

# Teachers' Knowledge of Juvenile Delinquency and Its Prevention: A Comparative Study of Private and Government Schools in Gurugram, Haryana

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## KEYWORDS

Juvenile delinquency, Teachers, Knowledge, Prevention, Private schools, Government schools.

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## ABSTRACT

**Introduction:** Juvenile delinquency remains a significant concern in educational settings, as it affects the well-being of students and the overall school environment. Teachers, being at the forefront, play a crucial role in recognizing and addressing delinquent behaviour. This study aimed to compare the knowledge of teachers from private and government schools in Gurugram, Haryana, regarding juvenile delinquency and its prevention.

**Methodology** – This descriptive study involved 100 teachers (50 from private schools and 50 from government schools) in Gurugram, Haryana. A purposive sampling technique was used for selecting participants. Data were collected through a structured questionnaire that included demographic factors such as age, gender, marital status, education, teaching experience, socio-economic status, and prior professional development on juvenile delinquency and self-report knowledge questionnaire.

**Findings** – The study found that a majority of teachers from both private (38%) and government schools (52%) had moderate to adequate knowledge regarding juvenile delinquency. Government school teachers showed better knowledge, with a higher percentage demonstrating adequate understanding (52%) compared to private school teachers (30%). Furthermore, 72% of private school teachers and 74% of government school teachers had not received any professional training on juvenile delinquency. The study also indicated that teaching experience influenced the knowledge level, particularly in private school teachers.

**Conclusion:** The study highlights the need for more targeted professional development programs on juvenile delinquency for both private and government school teachers. Strengthening teachers' knowledge and preparedness can help improve the management and prevention of juvenile delinquency in schools.

## INTRODUCTION

Children are naturally altruistic and devoid of crime; criminality is ingrained in them by their social environment. For children to develop with a crime-free mind, there must be appropriate development, equitable opportunity, sufficient resources, and a healthy environment. In addition to cerebral and physical development, sound moral principles are essential for healthy growth<sup>1</sup>. Although it is true that children are innocent at birth, their circumstances might lead them to commit crimes and reduce their involvement in them; therefore, they require appropriate guardianship, supervision, high-quality education, and care<sup>2</sup>.

The Latin words "delinquere," which means "away," and "linquere," which means "to leave or to abandon," are the roots of the English term delinquency. If the perpetrators were older, these actions would be regarded as felonies. Typically used to

describe juvenile misbehavior, the term "delinquent" may also be used to describe any young person who exhibits inappropriate behavior. The practice of committing crimes by a young person or teenager who has not reached the age of eighteen and is accountable for their actions is known as juvenile delinquency. A child or teenager who consistently rejects adhering to social norms and engages in violent, aggressive behaviors that are illegal and socially undesirable is said to exhibit consistent patterns of antisocial behavior or conduct, according to clinical definitions<sup>3</sup>.

When people under the age of 18 engage in illegal or antisocial behaviors that have long-term negative impacts on both the person and society, this is referred to as juvenile delinquency<sup>4</sup>. According to the Ministry of Home Affairs' study, adolescent delinquency has alarmingly increased in recent years, thus it is imperative that this issue be addressed at its root. Teachers are

essential partners in both combating and solving juvenile delinquency because they have a significant impact on pupils' behavior and the development of their young minds<sup>5</sup>.

In India, there is an increasing worry over juvenile misbehavior. According to the National Crime Records Bureau (NCRB), 1.3% of all crimes in India in 2020 were perpetrated by minors. In metropolitan regions, where children encounter a variety of socioeconomic issues including poverty, family strife, substance misuse, and peer pressure, the prevalence of juvenile crime is especially concerning. These issues raise the likelihood that youngsters may engage in delinquent behavior<sup>6</sup>. Parents and educators play a critical role in influencing children's behavior, particularly in avoiding delinquency. Young people may engage in these kinds of activities alone or in groups. Victims are the most evident individuals impacted by juvenile misbehavior. They become a delinquent<sup>6</sup> due to other societal or environmental variables<sup>7</sup>.

According to National Records Bureau statistics from 2015, 35448 minors were arrested overall, and the most common crimes they committed were rape, murder, robbery, theft, and burglary, guilty killing that did not amount to murder, attempt to kill, kidnapping, and abduction. Studies on the present situation of juvenile delinquency have been conducted. The term "juvenile delinquent" refers to criminal activity performed by non-major offenders, such as those under the age of 18. In this study, the educational history and family background of the delinquents will be examined. their financial status and background, which affects youth or contributes to juvenile delinquency, including attempted murder, kidnapping, abduction, and killing that does not qualify as murder<sup>8</sup>.

Teachers have a huge duty to prevent and intervene early in juvenile delinquency since they are the main socialization agents. According to a research, reducing the incidence of juvenile delinquency depends heavily on instructors' knowledge and comprehension of the factors that contribute to it as well as preventative strategies<sup>9</sup>. The differing efficacy of preventative interventions may be attributed to the disparity in perception and knowledge between instructors in private and public schools. In order to provide important insights into teacher training and the creation of interventions for reducing juvenile delinquency, this study sought to emphasize the disparities in knowledge on juvenile delinquency between instructors in Haryana's private and public schools.

#### Objectives of the Study:

1. To assess the level of knowledge regarding juvenile delinquency and it's prevention among teachers of private schools in Gurugram, Haryana.

2. To assess the level of knowledge regarding juvenile delinquency and it's prevention among teachers of government schools in Gurugram, Haryana.

3. To compare the knowledge regarding juvenile delinquency and it's prevention between teachers of private and government schools in Gurugram, Haryana.

4. To find out the association between the level of knowledge on juvenile delinquency and it's prevention with selected demographic variables among teachers of private schools in Gurugram, Haryana.

5. To find out the association between the level of knowledge on juvenile delinquency and it's prevention with selected demographic variables among teachers of government schools in Gurugram, Haryana.

#### Methodology:

This study incorporated a quantitative approach with a descriptive comparative design. to assess and compare the knowledge of juvenile delinquency among teachers in private and government schools in Gurugram, Haryana. The sample consisted of 100 teachers (50 from each school type), selected using random sampling. Inclusion criteria involved teachers currently working in selected schools and willing to participate, while those unwilling or absent during data collection were excluded. The independent variable was school type, and the dependent variable was knowledge of juvenile delinquency. Demographic data included variables such as- age, gender, marital status, qualifications, experience, socio-economic status, and prior exposure to training or cases related to juvenile delinquency. A self-reported questionnaire was used to collect data: Section A included (demographics) and Section B (17 MCQs on juvenile delinquency knowledge). Ethical approval was obtained, and informed consent was collected from all participants. Data analysis involved descriptive statistics (mean, SD, frequency) and inferential statistics.

Ethical considerations: A research study consent letter was acquired for this study from the principals of both government and private schools as well as the Dean of the SGT University's Faculty of Nursing in Gurugram, Haryana. After that, a written consent form with information was signed by each participant. The study participants were promised secrecy. Data was collected between 26/02/2025 and 5/03/2025.

#### Results:

Table 1: - Description of Demographic Variables of the Subjects  
N=100

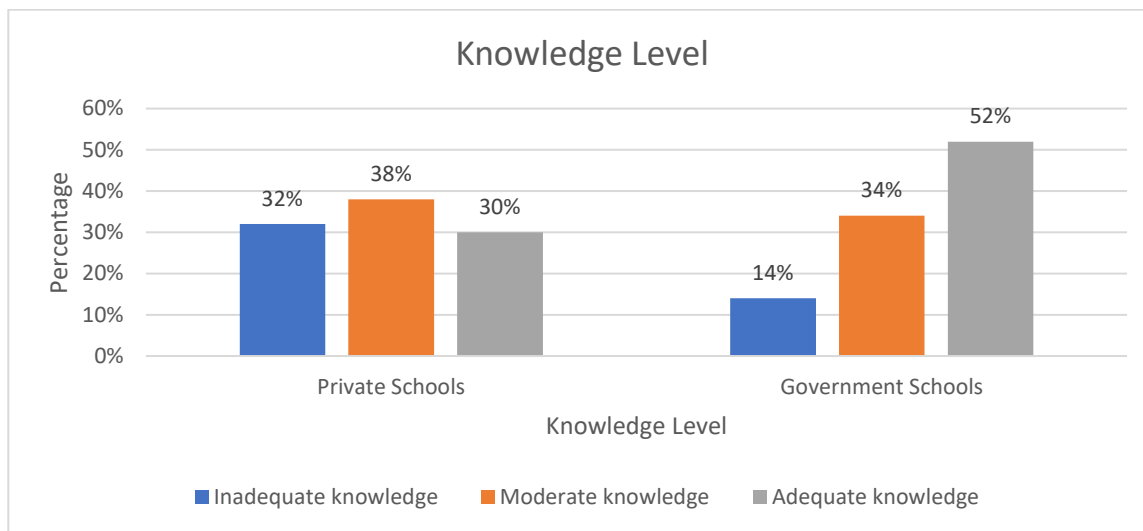
Socio-Demographical variables	Private Schools		Government Schools	
a. Age (in years)	Frequency	Percentage	Frequency	Percentage
Below 25	4	8.0	3	6.0
25-35	28	56.0	14	28.0
36-45	13	26.0	20	40.0
Above 45	5	10.0	13	26.0
b. Gender:				
Female	8	16.0	8	16.0
Male	42	84.0	42	84.0
c. Marital Status				
Single	6	12.0	4	8.0
Married	41	82.0	43	86.0
Divorced	0	0	0	0
Widowed	3	6.0	3	6.0
d. Educational Qualification				
High School	1	2.0	2	4.0

Bachelor's Degree	13	26.0	5	10.0
Master's Degree	36	72.0	43	86.0
Doctorate (Ph.D)	0	0	0	0
<b>e. Years of Teaching Experience</b>				
<5	17	34.0	12	24.0
5-10	21	42.0	13	26.0
11-20	7	14.0	19	38.0
> 20	5	10.0	6	12.0
<b>f. Socio-economic status</b>				
Low	3	6.0	1	2.0
Middle	45	90.0	48	96.0
High	2	4.0	1	2.0
<b>g. Attended any professional development training regarding Juvenile Delinquency</b>				
Yes	14	28.0	13	26.0
No	36	72.0	37	74.0
<b>h. Have you ever dealt with Juvenile Delinquency Cases</b>				
Yes	7	14.0	1	2.0
No	43	86.0	49	98.0

The table 1 depicts socio-demographic data, showing the frequency and percentage distribution of private and government teachers. In terms of age, the majority of private school teachers (56%) were between 25-35 years, while the largest proportion of government school teachers (40%) fell within the 36-45 years range. With regard to gender, both private and government schools showed a significant male dominance, with 84% of teachers being male and only 16% being female in each group. Regarding marital status, most teachers were married- 82% in private schools and 86% in government schools. A small percentage were widowed (6% in both groups), and none reported being divorced. The educational qualification, a large proportion of teachers held a Master's degree, particularly among government school teachers (86%), compared to 72% in private schools. Very few had only a high school education or a bachelor's degree, and none held a doctoral qualification. Regarding teaching experience, private school teachers most commonly had 5-10 years of experience (42%), while a greater number of government school teachers had 11-20 years of experience (38%), indicating a more experienced workforce in government institutions. In terms of socio-economic status, the vast majority of teachers from both sectors belonged to the middle class—90% in private schools and 96% in government schools—while only a few were categorized as low or high socio-economic status. When it came to professional development training related to juvenile delinquency, 28% of

private school teachers and 26% of government school teachers had attended such programs. However, the majority had not received such training. Lastly, when asked whether they had ever dealt with juvenile delinquency cases, only 14% of private school teachers and 2% of government school teachers reported that they had, suggesting limited direct experience with such issues among the respondents.

The figure 1 depicts the knowledge level regarding juvenile delinquency and its prevention among private school teachers in Gurugram, Haryana. It showed that a significant portion lacked sufficient understanding. About 32% of the teachers had inadequate knowledge, while 38% demonstrated moderate knowledge. Only 30% showed an adequate level of knowledge. These results indicate a need for more focused training and awareness programs to better equip teachers in handling and preventing juvenile delinquency in school settings. Whereas, in government teachers a majority of the teachers, 52%, demonstrated adequate knowledge, scoring between 13 to 17. This suggests that more than half of the government school teachers had a solid understanding of juvenile delinquency and the measures required for its prevention. Additionally, 34% of the teachers showed moderate knowledge, with scores ranging from 9 to 12, reflecting a fair but somewhat limited grasp of the topic. Only 14% of the respondents fell into the inadequate knowledge category, scoring between 0 to 8, which indicates a relatively small portion lacked sufficient understanding.



**Figure 1:** Distribution of Respondent according to Knowledge level of private school and Government school in Haryana.

**Table- 2:** Description of Association between the level of knowledge on juvenile delinquency and its prevention with selected demographic variables among teacher of private schools

N=50

Variable	Adequate	Inadequate	Moderate	Chi-square value & df	P value	Inference
Age (in years)						
Below 25	2	1	1	3.709 Df = 6	0.750	NS
25-35	7	9	12			
36-45	3	5	5			
Above 45	3	1	1			
Total	15	16	19			
Gender						
Female	4	1	3	2.402 Df=2	0.348	NS
Male	11	15	16			
Total	15	16	19			
Marital Status						
Single	2	2	2	.110 Df = 4	1.000	NS
Married	12	13	16			
Widowed	1	1	1			
Total	15	16	19			
Educational Qualification						
High School	0	0	1	3.632 Df=4	0.507	NS
Bachelor's Degree	2	5	6			
Master's Degree	13	11	12			
Total	15	16	19			
Years of Teaching Experience						
<5	6	5	6	12.421 Df=6	0.048	S
5-10	2	8	11			
11-20	3	3	1			
> 20	4	0	1			
Total	15	16	19			
Socio-economic Status						
Low	1	0	2	2.893 Df = 4	0.686	NS
Middle	13	15	17			
High	1	1	0			
Total	15	16	19			
Attended any professional development training regarding Juvenile Delinquency						
Yes	3	8	3	5.723 Df=2	0.067	NS
No	12	8	16			
Total	15	16	19			
Have you ever dealt with Juvenile Delinquency Cases						
Yes	1	4	2	2.468 Df=2	0.348	NS
No	14	12	17			
Total	15	16	19			

NS = not significant, 0.05 level of Significance

The findings of Table 2 revealed that most variables showed no significant association at the 0.05 level. Variables such as age, gender, marital status, educational qualification, socioeconomic status, professional training, and experience with juvenile cases were all found to be not significant (NS). However, a significant

association ( $p = 0.048$ ) was observed between years of teaching experience and knowledge level, indicating that teaching experience played a meaningful role in determining teachers' awareness and understanding of juvenile delinquency and its prevention.

**Table 3:** Description of association between the level of knowledge on juvenile delinquency and its prevention with

selected demographic variables among teachers of government schools in Gurugram, Haryana, N=50

Variable	Adequate	Inadequate	Moderate	Chi-square value & df	P value	Inference
<b>Age (in years)</b>						
Below 25	3	0	0	5.151 Df = 6	0.525	NS
25-35	7	2	5			
36-45	9	2	9			
Above 45	7	3	3			
Total	26	7	17			
<b>Gender</b>						
Female	5	1	2	0.444 Df=2	0.867	NS
Male	21	6	15			
Total	26	7	17			
<b>Marital Status</b>						
Single	2	0	2	1.911 Df = 4	0.790	NS
Married	23	6	14			
Widowed	1	1	1			
Total	26	7	17			
<b>Educational Qualification</b>						
High School	1	0	1	4.203 Df=4	0.387	NS
Bachelor's Degree	1	2	2			
Master's Degree	24	5	14			
Total	26	7	17			
<b>Years of Teaching Experience</b>						
< 5	7	1	4	2.877 Df=6	0.824	NS
5-10	6	2	5			
11-20	11	2	6			
> 20	2	2	2			
Total	26	7	17			
<b>Socio-economic Status</b>						
Low	1	0	0	7.171 Df = 4	0.263	NS
Middle	25	6	17			
High	0	1	0			
Total	26	7	17			
<b>Attended any professional development training regarding Juvenile Delinquency</b>						
Yes	6	0	7	4.610 Df=2	0.099	NS
No	20	7	10			
Total	26	7	17			
<b>Have you ever dealt with Juvenile Delinquency Cases</b>						
Yes	0	0	1	1.981 Df=2	0.480	NS
No	26	7	16			
Total	26	7	17			

NS = not significant 0.05 level of significance

Table 3 showed no significant associations at the 0.05 level. Variables such as **age, gender, marital status, educational qualification, teaching experience, socio-economic status, training, and experience with juvenile delinquency cases** did not show a meaningful relationship with knowledge levels.

## DISCUSSION

The findings from this research suggested a significant portion of teachers in private schools (38%) had moderate knowledge about juvenile delinquency and its prevention, while 32% had inadequate knowledge. These results align with findings from studies such as Mishra & Das (2019), which concluded that teachers in private institutions often have limited training on juvenile delinquency compared to their counterparts in government institutions. Further, Patel & Shah (2021) conducted research on the impact of professional development programs in increasing teachers' knowledge about juvenile delinquency in schools. Their findings corroborate the present study, highlighting that a lack of exposure to professional development training often leads to inadequate knowledge of behavioural issues, including juvenile delinquency. The results from the government school teachers in this study showed that 52% had adequate knowledge regarding juvenile delinquency, suggesting a more informed group compared to their private school counterparts. This finding was consistent with the research conducted by Singh & Kumar (2020), who found that teachers in government schools, owing to more rigorous training programs and structured curriculum, were generally better equipped to

address issues like juvenile delinquency. Their study observed that government school teachers often receive more support through workshops and institutional programs on managing student behaviour, leading to higher awareness levels. This study reveals that government school teachers have a higher level of knowledge regarding juvenile delinquency compared to teachers in private schools, consistent with the findings of Chaudhary & Kapoor (2022). Their study compared teachers in public and private institutions and concluded that government school teachers were better equipped to handle behavioural issues due to the emphasis on child welfare and psychological health within the curriculum. Further, Chauhan & Srivastava (2019) reported a similar disparity in awareness levels between private and government school teachers in Uttar Pradesh. Their study indicated that government school teachers, who generally have access to government-sponsored training programs, perform better in understanding social issues, including juvenile delinquency, than their counterparts in private schools. The comparison in the present study resonates with this previous research and underscores the need for more robust training programs in private institutions. The study explores the relationship between demographic factors, such as teaching experience and socio-economic status with knowledge levels about juvenile delinquency. In line with Bhat & Yadav (2020), the study found that teaching experience plays a significant role in increasing knowledge about juvenile delinquency. Their research showed that teachers with moderate to long-term experience were better able to identify and prevent delinquent behaviours

compared to novice teachers, which aligns with the present study's findings that teachers with 5-10 years of experience demonstrated more moderate levels of knowledge. Moreover, Sharma & Agarwal (2019) noted that socio-economic status had minimal impact on knowledge levels, which is consistent with the present study's findings. Teachers from different socio-economic backgrounds did not show significant differences in their understanding of juvenile delinquency. For government school teachers, the findings from the current study indicate that demographic variables like age, gender, and socio-economic status did not have a significant association with knowledge levels. However, teaching experience and professional development training showed some relationship with knowledge. This is in line with Kaur & Bansal (2021), who found that professional development programs had a positive impact on the ability of government school teachers to manage juvenile delinquency and other behavioural issues in students. Their study suggested that government teachers who attended specialized workshops and training were significantly more knowledgeable about juvenile delinquency prevention. Gupta et al. (2020) found no significant relationship between gender and knowledge level, echoing the results in the present study, where no significant difference was found between male and female teachers in government schools regarding their knowledge of juvenile delinquency.

## CONCLUSION

This study emphasizes how critical it is to comprehend adolescent delinquency and how to prevent it., offering valuable implications for nursing research, education, and practice. By addressing knowledge gaps and enhancing training, nurses can be better equipped to identify, prevent, and manage behavioral issues in children and adolescents. Integrating these findings into nursing curricula and practice can foster a more proactive, collaborative approach to juvenile health, ultimately improving outcomes for at-risk youth. Nurses, through their roles in healthcare, advocacy, and education, have the potential to make significant contributions to preventing juvenile delinquency and supporting healthier communities.

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**Conflict of Interest:** The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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