

EDUCATIONAL ENVIRONMENT AND CHANGE IN CRIMINAL BEHAVIOUR: A QUANTITATIVE STUDY OF EDUCATIONAL ENVIRONMENT CONDITIONS AND CRIMINAL BEHAVIOUR

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Abstract

Among all social environments, educational environment is an important factor which contributes to the development of behavioural norms social values, knowledge, social skills and mechanism of social control. Some elements of educational environment like education curriculum, character building programs, teaching methods, educational opportunities, vocational education, and teacher student relation may be considered as important to understand the changes in Criminal behaviour. This study focused on examining the association between educational environment and change in criminal behaviour using quantitative data collected from 384 respondents of the district North Waziristan previously known as FATA Pakistan. The variable educational environment was measured by ten questionnaire items which covered curriculum, moral education, teaching methods, educational opportunities, school dropouts, character building programs, discipline, vocational education, educational reforms and teacher student relationships in school. Reliability analysis showed excellent internal consistency for educational environment scale, Cronbach's $\alpha = 0.974$. Descriptive results demonstrated a consistently high affirmative responses across all individual items ranging from 80.7% to 82.8%. At item level analysis the Pearson's Chi-Square and Fisher's Exact Test were utilized to find out association between these ten individual questionnaire items and change in Criminal Behaviour. All items indicated statistically significant results with fisher's exact test and Chi Square results with p values ranging from 0.016 to <0.001 . Similarly, at the composite level analysis both the variables were statistically significant at Pearson's $\chi^2(4) = 321.214$, $p < 0.001$. the results produced statistically significant relationship between educational environment and change in criminal behaviour. However, it is worth mentioning here that as this study was cross sectional and based on bivariate association and therefore, does not show the proof of causation. The study ends with the findings that educational reform, effective teaching methodology, educational opportunities, positive institutional relationships, moral education and supportive school environments deserve consideration within broader criminological prevention strategies.

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I- INTRODUCTION

Criminal behaviour is influenced by a wide range of social variables like economic cultural interpersonal, institutional, and environmental circumstances. From a criminological perspective, the educational environment or institution most important variable as it provides structured environment where individuals develop behavioural patterns, moral understanding,

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social interactions, cognitive skills and insight of legitimate social norms (Bronfenbrenner, 1979, Hirshi, 1969).

Education according to Imam Ghazali and Allama Muhammad Iqbal is not limited to the acquiring of academic qualifications; however, it encompasses educational organization of schools and educational settings, curriculum, teaching practices and character building programs. These aspects can influence the socialization processes through which individuals differentiate between acceptable and unacceptable forms of behaviour.

The literature reviewed in this study discovers several theoretical perspectives connecting education with criminal behaviour. Social control perspectives urge the importance of social bonds and institutional connection in daunting deviant behaviour, while Strain perspective shows the possible consequences of educational disadvantage and block legitimate opportunities. Similarly, the social learning perspective emphasizes on the role of behavioural models and social interconnectivity. Human Capital Perspective further highlights the education may change legitimate opportunities and perceived cost and benefits related to criminal behaviour (Agnew, 1992, Bandura, 1977, Hirshi, 1969. Lochner & Moretti, 2004).

The pragmatic analysis in this paper is based on 384 respondents from the less privileged and deprived area of North Waziristan KPK Pakistan. Ten individual items were utilized to measure the educational environment and their relationship to the change in Criminal Behaviour at both composite and individual levels.

1. Problem Statement

Crime prevention is often discussed in terms of active policing, punishments, law enforcement regulations and economic circumstances, whereas the educational environment may attain comparatively less consideration as an institutional perspective of behavioural development. However, the educational institutions are among basic socializing organizations through which individuals develop values, interpersonal skills, discipline and sense of responsibility and awareness of social acceptability (Cohen et al, 2009).

Less educational opportunities, school dropouts, ineffective teaching methodologies, inadequate character building programs, discipline malpractices and weak teacher student relationships may be related to behavioural outcomes. While on other hand, effective educational reforms, vocational training programs, moral education, supportive relationships between teachers and students and the most importantly constructive school environment may be associated with more socially acceptable behaviour (Cohen et al, 2009. Lochner & Morreti, 2004).

The statement of the problem discussed in this study is that whether the educational environment is statistically associated with Change in Criminal Behaviour among the respondents sampled in this study.

2. Objective of the study

- The explicit objective of this paper is “to examine the association between educational environment and Change in Criminal Behaviour”.
- More explicitly, the study observes whether the ten individual items of educational environment are associated with Change in Criminal Behaviour and whether the

overall Educational Environment composite is significantly associated with the dependent variable.

3. Research Question

The research question addressed in this paper is:

1. Is there any relation between environmental factors and criminal behaviour?
2. For this study, Environmental factors are operationalized through the educational Environment construct.

4. Hypothesis

The hypothesis tested is derived from the educational environment element of the study:

H₁: There is a significant association between environmental factors and change in criminal behaviour.

H₀: There is a significant association between environmental factors and change in criminal behaviour.

In the present paper, environmental factors are represented by the Educational Environment construct.

II- LITERATURE REVIEW

5. Theoretical Framework

5.1 Human Ecological Approach

The Human Ecological Approach provides a suitable broad framework for examining criminal behaviour in relation to the social environment in which individual live, learn, interact and develop. Instead, treating Criminal Behaviour entirely as an individual characteristic, an ecological viewpoint recognizes the importance of institutional and social surroundings (Bronfenbrenner, 1979).

Educational Environment is an important element of individual's social environment. Therefore changes in educational environment like social relationships, discipline, curriculum, and opportunities may therefore be relevant to behavioural activities (Bronfenbrenner, 1979).

Educational environment is conceptualized as a multidimensional organizational environment rather than a single individual characteristic. Therefore the Human Ecological Approach is specifically useful for the present study (Bronfenbrenner, 1979).

5.2 Social Control Perspective

Social Control Theory offer another theoretical foundation as strong social bonds, institutional attachment, supervision, commitment and recognition of social norms can discontinue deviant behaviour. These social bonds can be developed by educational institutions by providing structured routines, supportive relationships, moral guidance, discipline and prospects for constructive participation (Hirschi, 1969).

The appraisal of the literature in this study specially connects educational institutions with social control and organizational cohesion. Same as educational institutions successfully

ascertain meaningful relationships and reinforce acceptable norms; they also provide an environment favorable to behavioural regulation (Hirschi, 1969. Cohen et al, 2009).

5.3 Strain Theory

Strain Theory provides a corresponding explanation to the phenomenon being discussed in this study. Educational Environments can produce or alleviate forms of strain associated with attainment, opportunity, competition and block legitimate opportunities. As educational institutions' expectations are accompanied by inadequate opportunities or support, individual may experience frustration, alienation and stress in same situations (Agnew, 1992).

The study considers Strain Theory as a relevant perspective to educational environment. Educational environment may cause disadvantageous and inadequate legitimate opportunities which alternately produce stress associated to deviant behaviour (Agnew, 1992).

5.4 Social Learning Theory

This theory also provides a meaningful explanation because educational environment involve regular interaction between students, teacher, peer, administration and other related members of the educational organizations. Behaviours can be learned through observations, interactions, imitations and reinforcement (Bandura, 1977).

A constructive educational environment often provide positive behavioural models whereas, weak or less supervised or inadequate positive role models may be the reason for less effective behavioural regulations (Bandura, 1977).

5.5 Human Capital Perspective

Human capital perspective serves as a supplementary economic system. Education can increase legitimate economic source opportunities and enhance the expectations ratio to lawful employment. The thesis literature connects improvements through reforms in educational quality with greater legitimate opportunities and through which expect to reduce the alternative criminal behaviouralism. These theoretical perspectives are highly corresponding rather than mutually limited. Educational environment is operationalized through social control, social learning, cognitive and moral development, legitimate opportunities and institutional affection (Lochner & Moretti, 2004).

6. Review of Relevant Literature

The literature reviewed in this study revealed that education environment and criminal behaviour are connected through many dimensions. Educational mechanism not only influence the mere educational attainment but also supplement the moral development, socialization, cognitive competence, behavioural expectations, and support for legitimate job opportunities (Bronfenbrenner, 1979. Cohen et al, 2009. Lochner & Moretti, 2004). Lochner and Moretti's work is especially relevant to the education crime relationship. The work examines the relationship between educational attainment and its effect on change in criminal behaviour. The thesis literature says that necessary schooling and educational attainment have been associated with change in criminal behaviour. More explicitly, violent crimes and property crimes are more profoundly reduced due to quality of educational environment. This literature also notice that much of the literature focuses on structure and quantity of education instead of the detailed quality of curriculum and pedagogy (Lochner & Moretti, 2004).

The literature on educational environment also highlights the importance of educational pathways. The thesis review testifies evidences relating downward educational mobility with increased criminal propensity and vice versa (Lochnere & Moretti, 2004).

Educational reforms are also specified as an important tool to change criminal behaviour in positive direction. The literature reviewed specifies that school reforms which incorporate discipline, social dynamics, teaching methodology, close supervision and structured curriculum may contribute to behavioural improvement (Cohen et al, 2009).

Among all these, curriculum is the most important element as educational content can incorporate academic knowledge as well as moral education, cognitive skills, socialization, self control, compassion and conflict resolution skills. The literature reviewed emphasizes on the practicality in combination with moral, social, and educational purposes rather than mere academic attainment (Cohen et al, 2009).

Teaching methodology is another important element which play a pivotal role in developing positive behaviouralism. The participatory and interaction oriented approaches can increase positivity in the objectivity of this dimension. These approaches help develop better socialization, responsibility, self-efficacy, and positive behavioural development (Cohen et al, 2009. Bandura, 1977).

The literature therefore offers a multidimensional conceptual ground for examining educational environment in relation to change in criminal behaviour. This study adds empirical evidence by examining ten specific educational environment indicators and their composite association with change in criminal behaviour.

III- METHODOLOGY

a. Research Design

The study utilized a quantitative research design. The analysis reported in this paper is based on cross- sectional questionnaire survey data collected between 2024 and 2026.

The paper focuses on the relationship between education environment explanatory construct as an independent variable and change in criminal behaviour as a dependent variable.

b. Study Sample

The analysis was based on 384 respondents from North Waziristan KPK. The dataset consisted valid responses for the educational Environment indicators used in this paper.

c. Measurement of Education Environment variable

The independent variable, Educational Environment was measured through ten questionnaire item:

1. Change in educational curriculum influence change in criminal behaviour.
2. Moral education in schools reduces criminal behaviour.
3. Effective teaching methods promote law abiding behvaiour among students.
4. Lack of educational opportunities likely increase criminal behaviour.
5. School dropout rates contribute to change in criminal behaviour.
6. Character-building programmes in schools influence criminal behaviour.
7. Changes in school discipline policies can prevent criminal behaviour among students.
8. Vocational education helps reduce criminal behaviour.
9. Supportive teacher student relationships play a role in preventing criminal behaviour.

10. Modern educational reforms help prevent criminal behaviour.
11. The construct items cover curriculum, moral education, teaching methodologies, educational opportunities, school dropout, character development, discipline, vocational education, teacher-student relationships and educational reforms.

d. Reliability analysis

Reliability analysis was conducted to measure the internal consistency using Cronbach's Alpha. The ten item scale produced $\alpha = 0.974$, indicating excellent internal consistency.

e. Statistical Analysis

SPSS software was used to conduct statistical analysis utilizing two levels, item level and composite level.

First, each educational environment individual item was cross tabulated with change in Criminal behaviour. Pearson's Chi-Square Test was conducted was used to analyze statistical association between the individual items of independent variable and dependent variable along with Fisher's Exact Test was also utilized for small expected cell frequencies where available.

Second, the ten educational items were categorized to a composite and was cross tabulated with change in criminal behaviour. Only Chi square test was used to measure the association between the composite of the independent variable and dependent variable. The significance level was at $p < .05$.

As the study was cross-sectional bivariate analysis, statistical significance is interpreted as association instead of causation.

IV- RESULTS

a. Reliability of the educational environment Scale

Table 1: Reliability statistics for the Educational Environment

Construct	Number of Items	Cronbach's Alpha
Educational Environment	10	0.974

The educational environment construct produce excellent internal consistency with a *Cronbach's Alpha coefficient of 0.974* across all its ten items. The coefficient shows that the construct items were internally consistent with a high degree and were sufficiently reliable for subsequent statistical analysis.

b. Descriptive Analysis of variable educational environment

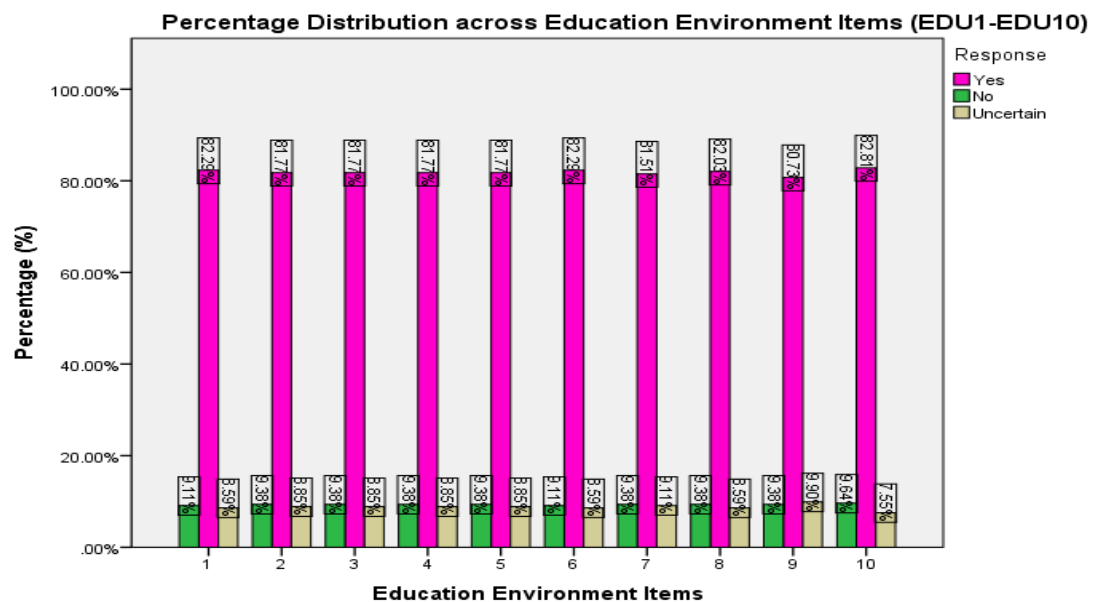
Table 2 *Frequency Distribution of educational environment items (N = 384)*

No	Educational Environment Item	Responses		
		Yes n (%)	No n (%)	Uncertain n (%)
1	Changes in curriculum influence criminal behaviour	316 (82.3)	35 (9.1)	33 (8.6)
2	Moral education in schools reduces criminal behavior	314 (81.8)	36 (9.4)	34 (8.9)
3	Effective teaching methods promote law-abiding behaviour among students	314 (81.8)	36 (9.4)	34 (8.9)
4	Lack of educational opportunities likely increase criminal behaviour	314 (81.8)	36 (9.4)	34 (8.9)
5	School dropout rates contribute to criminal behaviour	314 (81.8)	36 (9.4)	34 (8.9)
6	Character building programmes in schools influence criminal behaviour	316 (82.3)	35 (9.1)	33 (8.6)
7	Changes in school discipline policies can prevent criminal behaviour among students	313 (81.5)	36 (9.4)	35 (9.1)
8	Vocational education helps reduce criminal behaviour	315 (82.0)	36 (9.4)	33 (8.6)
9	Supportive student teacher relation play a role in preventing criminal behaviour	310 (80.7)	36 (9.4)	38 (9.9)
10	Modern educational reforms help prevent criminal behaviour	318 (82.8)	37 (9.6)	29 (7.6)

Source: Field Survey, 2024-2026 (N= 384)

The descriptive table shows highly consistent affirmative responses pattern though out the variable. The proportion selecting yes ranged from 80.7 percent to 82.8 percent across all ten items. The modern educational reform was the highest affirmative responses recorded item with 82.8%, whereas, educational curriculum and character building programs were recorded 2nd highest responses items with 82.3% each. The supportive teacher student relationship was recorded lowest among the affirmative responses with a value of 80.7%. The relativity of the educational environment with change in criminal behaviour is demonstrated by the narrow distribution of affirmative responses among all ten items of this variable. Importantly these responses presentation do not show the causation, these are the perception of the respondents only. Same data is presented in form of graph in figure 1 below.

Figure 1 Frequency distribution of responses in educational environment



c. Item level Bivariate Analysis

All educational environment indicators were tested against Change in Criminal Behaviour using Pearson's Chi-Square and Fisher's Exact Tests. Table below shows association between Educational Environment and Change in Criminal behaviour.

Table 3 Association between Educational Environment And Change in Criminal Behaviour

Item	Pearson's χ^2	Pearson's	Fisher's	Fisher p	decision
Eduenv1	11.603	.021	10.695	.024	Significant
Eduenv2	320.987	< .001	182.188	< .001	Significant
Eduenv3	320.987	< .001	182.188	< .001	Significant
Eduenv4	12.443	.014	11.623	.016	Significant
Eduenv5	320.987	< .001	182.188	< .001	Significant
Eduenv6	331.407	< .001	188.487	< .001	Significant
Eduenv7	310.908	< .001	176.900	< .001	Significant
Eduenv8	12.009	.017	11.134	.019	Significant
Eduenv9	281.673	< .001	161.694	< .001	Significant
Eduenv10	325.883	< .001	277.311	< .001	Significant

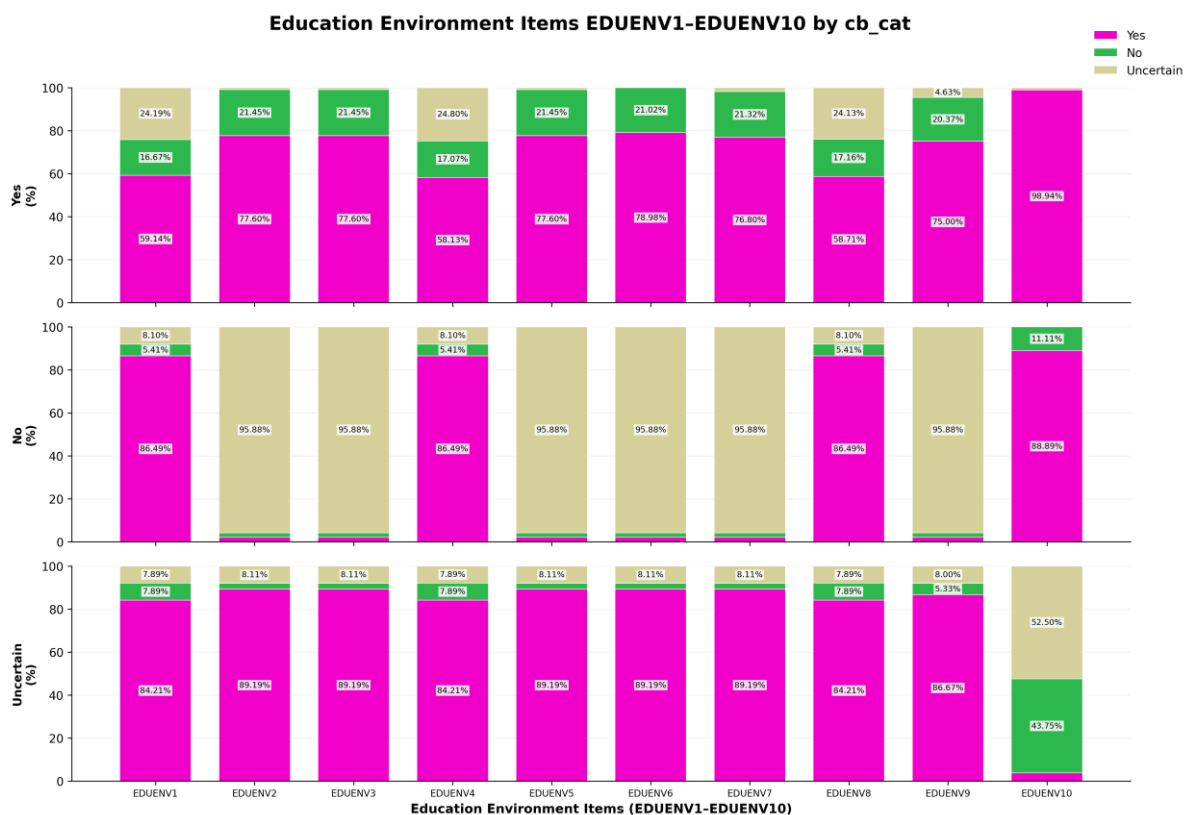
Source: Field Survey, 2024-2026 (N= 384)

The item level findings show a consistent pattern with a statistically significant association of educational environment with change in criminal behaviour. The Pearson's Chi Square p-value for all ten were recorded below .05 and importantly, Fisher's Exact Test results were also statistically significant for all ten items. The first question item produce Pearson's chi square $\chi^2 = 11.603$, $p = .021$ with Fisher's Exact value of .024, even with the difference of small value the result was significant under both tests. Moreover, moral education and effective teaching methodology produced relatively higher values of Pearson's Chi Square with statistics of 320.987 with exact p-values below .001. Similarly, school dropouts, character building programs, school discipline, teacher student relationship and educational reform items showed highly significant results.

The Results for Educational opportunities produced Pearson's Chi Square $\chi^2 = 12.443$, $p = .014$ and Fisher's Exact Value $p = .016$ which was highly significant. Vocational training education produced Pearson's Chi Square $\chi^2 = 12.009$, $p = .017$ and Fisher's Exact Test with $p = .019$ showing statistically significance.

Overall, all ten items of the educational environment construct were statistically significant under both the Pearson's Chi Square and Fisher's Exact Tests. Hence, the item level evidences a consistent pattern of association between all ten items of educational environment and Change in Criminal Behaviour. Same data is shown in figure 2 below.

Figure 2 Item level Association between Education Environment and Change in Criminal behaviour



d. Composite Level Bivariate Analysis

The ten items of educational environment variable were categorized as a composite variable by taking mean of all the individual items and then rescaling the responses into 3 categories like other individual variables and was cross tabulated with change in criminal

behaviour categorized variable. Table 4 elaborates the results of analysis and figure 3 is graphical representation.

Table 4: Composite Level analysis of Education Environment composite and Change in Criminal Behaviour

Explanatory Factor	Pearson χ^2	df	p-value	Decision
Educational Environment	321.214	4	< .001	Significant

Note: n= 384 Statistical significance was measured at $p < .05$

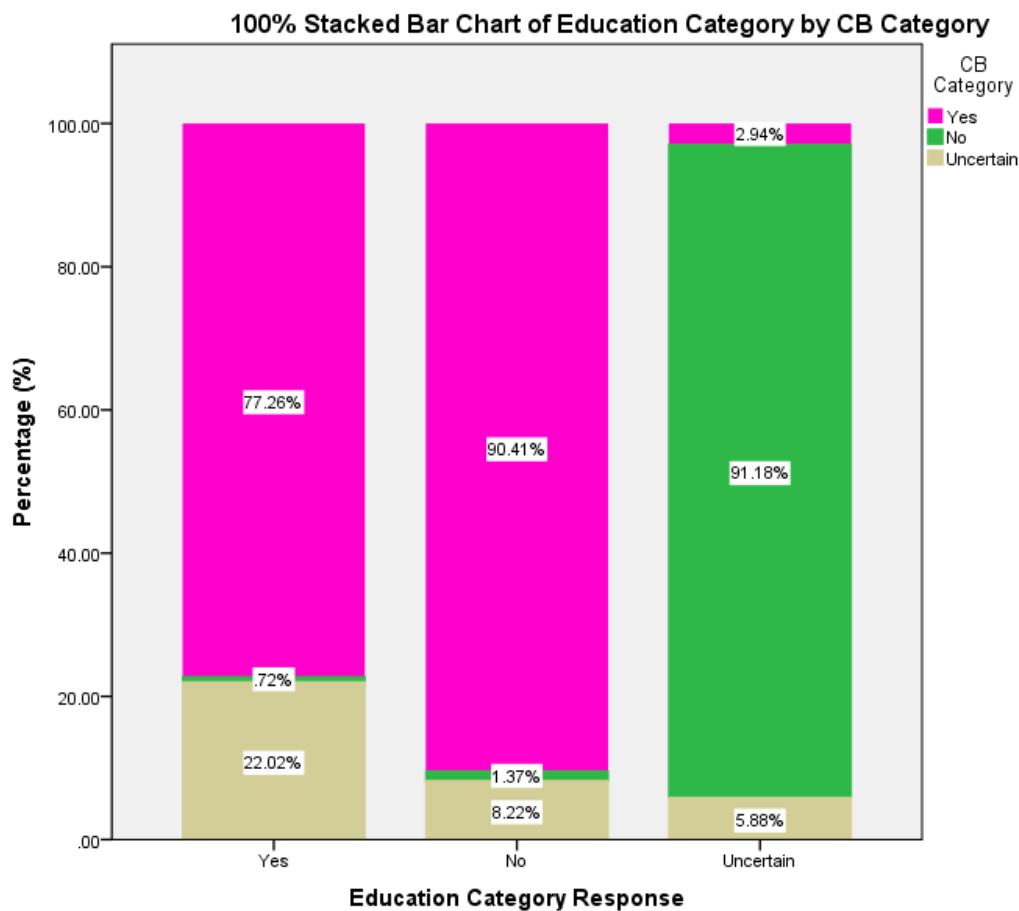


Figure 3 Association between Educational Environment and Change in Criminal Behaviour

The composite level results shows statistically significant association between the two variables, independent variable (educational environment) and dependent variable (Change in Criminal Behaviour). Pearson's $\chi^2 (4) = 321.214$, $p < .001$. Since the p-value is considerably below .05, the null Hypothesis of statistical independence is therefore rejected. The result shows that the distribution of Change in Criminal behaviour is different significantly across the categories of Education Environment.

Table 5 shows the cross tabulation of the Educational Environment and Change in Criminal Behaviour.

Table 5 Cross tabulation of the Educational Environment and Change in Criminal Behaviour

Educational Environment	CB: Yes	CB: No	CB: Uncertain	Total
Yes	214	66	1	281

No	2	1	31	34
Uncertain	61	6	2	69
Total	277	73	34	384

Pearson's $\chi^2(4) = 321.214$, $p < .001$

The cross tabulation results show a distinct difference in the distribution of Changes in Criminal Behaviour across Educational Environment construct. Respondents classified as Yes for Educational Environment among these 214 were classified Yes for Change in Criminal Behaviour, 66 as No and 1 as uncertain. Similarly, respondents classified as No (31) for Educational Environment were classified Uncertain for Change in Criminal Behaviour, whereas, only 2 were classified as Yes and 1 as No. Moreover, respondents classified as Uncertain for Educational Environment (61) were classified as Yes for Change in Criminal behaviour (6) were in category No and 2 were Uncertain.

The Pearson's Chi Square results ensure that these practical differences are statistically significant. So, the composite analysis shows proof that educational environment is significantly associated with Change in Criminal Behaviour in the study sample.

V- DISCUSSION

The results of the study show a consistent statistical association between Educational Environment and Change in Criminal Behaviour. Individual item level and composite level analysis showed statistically significant results. At the descriptive level, almost four fifths of the respondents opted for affirmative response for every Educational Environment indicators. The pattern ensures the broad recognition among the population of the relevance of Educational conditions to the criminal behaviour. The results are specially noticeable as the variable Educational environment was operationalized not only for academics but also for curriculum, methodology, moral education, discipline, vocational education, character building, school dropout, teacher student relationships, and educational reforms.

The result related to education curriculum is compatible with the theoretical perspective that education performs a socializing function along with academic attainment. Socially acceptable values are provided by education curriculum which incorporates moral development, social responsibility, life skills and behavioural proficiency (Cohen et al, 2009).

The significant findings for moral education is consistent with the social control perspective which argues that educational institutions can reinforce norms and provide structured opportunities for the internalization of social acceptable behavioural standards. The finding does not ascertain that moral education itself causes changes in criminal behaviour, however, it shows that respondents' classification on this item were statistically associated with Change in Criminal Behaviour (Hirschi, 1969).

Statistically significant association involving teaching methodology, supplements the argument that educational quality is multidimensional. The literature reviewed insists that participatory learning, positive behavioural support, classroom management, interaction and restorative practices are the components of constructive educational environments (Cohen et al, 2009, Bandura, 1977).

Similarly, the results regarding educational opportunities is theoretically relevant to strain and human capital perspectives. Perceived limitations in educational opportunities often

limit the pathways for personal and economic augmentation. On the other hand, accessibility creates opportunities and meaningful education strengthens these legitimate opportunities (Agnew, 1992. Lochner & Moretti, 2004).

Moreover, school dropouts also showed a significant association with the dependent variable. The results are consistent with the literature reviewed in this thesis. The literature identifies educational disengagement and downward pathways as relevant to criminal propensity (Lochner & Moretti, 2004).

Character building segment of the study is statistically significant in association with change in criminal behaviour and is more relevant to socialization and social control perspectives. Educational institutions serve as structured settings where responsibility, self control, cooperation, respects for others and socially acceptable conduct is reinforced (Hirschi, 1969. Bandura, 1977).

The reinforcement entities are studied in discipline policies in this thesis and are significantly associated with the change in criminal behaviour. However, the result of this construct does not argue that stricter punishment necessarily reduce criminal propensity but indicates that respondent's perceptions concerning changes in criminal behaviour were statistically associated to the dependent variable. Consistency in discipline, fairness, supervision, positive behavioural support and constructive engagement can play a role in behavioural changes rather than mere punitive rules (Hirschi, 1969. Cohen et al, 2009).

Vocational training element of the construct educational environment was also significantly associated with the dependent variable and support for the broader human capital understanding of education. Vocational education is relevant because it connects learning with practical skills and legitimate resources and opportunities. The thesis literature identifies educational quality and employability as potential mechanism relating vocational education with criminal behaviour (Lochner & Moretti, 2004).

Teacher student relationships item was also statistically significant and associated to change in criminal behaviour. The result importance is relevant to the institutional relationships development of the social environment. Supportive relationships may strengthen organizational attachment and societal bonds, whereas, weak relationships may affect the strength of sense of belonging and institutional bond (Hirschi, 1969. Cohen et al, 2009).

At the end of the elements of the educational environment construct, the 'modern educational reforms' was also found significantly associated to the change in Criminal Behaviour. The supportive argument about this item is that educational settings should be analyzed as changing social institutions instead of static structure regarding academic attainment. Moreover, the literature reviewed in this thesis also emphasizes on the structural reforms, curriculum development, pedagogical modernization and modern institutional improvement as linked aspects of the educational environment change (Cohen et al, 2009)..

The composite level finding fortifies the item level results. The Pearson $\chi^2(4) = 321.214$, $p = < 0.001$ shows a statistically significant association between Educational Environment composite construct and Change in Criminal Behaviour. The uniformity between item level indicators and composite measure shows convergent empirical evidence within this dataset.

Even so, the magnitude of the Chi Square statistic should not be interpreted as an effect size or causal influence. Chi Square measure departure from statistical independence and sample size and the structure of the contingency table may affect it. Finally, it is obvious that the findings of this study establish statistical association rather than causation.

Relationship with the Theoretical Framework

The pragmatic findings supplement the relevance of the theoretical perspectives used to conceptualize Educational Environment and its association with Change in Criminal Behaviour (Bronfenbrenner, 1979).

The foremost, is that these findings are compatible with the Human Ecological Approach as the results show that an institutional environment is statistically associated to the perceptions of changing criminal behaviour (Hirschi, 1969).

Following the first reason, the results are consistent with social control perspectives, especially because curriculum, moral education, discipline, character building, and teacher Student Relationship all were significant association with change in criminal behaviour. Such dimensions represent mechanisms through which educational institutions may establish social connections and behavioural prospects (Bandura 1977).

Following the second, the results are consistent with social learning theory because teaching environment and institutional interactions provide settings in which individual learn behavioural patterns (Bandura, 1977).

The final reason is that the significance of educational opportunities and vocational education is compatible with the strain theory and human capital perspectives which argues legitimate opportunities and consequences blocked or available opportunities (Agnew, 1992. Lochner & Moretti, 2004).

The results therefore support a multidimensional perceptive of Educational environment instead of a single mechanism explanation.

VI- CONCLUSION

The study scrutinized the association between Educational Environment and Change in Criminal Behaviour on a sample of 384 respondents of North Waziristan. The education environment construct showed excellent internal consistency with Cronbach's Alpha coefficient of .974. Descriptive analysis demonstrated high affirmative responses across all ten individual indicators ranging from 80.7 percent to 82. Percent.

The item level analysis showed consistent results. All ten individual items were statistically significantly associated with Change in Criminal Behaviour under both Chi Square test And Fisher's Exact Test. These items included curriculum, moral education, teaching methodology, educational opportunities, school dropout, character building programs, school discipline, vocational education, teacher student relationships and educational reforms.

At the composite level analysis educational environment demonstrated significant association with Change in Criminal Behaviour producing Pearson's Chi Square $\chi^2(4) = 321.214$, $p < .001$.

On the basis of composite level findings the null hypothesis H_{01} is rejected and H_{11} is supported.

H₁₁: There is significant association between Environmental Factors and Change in Criminal Behaviour.

Within the of the present study, environment process factors were shown by Educational Environment.

The results thus indicate that educational conditions are an important aspect to consider when examining criminal behaviour. However, the study does not ascertain that educational environment changes cause change in criminal behaviour. The cross sectional bivariate analysis represent statistically significant association.

Recommendations for Future Research

1. Future research should evaluate whether changes in educational environment head changes in criminal behaviour.
2. Future research should follow multivariable statistical techniques to examine the educational environment contribution while controlling other factors like social, economical, cultural, peer influences and jurisprudential as examined in this study.
3. Researchers should study individual educational dimension evaluated in this study through qualitative interviews with students, teacher, administrators and organizational stakeholder related to the variable.
4. Future research should separately examine all the forms of educational interventions like curriculum, reforms, vocational education, moral education, school discipline and teacher student relationships.
5. Researchers should conduct comparative research to know the observed relationships dynamics in rural and urban settings.
6. Future studies should report effect sizes as Cramer's V along with significance tests to differentiate between statistical significance and practical magnitude.
7. Utilizing mix-method research approach may elucidate the specific mechanism. This may examine the influence of educational environment on criminal behaviour.

15. Contribution of the Study

The main contribution of this study is its multidimensional readiness of educational environment instead of measuring educational environment through years of schooling or educational achievement. The study examines ten separate educational and institutional aspects.

The empirical findings show that item level analysis was statistically significantly associated with change in criminal Behaviour under both the chi- square test and Fisher's Exact test. And the composite analysis was also statistically significantly associated. This provides pragmatic support for considering Educational Environment as a multidimensional criminological factor and provides a foundation for future research examining Educational institutions as part of broader crime prevention frameworks.

16. Final Statement

The evidence from the present study illustrates a statistically significant relationship between Educational Environment and Change in Criminal Behaviour. The findings consistency across all ten individual items and the composite level analysis strengthens the pragmatic relevance of the construct within the study.

The suitable explanation is one of the statistical associations and do not represent causal influence. Therefore, Educational Environment should be comprehended with significant association dimension with changes in criminal behaviour within the present sample whereas, the causal mechanisms need further investigation through longitudinal and multivariable research.

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