Educators have an impact on Juvenile Delinquency

Carlo Cortina Jr

South University

 Schools tend to be the playground for children, not for extra-curricular activities, rather for delinquency and a place to become a unit, gang or social group. Racial stereotypes by teachers/educators and the students/parents are to blame for the children disengaging from the educational school system. Psychological research has indicated that youths are likely to disengage from school and academic pursuits if they perceive negative information about themselves or their racial group within the school environment. Previous studies from bodies of work have universally shown that minority students, especially African Americans, are more likely than whites to be the targets of school punishments such as referral to the office or suspension. Observational and ethnographic studies have confirmed these findings. In the present paper, it is hypothesized the role educators and administrators have on juvenile delinquency will be examined. The following seven literature reviews attempt to demonstrate and support the hypothesis.

 In a research by Lo, Kim, Allen, Allen, Minugh and Lomuto (2011) studies the severity of each crime depends on what school he/she is currently attending. The authors made three major findings. First, grade level's effects on delinquency varied strongly by school type, although in the multivariate context the interaction effects of grade level and school type were not significant. Second, prosocial school climate significantly explained differential delinquency rates. Third, the requirement that students change schools upon reaching a certain grade level does, as the literature notes, appear to lead to a poor environmental fit for students' developmental needs. The authors studied the effects on delinquency made by grade level, school type (based on grade levels accommodated), and prosocial school climate were assessed, controlling for individual-level risk and protective factors. The authors used the data they obtained from the Substance Abuse Services Division of Alabama’s state mental health agency and analyzed via hierarchal linear modeling. These authors used several different methodologies to show how children in different grade levels would commit criminal offenses, but the severity would depend upon on what school they came from and the quality of instructors in those schools. All those findings support the hypothesis that educators have an impact of juvenile crimes as a whole.

 An experiment by Roberts, Gunes and Seward (2011) that involved two studies of young adults, one in the United States and one in Turkey, explored whether family rituals, and self-esteem might contribute to social control and consequently reduce deviant behavior. In addition, the Turkish study assessed the impact of religiosity on social control, while the U.S. study assessed the impact of participation in conforming activities. In Turkey data were gathered from 205 incarcerated respondents and 200 college students in 2007. Data were gathered in the U.S. from 207 incarcerated respondents and 217 college students in 1998. Respondents in both nations completed the Family Rituals Questionnaire, the Culture Free Self-Esteem Inventory, and a Family Information Inventory. The Religious Background and Behavior Questionnaire was only completed by the Turkish respondents. The incarcerated groups in each nation differed significantly from the college student on the major research variables. The major research variables did not account for any significant variance in delinquent behavior except for participation in conforming activities for the U.S. college students. Social risk factors were better predictors of deviant behavior in both nations. National context had minimal impact on deviant behavior. With this study the authors prove that along with educators and administrators, parents and religion also play a major role in the overall issue of juvenile crimes. Within the study the authors explain how a juvenile’s self-esteem differs from a juvenile who commits crimes to the other who does not. The study also shows how it doesn’t matter if they are in the United States or in Turkey, juveniles all go through the same issues.

 In the research by Rocque and Paternoster (2011), they found that in the juvenile delinquency literature is the relationship between a lack of school success, school disengagement, and involvement in the criminal justice system. This link has been deemed the "school-to-jail pipeline” (Paternoster and Rocque) (p.2). This study examines one possible source: racial bias in school discipline experienced during the elementary school years. Using a multilevel analysis, they examine whether African-American elementary school students are more likely to receive disciplinary infractions while controlling for individual-level, classroom-level, and school-level factors. They also found that school-level characteristics are related to overall discipline levels, consistent with a racial threat hypothesis. These findings have important implications for the school-to-jail literature and may point to one explanation for why minority students fare less well and are more likely to disengage from schools at a younger age than whites. This study plays a great part to the hypothesis that educators have a grand impact upon the juvenile crime rates. The school to jail pipeline is true when the school and educators have checked out on a specific student or social group.

 The research conducted by Howard and Jensen (1998), state that the crime rates have stayed relatively stable over the past three decades. The author’s findings support the need for targeted prevention efforts addressing the root causes of juvenile crime. Needed policy reforms, public education efforts, and practice approaches are outlined in the author’s findings and recommendations. This article helps the hypothesis that educator’s need to be more involved with the juveniles in the school system, because the connection between educators and juvenile crimes need to be protected. Their article suggests that overall crime rates have remained relatively stable over the past three decades and are independent of prevailing juvenile justice policies. Thus, policies don’t have a big impact on the juvenile crime rates. But, educators and the school system do in fact play a major role in the life of juveniles and overall juvenile crime rates.

 The article by Esperian (2010), evaluates the risks and rewards of educating the inmates while they are incarcerated. A dramatic example occurred most recently at the College of Southern Nevada where, at a June graduation ceremony for inmates who earned a GED, or a high school diploma, from the Clark County School District, or an AA from C S N. More than 40 students received either a GED or a high school diploma, and only one student received an AA. This study offers strong support for the argument that it is far more profitable for states to fund education classes for inmates, for two reasons: first, doing so reduces recidivism dramatically and second because educating felons eliminates the costs associated with long term warehousing. The study includes not only research into attitudes toward convicted felons, but also statistics which support the argument that it pays to educate. If it is beneficial to educate the inmates because it will help them not return to jail, Why not educate them before they become ex-convicts or repeated offenders? The hypothesis is to prove the effect educators have on juvenile crimes. It is obvious according to this article that the more educated and informed the juveniles are. The less likely they are to commit crimes and become juvenile delinquents.

 The report conducted by Macomber, Skiba, et… (2010) gives you a behind the scenes look at the juvenile detention facilities in the state of Connecticut. The state of Connecticut detained 1,444 children and youth and committed approximately 270 to the

Department of Children and Families for out of home placement in the 2007-2008 calendar year. A significant number of children and youth have special education needs that are often unidentified by home school districts. State and federal law mandate the provision of special education and related services to this population. In addition, education of these individuals is imperative as research indicates educational success is a key component for decreasing recidivism (relapse into unlawful activity) rates and providing opportunities toward productive adulthood. The cost of recidivism to detention is not only monetary; criminal misconduct also threatens the safety of society members as well. The Yale University Child Study Center under the auspices of the Connecticut Judicial Branch, Court Support Services Division (CSSD) conducted a situational analysis of the juvenile detention centers and community residential centers. The focus of this analysis was to: (1) describe the educational characteristics of detained children and youth; (2) describe the educational programs currently used in detention and assess whether the educational programming provided is consistent with the framework of the State of Connecticut Department of Education; (3) typify the community of teachers working with students in detention, identify systemic obstacles and/or challenges to educating this population, ascertain the pathways of educational records of detained children and youth; and (4) identify system barriers or challenges to delivering education to this population and teaching in detention or alternative to detention settings. All these efforts made by the State of Connecticut should be taken before the juveniles enter justice system. The hypothesis is validated by this article and the ones prior, educators play a bigger role in the juvenile crime rates than expected.

**References**

Esperian, J. H. (2010). The effect of prison education programs on recidivism. Journal of Correctional Education, 61(4), 316-316-334.

Jenson, J. M., &amp; Howard, M. O. (1998). Youth crime, public policy, and practice in the juvenile justice system: Recent trends and needed reforms. Social Work, 43(4), 324-324-34.

Lo, C. C., Kim, Y. S., Allen, T. M., Allen, A. N., Minugh, P. A., Lomuto, N. (2011). The impact of school environment and grade level on student delinquency: A multilevel modeling approach. Crime and Delinquency, 57(4), 622.

Macomber, D., Skiba, T., Blackmon, J., Esposito, E., Hart, L., Mambrino, E., (2010). Education in juvenile detention facilities in the state of connecticut: A glance at the system. Journal of Correctional Education, 61(3), 223-223-261.

Rocque, M., &amp; Paternoster, R. (2011). Understanding the antecedents of the "school

 to-jail" link: The relationship between race and school discipline. Journal of

 Criminal Law &amp; Criminology, 101(2), 633-633-665.

Roberts, J., Gunes, I. D., &amp; Seward, R. R. (2011). The impact of self-esteem, family rituals, religiosity, and participation in conforming activities upon delinquency: A comparison of young adults in turkey and the united states. Journal of Comparative Family Studies, 42(1), 59-59-X.

Smångs, M. (2010). Delinquency, social skills and the structure of peer relations: Assessing criminological theories by social network theory. Social Forces, 89(2), 609-631.