



Juvenile Digital Delinquency: A Comprehensive Analysis of Distinctive Behavioural Traits, Motivational Factors, and Societal Implications of Cyber Offenses Committed by Young Individuals

Saloni Bahl¹ * Meenakshi Punia²

Research Scholar, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Subdistrict, Jodhpur, Lordi-Pandit Ji, Rajasthan, India 342037

Assistant Professor, Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Subdistrict, Jodhpur, Lordi-Pandit Ji, Rajasthan, India 342037

*saloni.bahl@gmail.com

ABSTRACT

This study delves into the realm of cybercrimes, exploring the distinctive characteristics of offenses committed by children as compared to adults. With an increasing reliance on digital technologies, understanding the nuances of cyber-criminal behaviour becomes imperative for effective prevention and intervention strategies. The research incorporates a survey of 148 individuals, seeking their opinions on the matter to enrich the findings with diverse perspectives. The study begins by examining the motives driving cybercrimes among children and adults. A nuanced understanding of these motivations is crucial for tailoring preventive measures and rehabilitative interventions. Furthermore, the research investigates the types of cybercrimes prevalent in each age group. Children are more likely to engage in activities such as cyberbullying, online harassment, and unauthorized access to systems, driven by a desire for social standing or experimentation. Cyberbullying has spread widely especially and students are prone to the practice of cyber-bullying.(1) On the other hand, adults tend to be involved in more sophisticated

¹ Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Subdistrict, Jodhpur, Lordi-Pandit Ji, Rajasthan, India 342037

² Sardar Patel University of Police, Security and Criminal Justice, Jodhpur, Subdistrict, Jodhpur, Lordi-Pandit Ji, Rajasthan, India 342037

offenses, including identity theft, fraud, and cyber espionage, often motivated by financial incentives. The survey component of the study involves a diverse sample of 148 participants, ranging in age, occupation, and technological proficiency. By analysing their opinions on the severity of cybercrimes committed by children and adults, as well as their perceptions of the appropriate legal responses, the research aims to capture the public sentiment surrounding these issues. In conclusion, this study contributes to a comprehensive understanding of cybercrimes by elucidating the distinctions between offenses committed by children and adults.

KEYWORDS - Cybercrime, Juvenile, Cyberspace, Social-Media, Crime, Adults.

I. INTRODUCTION

In the rapidly evolving landscape of digital interconnectedness, the prevalence of cybercrimes has become a pressing concern for societies worldwide. As technology continues to advance, so do the methods and motivations of individuals engaging in illicit online activities. This study undertakes a comprehensive examination of cybercrimes, focusing specifically on the divergent nature of offenses committed by children as compared to adults. By unravelling the intricacies of these distinct age groups' cyber behaviours, this research seeks to inform targeted preventive strategies and intervention measures. The contemporary digital age has witnessed a proliferation of cybercrimes, ranging from juvenile mischiefs to sophisticated adult schemes. Crime is one of the unavoidable realities of life and requires special care because it contributes to the overall discontent in people's lives. (Anggraeny et al., 2023) Understanding the unique motivations driving these acts is paramount for crafting effective responses. Adults may often be motivated by financial gain, revenge, or ideological pursuits, while children might delve into cyber misbehaviour fuelled by curiosity, peer pressure, or a lack of awareness regarding the repercussions of their actions. This study further delves into the specific types of cybercrimes prevalent within each demographic, recognizing that the virtual realm encompasses a broad spectrum of illicit activities. From cyberbullying and unauthorized access among children to identity theft and cyber espionage among adults, the digital landscape is rife with diverse offenses that necessitate targeted investigative and preventative approaches. To enrich our exploration, this research incorporates the valuable perspectives of 148 individuals through a comprehensive survey. Their opinions, spanning varied ages, occupations, and technological proficiencies, provide a societal lens through which to view and interpret

cybercrimes. Analysing public sentiment surrounding the severity of cyber offenses committed by children and adults, as well as opinions on appropriate legal responses, enhances the depth and applicability of our findings. In essence, this study endeavours to shed light on the complex dynamics of cybercrimes across generations, offering insights that can inform policies, practices, and public awareness campaigns aimed at curbing the impact of these digital transgressions on individuals and communities.

The global use of computers, smartphones, and the internet has increased significantly. The COVID-19 pandemic prompted increased online communication. Prior to the epidemic, juveniles were increasingly using smartphones and computers at younger ages. Crime is one of the unavoidable realities of life and requires special care because it contributes to the overall discontent in people's lives.(Awasthi, 2023)These developments have great advantages, but also brought a higher urge for paying attention to associated challenges, such as how to deal with individuals who show unacceptable behaviour or even commit offenses online (cybercrimes), and how to prevent such individuals from entering such a developmental path at all.(Wissink et al., 2023)Juvenile digital delinquency is a growing concern in the digital age, shaped by distinctive behavioral traits, motivational factors, and societal influences. This study explores the rise of cyber offenses among young individuals, emphasizing the need for preventive measures, digital literacy, and policy interventions to mitigate risks and promote responsible online behavior.(Sharma, 2023)

There is no doubt that 'crime' is a relative term that exists in nature and has been clearly demonstrated in all cultures, from ancient to modern. Each corporation has established its own definition of illegal behavior, which is punished by the political community's explicit desire to control over society, which is frequently affected

by the economic goals of a religious-social-political society. (*Impact of Cyber Crimes on Young Adults In India - Ignited Minds Journals*, n.d.)

Drug trafficking, bullying, defamation, harassment, and cyberpornography are all examples of juvenile cybercrimes. The websites' failure to distinguish between adults and children is the fundamental issue. A juvenile has access to the same resources that adults do. Young people engage in cybercrimes for fun and leisure but are unaware of the negative consequences or that doing so is illegal. Nowadays, it's incredibly easy to gain unauthorized access to a computer, and young people believe that doing so is acceptable and safe. Juvenile delinquency in cybercrime is influenced by a variety of factors, including Personal variables like societal ones include peer pressure and failure. Because of the dearth of sex education in India, young people now commit crimes like cyberpornography, bullying, stalking, etc. Nowadays, addiction poses one of the biggest risks to kids, and parents are concerned about kids being addicted to the internet.

These are just a few instances of recent cyber-juvenile criminal activity that occurred across the nation. Although the internet has many advantages, it also encourages the growth of cybercrime and aberrant subcultures. The disadvantage is that kids with abnormal hobbies can now freely pursue them and interact with other people who share their viewpoints. Children of today have access to devices that are connected to the rest of the world via the Internet and are networked to computers. When done online, teasing other children about their personalities, appearances, and names, or for being too dark, too smart, too tall, or too short, is a very common childhood behaviour that has now evolved into something much more sinister-sounding (cyberbullying). When it comes to cyberbullying, India is in third place globally. Many kids are

committing this crime without realizing the repercussions and running afoul of the law.

The analysis of data on minors involved in cybercrime has revealed insights for social work interventions. To prevent and rehabilitate adolescents involved in Internet fraud, treatments should prioritize enhancing their social environment and addressing their distorted thinking. Second, professionals should guide adolescents who are undecided about another offense to deeply regret their criminal attitude. Third, the prevention of juveniles' Internet fraud needs to be conducted on the level of social movement, and social work practice centres need to grope concrete programs networked with correctional authorities for the social movement.(Choi, 2004)

II. SOCIAL MEDIA AND CHILDREN

There is a difference between granting close friends and family access to a photograph on a closed social media network and publishing images on a website that is accessible to all internet users. The rise of social media, the internet, and related platforms mean that ordinary citizens are able to make personal data about themselves or others available worldwide, to anyone, instantly - a privilege previously only afforded to media houses, publishing companies, and other select organizations. Parents, too, are able to make information about their children available worldwide, to anyone, instantly, in a practice that is known as 'sharenting'. This creates an obvious threat to personality rights and interests such as privacy.³As people spend more time on social media, they have more opportunities to learn social norms online. We spend an

³ P Gabriel, 'The Protection of Personal Information Act 4 of 2013 and Children's Right to Privacy in the Context of Social Media' (2019) 82 THRHR 605

average of 2 hours, 24 minutes a day using social media (GlobalWebIndex 2020). The US average is somewhat below this, where users spend 2 hours, 2 minutes on social media in 2020. These data indicate that online platforms became a preferential space of informal learning and social conditioning, especially in highly connected nations of the developed world, such as the US.(Dearden & Parti, n.d.)Because of their limited capacity for self-regulation and susceptibility to peer pressure, children and adolescents are at some risk as they navigate and experiment with social media.(O’Keeffe et al., 2011)Social media's popularity stems from its anonymity and ability to create a virtual environment for sharing information, exchanging photographs, and making new friends. Play games, fall in love, and quarrel without actually meeting. Infringements on women's privacy have become prevalent, with perpetrators misusing personal information such as names, addresses, locations, and images. The factor of anonymity in social media and the jurisdictional issues has hiked the cyber violence amongst individuals of all age groups and poses a problem at a global level.(Gupta, 2020)

III. STATEMENT OF PROBLEM

The ubiquitous nature of digital technologies in contemporary society has led to a surge in cybercrimes, with perpetrators spanning across different age groups. While the literature acknowledges the existence of cyber offenses committed by both children and adults, there remains a notable gap in our

understanding of the nuanced distinctions between these demographic groups.

The lack of a comprehensive analysis hampers the development of targeted preventive measures and intervention strategies, leaving a critical void in our approach to addressing cyber misbehaviours effectively. Little research has explored the possible links between the mundane, ubiquitous use of digital communication technologies by young people and involvement in delinquency in online contexts.(Brewer et al., 2018)The central problem to be addressed by this research is the need for a thorough examination of cybercrimes, differentiating between the motives, methods, and impacts of offenses committed by children versus adults. By understanding the unique characteristics of these distinct age groups, we can develop more refined and efficient countermeasures to mitigate the escalating threats posed by cyber criminals. The pervasive uptake of social media and other Internet activities has been observed to enhance the ability and time spent by members of this age group in communication and on other adolescent preoccupations.(Goldsmith & Wall, 2019)

Moreover, the absence of a comprehensive survey-based exploration of public opinions on the severity of cybercrimes by children and adults leaves a crucial aspect of societal perception unexplored, hindering the formulation of inclusive and informed policies. This research aims to bridge these gaps by conducting a thorough investigation into the motivations, types, and public perceptions of cybercrimes across generations. The insights gained from this study will not only contribute to academic knowledge but will also inform practical strategies for law enforcement, educators, and policymakers to effectively combat cybercrimes and safeguard individuals in the digital age.

IV. RESEARCH QUESTIONS

- What are the distinctive motivations driving cybercrimes among children, and how do these motivations influence the types of offenses committed within each age group in the digital realm?
- How do public perceptions regarding the severity of cybercrimes committed by children and adults differ, and what are the factors influencing these opinions?

V. METHODOLOGY AND RESULTS

To answer the research questions about the unique motivations behind juvenile cybercrimes and how these motivations affect the kinds of offenses committed within each age group, a thorough survey-based research approach was used.

A structured survey instrument is developed to gather quantitative data on public perceptions of cybercrimes committed by children and adults.

The survey design is informed by insights gained from the literature review and is aimed at obtaining a diverse range of perspectives. The researchers will use stratified random sampling to choose participants between the ages of 60 and 80. Stratification will involve categorizing the cross-sectional participants so as to gain their insights and perceptions (Andrianou et al., 2021). A power analysis will be used to establish the sample size in order to guarantee the accuracy and statistical significance of the results.

i. Survey Based Approach

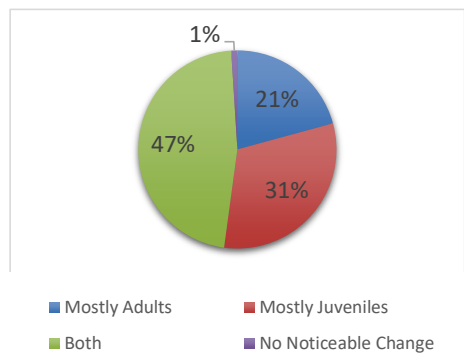
The following questions were designed for the survey, which drew 148 replies from participants:

Table No. 1

S. No.	Questions	Options
1.	In recent years, who have you noticed getting more engaged in cybercrimes?	i. Mostly Adults ii. Mostly Juveniles iii. Both iv. No Noticeable Change
2.	What factors do you believe are driving juveniles to commit cybercrimes as compared to adults?	i. Technological Proficiency ii. Peer pressure and Influence iii. Lack of awareness about the consequences iv. All of the above
3.	Do you think the widespread availability of technology and the internet has made it easier for juveniles to get involved in cybercrimes?	i. Yes ii. No iii. Not sure
4.	Has the COVID-19 Pandemic affected the likelihood of juveniles engaging in cybercrimes?	i. Yes ii. No iii. Not sure
5.	What do you think are the primary motivations for juveniles involved in cybercrimes?	i. Financial Gain ii. Thrill seeking iii. Seeking recognition among peers iv. All of the above v. None of the above
6.	Do you think the law enforcement agencies are efficient enough to tackle the menace created by cyber criminals?	i. Yes ii. No

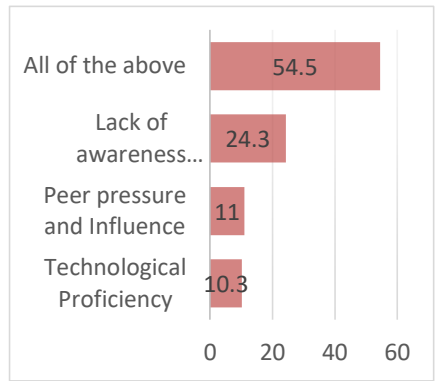
Question – 1 The purpose of this question was to find out what respondents thought with reference to who were the people who were becoming more involved in cybercrime. This question was answered by 148 people in total. The recorded response is displayed in Figure 1

Fig. 1 – Recorded Answers for Question No. 1



Question – 2 The question focused on the factors which the respondents thought were driving juveniles to commit cybercrimes as compared to adults. We received a total of 148 responses to this question. The recorded answers are shown in Fig. 2.

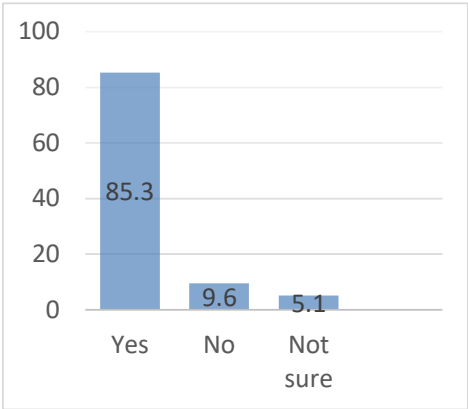
Fig. 2 – Recorded Answers for Question No. 2



Question – 3 The question focused on the views of the respondents on the impact of widespread availability of technology and the internet, as to whether it has made it easier for juveniles to get involved in cybercrimes? We received a

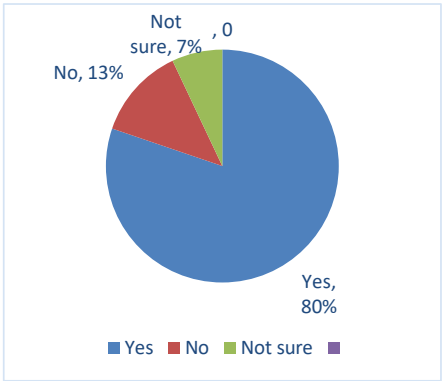
total of 148 responses to this question. The recorded answers are shown in Fig. 3.

Fig. 3 – Recorded Answers for Question No. 3



Question – 4 The purpose of the question was to find out the after effects of the COVID-19 Pandemic, and the impact it had on the likelihood of juveniles engaging in cybercrimes. We received a total of 148 responses to this question. The recorded answers are shown in Fig. 4.

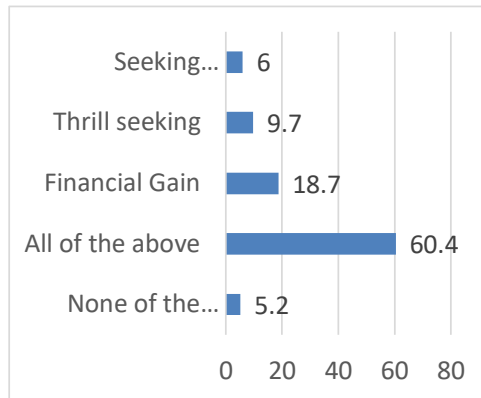
Fig. 4 – Recorded Answers for Question No. 4



Question 5 – The purpose of the question was to find out as to what the respondents thought were the primary motivations for juveniles involved in cybercrimes. This question was

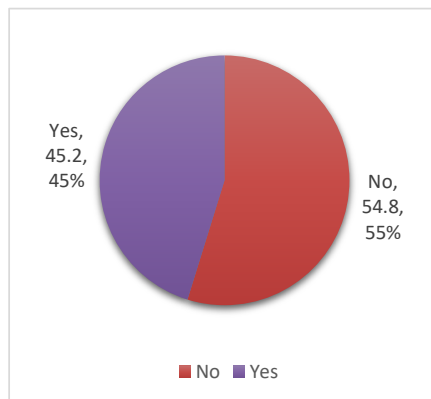
answered by 148 people in total. Figure 5 displays the recorded responses.

Fig. 5 – Recorded Answers for Question No. 5



Question – 6 The purpose of this question was to find out what the respondents opined on the effectiveness of the law enforcement agencies. This question was answered by 148 people in total. The recorded response is displayed in Figure 6

Fig. 6 – Recorded Answers for Question No. 6



ii. Analysis and Results

The survey aimed to capture a nuanced understanding of public opinions across various segments of the population with respect to increase in cybercrimes by children. A comprehensive survey-based research approach was employed, to investigate the research questions pertaining to distinctive motivations driving cybercrimes among children, and how do these motivations influence the types of offenses committed within each age group, question wise analysis is mentioned below, and the following insights can be derived from the 148 responses:

1. **Fig. 1** shows that 71 participants were of this opinion that both adults and children are equally involved in commission of cybercrimes (47%), 45 participants (31%) were of the opinion that over time juveniles are more likely to get involved, 30 participants (21%) opined that adults are more likely to get themselves to commit cybercrimes and only 1 participant did not notice any change in the cybercrimes trend. Cross-tabulation reveals variations among age groups, with participants more likely to point towards juveniles when compared with adults.
2. **Fig. 2** illustrates that 79 participants (54.50%) believed that juveniles are driven by a desire for social standing or experimentation. Qualitative analysis reveals common themes such as peer pressure, curiosity, and mostly lack of awareness for juveniles, while financial gain, revenge, and ideological motivations are emphasized for adults.
3. **Fig. 3** demonstrates that 127 participants (85.30%) strongly agree that widespread availability and accessibility of internet has made it easier for juveniles to commit cybercrimes. Different types of technology such as text and instant messaging, E-mail and online chat rooms are often used as a method of harassment, discrimination and

bullying of others.(Fisher, 2013)Children also have access to a plethora of connected devices – toys, smartwatches, fit-bits and more – and most bring them through the school gates. This is posing a worrying trend – as the more devices young people use to connect to the internet, the more the threat vector grows.it is difficult for people to conceptualize what the Internet and related technologies actually represent. It is therefore more difficult for people to rely on their intuitions and common sense to navigate through the maze of technology.(Fisher, 2013)

4. **Fig. 4** indicates that 116 participants (80%) think, during and post COVID-19 pandemic, the reliance on internet increased many folds which led to its misuse and commission of cybercrimes as compared to the times when the reliance on internet was not so significant.
5. According to**Fig. 5**, when asked what are the main motivations for children to commit cybercrimes, 89 participants (60%) responded that there are many such as thrill seeking, social acknowledgement by peers and sometimes financial gain motivating a child to commit a cybercrime. Age-related variations exist, with older respondents emphasizing lack of parental control, while younger respondents highlight the influence of online communities.
6. **Fig. 6** reveals that 81 participants (55%) opined that law enforcement agencies aren't efficient enough to tackle the menace of cybercrimes whereas 66 participants (45%)are of the opinion that law enforcement agencies are efficient enough. Analysis indicates that respondents with a technology background are more likely to express dissatisfaction with law enforcement's efficiency.

VI. DISCUSSION

1. **Family Conflict and Dysfunction** – Through the survey conducted it was analysed that people recognize the important role of family in youth development. More specifically problematic family environments, such as family-based violence, adverse childhood experiences, and harsh parenting, have been reported as common exposures among youth that exhibited deviant behaviours.(Anderson & Walerych, 2019) The effect of parent–youth conflicts has been shown to yield different outcomes in boys and girls, and interventionists should be aware of how these consequences may vary depending on sex(Lippold et al., 2018). Girls appear to be more vulnerable to fluctuations in their parents’ behaviours (i.e., switching between warmth and hostility) than boys, potentially due to the increased relationship orientation of girls(Lippold et al., 2018).
2. **Neglect and Maltreatment**-Neglect and abuse throughout childhood were identified as risk factors for delinquent behaviour in eight studies. While one research identified a direct link between neglect and maltreatment and increased offending, others investigated their contributions to bad childhood experiences and discovered a persistent link to greater participation in delinquent or criminal behaviour(Lantos et al., 2019). Young victims of neglect—the most frequent type of chronic maltreatment—were considerably more likely to continue offending than kids who did not have a history of neglect, particularly if they returned to the setting in which they were neglected(Garduno, 2022). Neglect and mistreatment can result in placement in replacement care child welfare settings, which has been established as a strong predictor of arrest, particularly among kids with behavioural issues.(Logan-Greene & Semanchin Jones, 2015)

- 3. Individual and Family Mitigating Factors** - Research indicates that school pleasure, academic performance, and parental proximity are linked to decreased delinquency and criminal behaviours. Connecting to school was found to have a less protective impact over time for adolescents who experienced abuse compared to those who did not(Aazami et al., 2023). A high-quality connection, whether with a mother or father figure, was linked to a reduction in violent offending behaviours(Wilkinson et al., n.d.). In contrast, kids who received inconsistent parental discipline and were placed in a replacement care child welfare environment had poorer behavioural and criminal justice outcomes. When incarcerated, family remained crucial, since continuing family interaction improved the probability that young adults would complete their studies or find work after release.(Goldsmith & Wall, 2019)For better protection of vulnerable adolescents online, it is critical to review prevention and intervention strategies with specific reference to cyberbullying and online harassment. These strategies should preferably target and address specific adolescent issues and variables reviewed here, guided by the routine activities framework.(Ang, 2015)
- 4. Developing Digital Awareness** - To enhance digital awareness in schools, it's important to consider the widespread use of digital technologies for both personal and professional purposes, as well as children's early access to online activities and increased time spent using them. Children often are not aware of the risks they are exposed to, for instance sharing personal photos and posting sensitive information on social media. Moreover, we should not forget that also schools can be a target of cyberattacks. If on one side there is a wide interest in developing cyber-skills at school for future careers in cybersecurity, on the other side it is important to boost digital awareness early in school(Corradini & Nardelli, n.d.).

On the other hand, the cyber space has provided a criminal friendly environment because of its' anonymity as the user or criminal can hide his identity or disguised it. Anyone can commit a crime without revealing their real details on the internet-based platforms.(Ullah et al., 2021)This activity, if well-managed, can represent a primary step in order to become aware of cybersecurity risks. It is clear that, considering the age of students, it is not appropriate to talk about cybersecurity; instead, digital awareness or "digital hygiene" might be more respondent to the specific needs, focusing on simple notions about online behaviour. (*Understanding Juvenile Justice and Delinquency - Marilyn D. McShane, Michael Cavanaugh - Google Books*, n.d.)

VII. CONCLUSION

Children are the most vulnerable because they lack mental and physical development. They are unable to distinguish between good and evil actions. That is why kids are susceptible to sexual abuse since they cannot tell if the behaviour is wrong or not. The fact that youngsters are unable to distinguish between the good and bad is viewed as an advantage by child criminals. However, this is not true for all offences against minors. There are delinquent children, sometimes known as youngsters in dispute with the law. Proper care for these youngsters must be taken while working with them in juvenile facilities. They should be well-educated before being released into society. Children are freed from juvenile homes as soon as their punishment period is over. Starting them with elementary education before they are released into society, in my opinion, will be a far more efficient and effective approach. Many crimes are committed by youngsters who are not sent to school by their parents and are free to roam during the day. Although prevention efforts that focus on families living in poverty and with

children who exhibit problem behavior may benefit everyone by reducing later criminal behavior, it seems that prevention programs initiated during early childhood that specifically target improvements in parenting and children's emotion regulation may have the potential to reduce future rates of violent crime.(Sitnick et al., 2017)The government must assume responsibility for educating these children, and they must receive a good education. This will reduce not just subsequent offences, but also overall youth crime rates.

REFERENCES

- Aazami, A., Valek, R., Ponce, A. N., & Zare, H. (2023). Risk and Protective Factors and Interventions for Reducing Juvenile Delinquency: A Systematic Review. *Social Sciences 2023, Vol. 12, Page 474*, 12(9), 474.
<https://doi.org/10.3390/SOCSCI12090474>
- Anderson, V. R., & Walerych, B. M. (2019). Contextualizing the nature of trauma in the juvenile justice trajectories of girls. *Journal of Prevention & Intervention in the Community*, 47(2), 138–153.
<https://doi.org/10.1080/10852352.2019.1582141>
- Andrianou, X. D., Pronk, A., Galea, K. S., Stierum, R., Loh, M., Riccardo, F., Pezzotti, P., & Makris, K. C. (2021). Exposome-based public health interventions for infectious diseases in urban settings. *Environment International*, 146, 106246.
<https://doi.org/10.1016/J.ENVINT.2020.106246>
- Ang, R. P. (2015). Adolescent cyberbullying: A review of characteristics, prevention and intervention strategies. *Aggression and Violent Behavior*, 25, 35–42.
<https://doi.org/10.1016/J.AVB.2015.07.011>
- Anggraeny, K. D., Ramadhan, D. N., Sugiharto, G., Khakim, M., & Ali, M. (2023). Cyber Child Grooming on Social Media: Understanding the Factors and Finding the Modus Operandi. *International Journal of Law and Politics Studies*, 5(1), 180–188.
<https://doi.org/10.32996/IJLPS.2023.5.1.21>
- Awasthi, A. (2023). Impact of Unlimited Access of Internet on Children. *International Journal of Law Management & Humanities*, 6 Issue 2.
<https://heinonline.org/HOL/Page?handle=hein.journals/ijlmhs22&id=2086&div=&collection=>
- Brewer, R., Cale, J., Goldsmith, A., & Holt, T. (2018). Young People, the Internet, and Emerging Pathways into Criminality: A Study of Australian Adolescents. *International Journal of Cyber Criminology*, 12(1), 115–132.
<https://doi.org/10.5281/ZENODO.1467853>
- Choi, O.-C. (2004). A Qualitative Study on the Process of Juveniles' Steeping in Cyber Crime : Focused on Internet Fraud. *Korean Journal of Social Welfare*, 56(4), 103–122.
- Corradini, I., & Nardelli, E. (n.d.). *Developing Digital Awareness at School: A Fundamental Step for Cybersecurity Education*.
https://doi.org/10.1007/978-3-030-52581-1_14
- Dearden, T. E., & Parti, K. (n.d.). *He has published his research in peer-reviewed journals including The Journal of Financial Crime and The Journal of Investigative Psychology and Offender*

- Profiling and has presented*. Retrieved 8 August 2024, from <https://orcid.org/0000-0002-8484-3237>
- Fisher, E. (2013). *From Cyber Bullying to Cyber Coping: The Misuse of Mobile Technology and Social Media and Their Effects on People's Lives*. 3(2). <https://doi.org/10.5296/ber.v3i2.4176>
- Garduno, L. S. (2022). How Influential are Adverse Childhood Experiences (ACEs) on Youths?: Analyzing the Immediate and Lagged Effect of ACEs on Deviant Behaviors. *Journal of Child and Adolescent Trauma*, 15(3), 683–700. <https://doi.org/10.1007/S40653-021-00423-4>
- Goldsmith, A., & Wall, D. S. (2019). The seductions of cybercrime: Adolescence and the thrills of digital transgression. <https://doi.org/10.1177/1477370819887305>, 19(1), 98–117. <https://doi.org/10.1177/1477370819887305>
- Gupta, N. (2020). Influence of Social Media and Growth of Cyber Crimes - A Study. *International Journal of Law Management & Humanities*, 3 Issue 6. <https://heinonline.org/HOL/Page?handle=hein.journals/ijlmhs8&id=875&div=&collection=>
- Impact of Cyber Crimes on Young Adults In India - Ignited Minds Journals*. (n.d.). Retrieved 21 January 2024, from <https://ignited.in/la/304288>
- Lantos, H., Wilkinson, A., Winslow, H., & McDaniel, T. (2019). Describing associations between child maltreatment frequency and the frequency and timing of subsequent delinquent or criminal behaviors across development: Variation by sex, sexual orientation, and race. *BMC Public Health*, 19(1), 1–12. <https://doi.org/10.1186/S12889-019-7655-7>
- Lippold, M. A., Hussong, A., Fosco, G. M., & Ram, N. (2018). Liability in the parent's hostility and warmth toward their adolescent: Linkages to youth delinquency and substance use. *Developmental Psychology*, 54(2), 348–361. <https://doi.org/10.1037/DEV0000415>
- Logan-Greene, P., & Semanchin Jones, A. (2015). Chronic neglect and aggression/delinquency: A longitudinal examination. *Child Abuse & Neglect*, 45, 9–20. <https://doi.org/10.1016/J.CHIABU.2015.04.003>
- O'Keeffe, G. S., Clarke-Pearson, K., Mulligan, D. A., Altmann, T. R., Brown, A., Christakis, D. A., Falik, H. L., Hill, D. L., Hogan, M. J., Levine, A. E., & Nelson, K. G. (2011). The Impact of Social Media on Children, Adolescents, and Families. *Pediatrics*, 127(4), 800–804. <https://doi.org/10.1542/PEDS.2011-0054>

- Sharma, H. (2023). Gender equality and the Sustainable Development Goals (SDGs): A comprehensive analysis. *International Journal of Science and Social Science Research*, 1(3), 162–172.
<https://doi.org/10.5281/zenodo.13623067>
- Sitnick, S. L., Shaw, D. S., Weaver, C. M., Shelleby, E. C., Choe, D. E., Reuben, J. D., Gilliam, M., Winslow, E. B., & Taraban, L. (2017). Early Childhood Predictors of Severe Youth Violence in Low-Income Male Adolescents. *Child Development*, 88(1), 27–40.
<https://doi.org/10.1111/CDEV.12680>
- Ullah, F., Adam, D., Kohat, K., Ali, A., & Umar, Z. (2021). UNDERSTANDING CYBERCRIME AND YOUTH: A PERCEPTION BASED APPROACH. *Pakistan Journal of Social Research*, 3(3), 130–136. www.pjsr.com.pk
- Understanding Juvenile Justice and Delinquency - Marilyn D. McShane, Michael Cavanaugh - Google Books*. (n.d.). Retrieved 8 August 2024, from
https://books.google.co.in/books?hl=en&lr=&id=glvDEAAAQBAJ&oi=fnd&pg=PP1&dq=Cyber+Delinquency+and+the+Juvenile+Justice+System:+Policy+Implications&ots=7j0wVxb7eV&sig=NmGJxXGg_QCT-PZp28sZ37-oLRw&redir_esc=y#v=onepage&q=Cyber%20Delinquency%20and%20the%20Juvenile%20Justice%20System%3A%20Policy%20Implications&f=false
- View of IMPACT OF SOCIAL MEDIA ON MATHEMATICS STUDENTS' INVOLVEMENT IN CYBERCRIME IN SECONDARY SCHOOLS IN UDI LOCAL GOVERNMENT AREA OF ENUGU STATE*. (n.d.). Retrieved 19 September 2024, from
<http://journals.skeduconsult.com/index.php/skerji/article/view/31/25>
- Wilkinson, A., Lantos, H., Mcdaniel, T., & Winslow, H. (n.d.). *Disrupting the link between maltreatment and delinquency: how school, family, and community factors can be protective*.
<https://doi.org/10.1186/s12889-019-6906-y>
- Wissink, I. B., Standaert, J. C. A., Stams, G. J. J. M., Asscher, J. J., & Assink, M. (2023). Risk factors for juvenile cybercrime: A meta-analytic review. *Aggression and Violent Behavior*, 70, 101836.
<https://doi.org/10.1016/J.AVB.2023.101836>

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

