Educators have an impact on Juvenile Delinquency

Carlo Cortina Jr

South University

Juveniles are more prone to committing delinquent acts if the school they attend is not considered a good school or in a good school district. Research shows that the students who attend less privileged schools are more likely to commit delinquent acts. Juvenile crime rates have steadily risen throughout the last ten years but public policy has not had a major effect on the amount of crimes being committed. Educators play a major role in the overall amount of crimes committed in the education system. While research is being performed, several issues may arise since the subjects are human and unpredictable. The issues that will arise have to do with ethics and how to deal with those situations. The author is going to discuss in detail how he plans to overcome the following ethical issues; making sure the subject’s feel like they can exit the program at any time, subject’s safety before, during and after the program, and retaining the subject’s information confidential.

Research with human participants has proven invaluable, in advancing knowledge in the biomedical, behavioral, and social sciences. Such research is strictly regulated, with laws at the federal, state, and local levels. Throughout this paper this research, the author will explore the effect educators have on the juvenile delinquency dilemma. Along the way, ethical issues will arise since the subjects being evaluated are human beings. The school to jail pipeline will be scrutinized and explained more in depth and why the pipeline begins in school. In order to obtain all this valuable information, the researcher must be able to interview educators and actual juvenile delinquents. When conducting the research, the subjects must be able to feel like they are not being coerced or forced into participating.

As a researcher the main idea is to get the most useful information from the participants. An ethical issue that may arise is the free will of the participants to participate or not to participate. The participants must always feel free to leave the study if they do not feel comfortable or for any reason at all. The subjects can’t feel like they are being coerced or forced to participate by either the prison authorities, recruiters for the project or administrators. A way to combat this issue is to have the recruiters, administrators and recruiters sign a letter stating they will not force or coerce any juveniles or educators to participate in the research. The researcher will hold the administrators on the research team responsible to make sure the paper work is complete. The researchers will confirm the participants were not coerced or forced to participate through the interview process. Along with the questions about the research itself, the researchers will perform an entry interview and with the biographical information, the participants will be asked to explain how they came to the project and will be asked to rate the recruiters along the way. The researchers must know at all times how the participant feels.

**References**

American Psychological Association. (n.d.). *Human Research Protections*. Retrieved July 31, 2011, from American Psychological Association database.

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.