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The Utilization Of Peer Tutoring, Cooperative Learning, And Collaborative Learning Possesses Significant Implications For Mitigating The Anti-Social Conduct Of Adolescents Engaged In Schooling

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Abstract: The investigation examined the utilization of peer tutoring, cooperative learning, and collaborative learning as approaches to mitigate anti-social conduct among students in school. The research is a descriptive survey study. The research was conducted in the educational zone of Naples and Milan, located in Italy. The research sample comprised 200 teachers who were randomly chosen from four schools within the area. The data collection instrument used was a questionnaire. The data were analyzed using the mean and standard deviation. The primary findings of the research indicate that educators possess knowledge about peer tutoring, cooperative learning, and collaborative teaching as strategies to reduce anti-social behavior among students in school, and to a significant degree, they are implementing these strategies in their classrooms. In light of these findings, recommendations were put forth.

Keywords: Peer Tutoring, Cooperative Learning, Collaborative Teaching, Anti-Social Behavior, Student Attitude.

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1. Introduction

Currently, there is a high increase of anti-social behavior among adolescents in schools (Musello & Manno, 2024; Perillo, Romano & Ercolano, 2023). Teachers are highly disturbed about it. By secondary school, approximately 30% use alcohol, 25% smoke cigarettes monthly, 45% have been in physical fights, while truancy, bullying, theft, and vandalism are common (Bruce, Morton, Crump, Haynie, & Saylor, 2011; Perillo, Romano & Ercolano, 2023). Many adolescents with such characteristics can be observed in schools located in Naples and Milan. According to Bruce et al. (2011), it has been observed that although low-income minority youths and those who experience family dissolution are more vulnerable, a significant proportion of adolescents ultimately participate in certain forms of anti-social behaviors, thereby increasing their likelihood of experiencing academic failure, involvement in the criminal justice system, and health issues. Anti-social behaviors can be described as disruptive actions that exhibit both hidden and open hostility, as well as intentional aggression towards others.

They exist along a severity continuum and include repeated violations of social rules, defiance of authority and the rights of others, deceitfulness, theft, and reckless

disregard for self and others (Encyclopedia of Children's Health, 2011). They can manifest themselves overtly, encompassing aggressive behaviors aimed at siblings, peers, parents, teachers, authority figures, and other adults. These behaviors encompass verbal abuse, bullying, and physical assault. In cases where these behaviors are covert, they entail surreptitious actions targeted at property, such as theft, vandalism, and arson. Additional covert behaviors include substance abuse, involving drugs and alcohol, as well as engaging in high-risk activities that endanger both oneself and others. Bastik (2000) noted other characteristics of adolescent anti-social behaviors as absconding from home and school, disrespecting teachers, bad language, fighting, wounding, and vandalizing.

Students with behavioral issues are the subject of particular concern in secondary and middle schools. These institutions are affected by a pervasive youth culture characterized by academic pessimism and misconduct, which hampers the learning process and disrupts the school environment. Many adolescents who are ill-prepared for secondary education are susceptible to negative influences, and if left unchecked, they may progress towards more criminal inclinations and other detrimental social behaviors. Therefore, it is imperative to intervene and mitigate the further manifestation of such conduct. A great deal relies on early intervention, which will engage children in educational experiences tailored to their individual needs. Currently, in Italy (specifically Naples and Milan), educators have attempted to instruct adolescents with anti-social behaviors alongside their peers, but their disruptive conduct impedes their ability to learn. Despite resorting to physical punishments, the students have failed to benefit from the educational system. Therefore, it is essential to intervene directly on the training approach through teaching strategies that provide for the central role of the student and his active involvement, so that he is focused on his training and personal growth objectives while keeping away from antisocial behavior.

2. Overview of the literature

The focus on intervention has traditionally been centered around the attributes of the teacher, such as their interest in working with adolescents, their resourcefulness and initiative in instruction, their classroom management skills, and their provision of teaching materials. A successful research on use of structured learning as an intervention strategy on children with disruptive behavior was carried out by Eze (2002).

Also peer tutoring is now successfully used in other cities in Italy. Peer tutoring can be described as an instructional system in which students teach other students (Harris, 2002). It is the process by which a competent pupil with minimal training and with a teacher's guidance helps one or more students at the same grade level to learn a skill or concept (Thomas, 2000).

Peer tutoring involves an instructional strategy in which students receive instruction from their peers who have undergone training and supervision from the classroom teacher. This strategy entails students working in pairs with another student of the same age or grade. It can be employed to assist a select few students or implemented on a broader scale within the class. Peer tutoring serves as a supplementary approach to teacher-directed instruction in the classroom and is not intended to replace it. Its effectiveness in enhancing student academic, social, and behavioral functioning surpasses that of traditional teacher-directed instruction. When implemented in addition to teacher-directed instruction, among other things, it has led to decrease

and/or prevention of anti-social behavior more than only teacher-directed instruction (Center for Promoting Research to Practice, 2011).

Many reasons had been put forward why teachers now prefer peer tutoring. Students are less likely to engage in behaviors that are disruptive or problematic. It provides students with valuable opportunities to practice their social skills in a structured environment. The teacher can then directly monitor social interaction. It provides favorable conditions for a student to become an active, self-regulated learner. O'Donnell (1999) documented that it is an effective method of instruction. According to her, the reported sizes of outcomes have varied between 0.4 and 2.3 SD units, denoting standard deviation, when comparing tutored students to those receiving classroom instruction or belonging to other control groups. This approach offers opportunities for learners to engage in both verbal and non-verbal interactions with one another. This can be in form of physical assistance, or verbally guiding another's performance of acceptable social skills. Earlier, Slavin (1980) in his studies found out that it can be integrated into the classroom organization. This is the task at hand. Pairs of students engaged in learning activities hold great significance due to their ability to modify the aspects of classroom organization related to rewards and tasks.

In these study to assess the effectiveness on academic outcomes of peer tutoring interventions on students with anti-social behavior, Falk, Wehby, Barton-Artwood, Lone, and Cooley (2003), Spencer, Scruggs, and Mastroprieri (2003), and Franca, Kerr, Reizt, and Lambert (1990) found out that peer tutoring is an effective intervention strategy for improving academic achievement of students with anti-social behaviors. Peer tutoring has been shown to work for students with all kinds of special learning and behavioral needs (Delquadri, Greenwood, Stretton, & Hall, as cited in Classwide Peer Tutoring, 2011). Lone and Cooley (2003) showed that peer tutoring helps students with attention deficit hyperactive disorder pay attention longer and stay in their seats to finish assignments. It is also very helpful for students with behavioral disorder when the materials used are not too difficult. The materials must correspond to the skill levels of the students. In addition, engaging in peer tutoring with elementary age students who exhibit behavioral issues within the school setting is preferable. Notably, there was a significant improvement observed in the areas of reading, vocabulary, and multiplication facts. This observation is of particular significance due to the fact that the students' anti-social behaviors hinder their ability to learn, which in turn may exacerbate the behavioral problem or result in school dropout, thereby further worsening the issue. In their study, Lone and Cooley (2003) used peer tutoring to teach social skills and anger control to high school students with emotional and behavioral problems. The researchers discovered that the students exhibited lower levels of intense anger in situations that occurred throughout the remainder of the school day.

Moreover, peer tutoring had been found to last even when a student moves to a class where the teacher is not using it. Greenwood, Carte, and Maheady (1991) found out that two years after peer tutoring was stopped, the students who had received it were still making more progress on some parts of basic skills test than students who had not been in classrooms for peer tutoring.

Peer tutoring works best when students of different ability levels work together (Kunsch, Jitendra, & Sood, 2007). Some age tutors were as effective as cross age tutors (Burnish, D. Fuchs, & L. S. Fuchs, 2005; Topping, 2008). Students can benefit

from higher academic achievements, enhanced relationships with peers, improved personal and social development, and increased motivation. The teacher then has more opportunity for individualized instruction and increased facilitation of inclusion and opportunities to reduce anti-social behaviors (Sainz, Maldonado & Calmaestra, 2024; Topping, 2008). Cardenas, Harris, del Refugio Robledo, and Supik (2003) in their paper noted that limited English proficiency middle grade children at risk of dropping out of school became cross age tutors to elementary children. The findings showed that tutors were more likely than controls to stay in school and have improved reading grades, increased self-esteem, and improved attitudes toward school.

The above notwithstanding, Harris (2002), in his opinion, noted that breaking traditional way of teaching and changing the mindset about teaching may be difficult for some teachers. Also, some teachers might lack the skill to train their students properly to be tutors. The issue at hand is the potential for fostering disruptive behavior if there is inadequate monitoring. Furthermore, it is important to acknowledge that it can be a time-consuming endeavor. Inexperienced tutors may resort to utilizing threats of punishment and displaying scornful attitudes. Additionally, student tutors may not possess a comprehensive understanding of the subject matter they are expected to teach. Lastly, there is a possibility that tutees who have been classified as less capable may resist receiving tutoring from their peers. However, despite these drawbacks, the advantages far outweigh the disadvantages. Peer tutoring has the potential to be adjusted and customized in order to correspond to a wide range of social skill materials. Educators hold the ability to create and execute their own peer tutoring methodologies within their classrooms, modifying them to incorporate a diverse assortment of materials. Effective peer tutoring operates on the principle of reciprocity, wherein both students take turns assuming the roles of teacher and learner during the same tutoring session. This approach offers the advantage of averting negative emotions associated with consistently being the learner, as well as feelings of superiority that may arise from always being the teacher. The additional time made available to teachers as a result of peer tutoring should be utilized to circulate throughout the classroom and supervise the students as they engage in peer tutoring. This presents an opportunity for teachers to acknowledge and reward pairs who are collaborating effectively and adhering to the established procedures. To ensure the effectiveness of peer tutoring, it is necessary to have a series of 4-8 sessions, each lasting no longer than 15 minutes. The initial training phase can involve instructing participants on the feedback and error correction process. The teacher can provide a demonstration of peer tutoring by either collaborating with another teacher or engaging with a student. This demonstration should utilize uncomplicated and concise materials, such as prepared worksheets or a deck of flashcards. Additionally, a system for requesting assistance, such as raising one's hand or employing "help" cards, should be developed. There exist behavior management and reward systems in place. It is essential for the teacher to establish precise rules and expectations prior to engaging in peer tutoring. The instructor must provide positive reinforcement for cooperative and appropriate behaviors exhibited during tutoring sessions. The materials used for tutoring should not exacerbate problematic behaviors; rather, they should demonstrate the rewarding of exemplary behavior during demonstrations. Additionally, it is advisable to utilize a timer that does not exceed a duration of 20 minutes. When the designated time expires, it is recommended that the students alternate their roles, as the utilization of game formats can prove to be highly motivating. Upon formation of

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pairs, the students should proceed to divide the entire class into two teams, allowing them to calculate their respective scores at the conclusion of the activity. The team that amasses the highest number of points will be rewarded accordingly. It is crucial to ensure that the process of partner selection is meticulous and that immediate separation is avoided if compatibility is lacking, instead reserving the reevaluation for a subsequent class period. The acquisition of skills pertaining to collaboration and harmonious interaction is of paramount significance. In the event that such cooperation fails to materialize, it is advisable to implement a five-minute timeout from receiving rewards. It is important to note that this timeout does not pertain to the activity itself, but rather constitutes a temporary suspension of the incentives provided for exemplary conduct and commendable performance.

The instructor ought to refrain from grouping individuals who are very close friends or pairing individuals who have a particularly adversarial relationship. Educators must establish close interaction with their students and articulate specific objectives in order to gauge and assess their progress. The mentors should modify their instruction to align with the learners' individual pace, preferred mode of learning, and level of comprehension. Feedback and corrections should be provided promptly and without delay. The teacher may find it necessary to form pairs based on the students' behavior and switch the pairs every 2-3 weeks. This practice will deter the students from developing fixed patterns of conduct or response. Moreover, it will facilitate the students' acquaintance with other individuals within the classroom. Once proficiency in this approach is attained, it can be integrated into other class periods. For peer tutoring to be highly effective, it requires a high level of cooperation as noted earlier. Earlier, Slavin (1980) stressed that peer tutoring has a reward structure where cooperation is at its core. Educators, researchers, administrators, and even parents are re-discovering the fact that collaboration among students leads to enhanced learning outcomes compared to individual students working in isolation. This pedagogical approach is known as cooperative learning.

The instructional utilization of small groups, known as cooperative learning, facilitates collaborative efforts among students to enhance their individual and collective learning outcomes. Upon receiving guidance from the educator, class participants are allocated into groups comprising 2 to 5 members. They acknowledge that one's performance is influenced by both oneself and one's colleague, and they feel proud of and celebrate together when a group member is recognized for their accomplishments. Students' goal attainments are positively interdependent. Students believe that they can achieve their learning goals only when other students in their learning group also achieve their goals. Cooperative learning aims to develop social skills and academic abilities.

Cooperative learning creates the atmosphere for students to increase their academic achievement as they learn social skills, such as resolving disputes on their own, helping newcomers feel welcome, taking turns, listening to others, contributing ideas, explaining oneself clearly, encouraging others, and criticizing ideas not people. The reason for improved academic achievement is that students are more active participants (Lord, 2001). The students demonstrate a genuine interest in the subject matter and are actively involved. Additional benefits encompass the fostering of students, bolstering self-assurance, promoting accountability, fostering the development of organizational abilities, decision-making, conducting experiments, embarking on explorations, articulating emotions, empathizing with others, and spurring motivation.

These skills are very important in the classroom and later in life because no matter what kind of work students later engage in life, they must work with others. Also, the students like the subject and college better (Lord, 2001). They are more likely to make friends in class. They like and trust other students more than students who are learning individually (Lord, 2001) and have more self-esteem (Slavin, 1991; Bächtold, Roca & De Checchi, 2023). Motivated students are less likely to miss class and drop out.

Cooperative learning distinguishes itself from other forms of group learning by virtue of its distinct structure, which incorporates five fundamental elements that imbue group learning with a truly cooperative essence. These components encompass positive interdependence, face-to-face promotion of interaction, individual accountability, interpersonal and small group skills, as well as group processing. To enable a teacher's utilization of this approach, it is imperative to commence the process early in the academic period. This ensures the cultivation of the essential interpersonal abilities required for the facilitation of effective cooperative learning. The incorporation of this strategy can range from a brief five-minute classroom exercise to a more intricate undertaking that spans multiple class sessions. It is generally accepted that several pivotal stages must be adhered to for the efficacious implementation of this method. These stages encompass pre-instructional planning, introduction of the activity to students, monitoring and intervention, as well as assessment and processing.

The initial step that the teacher ought to undertake is to provide an explanation regarding the nature of the strategy, followed by a discussion on the various research studies conducted in relation to it, subsequently linking the findings to the experiences of the students. It is crucial for the teacher to commence this process as early as possible during the academic term so as to allow the students ample time to cultivate their interpersonal skills, which are imperative for effective collaboration within the classroom setting. Additionally, it is advisable to broach the subject of scenarios wherein students can derive advantages. It is of utmost importance for the group size to remain small, encompassing a diverse range of individuals in terms of gender, cultural background, academic performance, as well as students exhibiting behavioral issues and varying levels of motivation. A reconfiguration of the classroom layout is required, wherein each group is granted the autonomy to select their own workspace, provided that they position themselves directly opposite one another and in close physical proximity. Furthermore, it is crucial for the teacher to encourage the development of a collective sense of identity within each group, thereby fostering cohesion. This can be achieved through the allocation of specific roles to group members and by establishing clear expectations pertaining to group conduct right from the outset. The teacher should actively circulate throughout the classroom, attentively monitoring the functioning of each group member. Lastly, at the culmination of the lesson, it is essential for each group to provide feedback regarding their performance. Research has shown that children who work in cooperative groups do better on tests, especially with regard to reasoning and critical thinking skills than those that are not (D. W. Johnson & R. T. Johnson, 1989). In a comprehensive meta-analysis encompassing numerous studies, it was determined that cooperative arrangements outperformed both competitive and individualistic structures across a range of outcome measures. Notably, cooperative arrangements consistently exhibited elevated levels of achievement, enhanced reasoning abilities, increased propensity for generating novel

ideas and solutions, as well as heightened capacity for transferring acquired knowledge between distinct scenarios.

In a review by Slavin (1991), of 67 students, it was found out that 61% of the cooperative learning classes achieved significantly higher test scores than the traditional class. The researcher noted that the difference between the more and less effective cooperative classes was that the effective ones stressed group goals and individual accountability. Greater effect is on students learning when groups are recognized or rewarded based on the individual learning of their group members. Wenzel (2000) noted that students in mixed groups (different races, genders, and learning styles) tend to have a deeper understanding of the material and remember more than those in homogenous groups. Williamson and Rowe (2002) observed that students in cooperative learning sections were more willing to ask the instructor questions (in class or through the office visits) than those in traditionally taught sections.

Cooperative learning is particularly suited to reduce anti-social behavior in schooling adolescents. For education of students with special learning needs, Slavin (1991) found cooperative learning to be effective for students with disabilities. Schools are responsible for not only improving achievement but also curbing disruptive violent and anti-social behavior. Chronic academic failure in schools can lead to students feeling demoralized, experiencing a loss of status and rejection from their peers, and a decline in self-esteem and feelings of competence. However, these negative outcomes can be mitigated through the implementation of cooperative learning. To succeed in school, students with anti-social behavior need to learn strategies for improving social performance and controlling emotion (Hawkins, 1995).

Cooperative learning had been found effective to teach coping strategies, academic, social, and life skills to anti-social adolescents. It has been shown to substantially improve behavior and reduce recidivism rates (Brier, 1994). In addition to peer tutoring, cooperative learning is effective for reducing anti-social behavior in adolescents. Adequate peer role models are needed to enhance generalization of pro-social skills. Quinn (2002) in a study examined the effectiveness of using cooperative learning to increase appropriate behaviors of young boys identified as being at risk for the development of anti-social behavior patterns. The students were provided with a six-week cooperative learning intervention that utilized peer role models to instruct them in interpersonal problem-solving skills by employing a combination of cognitive and behavioral techniques. The findings of the study demonstrated a notable rise in academic achievement. White (2010) in his study found cooperative learning as effective teaching strategy for reducing anti-social behavior in schooling adolescents. The implementation of cooperative learning can involve varying the groups or pairs with emphasis on different content areas or behavior skills.

To achieve a decrease in anti-social behaviors, it is necessary to engage in a joint endeavor that takes into account and reduces the risk factors at the individual, community, and school levels. The manner in which learning takes place is influenced by the interactions between individuals. Various types of interaction enable various types of learning. Studies have provided evidence of a connection between the level of discourse within a collaborating pair and the level of training of the individuals involved. In such a study, Harris (2002) discovered that giving detailed elaborate explanations to other students in the group is a stronger predictor of achievement for the students concerned.

Collaboration is a collaborative endeavor where multiple individuals, regardless of their prior affiliations, come together in order to accomplish a shared objective. Collaborative learning, on the other hand, is an educational approach wherein students collaborate as a team to complete a given task. They may produce individual parts of a larger assignment individually and assemble the final work together as a team. It can be for a semester-long project with several outcomes or a single question during class (Diaz, Brown, & Salmons, 2010). It is the process of grouping and pairing learners with the aim of achieving a specific learning objective. It involves a teaching approach where students of different skill levels collaborate in small teams towards a shared goal. The students are accountable for each other's learning as well as their own. The success of one student contributes to the success of others. The following are suitable for collaborative learning: case study, discussions, student-moderated discussions, debates, collaborative writing, collaborative presentation, games, and demonstrations (Srinivas, 2011).

Collaborative learning is advocated even for adolescents exhibiting anti-social behavior. It entails the active exchange of ideas within small groups, which serves to enhance interest among participants. Furthermore, it fosters the establishment of cooperative teams. These teams, in turn, are able to attain levels of thought that are elevated and maintain information for longer durations. Consequently, learners are afforded the opportunity to partake in discussions and assume responsibility for their own learning, ultimately leading them to become critical thinkers. In addition, students display a greater degree of satisfaction, thereby bolstering their low self-esteem, a characteristic that is often absent in students with anti-social behavior.

In order to implement collaborative learning, it is essential for team members to have a deep understanding of their own capabilities and characteristics. The acquisition of in-depth knowledge and comprehension of concepts is facilitated through the assignment of specific roles to students. One effective method for assigning roles is through the utilization of three-step interviews. This approach involves the teacher providing interview questions or information that must be discovered, allowing students to "play" themselves and engage in alternating interviews with each other. Additionally, roundtable structures can be employed to encourage idea generation and the generation of a substantial number of responses to either a single question or a group of questions. It is important to note that all students within a group are granted the opportunity to contribute their responses. There is no "right" answers. The group stops when time is up. The teacher relates the questions to the course unit (Srinivas, 2011). Focused listing is used as a brainstorming technique or as a technique to generate descriptions and definitions of concepts. The students are instructed to produce terms in order to establish or depict a particular thing. Additionally, the teacher employs a systematic approach to problem-solving by encouraging the students to generate ideas or choose a problem for them to contemplate. The utilization of a one-minute paper entails posing specific questions to the students, which directs their attention towards the subject matter and enables the teacher to receive feedback. Furthermore, it can be employed as a means to initiate the subsequent day's discussion.

Another technique of collaborative learning, according to Srinavis (2011), is paired annotations. The students are paired together in order to engage in the review or acquisition of the same article, chapter, or content area, as well as to exchange double entry journals. The students have the option to choose or may be assigned

various roles, such as leader, recorder, or reporter. Additionally, the teacher utilizes the "send-a-problem" approach as a means to prompt groups to engage in discussions or review materials. The teacher also employs the use of a value line to create heterogeneous groups. Uncommon commonalities may be utilized to promote a more cohesive group dynamic. At the outset, the group establishes team expectations, which outline the desired behaviors from each individual. This serves as a means to deter any anti-social behavior. The teachers utilize double entry journals for students to document their notes on articles or other available resources. Guided reciprocal peer questioning can be employed to stimulate discussions among student groups on specific topics or content areas. When these techniques are combined with other strategies such as peer tutoring, the teacher is able to establish a highly effective cooperative learning structure.

Regardless of subject matter, students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats (Davis, 1993). Students who work in collaborative groups also appear more satisfied with their classmates (Beckman, 1990; Chickering & Gamson, 1991; Goodsell, Maher, & Tinto, 1992).

The indication that peer groups possess such a powerful impact on conduct implies that educational institutions should implement cooperative education and the integration of unsociable students with ordinary students might offer the greatest advantages to the unsociable adolescents. By dividing the classroom into groups and explicitly stating procedures for group interactions, teachers can create opportunities for positive interaction between anti-social and other students (Encyclopedia of Children's Health, 2011).

Collaboration and cooperation between general and special educators are imperative to ensure the academic achievement of adolescents displaying anti-social behaviors. This necessitates an ongoing exchange of knowledge, skills, and expertise between these two groups of educators. In order to facilitate successful inclusion of all students, it is essential for special educators to offer support and guidance to general educators regarding curriculum adaptations for students transitioning from special education classrooms to general classrooms. Goodsell, Maher, and Tinto (1992) developed a model for program collaboration for curriculum adaptation. There are three stages involved–development stage, implementation stage, and evaluation stage. Firstly, it is imperative to ascertain the curriculum modifications that have proven effective in working with the student. Subsequently, one must identify the curricular components that necessitate adaptation within the general education classroom. Furthermore, the selection of appropriate teaching and behavior management techniques is crucial in addressing student needs through curriculum adaptations. Following this, comprehensive plans must be devised to implement the aforementioned curriculum adaptations within the general education class. Once these plans have been established, they can be put into action accordingly. Notably, the special educator assumes a vital role in overseeing the implementation of the plan. Subsequently, diligent monitoring of student progress is essential. Finally, the evaluation of the plan's efficacy and the utilization of selected techniques to adapt curricular elements must be conducted.

In their book, Hoover and Patton (1999) developed some guidelines for the general educator. He/she should gather information related to one or more of the curricular elements that require adaptations, and then, implement curriculum adap-

tations on a regular basis for specified period of time. The effectiveness of the adaptations must be documented. He/she should teach flexibly to minimize problems that may result from changes that occur as adaptations are implemented, and also, explore options for curriculum adaptations with other educators, especially special education personnel. In the next step, he/she should adapt only specific areas that modifications do not attempt to change too much at a time, use different adaptation techniques to achieve appropriate education for all students, implement adaptations in a manner that ensures smooth transitions into the use of different teaching and behavior management techniques, and anticipate and account for potential problems that may arise from adaptations prior to implementation. When feasible, it is essential for educators to utilize adaptations that align well with existing classroom structures and routines. The primary focus should be on promoting flexibility. In the inclusive classroom setting, it is imperative for the general educator to receive substantial support from the special educator. Furthermore, it is crucial not to overlook the needs of the students themselves. To assess the impact of the adaptations, the teacher should engage in regular discussions with the students. This can be facilitated through the use of a self-monitoring checklist. Additionally, the teacher can also implement their own behavior checklist for the students.

Ongoing monitoring of the program by both general and special educators is imperative. This monitoring should align with the summative evaluation of the program's impact on the desired objective, which may be enhanced on a weekly basis through factors such as test scores, increased attention span during reading, or the number of completed assignments. Above all, it is essential for a harmonious relationship to exist between the special educator and the general educator. Such interpersonal rapport can greatly contribute to the successful implementation of the program. Furthermore, maintaining open and honest channels of communication between educators is crucial. The planning for any necessary changes should be done collaboratively by all those involved. Finally, it is vital for both special and general educators to recognize and appreciate each other's potential for growth and development. The study is anchored on the constructivist theory of cognitive functioning and development (Goodsell et al., 1992). The constructivist approach emphasizes discovering learning and views knowledge acquisition as a social activity. According to Goodsell et al. (1992), human beings are capable of extending biological programming to construct cognitive systems that interpret experiences with objects and other persons. Moreover, the building of cognitive systems takes time and it is often the case that the same objective experience will be interpreted and understood differently by two adolescents who are at different points in the process of constructing cognitive systems.

Furthermore, from the model he developed to provide building blocks for the use of peer tutoring in the class, Goodsell et al. (1992) argued that peer interactions provide rich and necessary contexts for adolescents to reverse their current cognitive systems and anti-social behaviors. Reflecting on peer responses and viewpoints serves a foundation for a student to modify his/her cognitive system. Such will lead students to make new meanings. In other words, according to the theory, learning depends on equilibration a process that involves the reconciliation of conflict between prior and newly experienced beliefs (O'Donnell, 1999). The theory posited that the process of development results in the acquisition of knowledge, including the acquisition of socially acceptable behaviors in contrast to behaviors that are considered anti-social.

3. Research Structure: Statement of the Problem, Research Questions, Method, Sample and Tools

Many secondary and occasionally primary schools have a significant number of adolescents who exhibit anti-social behavior. Managing these students or pupils can be quite challenging. As a result of their inherent nature, these students make the teacher's day arduous, uninteresting, and unsatisfying. They not only refuse to learn themselves, but also obstruct others from acquiring knowledge, thus preventing the teacher from achieving the day's objectives. The teacher expends a significant amount of time and effort in maintaining discipline. In the absence of appropriate intervention, these students may encounter significant adjustment difficulties and face a high risk of dropping out of school. Moreover, this behavior may serve as a precursor to engaging in criminal activities as adults. The resulting frustration experienced by the teacher may even drive some students to contemplate suicide if these issues are not effectively addressed. Failure to adequately address these problems can potentially give rise to a new generation of anti-social adolescents, thereby perpetuating the cycle. From the previously examined findings, it was apparent that educators in Italy, specifically in Naples and Milan, have displayed a disregard for these particular students, treating and instructing them without differentiation. Conversely, in other urban areas, instructors have successfully employed peer tutoring, cooperative learning, and collaborative learning when educating these children. It is plausible that employing the same methodologies could yield positive outcomes in the aforementioned cities. In the pursuit of exploring this avenue, it is pertinent to pose the question: What would be the impact of peer tutoring, cooperative learning, and collaborative learning on adolescents within the educational framework? In order to address this research query, the researchers will be guided by three specific research questions and one hypothesis.

- *Research Questions*

  The research inquiries for this paper are as follows:

  (1) Teachers implement peer tutoring strategies to what degree, in order to diminish anti-social behaviors among schooling adolescents?
  (2) To what extent do teachers apply cooperative learning for reducing anti-social behaviors of schooling adolescents?
  (3) To what extent do teachers apply collaborative teaching for adolescents with anti-social behavior?

- *Method*

  The research employed a descriptive design. It entailed a survey on the level of teachers' awareness regarding peer tutoring, cooperative learning, and collaborative learning as strategies to mitigate anti-social behavior among adolescents in school.

- *Sample*

  The study encompassed the entirety of secondary school teachers in the education zone of Naples and Milan, two cities located in Italy. A group of 200 teachers were selected in a manner that preserved the proportional representation from the four schools that constitute the zone. To accomplish this, a technique known as proportionate random sampling was employed, whereby 20% of the teachers in each town were chosen.

- *Instrument*

The instrument used for data collection was a structured questionnaire titled SRABSA (strategies for reducing anti-social behavior of schooling adolescents). This was developed by the researchers through extensive review of literature and from their personal experiences as teachers and interactions with other teachers. The instrument had three main sections: The first section was on use of peer tutoring, the second section was on cooperative learning, while the third section was on collaborative learning. The items were structured on a four-point rating scale of 4–VGE ("Very great extent"), 3–GE ("Great extent"), 2– LE ("Little extent"), and 1–VLE ("Very little extent"). This was face-validated by three experts in special education, educational psychology, and measurement and evaluation. Their constructive criticisms and inputs helped with the final production of the instrument. An internal consistency reliability estimate of 0.89 was obtained for the instrument. The data collection methodology employed in this study involved the direct administration of questionnaires to teachers. These questionnaires were promptly completed by the teachers and subsequently submitted to the researchers. In order to analyze the data collected from the study, the mean and standard deviation (SD) were utilized. A decision point of 2.50 was employed to determine whether to accept or reject the items included in the questionnaire.

4. Results

Research question 1: To what degree do educators employ peer tutoring techniques in order to mitigate the prevalence of anti-social conduct among students in educational institutions? The answer to this research question is manifested in the results presented in Figure 1.

Figure 1. Mean Rating and SD on Extent of Teacher Awareness of Peer Tutoring Strategies for Reducing Anti-social Behavior of Schooling Adolescents

S/N	Peer tutoring strategies	Mean	*SD*	Decision
1	It is best to start small	3.39	0.801	*
2	Use during one class period	2.57	0.948	**
3	Pair in twos	3.07	0.980	*
4	Use of test scores	2.92	0.969	*
5	Use of teacher judgment	3.27	0.872	*
6	When mastered incorporate the strategy into other class periods	3.19	0.903	*
7	Set goals to measure and examine individual progress	3.34	0.948	*
8	Should not be used as punishment for anti-social behaviors	2.81	1.114	*
9	Comments and corrections are immediate	3.14	1.001	*
10	Students provide extensive help to each other	3.24	0.822	*
11	Partner selection must match	2.95	0.934	*
12	There are shared discourses	3.13	0.935	*
13	Do not immediately break them up if they are not matching	2.33	1.151	***
14	The tutor must provide relevant help	3.27	1.016	*
15	If not working, place the students on a time out from rewards for five minutes	2.85	0.978	*
16	If still not working, split the students	2.90	0.997	*
17	Avoid putting best friends together and do not pair worst enemies	3.28	1.012	*
18	Teachers interact closely with students	3.42	0.887	*
19	Tutor adapts instruction to learners pace, learning style and level of understanding	3.29	0.938	*
20	May pair according to how the students behave	2.94	1.059	*
21	Change the students every two weeks	2.88	1.000	*
22	Materials for tutoring should not aggravate problem behaviors	3.03	1.051	*
23	Once the students are paired, divide the entire class into two teams	2.38	0.982	***
24	The students total their scores at the end	3.06	1.008	*
25	Use of game formats	3.18	0.861	*

Notes. N = 200; * VGE, ** GE, *** LE.

Data from Figure 1 indicate that teachers are applying peer tutoring strategies as means of reducing anti-social behavior of schooling adolescents. Apart from items 2, 13, and 23, all other items show clear awareness of such positive strategies.

Research question 2: To what extent do teachers apply cooperative learning for reducing anti-social behaviors of schooling adolescents? The answer to this research question is manifested in the results presented in Figure 2.

Figure 2. Mean Rating and SD on Extent of Teacher Awareness of Cooperative Learning for Reducing Anti-social Behaviors of Schooling Adolescents

S/N	Peer tutoring strategies	Mean	*SD*	Decision
1	Cooperative learning and peer tutoring can be used together	3.24	0.908	*
2	Positive interdependence among groups	2.95	1.014	*
3	Face to face promotive interaction	2.31	1.007	**
4	Individual accountability is involved	3.00	0.927	*
5	Group members learn social skills required to work together productively	3.27	0.859	*
6	Group members must have time to discuss how well they are doing to achieve goals and maintain good relationships	3.27	0.934	*
7	Groups are taught with a combination of sexes, cultural groups, high, medium and low achieving students	2.11	0.934	***
8	Rearrange classroom to assist in promoting social skills	3.18	0.876	*
9	Groups can choose their own working spots as long as they sit face to face and knee to knee	3.00	1.073	*
10	Encourage groups to create spirit by developing group identity	3.14	0.904	*
11	Each student is assigned a role and each role will be described with a *t*-chart	2.14	0.908	***
12	Make expectations of group behavior clear	3.29	0.950	*
13	Make sure everyone contributes to the work and understands and agrees to the final product	3.36	0.795	*
14	Time the class to determine how fast and quietly they can get into their own groups	3.18	0.950	*
15	Each group gives feedback on how well they perform	3.31	0.852	*
16	Monitor behaviors to observe how each group is handling the tasks and roles	3.17	0.899	*
17	Use of observation sheets	3.12	0.903	*
18	Group members discuss and reflect on what worked and what failed	3.13	0.945	*
19	Evaluate academic and social skills	3.32	0.776	*

Notes. $N = 200$; * VE, ** LE, *** VLE.

Data from Figure 2 clearly indicate that teachers apply cooperative learning as a strategy of reducing anti-social behavior of schooling adolescents. With the exception of items 3, 7, and 11, all the other items show that teachers are aware of the positive impact of cooperative learning to reduce anti-social behaviors of students.

Research question 3: To what extent do teachers apply collaborative teaching for adolescents with anti-social behaviors? Results show in Figure 3.

The data presented in Figure 3 provides a clear indication that teachers are, to a significant degree, implementing collaborative teaching practices for adolescents exhibiting anti-social behaviors. With the exception of items 1, 3, 11, 12, and 15, all remaining items in the figure demonstrate that teachers have indeed utilized collaborative teaching strategies for students displaying anti-social behaviors.

Figure 3. Mean Ratings and SD on Teachers' Level of Awareness of Application of Collaborative Teaching to Reduce Anti-social Behaviors of Adolescents

S/N	Peer tutoring strategies	Mean	*SD*	Decision
1	Use of case study for collaboration learning	2.07	0.964	***
2	Use of discussions	3.23	0.950	*
3	Use of student moderated discussions	3.00	0.899	***
4	Use of debates	3.06	1.003	*
5	Collaborative writing	2.91	0.877	*
6	Collaborative presentation	3.04	0.852	*
7	Games and demonstration	2.96	0.934	*
8	Knowledge of concepts in depth when roles are assigned	2.83	1.076	*
9	Use of three step interview to assign roles	2.88	1.012	*
10	Use of focus listing as brainstorming technique	2.91	0.952	*
11	Use of paired annotations	2.96	1.029	**
12	Use of uncommon commonalities	2.64	1.028	**
13	Send a problem technique	2.76	1.048	*
14	Listing team expectations	2.71	.938	*
15	Use of double entry journals	2.22	1.024	***
16	Guided reciprocal peer questioning	3.01	1.020	*
17	Combine with peer tutoring and cooperative learning	3.12	0.970	*

Notes. $N = 200$: * VGE. ** GE. *** LE.

4. Discussion and Conclusions

Based on the findings, one can deduce that to a large extent, teachers apply peer tutoring, cooperative learning, and collaborative learning to reduce anti-social behaviors of schooling adolescents. This was a result of the high means and *SD*s obtained. The few that did not apply these strategies did not attract high figures. This can be attributed to the fact that there is a high increase of anti-social behaviors in the school system (Igbo, 2005; Bruce, Morton, Crump, Hayuie, & Saylor, 2011; Drytoos & McCord, as cited in Bruce et al., 2011). So, from available evidence, these anti-social behaviors exist in schools and teachers have been trying their best to reduce them. Though, they had not been succeeding. The major problem is not with head knowledge but with implementation which is the crux of the matter.

Data from Table 1 show that, to a very great extent, teachers are applying peer tutoring strategies to arrest anti-social behaviors of schooling adolescents. This is not very surprising for the strategy is working in in other geographical contexts (O'Dourell, 1999; Spencer, Scruggs, & Mastroprien, 2003; Franca, Kerr, Reizt, & Lambert, 1990). It has also been effective among children with behavioral problems (Depquadri, Greenwood, Stretton, & Hall, as cited in Classwide Peer Tutoring, 2011).

Likewise, data as shown in Table 2, teachers apply cooperative learning to control or reduce anti-social behavior. The strategy has also been effective when used on students with anti-social behaviors in other countries (Haris, 2002; Quinn, 2002; White, 2012).

Collaborative as a cooperative arrangement was applied on students with anti-social behaviors in the present study. It was found out that to a large extent teachers had been applying it. This can be seen in Table 3. Other studies also found it effective (Davis, 1993; Srinavis, 2011; Diazi, Brown, & Salmous, 2010). From the foregoing, one can see that the three strategies used in the study were not new and that the teachers were aware of them. The problem then is the implementation. Teachers are

encouraged to use them because more awareness of the strategies is not enough. They should strive to put the strategies into effect.

Based on the findings of the study, we made the following recommendations:

- Teachers should strive to apply peer tutoring, cooperative learning, and collaborative teaching to reduce anti-social behaviors among schooling adolescents;
- Intensive training and retraining of teachers is proper implementation of peer tutoring, cooperative learning, and collaborative teaching because they work together;
- Teachers should be given incentives by school authorities and even parents to be able to be motivated to go the extra mile to implement the strategies so that the society and school will be better places to live and study.

The study's findings unequivocally demonstrated that educators employed peer tutoring, cooperative learning, and collaborative learning methodologies with the aim of mitigating anti-social tendencies in adolescent students. Additionally, several educators have begun incorporating collaborative techniques into their instructional practices. From these observations, it can be inferred that not only should teachers possess knowledge of these three strategies, but they should also actively implement them in order to effectively curtail anti-social behaviors exhibited by adolescents in educational settings.

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