

1 Corruption is One of the Variables that Explains the Community 2 Problem of Crime Near Schools in Mexico

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7 **Abstract**

8 In Mexico, as well as worldwide level, school performance is one of the main concerns of the
9 countries. This performance has been affected by the wave of violence the country lives. There
10 are multiple researches that seek to explain the phenomenon of violence in and around the
11 schools, but until now, corruption had not been considered as one of the quantitative variables
12 that can explain this problematic. With data from the Survey of Victimization and Perception
13 of the Public Safety of the National Institute of Statistics and Geography, the records of the
14 students and the coverage rates by the official educational level, through a procedure of
15 multiple linear regression, it was found with a minor significance to 5

17 **Index terms**— school performance, school violence, school crime, corruption.

18 **1 Introduction**

19 social concern is knowing to what extent school performance has been affected from the problem of security. The
20 Organization for Economic Cooperation and Development (OECD) found that in Mexico, 12.8 % of the people
21 reported that they were victims of an assault in the past 12 months, while the OECD average is 3.9 %; the
22 homicide rate in Mexico per 100,000 inhabitants, is 23. 4, still the highest rate in the OECD (OECD, 2015;
23 Llanos, Tovar, 2014).

24 Universities are not exempt from that, their students are affected by violence. In a study made in the northern
25 Mexican state of Sonora, Durazo and Ojeda (2013) revealed that 38% of the students accepted having been
26 victims of some kind of violence, either within their circle near or outside the same, and some 8.3% said they had
27 stopped attending school because of this, causing a huge delay in the ability of learning and in their academic
28 performance.

29 To identify the main variables in the area of security that have an impact on the educational processes, and as
30 part of the projects driven by the Information Subsystem of National Government, public safety and the delivery
31 of justice of the Mexican Government, the National Institute of Statistics and Geography (INEGI) took place
32 between March and April, 2013, the National Survey of Victimization and Perception of Public Safety 2013,
33 people over 18 years old, with the estimated that 18.6 million people identified the existence of crime problems
34 near schools. This population represents 24.6 % of inhabitants of this range of age. The survey found that
35 5.2 % of people, also 18 years old, has abandoned school for fear of being victim of a crime. Also in the same
36 survey, in order to understand the causes of victimization and perception of public safety, it was identified some
37 of the criminal or antisocial behaviors that the population reported with greater frequency in the vicinity of the
38 neighborhood: a) alcohol is consumed in the streets, 64 %; b) there are frequent robberies or muggings, 37 %; c)
39 Drugs consumption, 38 %; d) Gangs or violent gangs, 30 %; e) pirate products are sold, 18%; f) quarrels among
40 neighbors, 19%; g) there is illegal sale of alcohol, 19% of the population (INEGI, 2013).

41 In Mexico, the educational coverage, compared with the OECD member countries, does not have a satisfactory
42 performance, only 19 % of its population of 25 to 64 years old account with a higher education, when 1 Violence
43 is a factor affecting the global education and causes that students do not apply their full potential and result
44 causing, in extreme cases, the abandonment of the enrolment in schools. Many researchers have shown that both,

2 RESEARCH METHODOLOGY

45 students who have the average of the OECD countries is 32%; in the USA 43% and 53% in Canada (OECD, 46 2014).

47 The problem of violence in schools is not unique to Mexico; between July 2010 and June 2011, according to 48 government figures of USA, there were 25 killings of students inside or around schools, that is in addition to the 49 approximately 649.000 thefts and 598.000 violent crimes (Robers, Kemp, Truman, 2013).

50 suffered some type of violence, such as those with high levels of anxiety, are those who on average have a lower 51 academic performance. Aggression and violence affect the student productivity, but the simple fact of seeking 52 this eradication brings multiple benefits, being the main benefit increasing levels of learning. (Cantrell, Parks 53 -Savage, Rehfuss, 2007;Grases, Rigo, 2010).

54 The importance of the involvement of schools and principals thereof, the families and heads thereof, the 55 community as well as the public security authorities, in the prevention and abatement of young people delinquency, 56 has been studied from the theoretical, practical and political points of view. Recent investigations have identified 57 factors that foster the violence in the schools: ? It is shown that school teachers and principals play an important 58 role with respect to the degree of violence to the interior thereof, depending on the degree of supervision they 59 have on the students, stop bickering, keep order in the classroom, monitor coffee breaks or recess and check that 60 in the nearby school smoking is forbidden (Ellonen, 2008). However, all together parents, teachers, students and 61 political leaders continue to seek understanding of the origin of the school violence, to take effective action and 62 attack the root causes, and make schools a safe environment for teaching and learning (Donnelly, 2015).

63 II.

64 2 Research Methodology

65 Hypothesis: corruption is one of the variables that explains the problem of crime community near schools in 66 Mexico.

67 Source of information on the variables to analyze is the following:

68 ? The dependent variables in the percentage of the population older than 18 years that believes that "Y. 69 ? The independent variables of the percentage of the population older than 18 years who believe that: "X5. 70 Criminal prevalence per federal entity"; "X6. Around their homes there is gangs or gang violence"; "X7. Around 71 their homes there are frequent robberies or muggings"; "X8. Around their homes there is illegal sale of alcohol"; 72 "X9. Around their homes there are quarrels between neighbors"; "X10. Around their homes alcohol is consumed 73 in the street"; "X11. Around their home drugs are consumed"; "X12. Around their homes pirate products are 74 sold"; "X13. Because of the insecurity there is poor quality-education"; "X14. Because of the insecurity there 75 are no values at all"; "X15. Because of the insecurity there is alcohol"; "X16. Because of the insecurity there is 76 corruption"; "X17. Because of the insecurity there are little severe punishments to the offenders"; "X18. Because 77 of the insecurity there is unemployment"; "X19. Because of the insecurity there is family disintegration"; "X20. 78 Because of the insecurity there are drugs"; "X21. Because of the insecurity there are members of the police ill"; 79 "X22. Because of the insecurity there is poverty"; "X23. Community problem is the lack of lighting"; "X24. 80 Community problem is violent gangs"; "X25. Community problem there are thefts"; "X26. Due to violence I 81 stopped going to school"; "X27. Due to violence I never left my children going out"; "X28. Due to violence I 82 stopped walking out"; "X29. Due to violence I stopped using public transport"; "X30. Perception of insecurity 83 at school"; "X31. Perception of insecurity in the park or recreation center"; "X32. Perception of insecurity in 84 the public transport"; "X33: perception of insecurity in the street", were estimated for each of the 32 federal 85 states of Mexico, for the year 2013, by the INEGI, through the National Survey of Victimization and Perception 86 of Public Safety 2013.

87 Validity of the information: the databases of the Ministry of Public Education, and the National Institute 88 for the Evaluation of Education, which are used in the present research, for being the governmental institutions 89 responsible there for, it is took for granted that they are valid and reliable, and that it is assumed that a 90 quantification has been made there of. The information provided by the survey from INEGI , is considered as 91 valid and reliable, due to the fact that the design of the survey is probabilistic, stratified, of one stage only for a 92 population of 18 years old people, with a sample size at domestic level of 95.810 houses, Considering is results 93 a confidence of more than 90% Statistical processing: 1. Existential correlations between the dependent variable 94 are calculated: "Y. There is a problem of community crime near the school" against each of the 33 independent 95 variables selected; 2. Independent variables that have a correlation coefficient (?) with countersigns with regard 96 to the dependent variable are discarded, when not having a "theoretical consistency"; 3. With the independent 97 variables not discarded, through the STEPWISE procedure, there is a hypothesis test with the following features: 98 a) There is a multiple linear regression with a statistical significance in the whole of the 5 % of reliability, b) all 99 parameters of the multiple linear regression in the individual are not independent, with a statistical significance 100 of the 5% and c) All the coefficients of the multiple linear regression parameters in the individual are positive, 101 so that there is a positive theoretical consistency ??Gujarati, 1993).

102 **3 III.**

103 **4 Results**

104 With data analyzed to Mexico, national averages and correlation coefficients against the dependent variable were
105 obtained, for each of the independent variables analyzed in the following table presents the data per variable
106 analyzed. When analyzing the information related to education and to the prevailing insecurity in Mexico, the
107 following are highlighted: a) the percentage of the population who do not study a bachelor degree, 46%; together
108 with the efficiency of this terminal degree school, already that the relationship that exists between the beginning
109 and the ending is 64%; b) the percentage of the population who declare that there is consumption of alcohol
110 in the street, 64 %; or c) the percentage of people who declare that the problem in their community are thefts,
111 50%; d) the percentage of people who declare that due to violence, they won't let their children out, 61 %; e)
112 the percentage of people who felt unsafe both public transport, as being out in the street, 58% and 62 %.

113 The independent variables that are eliminated having a correlation coefficient contrary to the dependent
114 variables are: a) terminal efficiency higher middle level; b) net rate of no coverage of the First High School; c)
115 cause of insecurity is the alcohol; d) cause of insecurity is the unemployment; e) cause of insecurity are drugs; f)
116 because of the insecurity there is poverty; g) by violence students abandon school.

117 Once the correlations between the dependent variable are calculated: "Y. There is a problem of crime
118 community near the school" against each of the 33 independent variables. The variables were ruled out when
119 not having a "theoretical consistency". The SWATCH procedure was run, a multiple linear regression was
120 obtained with the parameters of significance wanted. The results of the multiple linear regression are: Number
121 of independent variables 5, a multiple correlation coefficient (R) of 89 %, with a statistical F = 20.29, and a
122 significance as a whole less than 1%. The coefficients of the variables in the multiple linear regression in as an
123 individual are all of them positive significance and with a less than 5% each of them. The straight line of multiple
124 linear regression is: $Y = 0.22 X4 + 0.44 X6 + 0.29 X7 + 0.37 X16 + 0.18 X23 - 27.94$

125 Where the independent variables and its individual significance for the coefficients are: ? X4. Net rate of non
126 coverage of higher middle level (alpha = 3 %). ? X6. Around their homes, there is gang or gang violence (alpha
127 = 0 %). ? X7. Around their homes, there are frequent robberies or muggings (alpha = 1 %). ? X16. Because
128 of the insecurity, there is corruption (alpha = 2 %). ? X23. Community problem is the lack of lighting (alpha =
129 2 %).

130 IV.

131 **5 Discussion**

132 Crime problems in the community near schools is something that will continue existing. But this does not mean
133 that their communities, managers, teachers and administrative staff could not do anything to halt. In Mexico,
134 based on data and results of this research, it was determined significantly that the variables that affect crime near
135 schools are the low coverage of the population with a high or superior education degree, truancy or violent gangs,
136 the consequential frequent robberies and assaults, the lack of public lighting and the problem of corruption. The
137 significant contribution of the present research is reached when the variable corruption was determined that is
138 part of the problem of crime near schools.

139 Knowing the variables that affect crime near schools, the interested parties may work in four lines of action to
140 accomplish good results: a)There is a need to work at the national and local level to raise the rate of population
141 coverage with an education to a high degree level; b) There is a need to work with the help of local security
142 authorities, in order to reduce truancy and gang violence, as well as in breaking down robbery and assaults;
143 c)There is a need to work on behalf of the municipal services to improve lighting near schools, and d) There is a
144 need to work at the national and local levels to reduce corruption, both from schools managers and community
145 authorities, because corruption provokes violence both, by acts of omission as volunteers.

146 The demand of the community to reduce corruption, to control the violence and crime near schools, is of
147 the utmost importance so that students may thrive to reach their potential and raise their educational level in
148 Mexico.

149 In forthcoming the researches may encompass the type of corruption that occurs within the schools and that
150 allows students to create a climate of violence near them.

151 **6 Bibliography**

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Figure 1: 4 Global

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Code	Description
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Figure 2: Table 1 :

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