

Criminology

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Bonding Social Capital and Juvenile Delinquency

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Methods and Tools

The present study will use the data of the fourth sweep of the Edinburgh Study. As longitudinal research, the study selected a cohort of around 4,300 young people of average aged 12 who started secondary school in the City of Edinburgh. The final participation rate was 89%. Due to an increase in pupils, the sample reached 4389 at the fourth sweep. The additional data were collected from different school records, juvenile liaison officer (police) records, a survey of parents. A total of 4273 parents were included for the survey of parents where 4034 (94.4%) were achieved at sweep four of the survey, while the remainder (n=239) were the parents of individuals who did not respond. Most of the data in this regard has been collected through surveys as well as interviews.

A structured administration procedure was adopted, and the questionnaire was administered in exam-like conditions to ensure confidentiality. Data were entered using SIR/FORMS by enhancing data quality control. Various analyses have been conducted using negative binomial regression techniques to test the effect of explanatory and potentially causal factors on delinquency. Various variables that summarise self-reported delinquency have been defined from the 16 to 18 individual items. To deal with skew highly skewed delinquency measures, ordinal negative binomial regression procedures were used after converting the delinquency measure into a variable with five ordered categories (from high to zero).

Dependent Variable

As per Hoffman, delinquency has been considered as the indexing of the responses in the children. These responses are merely based on their participation in such activities that are antithetical to the societal norms and values. Moreover, Hoffman also reiterates the child responses during their interaction with law enforcement or the police. It has been found that the respondents have strongly given the indication about their crimes like stealing from the shops and damaging other things, that purely has not the relation to them.

Besides, further indications that have been given by the child were the hacking of the computer or any online transaction account in the past one year at least. Furthermore, the respondents (children) have also reported about their punishment and the arrest by the police in the past 10 to 12 months (Muntaner, Lynch and Smith, 2001). The selected dependent variables from the dataset include, Noisy or cheek in public, stolen something from school, sold an illegal drug, Vandalised property (refer to the appendix for a complete list of dependent variables selected). Moreover, as per Hoffmann's article, the reason for selecting the

aforementioned variable from the dataset is that the variables are highly associated with delinquent behaviour.

Mainly correlation and different types of negative binomial regression were run to find the relationship between the variables and delinquencies. This type of negative binomial regression has been used because this type of regression is helpful for the study. In this study, bonding social capital will be defined as the sum of 'parental supervision, 'sharing or frank with parents, ' 'parent's trust' and 'time spent with parents at the student level, which helps adolescents lead a peaceful life. The negative binomial regression that has been used in this research would help us to analyse the data accordingly.

Despite the fertility of the concept of social capital and the variety of its application, there is no full consensus on its theoretical meaning or its methodological use. Having applied the concept in various spheres has made it possible to develop better methods of analysis, which in turn has made it possible to specify with greater clarity the many and varied conceptual knots and analytical problems that the notion brings with it: its sources, its components, its extension, its form, its collective or individual character, its formalised or informal dimension, its link with civic culture or only with networks (Berman, 2017). However, the methodological and empirical research exploration carried out so far does not seem to have duly limited the use of the concept but, on the contrary, has promoted it at times in a diffuse way and without contours.

Hence the convenience of presenting the three central perspectives from which the empirical and conceptual developments of social capital have started and which are the most frequent reference. We think that through them, the virtues and problems that accompany the concept can also be framed with better analytical support. Certainly, the trend horizon is not exhausted, nor is the history of its theorising reconstructed. The intention is of a different order: in dialogue with the authors, we wanted to reveal their contributions and thereby contribute to the ordering of the debate.

The authors whose contributions we will address are James Coleman because he is the classic in the formulation of the concept; Robert Putnam for the indisputable influence of his proposal on social capital and civic engagement; and Nan Lin for their contributions to the perspective of networks, framed in social capital, which has become a strong trend of empirical analysis. To select the authors, we are based on two criteria: the aforementioned contributions to the development of the concept and the fact that their analytical proposal has created a stream of empirical studies. This last criterion explains why we have included Lin and not, for example, Granovetter (1973), whose work on social ties has been essential for the development of the concept and constitutes an indispensable reference for all of them.

The exegesis work that we propose seems to us necessary because, although numerous texts systematise the fundamental components of the concept of social capital that the authors that we will analyse support - especially those of Coleman and Putnam - few works have stopped to analyse the theoretical sources of each author in relation to their understanding of social capital and the implications of these different sources for the formulation and management of the concept. The specificity of the understanding of each of them, based on the divergence of theoretical sources and approaches, makes it difficult to synthesise a single formulation of social capital; hence, it is not possible to proceed by mere aggregation. We argue that it is not in the mere "selection of dependent variables" that the divergence between Coleman and Putnam lies, but in the different intellectual traditions and in the approach of each of them.

Critical Independent Variables: Bonding Social Capital

Social capital is a complex, multi-dimensional concept that succinctly captures a range of areas of adolescents' socio-economic life (Dufur et al., 2019). They are socialised through interaction under multi-dimensional relationships. As such, student bonding and ties of the secondary school children, peer group relation, neighbourhood, and social network. The researcher has selected different indicators of social capital as crucial predictors in models. In the present study, the concept 'bonding social capital' is decided to measure through four dimensions/indicators: parental supervision, sharing or frank with parents, parents' trust, and time spent with parents.

The first subset of indicators that the researcher include in models captures the dimension of social capital associated with the parental supervision, which includes juveniles responses to the following seven questions: "How often do parents punish some other way?", "Parents say should not argue with adults", "How often do parents check homework is done?", "How often do parents go to parents evenings?", "How often do parents help if the problem at school?", "How often do parents reply to school letters" "How often parents let you get away with things". The answer to the questions will help to investigate parents' supervision or support at schoolwork and monitoring towards a child or social control efforts of parents over their child. Responses to all questions were coded such that higher values corresponded to more social capital.

The author has also included a second subset of social capital indicators measuring bonding social capital within the secondary school setting (Berman, 2017). The second subset of indicators that the researcher include in my models captures the dimension of social capital associated with the 'sharing or frank with parents' which includes juveniles' responses to the

following questions: "When worried talk to parents about it", "How often argue about what time to come home", "How often keep secrets where go when out", "How often did parents know whom you were going out with" and "How often did parents know what you were doing".

The indicators in this subset will assess to what extent or how frequently juveniles share their worries, time of outing and coming back home, their companions and activities. The third dimension of social capital is associated with the 'parents' trust' under which the researcher has included in my models; one variable includes juveniles' responses to the following question: "Parents trust you to do what you say you will do". This question will help to elaborate on the frequency of parents' trust towards the child. Strong trust is an essential component of bonding social capital (Hoffmann and Dufur., 2018).

The fourth dimension of social capital is associated with the 'time spent with parents' under which the researcher will include in my models four variables which includes juveniles' responses to the following question as "Live most often with mother", "How much spent with parents on weekdays", "How much spent with parents at weekends" and "How often stay at home evenings\weekends". It will help measure how much time parents and children spend together as part of their strong relationship.

I will use the above seventeen variables/questions for measuring the four dimensions of bonding social capital of the respondents. A 17-item (variables) scale will be grouped under four broad categories: parental supervision, sharing or frank with parents, parents' trust, and time spent with parents. The items (variables) will have two to five answers (two to five-point scales) scored from 1 to 5, indicating the higher the score higher the bonding social capital. The score of Eight variables of four dimensions: parental supervision sharing or frank with parents, parent's trust and time spent with parents for each respondent are calculated. In this way, the highest score of bonding capital will be based on this score, through which the delinquency of juveniles will be predicted.

For each dimension of bonding social capital, appropriate statistical tests will be performed to investigate the relationship between delinquency and the mentioned dimensions. Responses to all questions will be coded such that higher values corresponded to more social capital.

Methods of data analysis

The independent variables selected from the Edinburg Study dataset will be recoded as requirements. Data will be presented using univariate, bivariate and multivariate tables as well as through charts. Appropriate statistical tests will be used to see the significance of the

relationship between bonding social capital and delinquency. SPSS shall be used to analyse the data.

Theoretical Implications

Dependent upon accepting the proposed hypotheses, this research could have several theoretical implications mainly centred on the youth and education policy, attachment of students in juveniles' lifestyle and corrections and bonding social capital. However, juveniles are being derailed due to industrialisation, urbanisation, and individualism. Many studies show that bonding social capital investment is essential to decrease the possibility of committing criminal acts by juveniles. The results of this project could also provide insight into where best to utilise programs aiming to promote quality secondary school life, time, effort and parental support investment and bondage to reduce delinquencies.

Possible Limitations of the Study

A variety of difficulties may arise in the conduct of this research. This study may encounter many limitations. For instance, there are many debates on the universal definition and measurement of social capital and its association with adolescents' behavioural outcomes. Consequently, it is challenging to produce valid and reliable knowledge on the issues.

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