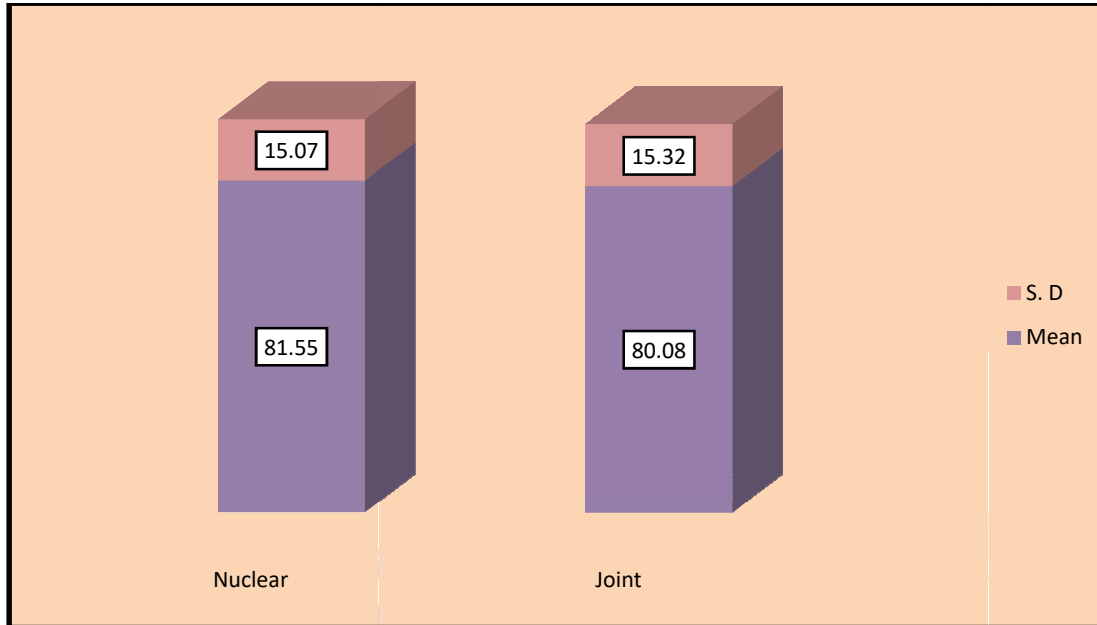
O4. To study and compare the Delinquency Proneness among adolescents with respect to types of family

Table 4. Mean, S. D's of Delinquency Proneness among adolescents with respect to Types of Family

Types of Family	N	Mean	Std. Deviation	t-Value
Nuclear	692	81.76	15.02	2.06*
Joint	308	79.62	15.38	
Overall	1000	81.10	15.16	

Table 4 showing that The mean score of adolescents belonging to Nuclear families was 81.76, whereas adolescents belonging to Joint families obtained a mean score of 79.62. The obtained t-value was 2.06, which was significant at 0.05 level. Hence, a significant difference exists between adolescents belonging to Nuclear and Joint families on mean scores of delinquency proneness. Therefore, it can be safely deduced from the results that family type alone may strongly influence delinquency proneness. Modern social influences such as media exposure, peer interaction, digital environment, and academic stress may affect adolescents similarly irrespective of family structure. Hence the proposed hypothesis, “there is no significant difference between nuclear and joint family on delinquency proneness among adolescents” **has been rejected.**

Figure 5. Mean, S. D's of Nuclear and Joint family Adolescents on Delinquency Proneness



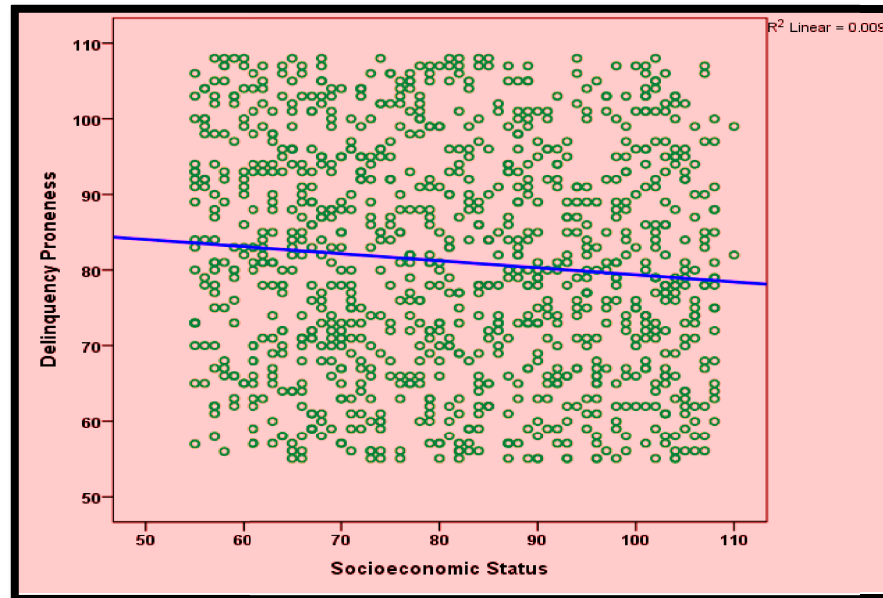
O₅.To determine relationship between Delinquency Proneness and Socio-economic Status among Adolescents

Table 5. showing coefficient of correlation between Delinquency Proneness and Socio-economic status among Adolescents

Independent Variables		Socioeconomic Status	
Dependent Variables			
Delinquency Proneness	Pearson Correlation	-.096**	
	Sig. (2-Tailed)	.002	
**Correlation is significant at the 0.01 level (2-tailed).			

In the perusal of table 5. The obtained Pearson correlation coefficient between delinquency proneness and socioeconomic status was found to be -0.096, which is significant at 0.01 level. Therefore, a significant negative relationship exists between delinquency proneness and socioeconomic status. The negative correlation indicates that as socioeconomic status increases, delinquency proneness tends to decrease slightly. Adolescents from higher socioeconomic backgrounds may receive better educational opportunities, parental guidance, emotional support, and social resources, reducing delinquent tendencies.

Figure 6 Showing Relationship Between of Delinquency Proneness and Socioeconomic Status among Adolescents



DISCUSSION OF THE RESULTS

The present study revealed that the majority of adolescents possessed average delinquency proneness. This finding supports the studies conducted by Indian researchers such as **Sharma (2018)** and **Kaur (2020)**, who reported moderate delinquent tendencies among school adolescents due to peer pressure and emotional instability during adolescence. **Kaplan (1996)** similarly observed that moderate delinquency is common during adolescence due to identity exploration and peer influence. **Sharma, Grover, & Chaturvedi (2008)** also found that nearly half of adolescents reported involvement in physical fights, confirming that moderate delinquency is widespread. Thus, the present findings align with global and Indian studies showing that delinquency proneness is not universal but concentrated in moderate-risk groups.

The finding that male adolescents showed higher delinquency proneness than females is supported by the studies of **Rutter et al. (2005)** and **Moffitt (2001)**, who observed greater aggression and antisocial behavior among boys. Indian studies conducted by **Singh and Kumari (2019)** also reported higher delinquent behavior among male adolescents. However, the findings contradict the study of **Chesney-Lind (2004)**, who argued that gender differences in delinquency are gradually narrowing due to changing social roles and increased independence among girls. This finding is consistent with **Habersaat et al. (2019)**, who reported that boys were more prone to delinquency, though girls' delinquency was more strongly linked to emotional stress. **Sharma et al. (2008)** also found boys more involved in interpersonal violence than girls. Globally,



Heimer & De Coster (1999) explained this through gendered socialization, where boys are encouraged toward risk-taking behaviours. **Kaur (2018)** found no significant differences between government and private school adolescents, though boys consistently scored higher than girls. The present study's small but significant difference suggests that private school adolescents may face unique pressures—peer competition, consumerism, and social media exposure—that elevate delinquency risk. Hence, the present study confirms that gender is a strong determinant of delinquency proneness, with boys consistently showing higher involvement.

The present study also found that Government school adolescents exhibited higher delinquency proneness compared to Private school adolescents. Similar findings were reported by **Verma (2017)**, who found that school environment, discipline, and family background significantly influence delinquent tendencies. Contrary to this finding, **Coleman (2010)** reported no significant differences between Government and Private school students regarding delinquent behavior, emphasizing that family and peer factors are stronger predictors than school type. **Kaur (2018)** found no significant differences between government and private school adolescents, though boys consistently scored higher than girls. The present study's small but significant difference suggests that private school adolescents may face unique pressures—peer competition, consumerism, and social media exposure—that elevate delinquency risk. **Shen & Zhong (2018)** similarly reported that urban adolescents and rural migrants exposed to new environments showed higher delinquency due to weakened social bonds. Thus, while school type differences are less pronounced, private schooling contexts may subtly contribute to delinquency proneness.

The study further revealed no significant difference between adolescents from Nuclear and Joint families. This finding supports the study conducted by **Patel (2016)**, who concluded that family structure alone does not determine delinquent tendencies. Adolescents from **joint families** scored lower than those from **nuclear families**. Indicating that children from nuclear families are more prone towards delinquency. This contrasts with Western findings but aligns with **Kapur (2005)**, who noted that joint families in India may dilute parental monitoring, leading to higher delinquency risk. **Bhatia (2017)** also highlighted that family environment and socio-economic factors strongly influence delinquency, with boys in particular showing higher tendencies when supervision is weaker. Thus, the study reinforces the idea that family structure plays a critical role, and in the Indian context, joint families may inadvertently increase delinquency proneness. The findings were found to be in the alignment of the traditional view presented by **Sutherland and Cressey (1978)**, emphasized who that weak family control in nuclear families may increase delinquency.



Furthermore, The negative relationship between socioeconomic status and delinquency proneness found in the present study supports the studies of **Hirschi (1969)** and **Agnew (1992)**, who reported that economic deprivation and social stress contribute to delinquent behavior. Indian studies by **Gupta and Khan (2021)** also supported that lower socioeconomic status is associated with increased behavioral and adjustment problems among adolescents.

MAIN FINDINGS OF THE STUDY:

1. Overall Delinquency Levels

There was a significant differences was recorded in the percentage analysis of the data based on different levels of delinquency proneness. 19.40 of adolescents were **low prone** to delinquency. 58.70 were **moderately prone**, while 21.90% % were found to be high prone towards delinquency.. This confirms that delinquency proneness is present across the adolescent population, with most falling in the moderate range. Most adolescents possess average delinquency proneness.

2. Gender Differences

Gender has a strong impact, with boys more prone to delinquency. Male adolescents are more delinquency-prone than female adolescents..

3. School Type Differences

Government school students scored slighter higher but significantly than private school students significant, Government school adolescents showed comparatively higher delinquency proneness than Private school adolescents.

4. Family Type Differences:

Adolescents from **nuclear families** scored higher than those from **joint families**. A significant difference was obtained on the types of family hence, rejecting the null hypothesis. Family structure influences delinquency, with joint families showing low tendency of delinquency proneness

5. Delinquency Proneness and Socioeconomic Status: is negatively related to delinquency proneness. Means if there is an increase in socio-economic status there is a less tendency towards delinquency proneness among the adolescents.

EDUCATIONAL IMPLICATIONS

The findings of the present study on delinquency proneness among adolescents in relation to socio-demographic variables have important educational implications for teachers, parents, school administrators, counsellors, curriculum planners, and policymakers. Since adolescence is a sensitive developmental stage, schools and families play a vital role in preventing delinquent tendencies and promoting healthy personality development among adolescents. The following educational implications may be drawn from the study:

1. Policy Recommendations and Development of Preventive Intervention Programmes: Educational authorities should promote community-school partnerships to



monitor and support at-risk adolescents. Curriculum reforms can include modules on social responsibility, empathy, and conflict resolution to foster resilience. Educational policymakers should design preventive intervention programmes focusing on emotional well-being, mental health, behavioural adjustment, and social competence among adolescents. Such programmes can help reduce delinquency proneness and promote positive youth development.

2. **Family Engagement Programs:** Parents in joint families should be encouraged to strengthen supervision and communication. Parenting workshops can help families adopt more supportive and consistent disciplinary practices

3. **Holistic Approach:** Since delinquency proneness is influenced by multiple demographic factors, interventions must be **multi-level**—involving family, school, and community stakeholders. Programs should emphasize **positive socialization, resilience building, and constructive peer networks**.

4. **Early Identification of Behavioral Problems:** Teachers should carefully observe students' behavioural patterns and identify signs of aggression, truancy, social withdrawal, disobedience, substance use, or emotional instability at an early stage. Early detection of behavioural problems may help in providing timely counselling and psychological support before delinquent tendencies become severe.

5. **Strengthening Parent-Child Relationship:** Parents should maintain healthy communication, emotional warmth, supervision, and supportive relationships with adolescents. Positive family interaction and parental involvement in adolescents' academic and personal lives can reduce emotional insecurity, frustration, and antisocial behaviour.

6. **Need for Guidance and Counselling Services:** Schools should establish proper guidance and counselling services to help adolescents cope with emotional stress, peer pressure, academic difficulties, and adjustment problems. Professional counselling can assist students in developing self-control, emotional regulation, and positive coping strategies.

7. **Introduction of Life Skill and Value Education:** Educational institutions should incorporate life skill education, moral education, and value-based programmes into the curriculum. Training in decision-making, problem-solving, empathy, communication skills, emotional management, and conflict resolution can help adolescents develop socially acceptable behaviour and reduce delinquency proneness.

8. **Focus on Economically Disadvantaged Students:** Special educational support should be provided to adolescents belonging to economically weaker sections. Financial difficulties, lack of educational resources, and social deprivation often contribute to frustration and behavioural maladjustment. Scholarship programmes, free counselling



services, remedial teaching, and inclusive educational opportunities may help reduce delinquent tendencies among such students.

9. **School-Based Preventive Strategies:** Schools should organize counseling and guidance programs for adolescents. Both government and private schools should integrate life skills education, counselling services, and peer mentoring to reduce delinquency. Private schools, in particular, should address issues of consumerism, peer competition, and social media influence. promotion of Co-Curricular and Recreational Activities should be enhanced Schools should encourage participation in sports, cultural programmes, debates, art activities, yoga, NCC, NSS, and other co-curricular activities. These activities help adolescents channelize their energy in constructive ways, improve social adjustment, reduce aggression, and enhance self-confidence and discipline.

10. **Awareness Programmes on Peer Pressure and Substance Abuse:**Regular awareness programmes, workshops, and seminars should be organized regarding the harmful effects of peer pressure, drug addiction, alcohol consumption, cybercrime, bullying, and antisocial behaviour. Such programmes can increase adolescents' awareness and help them make responsible decisions.

11. **Cyber Safety and Digital Literacy Education:**Since social media and digital exposure are emerging factors related to delinquency, schools should provide cyber safety education and digital literacy programmes. Adolescents should be made aware of cyber ethics, online safety, responsible internet use, and the legal consequences of cyber offences.

12. **Positive School Environment:**Schools should create a supportive, democratic, and inclusive environment where students feel emotionally secure and respected. Positive teacher-student relationships, fair discipline, and a friendly school climate can reduce feelings of alienation and behavioural misconduct among adolescents.

13. **Teacher Training and Sensitization:**Teachers should be trained to understand adolescent psychology, behavioural problems, emotional needs, and classroom management strategies. Sensitized teachers can play a significant role in preventing delinquency by guiding adolescents with empathy and understanding.

14. **Community and School Collaboration:**Schools should collaborate with parents, psychologists, social workers, and community organizations to address behavioural problems among adolescents. Community-based intervention programmes can help create a supportive social environment for adolescents.

CONCLUSION

The present study concluded that adolescents generally possess average delinquency proneness. Significant differences were found on the basis of gender and type of school, whereas no significant difference was observed on the basis of family type. A significant negative relationship was found between socioeconomic status and delinquency



proneness. The findings highlight the importance of school environment, socioeconomic conditions, parental guidance, and adolescent counseling in reducing delinquent tendencies among adolescents.

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