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COMPARISON OF SCHOOL PERFORMANCE IN OFFENDERS A MULTIDISCIPLINARY VIEW

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Abstract: It is important to identify the school performance of the delinquent, from the psychobiological and social aspects; a study carried out in the Preventive and Readaptation Center of Puente Grande, Jalisco (2014-2019) to men and women imprisoned for the crime of robbery and homicide. The methodology used was bibliographic, criminological, sociological and law research; with direct and indirect observation of the inmates; including his life story. Data collection was carried out starting from the prison community universe, using a 25% sample, with psychobiological and socio-legal variables. In the discussion and results of the investigation, school performance is significant in the generation of antisocial and/or criminal behaviors, because school life, there were evasions or school absences, learning problems or failure. In conclusion, the antisocial and/or criminal behavior of delinquents present a low rate of education, primary and/or secondary, or else, they leave their studies truncated for various family and/or economic reasons, which encourages them to carry out activities diverse that originate, in the majority of the occasions, the commission of a crime.

Keywords: School performance, education, delinquency, gender, homicide.

INTRODUCTION

The purpose of this investigation was to obtain information to know how school performance is significant in the offender. Therefore, education is how information enters the person and considers learning as a process in which cognitive structures change, due to their interaction with environmental factors.

Authors such as Jean Piaget, Lev Vigostky, Bruner and David Ausubel, in their theories establish that cognitivism is based on the processes that take place behind the behavior and that individual learning necessarily

involves a series of associations that are established in relationship with proximity to other people. In the last two decades, research has been carried out on the educational styles and practices of parents, as well as their influence on the development of children in different environments in which they grow up (Borke, Lamm, Eickhorst & Keller, 2007; Ramírez, 2005; Torío, Peña and Inda, 2008). A wide range of research consistently supports the role of parents as the main agents of socialization for their children (Ato Lozano, Galián Conesa and Huéscar Hernández, 2007; Vielma, 2003).

Both their beliefs and their behaviors have been examined when trying to determine the main components that affect the child's socioemotional development in one way or another (Capaldi, Pears, Kerr, & Owen, 2007; Carballo Vargas, 2006; Jones & Prinz, 2004; Solís-Cámara and Díaz Romero, 2007). Thus, the study of the relationships between fathers/mothers and children and the consequences that these interactions have on child development have been progressively systematized. From this point of view, both the child's behavior and her socio-emotional development would be influenced by parenting practices, understood as observable behaviors of parents from early childhood. But in turn, the child's own behavior, as well as another series of factors inherent to it, would be progressively modulating this type of parental practices (Solís-Cámara and Díaz Romero, 2007). These models highlight another series of factors that intervene and modulate the relationship between parents and children. These are "environmental" factors such as culture, socioeconomic status or the educational level of the parents (Belsky, Bell, Bradley, Stallard & Stewart-Brown, 2006; Giles-Sims & Lockhart, 2005). In this sense, the ecological model proposes that parental behavior is multi-determined by forces that

act in the individual, in the family, in the community and in the culture in which everyone is immersed (Lila and Gracia, 2005).

A second group of factors is related to the parents: sex, previous experience as children and as parents, personality characteristics, educational level, ideas about the evolutionary process and education, and achievement expectations that they place on their children (Borke et al. al., 2007; Calzada, Eyberg, Rich, and Querido, 2004; Chuang and Tamis LeMonda, 2009). Among the factors related to parents, the most systematically associated with family educational styles has been social class, understood as a combination of elements: educational level, profession, income level, and quality of housing (Hill and Bush, 2001). And finally, a third group of variables would be those related to the situation in which the interaction between parents and children takes place: family structure, physical characteristics of the home, and historical context. The number of adults, the number of children, the mother's education, the family income and the parents' perceptions of their own behaviors in raising their children seem to have a relative influence on the behavior of parents towards their children (Shaw, Owens, Giovannelli, & Winslow, 2001).

On the other hand, the study by Zwirs, Burger, Buitelaar and Schulpen (2006) has concluded that both a lack of control and excessive supervision and protection of children can lead to disruptive behaviors in different developmental periods, although with significant differences in function of variables such as ethnicity. Specifically, the use of punishment by parents has been associated with a greater expression of negative affect, and a greater frequency of externalizing behaviors in their children. If mothers use autonomous ways to soothe their children (such as attentional distraction), they also use these strategies as forms of emotional

self-regulation, which leads to effective regulation of their negative reactivity. These authors assume that the educational patterns of parents will produce certain evolutionary consequences for the socio-emotional adjustment of their children. Worrying today is the social adjustment of children to their family and school environment. (Goldstein, Harvey, & Friedman-Weieneth, 2007; Kuppens, Grietens, Onghena, & Michiels, 2009; Larzelere & Kuhn, 2005) and the type of impact these behaviors produce in the family environment (Donenber & Baker, 1993).

Considering the role of parents as agents for the socialization of their children in a multicultural society, some authors (Aunola and Nurmi, 2006; Karreman, van Tuijl, van Aken, and Dekovic, 2009) have highlighted the need to: contextualize family upbringing practices in order to understand its meaning; to know the tools, values and explanations by which certain families develop some particular practices and not others, oriented to the upbringing and education of their children; and to analyze if all these factors facilitate, protect or influence in any way the subsequent development of disruptive behaviors in their children.

Parents can control their children if they know where they are, and they will know if their children tell them. Control and supervision depend more on the flow of communication between the young person and the parent, rather than whether the parent takes the initiative and seeks information about the adolescent's activities. Hence the importance of establishing good parent-adolescent communication channels to prevent certain behaviors. In the specific case of juvenile delinquency, the family variables considered risk factors are: family conflicts; delinquent, cruel, negligent, punishing parents, with weak supervision of the child and erratic discipline (many and very vague orders); that they do

not perceive the child's deviant behavior or are ineffective in stopping it; They are prone to give positive reinforcement to the child's deviant behavior. Risk factors are also considered, although with less consistency: large family size and poverty (Rutter and Guiller, 21).

METHODOLOGY

The investigation was carried out in a criminological way, the investigation methods of sociology, criminology and law were used; identifying through life stories, the criminal problem, where the education received, school, family and society itself participates actively. The crimes of robbery and homicide that they committed and for which they are incarcerated were chosen as representative crimes. For the 25% sample, men and women inmates were chosen at random, from 18 to 35 years old, for each crime (robbery and homicide) from the Preventive and Readaptation Center of Puente Grande, Jalisco (2014-2019).

Among the methods used to obtain the samples, those of criminology, law and sociology investigation were handled, due to the different aspects related to crime and justice that need to be investigated from a sociological point of view, direct, indirect and systematic based on empirical questions, in interaction through observation, interviews with case studies and life histories of the inmates; about beliefs and norms that are governed, and is complemented with field observations, with another type of written material in reference to the problem to be dealt with; in addition to the method *historical, inductive-deductive*. The type of sample used was probabilistic.

RESULTS

Education is significant in the generation of antisocial and/or criminal behaviors, because school life, there were school evasions or absences, learning problems or failure,

behavior problems, integration into gangs, desertion, negative attitude of support on the part of the parents. This type of behavior was detected in adolescence, with his first sexual experiences, drug use, bad friends; contributing to poor performance. Coupled with development in conflicting family and/or environmental environments; work instead of studying, generating self-destructive activities exposed to learning about crime and victimization due to the type of work they do (in canteens, prostituting themselves and consuming drugs).

Number	Age	Percentage
1	25 a 38	83%
2	18 a 24	5.58%
3	Older than 39	11.42%
	TOTAL	100%

Table 1. Inmate criminal ages.

Antisocial/Criminal Behavior	Por delito de robo/homicidio
Members of gangs	2/1
Vagrancy	6/3
Escape from home	6/6
Criminal friendships	5/5
Participation in fights	5/2
use of weapons	2/2
Tattoo	4/2

Table 2. Antisocial/criminal behaviors inmates

Antisocial/Criminal Behavior	No.
Members of gangs	11
Vagrancy	10
Escape from home	8
Criminal friendships	10
Participation in fights	13
Use of weapons	8
Tattoo	12

Table 3. Inmate Criminal Ages.

Number	Age	Percentage
1	25 a 38	72%
2	18 a 24	20%
3	Older than 39	8%
	TOTAL	100%

Table 4. Antisocial/criminal behavior inmates.

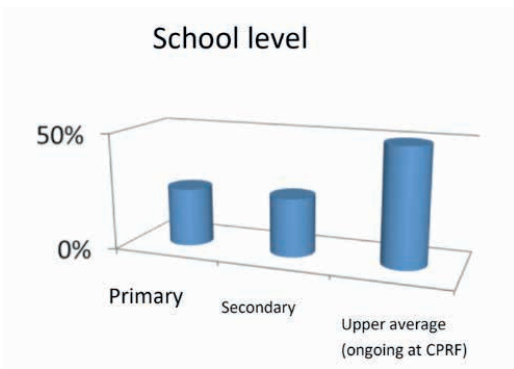
A society maintains its knowledge, culture and values, to preserve the balance in society, but when this is broken, an environment of uncertainty appears, with certain changes in social behavior, in which an important part is education. In this country it has been observed that delinquents have a low level of education, primary and/or secondary only, or poor school performance or leave their studies truncated for various family and/or economic reasons, which encourages them to have to carry out diverse activities that originate, in most cases, the commission of a crime.

Therefore, education is how information enters the person and considers learning as a process in which cognitive structures change, due to their interaction with environmental factors, such as the educational practices of parents and their influence on children, which affect their socio-emotional development, as well as a series of factors that modulate their personality. In this upbringing of children, the various educational patterns and the absence of control such as excessive supervision and protection intervene, which give rise to disruptive and maladaptive behaviors in different evolutionary periods.

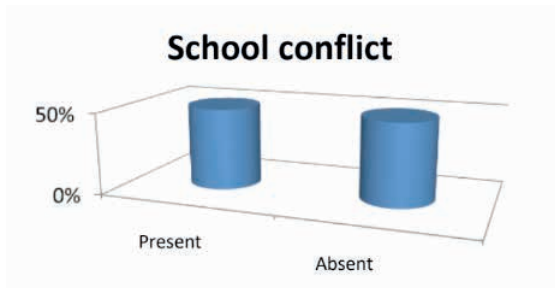
Likewise, they affect the conduct of the family structure, its disintegration, the physical characteristics of the dwelling and the historical context; family conflicts, delinquent, cruel, negligent, punishing parents. Risk factors are also considered, although with less consistency: large family size and poverty, as well as egocentrism, which drives the young person to be rebellious, ignoring the rules of conduct. Another problem is when

adolescents hide their antisocial and/or criminal behavior from their parents, such as sexual relations, drug and alcohol use, petty theft. These actions are risk factors that trigger criminal personalities. Sometimes parents detect some transgressions of their descendants, but have no control over them, becoming more effective police authorities. Hence the importance of establishing good channels of communication between parents and children to prevent certain behaviors.

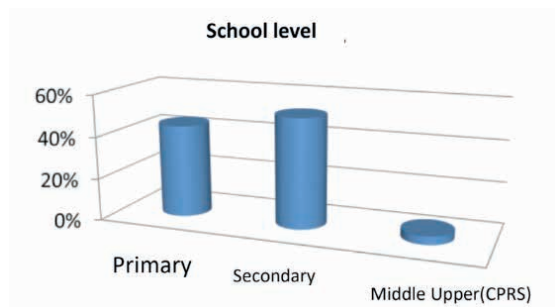
When all means of control fail, and consequently crime results, school education is the only one that is not interrupted when the subjects are confined in penitentiary centers. In Mexico, efforts have been made to provide education services in prisons, among other things, promoting literacy and creating instances such as the decentralized body for prevention and social rehabilitation that is part of the Ministry of Public Security (SSP) established in 2002. But, comprehensive education is limited and is not continued. According to the results of the investigation carried out in the Preventive and Rehabilitation Center of Puente Grande, Jalisco; Education is very important in the generation of criminal behaviors, since at the age of the beginning of their school life and type of school, school evasions or absences, learning problems or failure presented during their school development begin to be pointed out. Reported behavior problems, if he was a member or leader of a school group such as escort, group leader, gang member or leader, reason for dropping out, attitude of parents towards school development (support, indifference, not support, preferring that he dedicate himself to work activities); the values or anti-values learned from their parents.



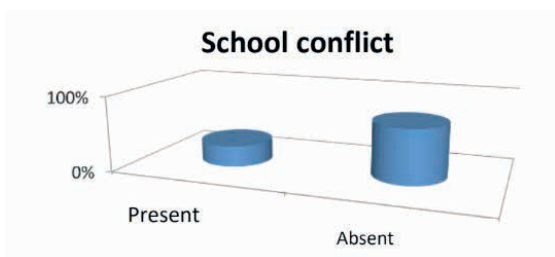
Graph 1. School level inmates



Graph 2. Inmate school conflict



Graph 3. School level inmates



Graph 4. Inmate school conflict

In male and female inmates, the *initiation and/or growth of antisocial and/or criminal behavior* in adolescence, where they had their first sexual and/or sentimental experiences, drugs, bad friendships, among others, which contributed to poor school performance

or definitive absence in their primary or secondary education. The homicides have a low level of education (primary, secondary); all were developed in conflicting environments, be it school, family and/or environmental; tending to occupy themselves, from small to household chores and / or work outside the home in self-destructive activities exposed to learning crime and victimization by the type of work they do, (for example, in canteens, prostitution, clubs).

CONCLUSIONS

School performance is a significant factor in criminal behavior, in correlation with other causes and consequences of their behavior, such as the criminal one. This problem, where the factors are interrelated, for example, drug use, early sexual activity and a multitude of factors related to education, mostly from the family environment; This results in changes in their personality, dependence on drugs and alcohol, psychological disorders, aggressiveness, among others, and that leads them to commit crimes that they would not have committed in other environmental conditions. School performance is significant in the generation of antisocial and/or criminal behaviors. This type of behavior was detected in adolescence, with his first sexual experiences, drug use, bad friends; contributing to poor performance.

The antisocial and/or criminal behavior of delinquents present a low school performance index, since their education was only primary and/or secondary, or, they leave their studies truncated for various family and/or economic reasons, which favors that they have to carry out various activities that lead, in most cases, to the commission of a crime, developing an aggressive personality.

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