

## Investigation the role of education and social responsibility in reducing perceived crimes among students (Case study: the Persian Gulf Special Economic Zone)

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### Abstract

**Introduction:** The present study aimed to investigate the role of education and social responsibility in reducing perceived crimes among students (Case study: the Persian Gulf Special Economic Zone).

**Methodology:** This research is a quantitative and descriptive-exploratory study carried out with the aim of practical application and based on data collection methods. The target population of the study consisted of residents (parents of students) of local and border areas within the Persian Gulf Special Economic Zone in ۲۰۲۲. A sample of ۵۰۰ participants was selected using an accessible sampling method and they answered questionnaires. Data were collected using The Responsibility for Student Achievement Questionnaire of (Guskey, ۱۹۸۷). The Corporate Social Responsibility Questionnaire of Carroll (۱۹۹۱), and The Crime Prevention Questionnaire of Imani (۲۰۱۵). Cronbach's alpha was used to calculate the reliability coefficient. The data were analyzed using Path Coefficient and Amos۲۲ software.

**Findings:** The results of the study showed that social responsibility has a positive and significant relationship with education ( $p < .۰۱$ ). Social responsibility had a positive and significant impact on reducing perceived crime rates. Furthermore, the relationship between social responsibility and education in reducing perceived crime rate has been confirmed ( $p < .۰۱$ ).

**Conclusion:** Based on the findings, it can be concluded that through the use of social responsibility education, efforts can be made to reduce perceived crimes among students in Persian Gulf Special Economic Zone. By incorporating the principles of social responsibility into curricula, students can develop a deeper understanding of the consequences of their actions and the importance of ethical behavior.

**Key Words:** Social responsibility, Education, Perceived crime, Persian Gulf.

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## **Introduction**

The concept of responsibility has become an increasingly more important phenomenon today. In this regard, educators believe that, particularly starting from preschool period, students have the sense of responsibility. Responsibility is defined as the awareness of a person concerning his/her behaviors or any event in his/her realm of authority, or his/her undertaking the consequences of his/her behaviors and the events (Darling-Hammond et al., ۲۰۲۰). According to (Bodaghi et al., ۲۰۲۰), responsibility is defined as taking care of oneself and others, fulfilling our obligations, participating in the society, coping with pain, and building a better world. In this context, one of the functions of responsibility is to establish a genuine relationship between the individual and the community, leading to the integration of the individual into society. A responsible individual possesses the necessary awareness and consciousness to fulfill their responsibilities and strives to act in accordance with their duties in society (Arazmjoo et al., ۲۰۲۰). One of the institutions that can help assume this responsibility and play a role in its implementation is the education system. Education is one of the important factors in individual's life to take social responsibility. The concept of social pedagogy was considered in the document of educational transformation, where one of its important functions is to fulfill the social responsibility of the individual in the education system (Secretariat of the Supreme Council of the Cultural Revolution, ۲۰۱۱, p. ۱۴۵).

Educating the public on social responsibility has become more challenging and dynamic in this modern and globalized era due to the complexity of the way mankind live their life and the way they carry out their social responsibility (Ghaedi et al., ۲۰۲۰). In addition, the complexity of modern life has led to the fact that schoolchildren are increasingly faced with social problems that require our increased interest and initiative (Suffari et al., ۲۰۱۹). Lack of social responsibility and awareness among school children contribute to the emergence of social problems that, if left unchecked, could have long-term effects on the entire country. Therefore, in order to raise a generation of responsible students with a high level of integrity and social responsibility, responsible parties including the government, private institutions, organizations, schools, teachers and parents should respond positively to this event (Tabai et al., ۲۰۲۲).

The growth and well-being of a society are significantly influenced by social responsibility. Social responsibility is the moral duty and concern of a member of the public towards the mental and sexual well-being of others (Moosavi et al., ۲۰۲۱). It is also the moral obligation and sense of duty that people have towards society and other people (Khosravi et al., ۲۰۲۱). In particular, this represents the socialization of moral responsibility, independent thinking and full engagement in social life. According to (Khosravi et al., ۲۰۲۱), social responsibility requires high standards, a healthy personality, willingness to learn, commitment to one's career, fairness and honesty, kindness, collective care, hard work and obedience to rules and regulations.

Most experts believe that education plays a crucial role in promoting social development and change. Education is a tool that enables people to achieve equitable and self-sustaining development (Mirhosseini & Gholtash, ۲۰۱۸). Every aspect of men's lives has changed remarkably through education. In other words, education is a process that changes social attitudes and behavior so that an individual can make a positive contribution to society and actively participate in it (Ghasemi et al., ۲۰۲۱).

However, nowadays students show a weaker inclination towards social responsibility because they are not sufficiently aware or do not perceive their responsibilities towards their country or nation. A strong sense of self-confidence and a lack of personal responsibility are the first two expressions of these tendencies (Zhang, ۲۰۱۲). The second aspect is the devaluation of discipline, social morality and role responsibility. According to (Zhang, ۲۰۱۲), the balance between personal and social responsibility has changed. In addition, today's school children are exposed to an unhealthy environment due to gangsterism, vandalism, bullying, derogatory language towards senior citizens, littering, damaging public property and other

social and environmental problems. There is a connection between social and environmental problems and this moral decay and immoral attitudes. Knowledge of their current environmental conditions requires that they demonstrate the highest level of social responsibility (Rezapour et al., ۲۰۱۹).

The growing awareness of social responsibility in education, especially among school children, has prompted researchers to address and examine this issue. Value creation in the area of Corporate Social Responsibility (CSR) has become part of the research areas of interest to researchers and academics. Corporate Social Responsibility (CSR) is used in business to achieve a balance between sustainable social and environmental development and economic growth. According to the CSR concept, a company should not only be responsible for its financial performance. In addition to their economic role, they should also be aware of social values and actively contribute to improving the social environment (Godfrey & Hatch, ۲۰۰۷). According to the concept of corporate social responsibility (CSR), companies take responsibility for the impact of their business activities on communities, shareholders, suppliers, employees, customers and other stakeholders, as well as on the environment (Ismail, ۲۰۰۹). The above responsibilities serve as evidence that organizations have a duty to comply with legal requirements and proactively improve the well-being of their workforce, their families, the surrounding community and society at large.

Corporate social responsibility (CSR) is an obligation that applies to all business organizations and companies in the public and private sectors. CSR recognizes that employers have a duty to follow the desired path of community values and goals. In this regard, Arnold (۲۰۱۰) explained and believed that the first benefits that flow from CSR improve the relationship between companies and communities. (Matten & Moon, ۲۰۰۸) defined CSR as a policy of action taken by the involved parties to reflect their responsibility in advancing social interests. (Kotler & Lee, ۲۰۰۵) explained that CSR involves enhancing people's welfare through the use of company resources. Each company is expected to have a positive impact on community welfare through a CSR program.

Organizations have a responsibility not to pollute the environment, engage in discriminatory employment practices, neglect the needs of their employees, and produce harmful products that harm community health and the environment. Organizations should strive to provide financial resources for improving social well-being, which is accepted by the majority of society. These measures include supporting the country's culture and cultural institutions and improving the quality of life (Govindan et al., ۲۰۲۱).

The Persian Gulf Special Economic Zone (PGSEZ) is a major economic institution that plays a critical role in transforming global supply chains and development models. The PGSEZ is located at Kilometer ۱۲ of the Shahid Rajaei Highway in Bandar Abbas, Iran. It was initially set up on January ۱۴, ۱۹۹۸ as a special economic zone for mining and metals. However, it later changed its name to Persian Gulf Special Economic Zone. The PGSEZ is strategically located in the Persian Gulf region, known for its rich natural resources, particularly in the mining and metals industries. As a special economic zone, it offers various incentives and benefits to attract domestic and foreign investment, promote industrial growth and promote economic development in the region (Noori et al., ۲۰۲۱).

Schools have the potential to greatly influence individuals' socialization and orientation toward social ethics. They can achieve this not only by imparting knowledge and skills, but also by imparting desirable and appropriate social values, norms and attitudes. Schools can employ professional staff, provide necessary resources, and create diverse programs in areas such as instruction, athletics, culture, and more to promote social responsibility among all students (Namani et al., ۲۰۲۰).

Although several studies have been conducted on social responsibility, these studies have rarely examined the education system particularly schools. (Baradaran Haghir et al., ۲۰۲۲) conducted a study titled "The conceptualization of social responsibility of the university in Iran"

which concluded that the individual dimension of social responsibility includes attitude, values, mindset and actions. The organizational dimension, on the other hand, includes student education and training, research, professional services and social participation.

Mialon & McCambridge (۲۰۱۸) highlighted the mediating role of social presence in online education in enhancing teacher-student relationship satisfaction and perceived knowledge gain. This finding is relevant to the educational context in the PGSEZ, as it emphasizes the importance of social interactions and relationships in promoting positive educational outcomes. Furthermore, the study by (Rutten et al., ۲۰۱۲) indicated that the social and physical environments in schools play a mediating role in promoting autonomous motivation in physical education. This insight underscores the significance of supportive educational environments in fostering motivation and engagement among students, which can subsequently contribute to reducing perceived crimes. Moreover, the research by (Rodgers et al., ۲۰۱۵) emphasized the potential of corporate social responsibility (CSR) initiatives to enhance control systems and reduce the likelihood of fraud. This finding is relevant to the educational sector in the PGSEZ, as it underscores the importance of integrating ethical and socially responsible practices into educational management. Additionally, (Matsue et al., ۲۰۱۴) highlighted the mediating role of psychological empowerment in the relationship between structural empowerment and compliance with information security policy. This insight is pertinent to the educational context, as it emphasizes the role of empowerment in promoting responsible and compliant behavior, which is essential in reducing perceived crimes. Furthermore, the study by (Guo et al., ۲۰۱۸) revealed that family social capital plays a complete mediating role in the relationship between socioeconomic status and children's psychological well-being. Although this study focused on family dynamics, the concept of social capital can be extended to educational institutions within the PGSEZ, highlighting the potential impact of social relationships and support systems on reducing perceived crimes. Given these factors, this study aims to explore the relationship between social responsibility and education. This research also investigates how social responsibility can contribute to reducing perceived crime among residents of the local areas of the Persian Gulf Special Economic Zone, with education.

## *Methodology*

This research was quantitative and descriptive-exploratory study carried out with the aim of practical application and based on data collection methods. The target population of the study consisted of residents (parents of students) of local and border areas within the Persian Gulf Special Economic Zone in ۲۰۲۲. A sample of ۵۰۰ participants (parents of students) was selected using an accessible sampling method and they answered questionnaires. To observe the ethical consideration in this research, it was tried to collect the data after obtaining the participants' consent. The participants were assured of the confidentiality of their personal information, and results were provided without specifying the names and details of participants. Ethical considerations were also carefully considered throughout the research process in the quantitative section, demonstrating the researcher's commitment to respecting the participants' involvement and confidentiality. Cronbach's alpha was used to calculate the reliability coefficient. The data were analyzed using Path Coefficient and Amos۲۲ software. To calculate the reliability coefficient, ۳۰ questionnaires were selected from the local community of the Persian Gulf Special Economic Zone. Path coefficient and the AMOS ۲۲ software were used to analyze data and generalize the results of the sample to the statistical population.

## *Measures*

### *Responsibility for Student Achievement Questionnaire (RSA)*

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The scale was developed by (Guskey, 1991). The scale includes two sub-dimensions, namely responsibility for success (R+) and responsibility for failure (R-). The scale includes 30 items, 15 items for each subdimension. For the dimension of responsibility for success, the Cronbach alpha reliability coefficient was .76 and for the dimension of responsibility for failure it was .80. The scale measures teachers' responsibility for student outcomes. Guskey asserted that positive and negative performance outcomes represent separate dimensions rather than opposite ends of a single continuum and that these dimensions operate independently in their influence on perceptions of effectiveness (Guskey, 1997).

### ***Corporate Social Responsibility Questionnaire Carroll (1991)***

The Corporate Social Responsibility Questionnaire was designed by (Carroll, 1991). In this study, Carroll's questionnaire was designed keeping in mind the research topic while maintaining its main components. The number of questions was reduced from 20 to 13 and the research dimensions are as follows:

- Economic Commitment Component: Questions 1-3
- Legal Commitment Component: Questions 4-5
- Ethical Commitment Component: Questions 6-9
- Philanthropic (Voluntary) Commitment Component: Questions 10-13

The questionnaire items are rated on a 5-point Likert scale from 1 to 5. The scores for each dimension can be measured by the average scores of the questions related to that dimension. The reliability of this questionnaire, based on the Cronbach alpha coefficient, is above .70.

### ***Crime Prevention Questionnaire Imani (2010)***

The Crime Prevention Questionnaire is a 28-item questionnaire developed by Imani (2010). This questionnaire consists of 28 items covering six dimensions: building interpersonal relationships, possibility of crime, appropriate planning to satisfy the individual's sense of innovation, personal factors, factors related to crime risk and benefit, and teaching necessary social skills. The measurement scale for the items in this questionnaire is based on a 5-point Likert scale ranging from "strongly disagree" to "strongly agree" (Sardarnia & Mehdisalar, 2019).

Variable Number of Questions Question Numbers

Establishing Interpersonal Relationships 1, 2, 3, 4, 5, 6, 7

Crime Opportunity 8, 9, 10, 11

Appropriate Planning for Satisfying Individuals' Sense of Innovation 12, 13, 14

Personal Factors 15, 16, 17, 18, 19

Factors Related to Crime Risk and Benefit 20, 21, 22, 23

Teaching Necessary Social Skills 24, 25, 26, 27, 28

Validity: The content validity of this questionnaire has been confirmed. In Imani's research (2010), the validity of this questionnaire was confirmed through the Lawshe index among 10 experts.

Reliability: The reliability of this questionnaire has been calculated using Cronbach's alpha. Imani (2010) obtained the reliability of this questionnaire in their research as follows:

Variable Cronbach's Alpha

- Establishing Interpersonal Relationships .780
- Crime Opportunity .774
- Appropriate Planning for Satisfying Individuals' Sense of Innovation .812
- Personal Factors .729
- Factors Related to Crime Risk and Benefit .862



• Teaching Necessary Social Skills •, ٧٤٤

### Data Analysis

The collected responses were entered into SPSS version ٢٦, and descriptive statistics, including central tendency and dispersion indices (mean, median, standard deviation, cumulative percentage of groups), were calculated. Inferential statistical calculations were performed using correlation and path analysis tests in AMOS version ٢٤.

### Research Findings

The results showed that ٦٠٪ of respondents (parents of students) were male and ٤٠٪ were female. Among the age groups, ٢,٢١٪ of respondents were between ٢٠ and ٣٠ years old, ٢,٤٢٪ were between ٣١ and ٤٠ years old, ٦,٢٨٪ were between ٤١ and ٥٠ years old, and ٨٪ were over ٥٠ years old. In terms of education, ٠,٣٨,٤ of respondents had a bachelor's degree, ٠,٢٣,٨ had a master's degree, ٠,١٤,٨ had a post graduate, ٠,١١,٦ had a high school diploma, ٠,٧ had a doctorate, ٠,٠٦ had a post-doctorate, and ٠,٣,٨ had education below diploma level degree. Demographic characteristics of respondents are presented in Table ١.

**Table ١. Demographic Characteristics of the respondents**

Educational Degree	N (Participants)	centPer
Postdoctoral	٣	٠,٠٦
Doctorate (PH.D)	٣٥	٠,٧
Masters	١١٩	٠,٢٣,٨
Bachelor's degree	١٩٢	٠,٣٨,٤
Post- graduate	٧٤	٠,١٤,٨
Diploma	٥٨	٠,١١,٦
High school	١٩	٠,٣,٨

**Table ٢. Variable description of social responsibility**

Variable	Number	Average	astthe le	the most	standard deviation
Social responsibility	٥٠٠	٢,٨٦	١	٥	٠,٧٧
Social Security	٥٠٠	٢,٨٧	١	٥	٠,٦٦
Reduction of perceived crime	٥٠٠	٢,٧٩	١	٥	٠,٧٢
Education	٥٠٠	٢,٧٣	١	٥	٠,٦٩

The descriptive results of the research variables are presented in Table ٢. The factor loadings of all survey questions were examined and were found to all exceed ٠,٤, indicating that further calculations are permitted. The t-value for all paths is greater than ١,٩٦, indicating the significance of all questions and relationships between variables at the ٩٥٪ confidence level.

**Table ٣. The reliability of Cronbach's alpha, composite reliability, and (AVE)**

Variable	Cronbach's alpha	Composite Reliability	AVE
Educational	٠,٧٦٦	٠,٨٩٥	٠,٨١٠
Moral	٠,٨١٩	٠,٨٩٢	٠,٧٣٤
Economic	٠,٨٥٣	٠,٩٠٢	٠,٦٩٨

Social tolerance	٠,٨٠٢	٠,٨٨٤	٠,٧١٧
philanthropy	٠,٨٩٦	٠,٩٢٨	٠,٧٦٣
A sense of security social	٠,٩١٨	٠,٩٣٠	٠,٥٠٥
Job security	٠,٨٣٧	٠,٨٩٢	٠,٦٧٣
Possession	٠,٨٢٧	٠,٨٩٧	٠,٧٤٤
discrimination	٠,٨٠٨	٠,٨٨٧	٠,٧٢٥
Immigrants	٠,٧٨٠	٠,٨٧٣	٠,٦٩٧
Perceived crime	٠,٨٥٩	٠,٨٩٥	٠,٥٨٨
reduction			
Social tolerance	٠,٨٠٢	٠,٨٨٤	٠,٧١٧
Reporting to the police	٠,٨٥٩	٠,٩١٥	٠,٧٨٢

Based on the contents of Table ٣, which contains the factor loading table and Cronbach alpha table, composite reliability and average variance extracted, it can be found that all variables and their dimensions have acceptable reliability based on Cronbach's alpha and composite reliability. In addition, the factor loading table and the extracted mean of variance (which should be at least ٠,٥٠) indicate that the convergent validity of the variable has been achieved. Convergent validity is achieved at the manifest level through factor loadings and at the structural level through average variance extracted (AVE), both of which are acceptable in this case.

**Table ٤ . Model fit indices**

	<b>Saturated Model</b>	<b>Estimated Model</b>
SUMMER	٠,٠٧٤	٠,٠٨٥
NFI	٠,٦٢٥	٠,٦١٤

According to Table ٤, the SRMR value of the model is ٠,٠٧٤, which is within an acceptable range. Furthermore, the NFI value is ٠,٦٢٥.

**Table ٥ . Total effects of Variables**

<b>Variables</b>	<b>Path Coefficient</b>	<b>T-significant</b>	<b>Significance Level</b>
job security <-A sense of social security	٠,٨٨٣	٦٧,٧٠٢	٠,٠٠٠
being-well <-A sense of social security	٠,٨١٢	٤٧,٤٨٥	٠,٠٠٠
social tolerance <- A sense of social security	٠,٤٠١	٨,٣٩٥	٠,٠٠٠
discrimination <-Sense of social security	٠,٨٣٧	٥٧,١٥٦	٠,٠٠٠
going to the police station <-A sense of social security	٠,٤١٤	٨,٤٥٣	٠,٠٠٠
immigrants <-A sense of social security	٠,٨٣٩	٥٢,٣٠٨	٠,٠٠٠
crime reduction is rocked <-l security The sense of socia	٠,٤٦٠	٨,٥٢٥	٠,٠٠٠
Social responsibility <- Education	٠,٨٣٣	٥٠,٢٤٣	٠,٠٠٠
Economic <-Social responsibility	٠,٩٢٢	٨٩,٩٤٨	٠,٠٠٠
job security <-Social responsibility	٠,٧١٥	٣٥,٦٩٧	٠,٠٠٠
mentenjoy <-Social responsibility	٠,٦٥٧	٢٨,٦٦١	٠,٠٠٠
social tolerance <-Social responsibility	٠,٦٧٢	٣١,٧٣٢	٠,٠٠٠
philanthropy <-Social responsibility	٠,٩٢١	١٢٣,٧٨١	٠,٠٠٠

discrimination <-Social responsibility	۰,۶۷۸	۳۲,۶۴۲	۰,۰۰۰
sense of social safety <-Social responsibility	۰,۸۱۰	۴۸,۹۳۱	۰,۰۰۰
legal <-Social responsibility	۰,۸۷۲	۷۵,۶۷۲	۰,۰۰۰
go to the police station <-Social responsibility	۰,۶۹۳	۳۵,۰۰۳	۰,۰۰۰
Immigrants <-Social responsibility	۰,۶۷۹	۳۲,۱۴۰	۰,۰۰۰
crime reduction _ Ed Rocked <-Social responsibility	۰,۷۷۱	۳۹,۵۵۱	۰,۰۰۰
social tolerance <-Reduction of administered crime	۰,۸۷۱	۶۹,۸۲۴	۰,۰۰۰
going to _the police <-Reducing the crime _administered station	۰,۹۰۰	۱۰۳,۴۵۳	۰,۰۰۰

According to Table ۵, all indirect effects in the model are statistically significant, indicating their explanatory power.

### *Discussion and conclusion*

The present study aimed to investigate the role of education and social responsibility in reducing perceived crimes among students living in local areas within the Persian Gulf Special Economic Zone. To examine this relationship, the researchers determined the path coefficient between social responsibility and perceptions of education, which was ۰,۸۱. In addition, the associated significance coefficient was found to be ۰,۴۸. In particular, if the significance coefficient exceeds the threshold of ۱,۹۶, there is a ۹۵% probability that the observed positive relationship between social responsibility and education perceptions is statistically significant. The results of this study are consistent with the results of previous studies conducted by (Tabai et al., ۲۰۲۲); (Khosravi et al., ۲۰۲۱); (Arazmjoo et al., ۲۰۲۰); (Foroghi et al., ۲۰۱۸); (Mialon & McCambridge, ۲۰۱۸); (Govindan et al., ۲۰۲۱); (Saeidi et al., ۲۰۱۵); (Rezazadeh & Elmi, ۲۰۱۴); (Mirhosseini & Gholtash, ۲۰۱۸) and (Khushfar et al., ۲۰۱۵), highlighting the importance of social responsibility and education in promoting a safe and harmonious society.

The results of this study are consistent with the existing literature on the role of social responsibility in promoting feelings of safety and reducing perceptions of crime in local communities. The positive relationship between social responsibility and education implies that individuals who demonstrate a higher sense of social responsibility are more likely to perceive their environment as safe and have lower perceptions of crime. The educational aspect of social responsibility is particularly noteworthy in this context. Education plays a crucial role in shaping individuals' values, attitudes and behaviors, including their sense of responsibility towards society. By promoting educational initiatives that emphasize social responsibility, such as awareness campaigns, community engagement programs, and ethics training, it is possible to instill a greater sense of responsibility in students. Consequently, this increased sense of responsibility may positively influence their perceptions of social security and contribute to reducing perceptions of crime. From a traditional perspective, organizations focus on maximizing profits. However, the new perspective considers this view to be limited and short-sighted. Therefore, it is necessary to consider the consequences and outcomes of organizations' decisions in all dimensions (education, economics, society and environment). (Arazmjoo et al., ۲۰۲۰) indicated that the principles of national security are based on public satisfaction, social justice, welfare provision, and meeting the needs of society. In their view, the threat to individuals of equal benefits, equal risks, and social justice are factors in the creation of order and security. The ethical commitment of organizations should aim to achieve rights and justice. Based on the results, it appears that the management of the Persian Gulf Free Trade Zone has been able to fulfill its social responsibilities from the perspective of the local community.

The path coefficient of social responsibility for social security is ۰,۸۱۰, with a significant coefficient of ۰,۹۳۱. This indicates that there is a positive and significant relationship between social responsibility and the feelings of social security. At a significance level greater than ۰,۰۵,



it can be confirmed with 90% confidence that this relationship exists. Similarly, the path coefficient of social security for perceived crime reduction is 0.46, at a significant coefficient of 0.02. This indicates that social security has a positive and significant relationship with the perception of crime reduction. Again, at a significance level greater than 0.05, it can be confirmed with 90% confidence that this relationship exists. Moreover, the path coefficient of social responsibility for education is 0.33, with a significant coefficient of 0.45. This indicates that there is a positive and significant relationship between social responsibility and education. At a significance level greater than 0.05, it can be confirmed with 90% confidence that this relationship exists. It is important to note that social indicators such as social interaction, general literacy and education level, public trust, general health level, and institutional quality can also have an impact on the occurrence of crime. These factors contribute to the social and human capital of individuals, which in turn affects their productivity and wages. Higher social and human capital lead to increased opportunity costs for engaging in criminal activities. Enrico Ferri, one of the founders of the positivist school, argued that punishments are ineffective in terms of public prevention and proposed a comprehensive program of preventive measures (Trefilov, 2022). This highlights the need to use non-coercive and socio-economically oriented prevention methods outside of the criminal justice system. However, coercive and punitive measures within the criminal justice system to prevent crime are also highlighted. In fact, criminologists believe in preventative measures to deter crime. Providing a safe social environment, promoting a sense of belonging and integration in society, ensuring economic and social justice, and eliminating discrimination can be effective in preventing crime. Based on the results, it can be suggested that perceptions of social security are effective in reducing perceived crime among residents of local areas.

The path coefficient of social security perception on perceived crime reduction is 0.46 with a significant coefficient of 0.02. Given the positive significance, a negative relationship is not confirmed. The path coefficient of social security perception in relation to social responsibility and the reduction of perceived crime is 0.33 with a significant coefficient of 0.02. With a significance coefficient greater than 0.05, the results can be confirmed with a 90% probability. The evaluation of organizational performance should be based on criteria that include improving social responsibility with a sustainable development approach (Rezazadeh & Elmi, 2014). The existence of good governance in organizations requires committed leadership, transparent reporting and adherence to ethical values, all fundamental goals of social responsibility. As an organization matures, it demonstrates its approach to responsible behavior and the policies and social investments it pursues to strengthen local communities. In fact, organizational responsibility requires fulfilling obligations to all stakeholders, including social groups outside the organizational profit chain, and assuming a constructive role in society and the native inhabitants of the areas covered. These obligations include the responsibility to improve the living conditions of residents, to improve the situation of socially disadvantaged groups, or to put pressure on other organizations (including banks and the government) to change regulations and social practices. Economic considerations are relevant to sustainability and the impact that organizations have on the economies in which they operate (Arazmjoo et al., 2020).

The study's focus on the Persian Gulf Special Economic Zone provides valuable insights into a specific geographical context. The unique characteristics of this area, such as its economic importance and strong social dynamics, may influence the relationship between social responsibility, social trust, perceptions of safety and crime reduction. Therefore, the results of this study contribute to a more comprehensive understanding of the dynamics between social responsibility, social security perceptions and crime in the context of the Persian Gulf Special Economic Zone. Despite the insights provided by the aforementioned research findings, several knowledge gaps still exist in understanding the educational role of social responsibility in reducing perceived crimes in the PGSEZ. First, there is a paucity of research specifically

addressing the intersection of social responsibility, education, and crime reduction in the Persian Gulf region. Future research should aim to investigate the unique cultural, social, and economic factors that influence the effectiveness of educational initiatives promoting social responsibility and crime reduction in the PGSEZ. Second, the mediating role of social security in the relationship between educational interventions and crime reduction has not been extensively explored. Future studies should focus on understanding how social security measures, such as community policing, neighborhood watch programs, and public safety campaigns, interact with educational efforts to promote social responsibility and reduce perceived crimes among residents of the PGSEZ. Finally, there is a need for longitudinal research to assess the long-term impact of educational interventions focused on social responsibility and crime reduction. Longitudinal studies can provide valuable insights into the sustained effects of educational programs and initiatives on shaping social attitudes, behaviors, and perceptions related to crime and social responsibility in the PGSEZ.

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