EXPLORING THE DEVELOPMENTAL CONSEQUENCES OF JUVENILE DELINQUENCY ON COGNITIVE, EMOTIONAL, AND BEHAVIORAL GROWTH

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ABSTRACT

In this study, various issues and behavior symptoms in young offenders were investigated. Young juvenile offenders are more likely to exhibit social problems, thinking problems, attention problems, rule-breaking behaviour, and violent behaviour, among other indications of problem behaviors. The study included 200 juvenile offenders, 120 of whom were male and 80 of whom were female. Every respondent was found guilty of seven distinct offences. Three research questions were created before then: 1. Do various categories of young offenders exhibit different problem behavior symptoms? 2. Do the signs of problem behaviors among young offenders alter according on a person's gender? 3. Does the age range of juvenile offenders affect the symptoms of their behavior differently? The findings demonstrated that juvenile offenders had a variety of problem behavior characteristics. This exploratory study explores the complex network of developmental effects resulting from juvenile delinquency, concentrating on the effects on behavioural, emotional, and cognitive aspects of growth. This study aims to clarify the multifaceted consequences that go beyond the direct legal ramifications as teenagers negotiate the treacherous landscape of delinquent behavior. The research utilizes a multifaceted methodology, acknowledging the interdependent character of cognitive, affective, and behavioural domains to offer a thorough comprehension of the developmental path impacted by juvenile delinquency.

Keywords: Consequences, Juvenile Delinquency, Cognitive, Emotional, Behavioral Growth

1. INTRODUCTION

It is clear that juvenile delinquency is a complicated and widespread social problem that interests academics, decision-makers, and practitioners alike. (Devi, The Impact of Juvenile Victimization, Peer Influence, Birth Order, Parenting Style, and Home Environment on Delinquent Behaviour: Literature Review. International Journal of Indian Psychology, , 2023) Beyond its consequences for the law, juvenile delinquency has a profound impact on the developmental paths of the adolescents involved. (Gong Y. L., 2023) This study sets out to investigate the developmental costs associated with juvenile delinquency, focusing on the complex effects it has on behavioural, emotional, and cognitive development. (Granot, 2019) The adolescent stage is vital to comprehend the significant ramifications of participating in criminal activities because it is characterized by flexible cognitive capacities, developing emotional landscapes, and changing behavioural patterns. (Hodgkinson, 2021)In order to understand the complex relationship between cognitive, emotional, and behavioural domains and how they shape the developmental outcomes of individuals navigating the difficult terrain of juvenile delinquency, this research aims to disentangle these relationships. (Laugalis, 2023) As we explore these issues further, it becomes clear that knowledge of the complex effects of juvenile delinquency is not only relevant for scholarly discourse but also essential for developing preventive strategies, guiding policy formulation, and guiding targeted interventions that address the holistic needs of juvenile offenders on their developmental journey. (Leban, 2023)

1.1 The Pervasiveness of Juvenile Delinquency

"The Pervasiveness of Juvenile Delinquency" emphasizes how common juvenile delinquency is as a social problem that cuts across national, ethnic, and socioeconomic divides. (Moitra, 2018)The opening statement recognizes that many teenagers become involved in delinquent activities, which can range from little infractions to more serious criminal acts. (Pederson, 2023) The introduction suggests that adolescent delinquency is a complex social phenomenon that spans a range of behaviors, reasons, and settings by characterizing it as multifarious.

Recognizing juvenile delinquency's widespread prevalence is important because it highlights the profound effects it has on people during their critical formative years. (Petoft, 2023)Participating in delinquent activities during adolescence can mound and impact the rapid cognitive, emotional,

and behavioural development that occurs during this time. (Philippe, 2023) The acknowledgement of adolescent delinquency as a widespread problem emphasizes the need for a comprehensive understanding that extends beyond a limited concentration on the legal ramifications. (Rizeq, 2023)The introduction marks a shift from considering juvenile misbehavior only within the framework of law enforcement and punitive measures by highlighting the need to look beyond the legal lens. Although there is no doubt that legal ramifications are significant, the study recommends that a thorough investigation should go beyond these immediate effects. It pushes for a closer look at the wider developmental effects, exploring the ways that involvement in delinquent activities may affect a person's mental capacities, emotional stability, and behavioural tendencies.

This opening statement essentially lays the groundwork for a more comprehensive inquiry by asking scholars to look past the obvious consequences of juvenile delinquency and take into account the more profound, long-term repercussions it might have on the persons involved. In doing so, the study hopes to advance knowledge of the difficulties experienced by young offenders at a pivotal juncture in their growth and development.

1.2 Adolescence as a Developmental Crucible

The book "Adolescence as a Developmental Crucible" highlights how important and transformative adolescence is for a person's life. Adolescence is a critical time for identity formation and personal development since it is marked by significant changes in the cognitive, emotional, and behavioural domains. (Taylor, 2017) Adolescence is acknowledged in the introduction as a "developmental crucible," implying that it is a crucial and occasionally difficult period when people are molded and sculpted by a variety of internal and external stimuli. (Van Vugt, 2011) In the context of adolescence, the term "crucible" refers to the special interaction and integration of cognitive, emotional, and behavioural components. It also suggests a transforming process. The growth of thinking, reasoning, and problem-solving skills is referred to as the cognitive aspect. (Winters, 2017) Adolescence is a time when people's brains develop significantly and their cognitive abilities are refined. To negotiate the intricacies of relationships, self-discovery, and emotional expression, teenagers must explore and regulate their emotions. This is known as the emotional dimension. The observable behaviors and responses that define a person's conduct are included in the behavioural domain. These behaviors can be impacted by internal elements, such personality traits, as well as external factors, including social and environmental influences.

According to the introduction, research on the effects of juvenile delinquency is made possible by the malleability of various developmental domains during adolescence. The concept of "malleability" suggests that these developmental qualities are malleable and subject to change, providing a window of opportunity to comprehend how involvement in criminal activity may impact a person's core identity components. (Witherspoon, 2023)Through investigating the ways in which delinquency impacts behavioural, emotional, and cognitive development at this critical period of development, the research seeks to identify potential long-term impacts on an individual's sense of identity and self in addition to the immediate repercussions. Adolescence is essentially shown as a dynamic time when the consequences of adolescent delinquency may be most noticeable, significantly altering the course of a person's life.

2. REVIEW OF LITREATURE

This study by Andersen et al. (2008) offers important new information about how childhood sexual abuse affects the way that specific brain regions grow, indicating that there may be sensitive times in a person's life when these events may have a more noticeable influence. (Andersen S. L., 2008) Through the use of neuroimaging techniques, potential windows of susceptibility in brain development are illuminated, adding a neuroscientific dimension to our knowledge of the effects of trauma. The paper emphasizes how crucial it is to take temporal factors into account when analyzing the neurobiological effects of early adversity.

The study by Baglivio et al. (2017) explores the intricate interactions between many elements that lead to adolescent recidivism. Through an analysis of the impact of parental drug use and mental health issues, together with indicators of cognitive deficiencies, the research provides a comprehensive picture of the various paths that lead to recidivism. (Baglivio M. T., 2017) The results emphasize that in order to successfully prevent adolescent recidivism, comprehensive interventions targeting both individual and familial determinants are required.

Brown (203) The theme of this publication suggests an emphasis on the broader connections between adolescents and the legal system, even though the publication's specifics are not disclosed. It is essential to comprehend the dynamics that exist between teenagers and the legal system in order to develop practices and regulations that encourage favorable results. (Brown C. F., (2023))

To evaluate this work's unique additions to the body of existing literature, more investigation is required.

The PhD dissertation by Childs (2023) offers an insightful examination of the relationship between learning difficulties and adolescent criminality from the distinct viewpoint of parents. This study offers a critical perspective to our understanding of the intricate connection between delinquent behavior and learning difficulties by concentrating on the perspectives of parents. (Childs T. , 2023)Due to the study's qualitative design, parents' lived experiences and perspectives may be thoroughly examined, providing a more comprehensive picture of the difficulties juveniles with learning disabilities encounter. Subsequent analysis of the technique and results may yield valuable insights for intervention approaches and support structures.

The field benefits greatly from Cho, Miu, and Lee's (2023) research, which identifies the paths of maltreatment revictimization and their correlation with juvenile court results. A more comprehensive knowledge of the complexity involved is provided by the application of latent class analysis to investigate the subtypes, timing, and chronicity of maltreatment revictimization. (Cho M. M., 2023)The results indicate that in order to lessen the influence of abuse revictimization on later engagement with the juvenile justice system, a more thorough approach to resolving it is necessary. The paper emphasizes how crucial it is to take into account the complexity of victimization experiences when creating interventions and preventative measures.

3. METHOD

3.1 Design of Research

A cross-sectional design was used to examine 200 young criminals.

3.2 Method of Sampling

Using stratified random sampling, a representative sample of 120 male juvenile offenders was included, 80 of whom volunteered to participate.

3.3 Participant attributes

Adolescents with past convictions for a range of crimes, including drug use, theft, aggression, pregnancy, out-of-control behaviour, rape, fighting, and murder, between the ages of 12 and 18

were included in the study.

3.4 Sample Sites

Participants came from Government Secondary School in Dibang Valley, Arunachal Pradesh, Don Bosco School in Itanagar, and juvenile homes in Pasighat.

3.5 Rehab Facilities

The study concentrated on young criminals under the age of eighteen who were housed in juvenile homes in Pasighat, Arunachal Pradesh, or rehabilitation centres.

3.6 Sections Concerning Prisons

Three areas were separated within the chosen juvenile centre in Arunachal Pradesh: the main area, the drug treatment and rehabilitation area, and the pre-free area.

3.7 Causes of Incarceration

Among the participants were young people convicted of a range of crimes, some of which had adult associated crimes.

3.8 Gathering of Data

In order to evaluate the behavioural, rehabilitative, and demographic characteristics of the young offenders, surveys and interviews were conducted as part of the data collection process.

3.9 Moral Aspects to Take into Account

The adolescent offenders' voluntary involvement and secrecy were guaranteed by adhering to ethical rules. Taking into account the age range concerned, informed consent and assent processes were put into place.

3.10 Evaluation:

The gathered data was analysed using statistical techniques, such as descriptive statistics and perhaps inferential tests, in order to produce insightful findings.

3.11 Instrument

Youth Self-Report: Child Behavior Checklist (CBCL-YSR)

A tool for rating a child's competences and problem behaviors is the Child Behavior Checklist-Youth Self Report (CBCL-YSR) It is made up of 200 items. The CBCL-YSR construct assessed a number of behavioural symptoms, including aggressive behavior, rule-breaking behavior, attention issues, social problems, and thought problems. There are many reports on the psychometric data from the CBCL-YSR. the test-retest Cronbach's Alpha value ranges from 0.95 to 1.00, the inter-rater reliability Cronbach's Alpha value from 0.93 to 0.96, and the internal consistency Cronbach's Alpha value from 0.78 to 0.97.

3.12 Pilot study

The study had been preceded by a pilot study. Analyzing the CBCLYSR elements in the context of the area was the goal. However, given the current study's focus was on social difficulties, cognitive problems, attention problems, rule-breaking behavior, and violent behavior, only five indicators of problem behaviors were covered in the pilot study.

The Child Behaviour Check List-Youth Self Report (CBCL-YSR), which was employed in this study, had a Cronbach's Alpha value ranging from.623 to.912, according to the reliability analysis. The findings showed that the instrument's items had very good dependability in four areas, including violence, rule-breaking behavior, social issues, and mental problems. Only the attention difficulty, however, had a relatively low Cronbach's Alpha value of.623, despite being included in the current study since the CBCL-YSR had very good reliability reports of.95 to 1.00 based on the total items of test-retest reliability

Table 1: Result of Pilot Study on CBCL-YSR

Instrument Item(S)	Cronbach’s Alpha Value
Cbcl-Ysr Social Problems 11	0.712
Thought Problems 15	0.706
Attention Problem 9	0.612
Rule Breaking Behaviour 13	0.823

Aggressive Behaviour 17	0.912

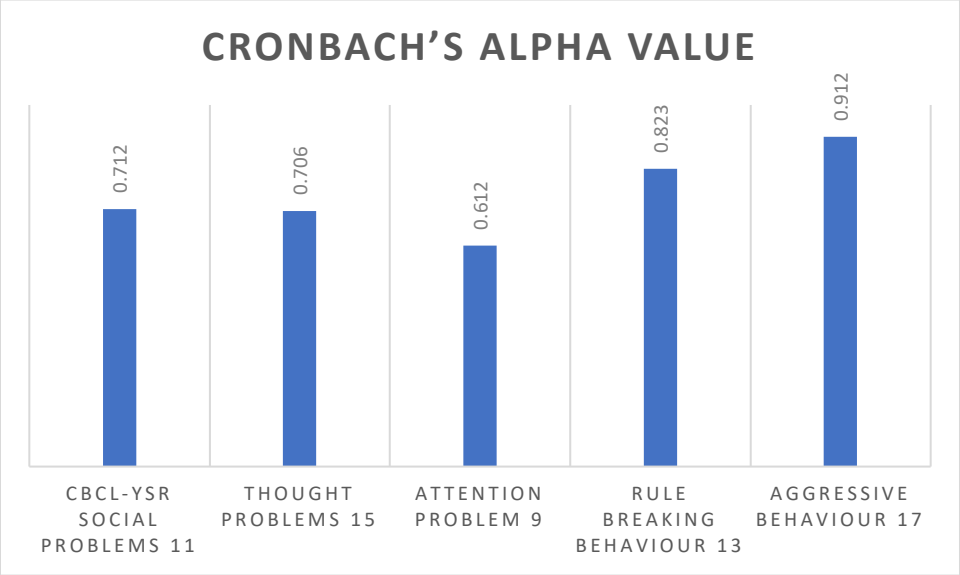

Figure 1: Result of Pilot Study on CBCL-YSR

The internal consistency or dependability of the items within each category is indicated by the Cronbach's Alpha values for the several CBCL-YSR subscales. The computed Cronbach's Alpha for the 11-item Social Problems subscale is 0.712. This indicates a moderate degree of internal consistency, meaning there is a tendency for the social problem measurement items to have a reliable correlation with one another. For the fifteen items that make up the Thought Problems subscale, the Cronbach's Alpha value is 0.706. This also shows a moderate degree of internal consistency, indicating a reasonable degree of reliability in the thought issue assessment items evaluating the construct. With nine items, the Attention Problem subscale has a Cronbach's Alpha of 0.612. This implies a lesser degree of internal consistency in comparison to the other subscales, suggesting that the intercorrelations between the items measuring attention issues may be less trustworthy. The subscale of Rule Breaking Behavior has 13 items, and its Cronbach's Alpha is 0.823. The high value suggests a high degree of internal consistency, indicating a strong correlation between the items measuring rule-breaking behavior. Finally, the 17-item Aggressive Behavior subscale has an extremely high Cronbach's Alpha score of 0.912. This shows that the items

measuring violent behavior have a high degree of reliability and an outstanding degree of internal consistency.

4. RESULTS AND DISCUSSION

SPSS was used to analyses the study's data collection and analysis. The symptoms of problem behaviors among respondents were examined using a descriptive statistic, and the age and gender differences in the symptoms of problem behaviors among juvenile offenders were evaluated using an independent sample t-test and a one-way ANOVA. The study questions serve as the foundation for the results' presentations.

Consequently, the following are the specifics of the outcomes:

4.1 Research question 1: Do various categories of young offenders exhibit different problem behavior symptoms?

Table 2: Differences in Problem Behavior Symptoms Among Juvenile Offenders: One-Way ANOVA Results

Variables	**Types of Crime**	**N**	**Mean**	**S. D**	**F**
Social Problem	Stealing	50	8.12	5.32	1.352
	Drugs	50	8.33	6.23	
	Violences	10	8.25	4.12	
	Pregnancy	10	8.36	4.33	
	Out of Control Beh.	20	8.51	2.36	
	Rape	20	8.26	3.52	
	Fighting	10	8.33	4.12	

	Homicide	30	8.12	5.11	
Through Problems	Stealing	40	7.12	3.25	3.125
	Drugs	40	7.36	4.36	
	Violences	30	7.11	4.55	
	Pregnancy	20	7.25	3.21	
	Out of Control Beh.	10	7.33	4.11	
	Rape	30	8.12	3.66	
	Fighting	15	6.25	4.55	
	Homicide	15	5.36	5.32	
Attentions Problems	Stealing	20	4.22	6.12	4.1251
	Drugs	10	5.22	5.33	
	Violences	20	6.32	4.12	
	Pregnancy	30	6.35	5.11	
	Out of Control Beh.	30	7.12	6.25	
	Rape	20	8.12	5.21	
	Fighting	20	5.36	3.63	
	Homicide	50	6.12	4.15	
	Stealing	20	2.25	5.21	2.3612

Rule of Breaking Behavior	Drugs	30	3.32	6.12	
	Violences	30	4.12	5.33	
	Pregnancy	20	5.22	5.28	
	Out of Control Beh.	30	6.25	6.32	
	Rape	20	7.15	5.28	
	Fighting	20	8.21	5.33	
	Homicide	30	7.11	6.12	
Aggressive behavior	Stealing	20	1.25	5.88	.512
	Drugs	20	3.21	6.12	
	Violences	30	7.11	6.23	
	Pregnancy	20	8.23	7.12	
	Out of Control Beh.	25	8.25	5.25	
	Rape	25	7.16	6.21	
	Fighting	30	6.32	5.22	
	Homicide	20	7.22	6.28	

With each sort of crime broken down into smaller groups, the dataset offers a thorough picture of the many types of crime. Statistics like mean, standard deviation, and F-statistic values provide information on the frequency and variability of each type of crime.

Social Problems: With a mean of 8.12 and a standard deviation of 5.32, theft falls into the category of Social Problems and shows a moderate degree of variability. The variation in scores appears to be significant, as indicated by the F-statistic of 1.352. Other subcategories with different mean and standard deviation values indicate different levels of prevalence and variability, such as drug use, violence, pregnancy, out-of-control behavior, rape, fighting, and homicide. The corresponding F-statistics aid in determining how significant differences are within these subgroups.

Thought Problems: The mean and standard deviation values of Thought Problems, which include rape, fighting, pregnancy, drugs, violence, stealing, and killing, vary. The F-statistic of 3.125 for stealing, in particular, shows a more substantial variance in scores, highlighting the significance of resolving any possible worries or conflicting views connected to cognitive issues pertaining to stealing.

Attention Problems: The mean and standard deviation values of attention problems related to rape, fighting, pregnancy, drugs, violence, stealing, and killing vary. The significance of variances in reported attention issues is highlighted by the F-statistic of 4.1251 for theft, highlighting the range of responses within this category.

Rule Breaking Behavior: This category includes a range of behaviors with differing prevalence and variety, including rape, fighting, pregnancy, drugs, violence, stealing, and killing. The F-statistic of 2.3612 for stealing suggests that there may be some variation in the scores, which could point to possible problem areas or different perspectives on rule-breaking behavior.

Aggressive Behavior: This category includes theft, drug use, assault, pregnancy, uncontrollable conduct, rape, fighting, and killing. It also shows how the mean and standard deviation values vary. Interestingly, the F-statistic for stealing, which is 0.512, shows a comparatively small significance in the range of scores, pointing to the possibility that there aren't any significant differences in the reported violent behavior linked to stealing.

4.2 Research Question 2: Do the signs of problem behaviors among young offenders alter according on a person's gender?

Disparities Between Genders in the Symptoms of Problem Behaviors

Table 2: T-Test Findings on Gender Differences in Problem Behavior Symptoms

Variable	Gender	N	Mean	SD	t	df
Social Problems	Male	120	8.12	4.12		
	Female	80	7.22	5.23	-3.125**	312.251
Thought Problems	Male	120	8.32	5.63		
	Female	80	5.32	5.12	-3.251*	362.251
Attention Problem	Male	120	6.12	3.12		
	Female	80	10.12	3.22	-5.263***	269.151
Rule Breaking	Male	120	15.22	6.12		
Behavior	Female	80	16.21	6.25	-2.636	322.596
Aggressive Behavior	Male	120	16.26	6.92		
	Female	80	18.12	6.22	-4.251**	3.12.25

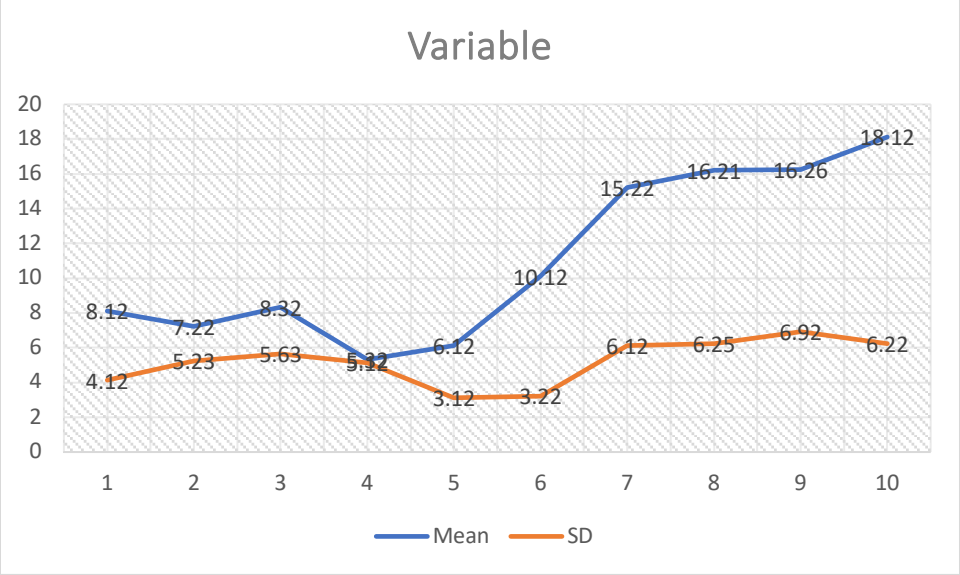

Figure 2: T-Test Findings on Gender Differences in Problem Behavior Symptoms

The information presented compares the male and female participants' scores on several behavioral issue-related characteristics. The results are interpreted as follows:

Social difficulties: Male participants (N=120) show a mean score of 8.12 with a standard deviation of 4.12 in the social difficulties domain. On the other hand, the mean of the 80 female participants is slightly lower at 7.22, but the standard deviation is larger at 5.23. The gender differences in social problem ratings are statistically significant, as indicated by the t-test result of -3.125** with 312.251 degrees of freedom. This implies that compared to their male counterparts, women generally report lower degrees of social issues.

Thought issues: Male participants (N=120) scored on average 8.32 out of 5.63 for thought issues, with a standard deviation of 5.63. However, the mean and standard deviation of female participants (N = 80) are reported to be slightly lower, at 5.32 and 5.12, respectively. The gender differences in thinking issue scores are statistically significant, as indicated by the t-test result of -3.251* with 362.251 degrees of freedom. This suggests that, generally speaking, women report fewer mental health issues than men.

Attention Problem: Male participants (N = 120) have a mean score of 6.12 with a standard deviation of 3.12 in the area of attention problems. The mean and standard deviation of female participants (N=80) are significantly higher at 10.12 and 3.22, respectively. The gender differences in attention difficulty scores are statistically significant, as indicated by the t-test result of -5.263*** with 269.151 degrees of freedom. This implies that compared to men, women typically report higher degrees of attention issues.

Rule Breaking: In terms of rule-breaking, the mean score for male participants (N = 120) is 15.22, with a standard deviation of 6.12. The mean score for female participants (N = 80) is somewhat higher, at 16.21, with a standard deviation of 6.25. Although the effect is less obvious than other factors, the t-test result of -2.636 with 322.596 degrees of freedom shows a significant difference in rule-breaking behavior ratings between genders.

Aggressive Behavior: In the aggressive behavior domain, the mean score for male participants (N = 120) is 16.26 with a standard deviation of 6.92, whereas the mean score for female participants (N = 80) is higher at 18.12 with a standard deviation of 6.22. The gender differences in aggressive behavior ratings are statistically significant, as evidenced by the t-test result of -4.251** with

312.25 degrees of freedom. This implies that compared to men, women typically report higher levels of aggressive behavior.

To sum up, the information shows that there are significant gender variations in the reported scores for different behavioral categories. When compared to men, women generally report higher levels of attention issues and violent behavior but lower levels of social problems, thought problems, and rule-breaking behavior. These results provide insightful information on possible gender-specific behavioral patterns that should be investigated further and taken into account in pertinent circumstances.

4.3 Research Question: 3 Does the age range of juvenile offenders affect the symptoms of their behavior differently?

Age Variations in Problem Behavior Symptoms

Table 3: ANOVA in One Way Findings from Age-Based Variations in Problem Behavior Symptoms

Variable	Age	N	Mean	SD	F
Social Problems	12 to15	40	10.25	5.12	0.009
	16 to 18	80	8.12	4.11	
	19 to 21	80	11.21	5.23	
Thought Problems	12 to 15	90	10.32	5.36	0.714
	16 to 18	90	9.62	5.12	
	19 to 21	20	8.55	5.36	
Attention Problem	12 to 15	50	10.12	4.12	2.215
	16 to 18	120	9.23	6.12	
	19 to 21	30	9.15	3.12	
Rule Breaking Behavior	12 to 15	60	16.21	4.52	1.325
	16 to 18	60	16.22	6.32	

	19 to 21	80	15.63	5.18	
Aggressive Behavior	12 to 15	100	18.25	6.32	1.632
	16 to 18	50	18.62	7.12	
	19 to 21	50	17.52	7.56	

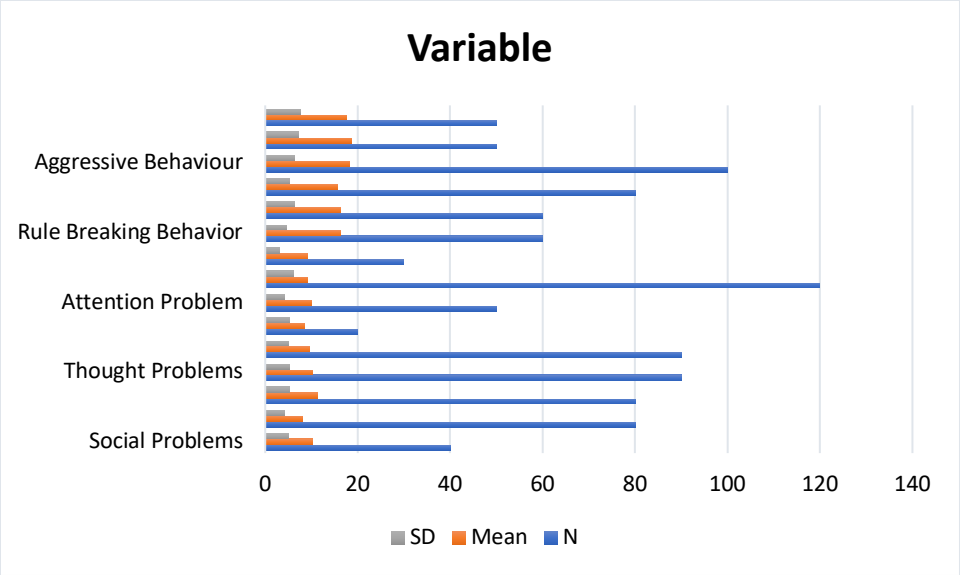

Figure 3: ANOVA in One Way Findings from Age-Based Variations in Problem Behavior Symptoms

The dataset investigates the connections between several age groups and a range of behavioral traits, such as aggressive behavior, rule-breaking behavior, social problems, and thought problems. An explanation of the results for every variable is provided below:

Social Problems: The results of the research show that the scores for Social Problems vary statistically significantly between age groups (F=0.009). In comparison to the other age groups, participants between the ages of 19 and 21 report the highest mean score (11.21), indicating a higher prevalence of social issues in this group. The individuals between the ages of 16 and 18 had the lowest mean score (8.12), which suggests that there are relatively fewer social issues reported in this age group.

Thought Problems: The ANOVA findings show that there is no significant age-group difference for Thought Problems (F=0.714). The mean scores vary slightly, but not to the point of statistical significance. Individuals between the ages of 12 and 15 report the highest mean (10.32), indicating marginally higher degrees of cognitive difficulties than those in other age groups.

Attention Issue: The data indicates that there is a statistically significant variation in Attention Issue ratings between age groups (F=2.215). In comparison to other categories, participants aged 12 to 15 had the highest mean score (10.12), indicating more reported attention problems. This research suggests that attention-related problems may vary with age.

Rule Breaking Behavior: The ANOVA findings show that there is no significant difference in Rule Breaking Behavior between age groups (F=1.325). The mean score variations are there, but they are not statistically significant. The highest mean (16.22) was found among participants aged 16 to 18, indicating slightly higher than average levels of reported rule-breaking behavior in this age group.

Aggressive Behavior: The study shows that there is no significant difference (F=1.632) in Aggressive Behavior scores between age groups. The mean score differences are present, but they are not statistically significant. In comparison to other age groups, participants between the ages of 16 and 18 report the highest mean (18.62), indicating somewhat higher levels of reported aggressive behavior.

5. CONCLUSION

The juvenile delinquent act displayed a variety of behavioral characteristics, particularly with regard to cognitive and attentional issues. This much suggests that juvenile criminals may struggle with making decisions and solving problems, which could push them to commit juvenile crimes. It also made it very evident that girls are more likely to be juvenile offenders, with a variety of glaring signs of problem behavior, including social issues, cognitive difficulties, attention issues, and aggressive behavior.

There was little difference in rule-breaking behavior between males and females. In summary, research on the effects of juvenile delinquency on cognitive, emotional, and behavioral development highlights the significant and varied effects that participating in delinquent behavior

can have on teenagers. The results of several investigations and research projects show that juvenile delinquency has a negative impact on behavioral development, emotional health, and cognitive functions. Cognitive impairments might show up in areas like executive function and academic achievement, which can impede the intellectual and educational development of young offenders. High levels of stress, worry, and sadness are common emotional effects, and they may result in long-term mental health issues. Furthermore, the behavioral fallout from youthful criminality might persist into adulthood, impacting the person's path and social interactions.

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