

Comprehensive Study Of Student's Criminal Activities In Educational Institutes

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ABSTRACT

The main purpose of education is to reduce crime in the society, but instead of this crime is also found in educational institutions (e.g. Smoking, Bunking, Fighting with other, Cheating destroy the college Universities property) and behind these crimes there are different reasons (e.g. Stress, Parent problem, bad company), Get support Without any reason, After punishment) when a student commits crime it create a problem not only for him but also for another student and it disturbs the college/University environment. And these crimes also effect on the education of other students. The researcher tries to find out the reason of increasing crime in college/Universities and its effect on the student education, youth crime refers to any interactions with the criminal justice system as a result of criminal behavior, and can also mean antisocial or risky behavior of juveniles such as substance abuse.

At the same time, school/college and universities dropout can encourage juveniles to become involved in criminal behavior. From the one hand, lower educational attainment and criminal involvement can develop a dynamic interrelationship. The purpose of current study is to know the actual causes of criminal activities and how to eradicate them with quality education and make the environment of educational institutes a better place for education and personality grooming for individuals.

INTRODUCTION

Early school leaving and criminal behavior of young people are two important concerns in every community as they can result in individual and public losses. School dropout is associated with lower economic growth, youth unemployment, decreases in gross income and with higher crime rates as well (Psacharopoulos, 2007). Crime can also increase the unemployment rate of the community (Calvó-Armengol & Zenou, 2003) and have a negative impact on economic growth in the region (Detotto & Otranto, 2010).

Crime generates substantial social costs, through criminal justice system spending, security expenditures, costs to repair damages, victimization costs and health service costs. The criminals themselves face costs associated with criminal charges, can suffer from social stigma or social exclusion (Hannon, 2003), and experience a decline in earnings and employment following an arrest or imprisonment (Lochner, 2004). Criminal behavior in adolescence can have strong links to future negative outcomes, among them adult crime, low academic performance and early school leaving. At the same time, school dropout can encourage juveniles to become involved in criminal behavior. From the one hand, lower

educational attainment and criminal involvement can develop a dynamic interrelationship.

From the other hand, many mutual confounding factors can determine both education and criminal behavior and it can be difficult to isolate a single chain of causality. Insight into how education and youth crime is casually related may indicate possible measures to reduce crime and educational inequality in society. The aim of this study is to provide a comprehensive and unambiguous literature review on the relationship between education and criminal behavior of young people. The terms “youth”, “young people”, “adolescents” and “juveniles” are used here interchangeably. The concept of education is used in its broad sense and, depending on the context, can refer to educational attainment, school attendance and academic performance. Finally, youth crime refers to any interactions with the criminal justice system as a result of criminal behavior, and can also mean antisocial or risky behavior of juveniles such as substance abuse and precocious sexual behavior.

The age-crime curve shows that the peak age of criminal behavior is in adolescence, between the age of 15 and 19 (Farrington, 1986; Piquero et al. 2007; Bosick, 2009). Young people involved in criminal behavior in adolescence are usually dealt with in the juvenile justice system (see Goldson and Muncie, 2006; Loeber et al., 2013). The vast majority of existing studies on the relationship between education and crime does not consider differences between age groups, and have a mixed-age research population. However, and as is shown below, youth crime can differ from adult crime in several respects, and therefore its relationship to education might be also different.

LITERATURE REVIEW

Lochner and Moretti (2014) have also addressed the effects of secondary education on crime rates through a mostly economic, cost analysis lens. Their study has shown that increased high school graduation rates do produce a significant decrease in crime rates and are economically efficient in reducing corrections costs. Though high school graduation has shown a significant influence on crime rates, the work of others like Lochner and Moretti raises the question of the impact of college graduation rates.

Merlo and Wolpin (2019) provide a comprehensive analysis of the dynamic interactions among a youth’s schooling, employment and criminal behavior decisions and criminal involvement outcomes. They use individual-level panel data reported by the Afro-American male population aged between 13 and 22 in the U.S. To estimate youth’s decisions to engage in schooling, employment and criminal behavior (including all possible combinations of these three activities), they apply a multinomial discrete choice vector auto regression model. They use the estimates to account for unobserved heterogeneity and state dependence (past choices and outcomes). Furthermore, they simulated the effect of changing schooling status at age 16 for the same individuals and compare their criminal involvement. They conclude that not attending school at age 16 (implying school dropout) increases the likelihood of committing crime and being incarcerated at age 19-22 by up to 14.8 percentage points and up to 8.1 percentage points, respectively.

Machin et al. (2021) exploit a 1972-73 increase in the minimum schooling age (from age 15 to 16) in England and Wales to estimate the effects of schooling on criminal convictions for property and violent crimes over the period 1972-96. Using both IV and regression discontinuity methods, identification effectively comes from cohort-level changes in schooling attainment and crime for cohorts turning 15 immediately before

and after the law change. Among men, they estimate that a one-year increase in average schooling levels reduces conviction rates for property crime by 20-30 percent and violent crime by roughly one-third to one-half as much, though the latter estimates are statistically insignificant. Compared to estimates for the US by Lochner and Moretti (2014), the impacts of education on property crime appear to be greater in the United Kingdom, while the effects of violent crime are weaker.

Meghir, Palme and Schnabel (2021) and Hjalmarsson, Holmlund and Lindquist (2011) use micro-data and Swedish compulsory schooling reforms to identify the causal effect of education on crime. The Swedish compulsory school reform, which primarily extended compulsory schooling from seven to nine years, differs from the US and U.K. reforms studied by Lochner and Moretti (2004) and Machin et al. (2011). The Swedish reform was implemented at different times across municipalities during the 1950s and 1960s. As such, these studies compare individuals who were exposed to two different school systems, but who are from the same birth cohort and are working in the same labor market. This isolates the partial equilibrium effects of the schooling reform on crime abstracting from any general equilibrium effects that the reform may have had on the Swedish labor market.

Study the impact of a large scale Swedish reform in vocational education on criminal convictions among youth. The reform extended vocational upper secondary education from two to three years and added more general theoretical content. The authors argue that this reform concerned age groups where criminal activity is relatively high and students who are overrepresented in crime statistics. The results of this study show that increased access to prolonged and more theoretical vocational education leads to a persistent reduction in property crime, but not significant decrease in violent crime. In

particular, three- years vocational programs lead to a reduction in property crime among students by a 1.8 percentage point, compared to no three-year vocational programs. Anderson (2012) analyses the relationship between education and youth crime using state- level variation in the minimum dropout age (from age 16 to 17 or 18) in the U.S. In particular, changes in the compulsory schooling law are used in a difference-in-differences framework to control for unobserved heterogeneity and endogeneity bias. The results show that higher educational attainment due to a change in the compulsory schooling law reduces arrests of young people by roughly 10 percent.

Machin et al. (2012) identify the effect of educational attainment on youth crime using the reform in post-compulsory education system in the late 1980s and early 1990s in the U.K. as a source of exogenous variation in educational participation of young individuals aged between 16 and 21. This reform increased the number of individuals that stayed in education. The criminal data used for this study come from on a randomly selected sample of offenders. The results show that a one percent increase in the proportion of males in full time education and a one percent increase in the proportion of men staying in education after the compulsory school leaving age reduces criminal behavior of young men by around 1.9 percent and 1.7 percent, respectively. This reduction is also present for women, although smaller in magnitude, 1.1 percent and 1.3 percent, respectively.

Brugård and Falch (2012) exploit Norwegian data on educational characteristics and detailed data on imprisonment for persons aged between 21 and 22 to analyze the relationship between education and youth crime. They use exam results as an instrument for skills, and the study track structure together with proximity to high schools as an instrument for the number of semesters in high school education. The results of this study

suggest that an additional semester in high school reduces the probability of imprisonment by 0.44 percent.

OBJECTIVE

To analyze the Reason of increasing crime in colleges

To find out the effect of crimes on the education of the student

HYPOTHES

H_0 : There is a negative relation bet when joining the bad group and its effect on behavior and crime

H_1 : There is a positive relation between join group, its effect on behavior and crime

METHODOLOGY

The random sampling method is used from large population to take the sample for study. 50

students have been selected as sample from different colleges like Mount college & Green Hill college Rawalakot. Due to shortage unavailability of resources, researcher has done research on 50 respondents. A sample size of fifty students is intermediate students (11 – 12 class). These selected students who commits crime, e.g. Bunking, Fighting with another, destroy the college property.

A quantitative methodology is used in form of solving questionnaire consists of 30 questions. English language is used which is very simple to studied and understood easily. All questions of questionnaire are close ended. Data collection was taken in form of interview. Many respondents cooperate in friendly manners but some of the respondents did not agree to answer the personal question. The t-test and chi-square statistically test applied on SPSS software for data analysis.

RESULTS

Joining the bad groups and its impact on the behavior

	Join the group	Group effect on behavior
Chi-Square	28.880 ^a	20.920 ^b
Df	1	2
Asymp. Sig.	.000	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 25.0.

b. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 16.7.

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If the p-value is less than or equal to the alpha ($p < .05$), then reject the null hypothesis, and say the result is statistically significant. If the p-value is greater than alpha ($p > .05$), then fail to reject the null hypothesis, and say that the result is statistically non-significant (n.s.).

Effect of Smoking

Frequency	Percent	
23	46.0	.000
27	54.0	Yes
50	100.0	Total

In this table we observed that 54 % resounds says smoking effect on the lunge and 49% says smoking not effect on the lung.

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In the above table is observed that p value is 0.000 which is less than 0.05 so null hypothesis is rejected and concluded that there lunges are effected by smoking.

	Percent	Cumulative Percent
Valid .0	96.0	96.0
1.0	4.0	100.0
Total	100.0	

In this table we observe that 96% respond get friend support and 4% responds not get under consideration.

		Frequency	Percent
Valid	.00	38	76.0
	1.00	12	24.0
	Total	50	100.0

This table, it is observe that 7% resounds commit crime due to personal and 24 % responds not commit crime due to personal problem.

Reason of crime

Reasons of crime

		Bunking	Use mobile	No awareness	Get Friend support	Personal problem	Due to stress	Parent problem
N	Valid	50	50	50	50	50	50	50
Mean		0.6000	0.3600	0.3600	0.040	0.2400	0.4200	0.9600

In this table bunking the class is 0.6000 use of mobile is 0.3600 no awareness is 0,3600 get friend support 0.040 and personal problem 0.2400 due to stress is 0.4200 and parent problem is 0.9600

		Frequency	Percent
Valid	.00	20	40.0
	1.00	30	60.0
	Total	50	100.0

From this above table the researcher observed that 40.0 % resounds bunking the class and 60.0% responds no bunking the class.

		Frequency	Percent
Valid	.00	32	64.0
	1.00	18	36.0
	Total	50	100.0

In this table indicate was that 64 % responses are awareness about the crimes while only 36.0% responds have no awareness about the crimes.

		Frequency	Percent
Valid	.00	2	4.0
	1.00	48	96.0
	Total	50	100.0

This table shows that 96% respondents did not commit crime to parent problem and 4% respondents commit crime.

		Crime found in	
		College	Parent problem
Crime found in College	Pearson Correlation	1	-.808**
	Sig. (2-tailed)		.000
	N	50	50
Parent problem	Pearson Correlation	-.808**	1
	Sig. (2-tailed)	.000	
	N	50	50

The null hypothesis accepted as, the P value is 0.134 which is greater than 0.05. and concluded that crime is increased due to sig.

Crime which found in collage

			Crime found in College	Get Friend support
Kendall's tau	Crime found in College	Correlation Coefficient	1.000	-.052
		Sig. (2-tailed)	.	.718
		N	50	50
	Get Friend support	Correlation Coefficient	-.052	1.000
		Sig. (2-tailed)	.718	.
		N	50	50
Spearman's rho	Crime found in College	Correlation Coefficient	1.000	-.052
		Sig. (2-tailed)	.	.722
		N	50	50
	Get Friend support	Correlation Coefficient	-.052	1.000
		Sig. (2-tailed)	.722	.
		N	50	50

For testing the above hypothesis two non-parametric test Kendall's tau and Spearman's test are used, in both test p values are greater than 0.05 (level of significance) so accept the null hypotheses, and concluded that crime is increased due to supports of friends.

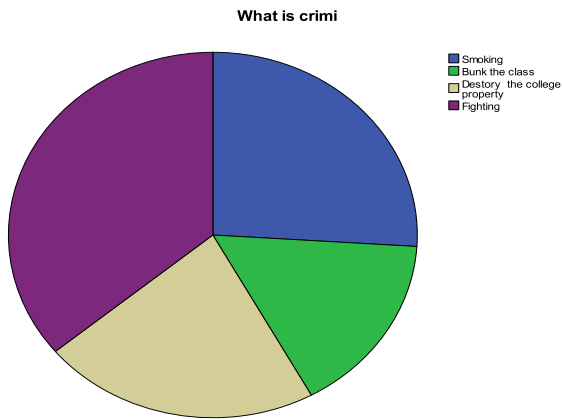
The value is less than or equal to the alpha ($p < .05$), then reject the null hypothesis, and say the result is statistically significant. If the p-value is greater than alpha ($p > .05$), then fail to reject the

null hypothesis, and say that the result is statistically non-significant (n.s.). In the above table it is observed that p value is 0.000. So we accept the null hypothesis. It is concluded that there is a correlation between parent's problems and crimes.

We accept null hypothesis as the P value is 0.134 which is greater than 0.05. and concluded that crime is increased due to stress.

What is a crime?

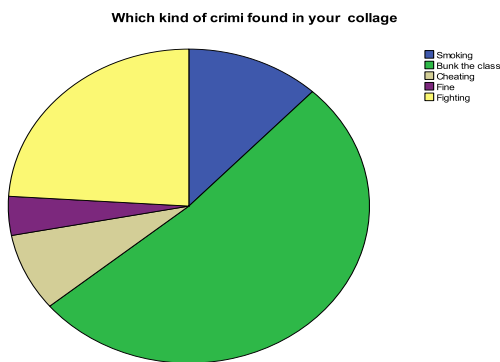
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Smoking	13	26.0	26.0	26.0
	Bunk the class	8	16.0	16.0	42.0
	Destroy the college property	11	22.0	22.0	64.0
	Fighting	18	36.0	36.0	100.0
	Total	50	100.0	100.0	



In this table show the is s crime 36% Fighting and 22.0 % destroy the college property .16 % bunking the class smoking is 26 %

Which kind of crime found in your collage

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Smoking	6	12.0	12.0	12.0
	Bunk the class	26	52.0	52.0	64.0
	Cheating	4	8.0	8.0	72.0
	Fine	2	4.0	4.0	76.0
	Fighting	12	24.0	24.0	100.0
	Total	50	100.0	100.0	



In this table indicate, data, 52% bunk the class found the 24% fighting with other 12% smoking 24% fine found in different in clogs

SUGGESTIONS

Suggestions that should be adopted **at school level:**

- 1- Students may engage themselves in studies or co-curricular activities as they

- would have less time to participate in negative activities.
- 2- Teachers may educate the student's moral values and norms during their classes.
 - 3- Parents and teacher meeting maybe arranged time to time to keep an eye on the children's activities.
 - 4- Parents and teacher also need counseling to control the crime.
 - 5- Rules and discipline of colleges may be strictly followed.
 - 6- By telling them disadvantage of crimes time to time can be helpful to enhance their knowledge about the harmful effects of crime.
 - 8- The school environments may be peace full
 - 9- Educate the students about the crimes and their consequences.
 - 10- More emphasize may be given on moral value and character building and mental development rather than marks and grades.
 - 11- Healthy and positive games should be introduced at institutions so that students could participate and use their potentials and energies in positive activities.

Suggestions for home

- 1- Enhance friendly environment between Parents and children.
- 2- Extra pocket money may be not be given
- 3- Parents should also keep an eye on the friendship of their children.
- 4- Parents' attitude towards their children should be friendly.
- 5- There should be a trustworthy relationship between parents and

- children so the children could share their problems with parents without any hesitation.
- 6- Parents may encourage their children by giving them rewards for to their children's for showing good result and positive and healthy activities.
 - 7- Parents may have full check of their children on a daily basis.

Suggestion at Government level

- 1- The government may make police to eradicate crimes in educational Institutions.
- 2- The government may be damson between educational Institutes and police.
- 3- The government may organize different seminar and program about awareness of crime in educational institutions
- 4- To teacher and control the crimes there may be different training should be organized by the government at colleges.
- 5- Rehabilitation institutes of the government may organize different programs to control criminal behavior.

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