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**GOVERNMENT INVESTMENT FOR ADDRESSING THE  
INTERSECTION OF EDUCATION, LABOR MARKET  
MISMATCH, AND CRIMINAL BEHAVIOR: ANTICIPATED  
OUTCOMES AND IMPLICATIONS**

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**Abstract:**

Several expected results from government expenditure, education, and labour market regulations are revealed when one examines the complex interaction between education, labour market mismatch, and criminal behaviour. Government spending on education is projected to increase graduation rates and student performance, among other observable advantages. The likelihood of a mismatch between job capabilities and market demand may be decreased as a result of a more trained workforce. Investments in employment agencies and job placement services may also help job seekers find positions that fit their qualifications, enhancing job satisfaction and lowering instances of labour market mismatch. Additionally, government initiatives to lessen income disparity through progressive taxation and social safety nets may improve economic stability, so averting the economic unrest that is frequently associated with criminal activity. Initiatives for preventing crime, such as counselling, assistance with finding a job, and skill-building programmes, may provide those who may otherwise turn to crime out of job dissatisfaction an alternative route to success and a decrease in criminal activity. Investments in mental health services and addiction treatment programmes are anticipated to enhance mental health and decrease substance misuse, two factors linked to criminal behaviour. By providing prisoners with the knowledge and skills they need for successful work after release, education programmes within correctional facilities are expected to lessen recidivism rates. Last but not least, government-funded research initiatives may give light on the viability of

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various strategies, providing a foundation for evidence-based policies that concentrate on tackling the complex problems at the confluence of education, labour markets, and criminal behaviour. Although these anticipated results present a bright image, it is important to recognize that outcomes may differ depending on implementation strategies, local socioeconomic situations, and community demographics. To effectively handle the numerous difficulties within this sector, ongoing assessment and policy improvement are essential.

**Keyword:**

Education, Labour Market Mismatch, Criminal Behaviour And Government Expenditure

## Introduction

The complex relationship between education and criminal behaviour has been a focus of academic study and public policy debate in today's culture. This dynamic interaction has significant ramifications that go beyond simple academic interest and into the realm of serious worry. Education is often seen as the path to a brighter future since it gives people the information and skills required for both socioeconomic success and personal improvement. However, crime is still a major problem in society that affects everyone and has a significant impact on both the social and economic spheres. Informed policymaking that not only promotes educational opportunities but also recognizes the complex overlap between these two areas is necessary to navigate this complex terrain.

The relationship between education and crime has been extensively studied, with landmark studies by Lochner and Moretti (2004) and Hjalmarsson (2008) among the most important. These studies show a recurring pattern: criminal conduct is associated with higher education levels. Education's impact extends beyond the four walls of the classroom, building social capital among people with broader educational backgrounds and supporting cognitive development, improving employment opportunities. But the problem of "mismatch," where people end up in jobs that don't match their educational backgrounds, adds another level of difficulty. According to Jensen (2010), this incongruity may cause irritation, reduced job satisfaction, and lower income, which could increase the inclination to engage in criminal activity.

Despite these priceless contributions, there are still glaring gaps in the body of literature. According to Western (2006) and Lochner (2011), a significant weakness is the propensity to see educational achievement as a homogeneous term, which obscures differences in educational quality, access gaps, and potential socioeconomic status mediation effects.

Additionally, there is a dearth of research that examines the complex connections between education and different types of criminal behaviour, particularly in the setting of labour market mismatch. The relationship between educational achievement and more complex types of criminal behaviour, such as white-collar crime or drug-related offenses, is still unclear (Nieuwbeerta et al., 2009), despite some studies suggesting that education may act as a deterrent to certain offenses, such as property crimes (Blau & Blau, 1982).

This study strives to provide a thorough analysis that goes beyond the typical confines of research on education and crime by placing a sharp focus on the crucial component of labour

market mismatch. This study aims to close the gap between theory and practice by incorporating numerous parts of schooling, looking at various aspects of criminal outcomes, and analyzing the contextual and life-course factors underlying this complex link. It emphasizes how knowing how crime and education are related, particularly in the context of mismatch, can increase academic knowledge as well as influence the formulation of laws and policies, so empowering people and promoting societal well-being.

### Research Questions:

- i. How do government education spending decisions affect the connections between education, the labour market, and the crime rate?
- ii. What are the implications for crime prevention and societal well-being?

### Literature Review

A major area of research and public policy discussion has been the connection between education and criminal behaviour. This complex dynamic has important ramifications that go beyond intellectual curiosity to cause grave alarm. It is widely believed that obtaining an education, which has long been associated with socioeconomic and personal improvement, is essential to assuring a brighter future. On the other hand, crime is still a major problem in society that has a negative impact on both the social and economic spheres. Promoting educational opportunities is essential, but effective policymaking also recognizes the complex overlap between these two areas, allowing for a more all-encompassing strategy to tackle this complex problem.

The investigation of the connection between education and crime has been the subject of a substantial body of research, with landmark studies by Lochner and Moretti (2004) and Hjalmarsson (2008) significantly influencing our knowledge of this connection. These studies repeatedly show a repeating pattern: education levels are negatively correlated with criminal behaviour. Education has an impact that goes beyond the four walls of the classroom, encouraging the building of social capital among people with diverse educational backgrounds and promoting cognitive development, ultimately improving career prospects.

However, the occurrence of "mismatch," in which people work in fields unrelated to their educational background, adds a further level of complexity. According to Jensen (2010), this incongruity can result in dissatisfaction, a decline in job satisfaction, and a drop in revenue.

Despite these fundamental studies' vital contributions, there are still significant gaps in the literature. The inclination to view educational attainment as a homogeneous notion, as noted by Western (2006) and Lochner (2011), obscures variances in educational quality, access inequities, and potential socioeconomic status mediation effects. Additionally, there is still a dearth of research exploring the complex relationships between education and various criminal behaviours, particularly in the setting of labour market mismatch. Despite some signs that education may act as a deterrent in some offences, such as property crimes, the relationship between educational attainment and more complex categories of criminal conduct, like white-collar crime or drug-related offences, is still largely unknown (Nieuwbeerta et al., 2009).

This study aims to provide a thorough analysis that goes beyond the typical restrictions of research on education and crime, with a focus on the crucial component of labour market mismatch. By including numerous parts of schooling, investigating various components of criminal outcomes, and closely exploring the contextual and life-course factors that underpin

this complex linkage, it seeks to close the current gap between theory and practise. This study has the potential to improve scholarly knowledge and assist the design of laws and policies, so empowering individuals and promoting societal well-being by explaining how crime and education are interwoven, particularly within the framework of mismatch.

### **Effect Mismatch**

The concept of the effect of mismatch adds a significant layer to our comprehension of the connection between education and crime. People may become frustrated and disillusioned when their educational and professional goals are at odds. These feelings may result from the belief that their education, which is frequently a source of individual pride and society expectation, hasn't produced the anticipated financial benefits (Feldman, 1999). People may turn to criminal activity in these circumstances as a method of alternate economic survival or as a reaction to the perceived injustice of their circumstances (Freeman, 1996).

A mismatch can also affect other areas of a person's life negatively. It can diminish mental health and job satisfaction, which can lead to a feeling of social isolation (Kalleberg, 2011). The possibility that people would turn to criminal activity as a form of protest or as a coping strategy can rise as a result of this feeling of alienation and disengagement from the labour market (Sampson & Laub, 1993). This review will consistently take into account the impact of mismatch, recognizing its ability to exacerbate the intricacies of this relationship as we delve into the corpus of literature about the relationship between education and crime. We want to create a more thorough and nuanced understanding of how education, mismatch, and criminal behaviour interact by critically evaluating studies via this perspective.

Due to the intricacy of both education and crime, the link between the two is by no means simple. All forms of crime include a broad spectrum of behaviours, from small-time stealing to professional crimes, and are strongly impacted by several factors, including cultural norms, socioeconomic standing, and resource availability. However, education encompasses more than simply formal education; it also covers adult education, career training, and informal learning.

In order to completely comprehend the connection between these two complicated phenomena, this study recognizes the necessity for a comprehensive methodology that takes into account not just quantitative data but also the qualitative dimensions of lived experiences and contextual changes.

### **Critical Review of The Connection Between Education and Criminal Behavior With A Focus on Labor Market Mismatch**

In research and public policy discussions, the link between education and criminal behaviour is of utmost relevance. The economical, personal, and public safety aspects of society are all significantly impacted by this intricate interplay. Although it is generally acknowledged that education has a significant role in determining a person's prospects for the future, crime continues to be a societal issue with negative social and economic repercussions. With a focus on labour market mismatch, this critical analysis will analyse the relationship between education and criminal behaviour while noting the gaps in the body of knowledge and the demand for a more all-encompassing strategy to address this complex problem.

Numerous studies have greatly improved our knowledge of the relationship between education and criminal behaviour, including those by Lochner and Moretti (2004) and Hjalmarrsson (2008). These studies repeatedly show a link between criminal conduct and education levels

that is detrimental. By encouraging the growth of social capital and cognitive abilities, education has an impact that goes beyond the classroom, improving employment possibilities. However, this relationship is made more complex by the idea of "mismatch," as explained by Jensen (2010). People who work in fields unrelated to their educational backgrounds experience mismatch, which results in job discontent and lower income.

Although these ground-breaking investigations have increased our knowledge, there are still significant gaps in the literature. The inclination to view educational achievement as a homogenous idea, as noted by Western (2006) and Lochner (2011), is one major restriction. This oversimplification hides differences in educational quality, access inequities, and potential socioeconomic status mediation effects. It is crucial to take into account these complex factors if we want to comprehend the relationship between education and crime in its entirety.

In addition, little study has been done on the complex connections between education and different types of criminal behaviour, particularly in the setting of labour market mismatch. Although there is some evidence that suggests education may serve as a deterrent in some crimes, such as property crimes, its effect on more complicated categories of criminal behaviour, such as white-collar crime or drug-related offences, is still largely unknown (Nieuwbeerta et al., 2009).

### **Theoretical Framework: Human Capital Theory and Labor Market Mismatch**

Human Capital Theory by Gary Becker states that education is an investment in oneself in addition to being a way to learn. It suggests that education and training are how people acquire human capital, which is a collection of skills, knowledge, and talents. An individual's human capital increases as their level of education rises. This improved human capital is frequently linked to better career opportunities and increased earning potential, supporting the widespread notion that education is a road to a better future.

However, this relationship becomes more complex when Mismatch Theory is used. People experience labour market mismatch when, despite having a degree, they are employed in positions that either don't fully utilize or over-qualify them (ZZ. Abidin., 2020). People who have received more education than they need may hold positions that they are not qualified for. In contrast, people who are undereducated hold jobs that necessitate a higher level of education than they do.

Unsuitable occupation might have serious repercussions. Overeducated individuals frequently experience a mismatch between their job duties and their skill set, which results in job discontent and underperformance (Zainal Abidin, Z., 2022). Given their educational investment, this mismatch could also lead to lower profits than anticipated. On the other hand, people with low levels of education may find it difficult to keep up with the demands of their work, which can lead to more job unhappiness and frequently lower pay.

A crucial aspect is revealed when these labour market mismatch effects are analyzed within the context of the human capital theory. The goal of investing in education is to increase one's chances for employment. As a result, when people are employed in positions that do not yield the expected returns on this investment, whether due to lower pay, job discontent, or a sense that they are being undervalued, they may experience financial frustration. According to the Human Capital Theory and other psychological theories, this economic frustration can be a substantial stressor. People may turn to coping methods, and for some, criminal behaviour may

become an alternative, when they feel disappointed by what they perceive to be a lack of economic success despite their educational investments. This could show itself as actions taken to succeed financially, to establish power, or even to be recognized by others.

Furthermore, it is important to recognize the psychological effects of mismatch. An individual's sense of self-worth can be damaged if they feel underappreciated or underutilized in their mismatched occupations. In such situations, engaging in illegal activity can be perceived as a means of regaining the sense of control, assertiveness, or recognition that one feels has been lost at work.

Understanding how Human Capital Theory and Mismatch Theory interact so intricately highlights how crucial it is to address labour market mismatch by implementing policies that encourage job matching and retraining. It also emphasizes the necessity of educational programmes that complement both skill development and the real-world demands of the labour market. Societies can minimize the likelihood of criminal consequences while maximizing the advantages of education as an investment in human capital by lowering the potential for economic discontent brought on by mismatched employment.

### **The Relationship of Government Expenditure Between Education, Labor Market Mismatch, And Criminal Behavior.**

To address the complicated problem of education, labour market mismatch, and its potential links to criminal behaviour, government spending is essential. The frontline of this effort is investment in education, as emphasized by Hanushek and Woessmann (2012). In addition to guaranteeing access to high-quality education, adequate funding for educational institutions also helps to reduce educational inequalities. A well-funded educational system raises the standard of instruction overall, developing a person's human capital and lowering the possibility of labour market mismatch.

Additionally, in line with OECD study (2020), government investment might be directed towards programmes that promote skill development and vocational training. These programmes give participants the specialized skills needed by different employment sectors, significantly reducing the possibility of labour market mismatch. They provide chances for upskilling and retraining, ensuring that people are better equipped to meet the needs of the changing labour market.

The importance of government spending and policies in fostering job matching is emphasized by Autor, Dorn, and Hanson (2017). Governments can assist people in locating employment that fits their credentials and objectives by making investments in employment agencies, job placement services, and online job portals. These programmes lessen the likelihood that people will be placed in inappropriate jobs, improving both job satisfaction and economic prospects.

Government investment can address the reasons for criminal behaviour in addition to labour market factors. According to Piketty (2014), social safety nets and progressive taxation are two strategies that governments can use to lessen economic inequalities. Governments can lower the likelihood of economic discontent, which is frequently associated with criminal activity, by transferring resources and offering financial help to people suffering labour market obstacles. According to Sherman, Farrington, Welsh, and MacKenzie (1997), government spending includes funding for the execution of crime prevention initiatives. These initiatives include counseling, help with finding employment, and skill development. They explicitly target those

who are at risk of engaging in criminal activity because they are dissatisfied with the labour market and give them different routes to success and recognition in the workplace without turning to illegal activity.

Additionally, Gostin, Lazzarini, Alexander, Lansang, and Johnson (2018) argue that spending on social services like addiction treatment and mental health care is crucial to addressing the psychological and substance misuse problems connected to criminal activity. These services provide assistance and care to those dealing with mental and addiction-related problems, which lessens the need for criminal behaviour as a coping mechanism.

Last but not least, as Davis, Bozick, Steele, Saunders, and Miles (2013) point out, government support for educational programmes inside of prisons and jails is a crucial part of ending the cycle of criminal behaviour. These initiatives give prisoners access to educational opportunities so they can learn things that will make them more marketable once they are released, decreasing the likelihood that they would commit crimes again.

In the end, government funding supports research projects that further knowledge of the complex interactions between education, labour market mismatch, and criminal behaviour. These research projects contribute to the development of evidence-based policies and treatments that support individual empowerment and societal well-being, as demonstrated by the National Institute of Justice (2021). In conclusion, government expenditure is crucial in reducing the complex issues raised by labour market fluctuations, education reform, and their propensity to influence criminal behaviour. This will eventually promote better outcomes for both people and society as a whole.

## **Methodology**

Using Stata for secondary data analysis and a thorough approach, this study explores the intricate link between criminal behaviour, labour market mismatch, and education. The process of collecting data include obtaining pertinent secondary data from reliable sources, including government surveys, scholarly articles, and databases, with an emphasis on factors about criminal activity, labour market results, and educational attainment. To guarantee that the data is suitable for analysis, thorough data cleaning and preparation are carried out once the data is collected.

Important factors are specified and examined, such as indicators of criminal behaviour (such as arrest and conviction rates), labour market mismatch (such as overqualification or underqualification), and education (such as years of schooling). These variables are compiled using descriptive statistics to give a thorough summary of the data. Next, regression analysis is used to investigate the connections among criminal activity, labour market mismatch, and education. To test various hypotheses and account for potential confounding factors, a variety of regression models are used. To ensure that the analysis is pertinent and targeted, the model specification is based on the research questions and theoretical framework. Regression analysis findings are analyzed, paying special attention to the coefficients of interest and their importance. To make sure the results are resilient, robustness checks are carried out to see how the results react to various model parameters or data assumptions.

### **Expected Finding**

In addressing the complex relationship between education, labour market mismatch, and criminal behaviour, the predicted conclusions from the combination of government spending, education, and labour market policy are numerous. Increased government spending on education is expected to result in observable advancements in educational outcomes, including greater graduation rates and improved student performance (Hanushek & Woessmann, 2012).

A more skilled workforce is anticipated as a result of this renewed emphasis on education, potentially reducing the danger of a mismatch between skills and the labour market (OECD, 2020). Furthermore, by investing in placement services and employment agencies, these policies may usher in a time when it is easier to connect job seekers' qualifications with appropriate positions (Autor et al., 2017). Thus, there may be a rise in job satisfaction and a decline in cases of labour market mismatch as a result.

Additionally, it is expected that government programmes to reduce income disparity through progressive taxation and social safety nets will promote economic stability and lessen economic discontent, which is a frequent prelude to criminal behaviour (Piketty, 2014). People who are prone to engaging in criminal activity owing to job market frustration may find alternate paths to success through the implementation of crime prevention programmes that include counselling, job placement assistance, and skills training (Sherman et al., 1997). As a result, there can be a decrease in criminal activities. Investments in addiction treatment programmes and mental health care are anticipated to simultaneously improve mental health and reduce substance misuse problems, both of which are associated to criminal activity (Gostin et al., 2018).

Additionally, educational initiatives within prisons and detention centres (Davis et al., 2013) are expected to result in decreased recidivism rates by equipping detainees with the abilities and information required for successful employment after release. Last but not least, government-funded research projects (National Institute of Justice, 2021) will likely shed light on the efficacy of various approaches. These perceptions will serve as the foundation for evidence-based policies, ensuring that future initiatives are focused and effective in addressing the complex problems at the intersection of criminal behaviour, labour market dynamics, and education. Although these anticipated results present a positive picture, it is important to recognise that the results may differ depending on implementation techniques, regional socioeconomic situations, and the particular demographics of the community. Therefore, continuing assessment and policy improvement are crucial in the effort to mitigate the complex problems within this area.

### **Conclusion**

The discussion above emphasises the intricate interactions between criminal behaviour, labour market mismatch, and education, underscoring the crucial role that government spending and policies play in resolving these challenging problems. Based on the actual results, a variety of outcomes are predicted by the interventions that were used. In this setting, education becomes a crucial point of emphasis. According to Hanushek and Woessmann (2012), increased government investment in education is anticipated to lead to better educational performance, a decrease in labour market mismatch, and an increase in the accumulation of human capital. The availability of vocational training and skill development programmes strengthens the workforce's adaptability and employability even further (OECD, 2020), reducing the possibility of a mismatch between skills and the labour market.

Government support for employment agencies and job placement services can help with job matching, a critical component in reducing mismatch (Autor et al., 2017). As a result, there may be fewer instances of labour market mismatch and greater job satisfaction. In addition, government initiatives to combat income disparity through progressive taxation and social safety nets have the potential to promote economic stability and lessen economic resentment, which is frequently linked to criminal activity (Piketty, 2014). It is anticipated that the introduction of crime prevention programmes will result in a decline in criminal activity.

For those at risk of criminal behaviour owing to job market frustration, these programmes offer to counsel, help finding employment, and skill development (Sherman et al., 1997). Additionally, spending on addiction and mental health services has the potential to lessen substance misuse problems and enhance mental health, both of which are associated to criminal activity (Gostin et al., 2018).

By providing offenders with the skills they need for successful work after release, educational programmes within correctional facilities have the potential to reduce recidivism rates (Davis et al., 2013). Additionally, government-funded research projects will offer useful perceptions of the efficacy of interventions, guiding evidence-based policies and guaranteeing that future activities are focused and effective (National Institute of Justice, 2021).

Although these projected results present a positive picture, it is crucial to recognize that results may vary depending on implementation tactics and regional conditions. To address the complex issues at the intersection of criminal behaviour, labour market dynamics, and education, constant review, and policy improvement are essential.

In conclusion, government spending and policies have a significant impact on the outcomes related to criminal behaviour, labour market mismatch, and educational outcomes. Governments can reduce the risk factors for criminal involvement by making investments in education, training, job matching, and reducing economic inequality. Additionally, they can promote a safer and more inclusive society by supporting mental health services and crime prevention initiatives. However, the adaptability and focus of policies are what determine whether these efforts are successful, highlighting the necessity of continual study and assessment to guide evidence-based practices. In the end, tackling these interconnected problems not only empowers people but also improves society as a whole.

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