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Educational Role of Social Responsibility in Reducing Perceived Crimes Among Residents of The Persian Gulf Special Economic Zone: Mediating Role of Social Security and Education

Hossein Kahourneghad Haji[1], Gholamreza Jafarinia[2]✉[2], Habib Pasallarzadeh[3]

1. Ph.D. Student of Sociology, Bushehr Branch, Islamic Azad University, Bushehr, Iran
2. Associate Professor, Department of Sociology, Bushehr Branch, Islamic Azad University, Bushehr, Iran, Jafarinia_reza@iaubushehr.ac.ir
3. Assistant Professor, Department of Sociology, Bushehr Branch, Islamic Azad University, Bushehr, Iran

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ABSTRACT

Objective: The present study aimed to investigate the relationships between social responsibility, social security, perceived crime reduction, and education among residents of the Persian Gulf Special Economic Zone.

Methods: 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 of local and border areas within the Persian Gulf Special Economic Zone in 1400. A sample of 500 people was selected using an accessible sampling method and they answered questionnaires. Cronbach's alpha was used to calculate the reliability coefficient. The data were analyzed using Path Coefficient and Amos22 software.

Results: The results of the study showed that social responsibility has a positive and significant relationship with feelings of social and economic security and education. Social responsibility had a positive and significant impact on reducing perceived crime rates. Furthermore, the mediating role of social security and education in the relationship between social responsibility and perceived crime rate has been confirmed.

Conclusions: Based on the findings, it can be concluded that through the use of social security and the mediating role of social security and education, efforts can be made to reduce social crime in Persian Gulf Special Economic Zone.

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Introduction

To ensure the survival and functioning of a society, it is necessary to satisfy certain basic needs, including education, economic stability, population growth, and the establishment of public order and security. To meet these needs, various social institutions such as family and education have been developed over time (Charles et al., 2024) . Among these institutions, education has emerged as one of the most important and influential social institutions and plays a crucial role in the development and progress of society. Education as a social institution has a long history spanning several thousand years. It serves as the foundation for society, shapes the individuals' characteristics and at the same time contributes to the general development of the community. The impact of education on society is significant and far-reaching. It carries the responsibility of achieving both individual and social goals and is widely recognized by educators and professionals as an important path to the development of human talents (Bakan et al., 2023).

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 13 of the Shahid Rajaei Highway in Bandar Abbas, Iran. It was initially set up on January 14, 1998 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., 2021).

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The educational role of social responsibility in reducing perceived crimes among residents of the Persian Gulf Special Economic Zone (PGSEZ) is a complex and multifaceted issue that requires a comprehensive understanding of various factors. This literature review aims to integrate and synthesize research findings on the educational role of social responsibility and its impact on reducing perceived crimes, with a particular focus on the mediating role of social security and education. The concept of social responsibility refers to the ethical obligations and duties that individuals and organizations have towards society. In the context of reducing perceived crime, social responsibility can play a critical role in fostering a sense of responsibility, empathy and respect for the law among residents. Education is a key component in promoting social responsibility (Bocean et al., 2022). By incorporating the principles of social responsibility into curricula, individuals can develop a deeper understanding of the consequences of their actions and the importance of ethical behavior. Through social responsibility education, individuals can be equipped with the necessary tools to identify and address social problems such as crime in their communities. It can increase a sense of civic duty and encourage active participation in crime prevention initiatives. Education is an effective tool for preventing and reducing crime. By imparting knowledge, skills and values, education can empower individuals to make informed decisions and engage in lawful behavior (Tabai et al., 2022).

The concept of responsibility has started to become an increasingly important phenomenon in our age. In this regard, educators think that, particularly starting from preschool period, there should be efforts to ensure that 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

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al., 2020). According to Bodaghi et al. (2020), 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., 2020). 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, 2011, p. 145). Therefore, social responsibility is an ethical framework and area in which individuals, organizations or certain institutions are assigned various tasks that benefit society. This concept refers more specifically to the fulfillment of individual duties by each member of society. The use of the term “duty” indicates that, under normal circumstances, each individual should be aware of these duties and explicitly accept and fulfill their role (Marrewijk, 2003). Within education, there are diverse definitions of social responsibility in all areas of knowledge. Education is an essential tool that provides people with all possible knowledge and enables everyone to acquire the knowledge, skills, attitudes and values necessary to make the future more sustainable (Žalėnienė & Pereira, 2021). Since young people are at the heart of sustainable development in the future, whether this succeeds or not depends on them. Education for sustainable development can develop the mindset of young people by teaching the concept of

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a sustainable lifestyle. Not only does it help children promote a sustainable lifestyle, but it also enables them to become more socially committed to the environment (Hassas Yeganeh, 2013). According to Alsaeed (2022), a socially responsible student will recognize how his/her behavior affects himself/herself and others (family, friends, groups to which the individual belongs, community, country and religion) and responsibility for the consequences adopt this behavior with a view to reward or punishment. Developing social responsibility in children is widely viewed as a way to create more coherent and harmonious societies, as shown by the results of the study by (Dielini et al., 2022).

The need for security is one of the most basic and vital human needs throughout history. Due to the importance of this issue, it has received attention in the Constitution of the Islamic Republic of Iran with over 30 explicit mentions of social security (Khushfar et al., 2015). Social security has always been considered a basic need of every human society. In fact, this phenomenon is one of the primary and essential functions of the social institution of government, in which individuals entrust to government their right to defend public and private borders and preserve society. This perspective, rooted in elitism, highlights the prominent role of the governing social institution in ensuring security at the societal level (Safarian & Moradi, 2016). However, it is necessary to take into account the underlying processes that lead to this phenomenon, which is embedded in the fabric of society. Therefore, the sustainability of cultural values, socialization processes, social cohesion and cooperation of citizens can be the most important factors for the concrete promotion and strengthening of social security. This, in turn, paves the way for social participation for all members of society. Conversely, government systems attempt to create security, including social

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security, by relying on their military power and implementing coercive and aggressive policies, thereby neglecting the importance of social participation (Rezazadeh & Elmi, 2014).

In order to achieve comprehensive cultural and social development, it is necessary to increase the level of social security and social participation. Education is considered one of the fundamental components of society for achieving social and cultural development. On the one hand, it enables the acquisition of necessary skills and attitudes for development. On the other hand, it offers the necessary skills to adapt and be flexible in the face of new approaches and to deal with technological, social and cultural changes (Movahed et al., 2013). The concept of security refers to the well-being of individuals in society by protecting them from violent acts and addressing their psychological problems. When members of a society feel committed to vital values such as territorial integrity and the political system and strive to revitalize and strengthen national identity, social cohesion emerges (Zakeri-Hamane et al., 2012).

Torres et al. (2003) conducted a study that examined the economic factors of crime in Colombia. The results of his research showed that economic inequalities are consistently viewed as one of the most significant economic factors that can potentially lead to the commission of crime, particularly property crime. In the event of incomplete development or discriminatory implementation of development, such as the creation of income inequalities, the establishment of class disparities, the lack of employment opportunities for the local community, and the exploitation of economic resources by migrants, one can expect the creation of economic insecurity, social insecurity, as well as a reduction in social cohesion and an increase in crime rates (Torres et al., 2003).

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The experience of social harm can lead individuals to feel inferior and blame society for their disadvantage. This could lead them to resort to illegal and anti-social behavior such as theft and criminal activities to alleviate poverty. The theory suggests that social pressure plays an important role in pushing individuals into crime. This is due to unequal opportunities and unsafe environments faced by different social classes and groups. Factors such as unemployment, poverty, discrimination, underdevelopment in marginalized areas and class differences contribute to hopelessness, psychological pressure and stress among the residents of these areas (Gholami & Gholami, 2020).

Corporate social responsibility (CSR) is an obligation that applies to all business organizations 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 (2010) explained and believed that the first benefits that flow from CSR improve the relationship between companies and communities. Matten and Moon (2008) defined CSR as a policy of action taken by the involved parties to reflect their responsibility in advancing social interests. Kotler and Lee (2005) 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., 2021). CSR has the potential to positively impact our community

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and contribute to the overall well-being of society. It can also serve as a strategic tool for business success. Each organization can interpret "social responsibility" differently. However, many companies adhere to the triple bottom line concept, which emphasizes the importance of measuring social and environmental impacts alongside financial profits. Extensive research has shown that socially responsible companies benefit both their company and society as a whole. While some argue that social responsibility is not always undertaken voluntarily, governments can enforce the participation of companies and organizations in CSR through legislation. This helps to ensure sustainable development in the economic, environmental and organizational aspects of our society (Pfajfar et al., 2022).

Haghighatian et al. (2013) in an article entitled "The Survey of the Effect of Organizational Socialization on Social Responsibility of Employee's in Kermanshah Oil Company" state that organizations can contribute to the development and progress of a country by fostering a culture of responsibility and social responsibility implement responsibility within their own organizations. Foroghi et al. (2018) discussed theoretical frameworks of corporate social responsibility in an article entitled "Impact of Corporate Social Responsibility to Cash Holdings Through Synchronous Effect of Chosen Variables". The authors then examined the motivations and rationales for social responsibility disclosure and proposes a framework for comprehensive corporate social responsibility reporting. The article presents two primary reasons for corporate social responsibility disclosure by American corporations: 1) signaling – a process by which companies use independent corporate social responsibility reporting as a signal of their superior commitment to CSR, and 2) environmentally friendly/greener production Market/Environmental Performance – a process by which companies use independent corporate social responsibility reports to portray

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themselves as good citizens, even if they do not have a strong environmental and social record. Saeidi et al. (2015) investigated the contribution of CSR to firm financial performance, highlighting the mediating role of competitive advantage, reputation, and customer satisfaction. Their findings emphasized the positive impact of CSR on financial performance, indicating that organizations that engage in socially responsible practices are likely to achieve competitive advantages, enhanced reputation, and improved customer satisfaction. This suggests that the educational promotion of social responsibility in the Persian Gulf Special Economic Zone can potentially lead to improved financial performance for businesses, which in turn could contribute to the reduction of perceived crimes.

Mialon and McCambridge (2018) 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. (2012) 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. (2015) 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. (2014) highlighted the mediating role of psychological empowerment in the

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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. (2018) 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, social security 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 social security and education acting as mediators.

Material and Methods

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 of local and border areas within the Persian Gulf Special Economic Zone in 2021. A sample of 500 people 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

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respecting the participants' involvement and confidentiality. Cronbach's alpha was used to calculate the reliability coefficient. The data were analyzed using Path Coefficient and Amos22 software. To calculate the reliability coefficient, 30 questionnaires were selected from the local community of the Persian Gulf Special Economic Zone. Path coefficient and the AMOS 22 software were used to analyze data and generalize the results of the sample to the statistical population. The main variable of social responsibility was measured using the dimensions of Carol's organizational social responsibility questionnaire. The Organizational Social Responsibility Questionnaire was developed by Carroll (1991). In this study, Carol's questionnaire was adapted taking into account the research topic while maintaining its main components. The questionnaire items were rated on a Likert scale of one to five. Ratings for each dimension were measured using the average ratings of the corresponding questions.

To identify the dimensions of social security and education, a literature review and a library study were conducted. Finally, a number of dimensions for the main variable were identified. The questionnaire items were designed by the researcher based on the research objectives, taking into account the local context and incorporating expert guidance and feedback. This questionnaire consists of several dimensions, namely job security, well-being, education, discrimination and migration. The questionnaire items were rated on a Likert scale of one to five. Ratings for each dimension were measured using the average ratings of the corresponding questions. A literature review and library study were conducted to identify and measure the dimensions of the perceived crime reduction variables. A number of dimensions were identified for the main variable. The questionnaire items were designed by the researchers based on the research objectives, taking into account the local context and incorporating feedback from experts. This questionnaire consists of

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two dimensions: the extent of reporting to police stations and social tolerance. The questionnaire items were rated on a Likert scale of one to five. Ratings for each dimension were measured using the average ratings of the corresponding questions.

Results

The results showed that 60% of respondents were male and 40% were female. Among the age groups, 2.21% of respondents were between 20 and 30 years old, 2.42% were between 31 and 40 years old, 6.28% were between 41 and 50 years old, and 8% were over 50 years old. In terms of education, 0.38.4 of respondents had a bachelor's degree, 0.23.8 had a master's degree, 0.14.8 had a post graduate, 0.11.6 had a high school diploma, 0.7 had a doctorate, 0.06 had a post-doctorate, and 0.3.8 had education below diploma level degree. Demographic characteristics of respondents are presented in Table 1.

Table1. Demographic Characteristics of the respondents

Educational Degree	N (Participants)	Percent
Postdoctoral	3	0.06
Doctorate (PH.D)	35	0.7
Masters	119	0.23.8
Bachelor's degree	192	0.38.4
Post-graduate	74	0.14.8
Diploma	58	0.11.6
High school	19	0.3.8

Table 2 . Variable description of social responsibility

Variable	Number	Average	the least	the most	standard deviation
social responsibility	500	2.86	1	5	0.77
Social Security	500	2.87	1	5	0.66
Reduction of perceived crime	500	2.79	1	5	0.72
Education	500	2.73	1	5	0.69

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The descriptive results of the research variables are presented in Table 2. The factor loadings of all survey questions were examined and were found to all exceed 0.4, indicating that further calculations are permitted. The t-value for all paths is greater than 1.96, indicating the significance of all questions and relationships between variables at the 95% confidence level.

Table 3. The reliability of Cronbach's alpha, composite reliability, and average variance extracted (AVE)

Variable	Cronbach's alpha	CompositeReliability	AVE
Educational	0.766	0.895	0.810
Moral	0.819	0.892	0.734
Economic	0.853	0.902	0.698
Social tolerance	0.802	0.884	0.717
philanthropy	0.896	0.928	0.763
A sense of security social	0.918	0.930	0.505
Job security	0.837	0.892	0.673
Possession	0.827	0.897	0.744
discrimination	0.808	0.887	0.725
Immigrants	0.780	0.873	0.697
_ _ _ Perceived crime reduction	0.859	0.895	0.588
Social tolerance	0.802	0.884	0.717
Reporting to the police	0.859	0.915	0.782

Based on the contents of Table 3, 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 0.50) 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 4. Model fit indies

	Saturated Model	Estimated Model
SUMMER	0.074	0.085
NFI	0.625	0.614

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According to Table 4, the SRMR value of the model is 0.074, which is within an acceptable range. Furthermore, the NFI value is 0.625.

Table 5. Total effects

	Path Coefficient	T-significant	Significance Level
A sense of social security -> job security	0.883	67.702	0.000
A sense of social security -> well-being	0.812	47.485	0.000
A sense of social security -> social tolerance	0.401	8.395	0.000
Sense of social security -> discrimination	0.837	57.156	0.000
A sense of social security -> going to the police station	0.414	8.453	0.000
A sense of social security -> immigrants	0.839	52.308	0.000
The sense of social security -> crime reduction is rocked	0.460	8.525	0.000
Social responsibility <- Education	0.833	50.243	0.000
Social responsibility -> Economic	0.922	89.948	0.000
Social responsibility -> job security	0.715	35.697	0.000
Social responsibility -> enjoyment	0.657	28.661	0.000
Social responsibility -> social tolerance	0.672	31.732	0.000
Social responsibility -> philanthropy	0.921	123.781	0.000
Social responsibility -> discrimination	0.678	32.642	0.000
Social responsibility -> sense of social safety	0.810	48.931	0.000
Social responsibility -> legal	0.872	75.672	0.000
Social responsibility -> go to the police station	0.693	35.003	0.000
Social responsibility -> Immigrants	0.679	32.140	0.000
Social responsibility -> crime reduction _ Ed Rocked	0.771	39.551	0.000
Reduction of administered crime -> social tolerance	0.871	69.824	0.000
Reducing the crime _administered -> going to _the police station	0.900	103.453	0.000

According to Table 5, all indirect effects in the model are statistically significant, indicating their explanatory power.

Discussion

The present study sought to investigate the educational influence of social responsibility on attenuating crime perceptions among individuals living in local areas within the Persian Gulf Special Economic Zone. This influence was hypothesized to be mediated by the constructs of

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social security and education. To examine this relationship, the researchers determined the path coefficient between social responsibility and perceptions of social security, which was 0.81. In addition, the associated significance coefficient was found to be 0.48. In particular, if the significance coefficient exceeds the threshold of 1.96, there is a 95% probability that the observed positive relationship between social responsibility and social security perceptions is statistically significant. The results of this study are consistent with the results of previous studies (Arazmjoo et al., 2020; Foroghi et al., 2018; Govindan et al., 2021; Khushfar et al., 2015; Mialon & McCambridge, 2018; Rezazadeh & Elmi, 2014; Saeidi et al., 2015), highlighting the importance of social responsibility in fostering a safe and harmonious society. The results of this study add to 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 perceptions of social safety 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 individuals. 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

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consider the consequences and outcomes of organizations' decisions in all dimensions (education, economics, society and environment). Arazmjoo et al. (2020) 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 0.810, with a significant coefficient of 0.931. 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 0.05, it can be confirmed with 95% confidence that this relationship exists. Similarly, the path coefficient of social security for perceived crime reduction is 0.460, at a significant coefficient of 0.525. 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 95% confidence that this relationship exists. Moreover, the path coefficient of social responsibility for education is 0.833, with a significant coefficient of 0.845. 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 95% 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

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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 0.460 with a significant coefficient of 0.525. 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 0.373 with a significant coefficient of 0.528. With a significance coefficient greater than 1.96, the results can be confirmed with a 95% 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

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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,

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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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Data availability statement

The original contributions presented in the study are included in the article/supplementary material, further inquiries can be directed to the corresponding author.

Ethics statement

Studies involving human participants provided their written informed consent to participate in this study.

Author contributions

All authors contributed to the study conception and design, material preparation, data collection and analysis. All authors contributed to the article and approved the submitted version.

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Conflict of interest

The authors declare that this research was conducted in the absence of any commercial or financial relationships that could be interpreted as a potential conflict of interest.

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