

# The Effectiveness of Co-Teaching in Grade XI Students' Understanding of Shakespeare's Play, "The Merchant of Venice" at Orong CS

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## ABSTRACT

In literature, co-teaching is primarily defined as an instrumental and pedagogical approach involving collaboration between special and regular teachers, benefiting students with and without special educational needs in regular schools. This study examined the effectiveness of co-teaching on Grade XI students' understanding of Shakespeare's play, "*The Merchant of Venice*," at Orong Central School, Samdrup Jongkhar. A total of 55 grade XI students participated in this study, with 28 students assigned to the experimental group (EG) and 27 to the control group (CG). The quantitative data gathered through the Single-Outcome Survey Question (SOSQ) and the results of pre-tests and post-tests are analyzed using Jamovi 2.6.44 software through descriptive statistical analysis, including means, standard deviations, and independent sample t-tests. The qualitative data gathered through interviews were thematically analysed. The findings revealed that despite an initial lack of significant differences in pre-test scores ( $p = 0.310$ ) between the CG and EG, a month-long intervention of the co-teaching strategy has led to statistically significant ( $p < 0.001$ ) improvements in the EG. Similarly, the qualitative findings also supported quantitative findings, highlighting the effectiveness of Co-teaching.

**Keywords:** Bhutan, Orong Central School, Co-teaching, academic performance.

## CHAPTER 1: INTRODUCTION

### 1.1. Background of the study

Guaranteeing high-quality education for our children is of principal importance, as the future of our country will significantly depend on the quality of education we provide today. His Majesty the fourth Druk King, Jigme Singye Wangchuk, King of Bhutan, always underlined that "the future of our nation lies in the hands of our children and the future of the children lies in the hands of the teachers." Consequently, schools are the primary sites for the overall development of children, and today's youth are the main pillars of an advanced society. In this keynote, teaching meaningfully to students plays a vital role in enhancing their learning.

Although there are various twenty-first-century pedagogies to implement in the classroom, co-teaching is one of the instructional approaches in which two or more educators share responsibility for planning, delivering, and assessing instruction for a group of students. Often used in inclusive classrooms, co-teaching allows for a blend of different teaching styles and strengths, providing more personalized and

engaging learning experiences. Co-teaching models may provide individualized instruction, specialized support, and opportunities for kids to learn while engaging with their peers. They may be beneficial for students with disabilities as they navigate the general education curriculum (Al-Amrat, 2024).

The origins of so-called co-teaching can be traced to several related trends from the United States during the 1980s and 1990s. It grew its movement to integrate students with disabilities into the general education system, a main part of special education reforms focusing on the Handicapped children in 1975. Later, educators and policymakers began exploring co-teaching as a way for general education teachers and special education teachers to collaborate in the same classroom. This method aimed to meet diverse student needs without pulling students out of class for separate instruction, supporting inclusion, differentiation, and equal access to the curriculum. The logic was to see the efficiency and effectiveness of instructional delivery. It was also called as Team teaching. Over time, the co-teaching model extended beyond special education to English as a Second Language programs, gifted education, and even interdisciplinary instruction in general education. Al-Amrat (2024) states that co-teachers can demonstrate risk-taking and various approaches to the subject while maintaining a framework of polite and comprehensive conversation. Students are exposed to the implicit idea that diversity in perspective is advantageous for learning, considered acceptable, and actively promoted. So, the team teaching or the co-teaching has evolved and gradually expanded to the rest of the world and is still in place.

In many countries, co-teaching is seen as an instrumental pedagogical model for handling diversity from which students with and without special educational needs can benefit (Fluijt et al., 2016). Co-teaching is termed as team teaching or interactive teaching, where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities. It is also called collaborative teaching, joint teaching, shared teaching, dual teaching, and integrated teaching. Thus, co-teaching becomes more common in secondary schools, and school personnel must have the opportunity to learn more about this way to support students with disabilities in the general education classroom.

### **1.2 Problem statement:**

Teaching Grade XI scholars in Shakespearean literature, especially *The Merchant of Venice*, can be quite challenging at times, and conveying the intended concept is not easy. The challenges arise from the complexity of the text's language, the historical and cultural gulf between Shakespeare's time and ours, and the book's abstract exploration of such themes as justice, mercy, prejudice, and religious conflict. Shakespeare's play included various Biblical references, and it is quite challenging for students to comprehend the concepts. Valuable sources for this play include legal, economic, and social history, as well as the Bible (Granville-Barker, 2015). Engaging many students requires immense effort just to achieve a basic comprehension of the work's language and relevance. Despite its richness and value as a literary work, *The Merchant of Venice* is often taught ineffectively, with conventional teaching methods failing to support student participation and comprehension. There is a need to explore alternative strategies, such as co-teaching, for instance, that might make the play more engaging for students and improve their understanding of it. Most of the time, the teacher has to explain it in class, so the session becomes monotonous. This study investigates whether co-teaching, as a collaborative and inclusive approach, can enhance students' understanding of the particular themes, characters, and language in *The Merchant of Venice*, thereby improving their overall academic performance and appreciation of Shakespearean literature.

### **1.3 Purpose of the study.**

This study intends to investigate co-teaching as an instructional strategy and its effect on a population of Grade XI students of Orong Central School, Bhutan. Specifically, this study examines the effectiveness of co-teaching on the selected class XI grades in comprehending William Shakespeare's play, *The Merchant of Venice*. More narrowly, the study explores the effectiveness of co-teaching methods and students' engagement levels; comprehension of complex, archaic, and dense language; understanding and interpretation of literary elements; and appraisal of the play's central themes. Integrating co-teaching into the literature classroom makes it possible to assess this approach's capacity to underpin varied and diverse types of learners in a higher secondary school setting. More specifically, this research will focus on experimenting with an experimental group (taught in a co-taught literature class) and a control group (taught in a conventional literature class) in the targeted group/class and see their perspectives on the co-teaching strategy, their improvement in performance, and participation in the classes. The study was limited to evaluating students' test scores, their perspectives, and teachers' perspectives on implementing co-teaching during the 2025 school academic year. The study was further limited to the XI grade of Orong Central students. The study was delimited since all the collected data is confined to the Orong Central School located in Samdrup Jongkhar Dzongkhag. This limitation may limit the ability to generalize the findings beyond the Samdrup Jonkhar School District.

#### 1.4. Research Objectives

1. To assess students' understanding of the play before and after implementing co-teaching strategies.
2. To examine the differences in student engagement and academic performance between co-taught vs traditionally taught literature classes.

#### 1.5. Research Question:

1. What are the students' perceptions and attitudes towards co-teaching compared to conventional teaching?
2. What are the impacts of co-teaching strategies on students' academic performance?
3. How do teachers perceive the challenges and benefits of implementing co-teaching in teaching their subject?

#### 1.6. Hypothesis

**Null hypothesis (H<sub>0</sub>):** No significant difference exists in students' comprehension of Shakespeare's Play, "*The Merchant of Venice*," taught through co-teaching compared to traditional methods.

**Alternative hypothesis (H<sub>1</sub>):** There is a significant difference in students' comprehension of Shakespeare's play, "*The Merchant of Venice*," when taught through co-teaching compared to traditional methods.

#### 1.7. Limitations of the study

The study wanted to find the effectiveness of co-teaching in grade XI students' understanding of the concept of Shakespeare's Play, "*The Merchant of Venice*" at Orong Central School under Samdrup Jongkhar. The findings cannot be generalized to other schools, grade levels, or educational contexts since they may vary with resources, teaching staff, and student demographics, which could influence the effectiveness of co-teaching methods. Owing to the time constraint, the results may not have captured the full potential or limitations of co-teaching in improving student comprehension. On the contrary, students' diverse abilities and backgrounds would have impacted how effectively they engage with and understand the play, potentially confounding the results.

Thus, while the study can offer valuable insights into the effectiveness of co-teaching for teaching *The Merchant of Venice*, the results should also be interpreted cautiously.

## 1.6. Reconnaissance

### 1.6.1. Situational Analysis:

Most of the time, the researcher observed that XI students are not able to comprehend the Shakespearean play, “*The Merchant of Venice*.” Shakespearean language is often difficult to comprehend due to its archaic vocabulary, unusual sentence structures, and the use of poetic devices like puns and metaphors, which are not common in everyday speech. Additionally, the context of the plays and the characters' personalities add another layer of complexity. Because it has many Biblical references and terminologies used in the text, mostly involving Teacher-Centred activity. The researcher believed that certain strategies needed to be implemented. The study consists of 28 students, including 14 Girls and 14 Boys from diverse academic, social, and cultural backgrounds. Recognising this situation, the researcher felt the need to enhance students' classroom learning and participation by applying the Co-Teaching method. Co-teaching facilitates differentiated instruction by allowing teachers to implement varied strategies simultaneously. Through collaborative planning and shared execution, teachers can modify instruction to suit different readiness levels, interests, and learning profiles (B. U. Sharma, 2025). Thus, this method is implemented where two teachers with varying proficiency levels but with the same subject specialist collaboratively plan and deliver instruction, offering numerous benefits for students and teachers alike. It fosters a more inclusive learning environment, allows for greater flexibility in instruction, and can lead to improved student outcomes and increased teacher efficacy.

### 1.6.2. Research Competent

This research aims to investigate the effectiveness of co-teaching as an instructional method for grade XI students' understanding of Shakespeare's play *The Merchant of Venice*, compared to traditional solo-teaching strategies. Research competency is essential in research activities because it underpins the production of valid, reliable, and ethical results. Without it, the research process can be flawed, leading to inaccurate conclusions and wasted resources. Research competency was defined as a combination of motivational, gnoseological, operational, and personal components, developed to enable the successful application of research skills and knowledge in practical tasks (Prosekov et al., 2020). The researcher has experience in the research field and has published a study. He holds an MA in English from Yonphula Centenary College, affiliated with Sherubtshe College, Tashigang. Additionally, he has experience teaching *The Merchant of Venice* to grade XI and XII students since its inclusion in the Bhutanese curriculum in 2017. The researcher has an in-depth understanding of the challenges students face in understanding Shakespearean plays. Furthermore, the co-teacher also has decades of experience teaching *The Merchant of Venice* to grade XI and XII students. Although the literature is relatively new to grade XI students, the researcher is sufficiently qualified to involve students as research participants. The critical friend is also competent, serving as the Action Research Focal Person in Samdrup Jongkhar Dzongkhag, and has conducted a couple of research studies and has published in international journals.

### 1.6.3. LITERATURE REVIEW

The curriculum for English as a subject for the higher secondary students was reformed in the year 2017 by replacing the two dramas *Once Upon a Greek Stage* by Beth McMaster in grade 11 and *Episode in the Life of an Author* by Jean Anouilh in grade 12 with *The Merchant of Venice* by William Shakespeare (K. Sharma et al., 2023). Shakespearean literature returned to Bhutanese classrooms after a nine-year gap because his works had previously been removed due to their perceived complexity and archaic language. Following extensive consultations with English teachers across the country, Shakespeare's

literary works promote significant and timeless themes, and his works were reintroduced into the curriculum. With the increasing demand for differentiated instruction and inclusive education, co-teaching has emerged as an encouraging strategy to support students in grasping these complexities. The predominant co-teaching model, *one teach, one assist*, comprises one teacher leading the instruction and another catering to students' individual learning needs. In this model, a general education teacher—often seen as the content specialist—collaborates with a special education teacher as a learning specialist; however, this does not include teacher assistants (Gardesten, 2023). Teachers adopt varied strategies for students to learn meaningfully, but which strategy suits which individual student is difficult to thrash out (Dorji, 2020). Thus, this review explores existing literature on the effectiveness of co-teaching models in enhancing literary comprehension, with a particular focus on secondary-level engagement with Shakespearean texts.

According to U.B. Sharma (2025), he states that two teachers create a sense of safety and community, enhancing student confidence and participation. Co-teaching promotes peer interaction, cooperation, and respect for diversity. Co-teaching in a school depends on several factors and must be determined by professionals at the site. Similarly, Batho (2014) in his *Shakespeare in Secondary Schools* involved 60 secondary school English teachers and found that reading the play around the class was a popular practice (80% of the teacher respondents). He recommends that teachers look for imaginative ways to tackle the language difficulty with Shakespearean texts of pupils and that memorising lines from Shakespeare should be “once a common practice in English classrooms” (p. 168). Students greatly benefited from having two teachers in the classroom to provide extra support. The advantages outweigh the disadvantages of using a co-teaching strategy in both an inclusive and general education classroom (Stortenbecker, 2021).

In the study of Yeganehpour & Zarfsaz (2020) on “The effect of co-teaching on advanced EFL learners' writing ability,” it was found that co-teaching has been much more successful in improving the overall writing ability of the treatment group and increasing the number of students getting individual attention. They have noticed that learners who were taught through co-teaching methods outperformed compared to those in the traditional single-teacher classroom on post-test writing assessments. Similarly, Crary (2023) states that most of the students had a favourable view of co-teaching as they had two teachers to respond to or relate to in their class. It was noted that the students did not easily distinguish which teacher was the specialist in which was a classroom teacher. Co-teaching is also termed as Team-teaching or Collaborative Teaching. Team-teaching has emerged as a pivotal educational strategy, particularly in diverse learning environments where the needs and backgrounds of students vary significantly. Team-teaching can lead to enhanced student engagement and motivation, particularly when educators integrate varied teaching styles and approaches (Rochmawati et al., 2024). Moreover, Team-taught classes have more resources and opportunities for students to engage in small group instruction and for individual assistance. Co-teaching creates a dynamic curriculum when teachers of different abilities, expertise, and experience work together for a common goal and outcome (Pizana, 2022).

Co-teaching is a relationship built on professionalism, collaboration, and a common goal of supporting student success. According to Kim & Moodie. (2023), co-teaching can be more efficacious than a single teacher teaching alone because the co-teachers can model language and interact more with students. He also shares that teachers' attitudes toward co-teaching are impacted by the level of their preparedness and readiness to engage in collaboration and work together. Moreover, his reviewed articles emphasize that a positive perspective on co-teaching is observed among successful specialists who can work in a team and perfectly realize the basic aspects of the approach. Most teachers demonstrated that they could contribute

to the further development of the method so that it can become one of the most efficient practices in education

Moreover, A. B. Berg (2020), demonstrated that co-teaching benefits not only students and instruction but also teachers themselves, as it acts as professional development. He then went on to describe the three stages of co-planning. He concluded that by employing the three-phase model of co-teaching, teachers would be more prepared to implement various co-teaching strategies in their classroom, thus promoting literacy skills in a middle school classroom that is culturally and linguistically diverse. When teachers have the opportunity to work alongside their colleagues in proximity consistently, they can reflect on their teaching strengths and weaknesses on a regular basis (M. Berg & Berg, 2023). When two professionals share their ideas and knowledge, teaching quality becomes more noticeable. The knowledge possessed by two teachers provides opportunities for both professionals to build on their professional expertise (Weerts, 2020).

Besides numerous studies in the world and its benefits from co-teaching practices in various educational fields, there are also some potential drawbacks or challenges, like a lack of coordination during the lesson delivery, clashing teaching styles, limited training, and disruption of class flow. Moreover, they stated that co-teaching is not a panacea for the effective education of students with disabilities, but it holds great promise. Schools are increasingly embracing collaboration as a standard of practice in the same way it is evolving in other disciplines. Similarly, with two teachers in the same class, but rather it was two different concepts of teaching, teachers who taught a group of pupils with different levels of ability in different rooms. In some cases, the instruction was given to assistants. Overall, there was inefficiency in teaching and counterproductive results (Kursch et al., 2020). According to Rochmawati et al. (2024), the New York State Education Department has advocated that while co-teaching is not required, “school districts are strongly encouraged to phase this practice into their schools”.

Notwithstanding the drawbacks of co-teaching, it's still practiced and put in place this strategy to most countries around the globe. But most of the studies have been conducted in the Western educational context, often neglecting the localized and rural school setting like Orong CS. Moreover, there is a lack of specific subject-related studies, especially on Shakespeare's play *The Merchant of Venice*, which is considered a prescribed text for class XI and XII grade students. Thus, having reviewed extensive Educational literature, the researcher failed to encounter any research carried out on Shakespeare's play incorporating co-teaching practices. Bhutan, with no exception, has very limited research that has been piloted ever since its inception in the Bhutanese educational system, on how effective co-teaching is in teaching *The Merchant of Venice* to higher secondary students and their comprehension status. Thus, this study will help the researcher to explore more on how effective co-teaching is in Grade XI students' understanding of the concept of Shakespeare's Play, “*The Merchant of Venice*” at Orong Central School, Samdrupjongkhar.

## CHAPTER 2: METHODOLOGY

Research Methodology is the science of studying how research is done scientifically (Mimansha Patel & Nitin Patel, 2019). Marutschke (2012) defines research methodology as the techniques that can be used in the conduct of research and in the conduct of tests, experiments, surveys and critical studies. This section outlined the procedures used in carrying out the study, including research paradigm, research designs, research method, research instrument, research site (population and sample size), sampling method, validity, reliability, data collection, and data analysis procedures.

### 2.1. Research paradigm

A paradigm is a basic belief system and theoretical framework with assumptions about four paradigms. In educational research, the term paradigm defines a researcher's "worldview". This worldview is the perception, or thinking, school of thought, or set of shared beliefs, that informs the meaning or interpretation of research data (Kivunja & Kuyini, 2017). It is the conceptual lens through which the researcher examines the methodological aspects of their research project to determine the research methods used and how the data will be analysed.

Khatri (2020) defines a research paradigm as a lens through which a researcher looks at the research topic and examines the methodological aspects of their research work being based on a certain philosophical foundation. The research paradigm works as the fundamental framework or model that guides how research is conducted. It also includes a set of beliefs and assumptions about the methodology being used. Furthermore, the research paradigm guides the researcher to frame and proceed with their research activity and to derive a certain meaning of the researched phenomena. This research topic demands the quantitative paradigm, a Positivist approach. In the positivist paradigm, the object of study is independent of researchers; knowledge is discovered and verified through direct observations or measurements of phenomena; facts are established by taking apart a phenomenon to examine its parts (Krauss, 2015). In line with this, the researcher wanted to trace out the Effectiveness of Co-Teaching in Grade XI students' understanding of the concept of Shakespeare's Play, "*The Merchant of Venice* in the Bhutanese Higher Secondary schools.

### 2.2. Research Method

This research will be using mixed methods, incorporating both quantitative and qualitative methods. Research Methods and Research Methodology are two terms that are often confused as one and similar. The research methods comprise the conduct of experiments, tests, surveys, etc., while research methodology comprises the learning of the various procedures that can be used in the conduct of research and the conduct of tests, experiments, surveys, and critical studies. Methodology is an important component of the research paradigm. It deals with the how aspects of the inquiry process (Khatri, 2020). Mixed methods research has been identified as an emerging and powerful approach to comparative education. As an approach to help bridge "two loved ones," the value of emphasizing integration can lead to a more comprehensive understanding of educational contexts (Pandey, 2025). Mixed methods provide a more complete picture by noting trends and generalizations as well as in-depth knowledge of participants' perspectives. A mixed-method study comprises the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected simultaneously or successively, are given a priority, and involve the incorporation of the data at one or more phases in the research process. This method aims to provide a more comprehensive understanding of a research problem by leveraging the strengths of both approaches (Department of School Education, 2023). The main purpose of using the quantitative method is to objectively see the co-teaching's effectiveness. The pre-test and post-test will be conducted using standardized tests or comprehension quizzes based on *The Merchant of Venice*. Using 4 Likert-scale, student survey questionnaires, and teachers' perspective survey will be used to measure engagement and understanding. For the discussion with groups, semi-structured interviews will be conducted with co-teachers and other subject teachers.

### 2.3. Research Instruments

A research instrument is fundamental for any form of research, and it serves as a tool for researchers to collect, measure, and analyse data during a study. Research instruments are fact-finding strategies and are

the tools for data collection. There are various tools such as Questionnaires, Interviews, Observation, and Reading. An instrument is the generic term that researchers use for a measurement device, e.g., questionnaires, checklists (Johnson, 2023). The research instrument helps researchers to check the validity and reliability of any research project, depending on the correctness of the tools. It is a kind of procedure that the researcher uses to collect data, judgmental studies to check the extent to which it is likely to give the projected results. In the study, to collect the primary sources of data, three instruments will be used, namely Pre-Test and Post-Test, Student Opinion Survey Questionnaires (SOSQ), and Semi-structured interviews for teachers to obtain the necessary data to test the hypothesis.

A questionnaire is a set of written questions used to collect information from people, usually for research, surveys, or evaluations. A questionnaire is a data collection instrument generally used in normative surveys. A questionnaire is a crucial part of a survey that can directly impact the results. Several key points should be considered in this important process (Das, 2024). The effective use of questionnaires for data collection depends on the style of design and direction of the questions. Therefore, the modes affect the credibility and quality of the data obtained. This study consists of a test, 21 SOSQ, and 2 semi-structured statements related to finding out how effective co-teaching is in understanding the concept of Shakespeare's play, *The Merchant of Venice*, in a Higher Secondary School. The SOSQ was prepared using a four-point Likert scale, i.e., Strongly Agree, Agree, Strongly Disagree, and Disagree.

The Semi-structured interviews were used to achieve the qualitative approach. An interview is one of the main data collection tools in qualitative research. Qualitative research is a method of inquiry that seeks to understand and interpret the meanings and experiences of individuals in their natural settings (Bhim Prasad, 2024). Interview data are often used to generate themes, theories, and models. Many research questions that can be answered with surveys can also be answered through interviews, but interviews will generally yield richer, more in-depth data than surveys (Paradis et al., 2016). In the semi-structured interview, the interviewer has control over the questions that he or she is going to use in the field. Thus, this research is going to use both Qualitative and quantitative methods to get a wide range of data.

#### **2.4. Research Site**

The research site for the study was selected at Orong Central School in the Samdrup Jongkhar district. During the research period, students and teachers at the school participated in data collection. The researcher conveniently chose this school because he works here. This choice allowed for ample opportunities for face-to-face interaction with the study participants. Consequently, being a member of this school offers practical and engaging experiences in the research field.

#### **2.5. Sampling plan**

Research sampling is another essential tool that a researcher needs to take care of. Sampling can be explained as a specific principle used to select members of the population to be included in the study. For the selection of participants, the researcher implements Probability sampling and is clustered sampling. According to Benoot et al. (2016), research sampling is conceptually aligned with the synthesis purpose, that is, credible, that sufficiently addresses the synthesis purpose, and that is feasible, ethical, and efficient. Moreover, the research highlighted that purposeful sampling in a qualitative evidence synthesis has often been promoted as a solution for pragmatic constraints of time, resources, access to information, and expertise. For this, the school is conveniently and purposively sampled, Orong Central School under Samdrup Jongkhar Dzongkhag. The selection of the school was done intentionally because the participants (teachers) were believed to be knowledgeable within the spotlight of the study.

On the other hand, the student participants were also purposively selected from class XI only, as they were experiencing Shakespeare's play, *The Merchant of Venice*, for the first time in their high school levels. It is quite challenging for them to learn and to know how effective co-teaching is for them. Thus, the purposive sampling method was adopted for the selection of the sample. The sample consisted of a total of 28 class XI Sci A students, of whom 14 were boys and 14 girls. Experienced male teacher participants will be purposively selected for co-teaching purposes, and some 10 other teachers to get the perspective of co-teaching.

## 2.6. Data Analysis

Data Analysis is the process of organizing, transforming, and illustrating the collected data to reveal useful information and draw a vivid conclusion. Data analysis plays a crucial role in action research as it helps researchers to make informed decisions and improvements based on the data collected during the research process (Department of School Education, 2023). In other words, data analysis is the bridge between raw data and meaningful insights in research. Data analysis in qualitative research consists of preparing and organizing the data for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figures, tables, or a discussion. The analysis of data obtained in the study was carried out in two areas: (1) Students' Test and students' perception analysis, and (2) Interview analysis. The interviews are transcribed for analysis. Data analysis involves working with collected data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what needs to be told to others.

To analyse quantitative data, Jamovi 2.6.44 was used. Furthermore, the significance level was also assessed. For analysing students' opinions, the means and standard deviations on SPSQ was computed. T-test analysis was employed to identify the mean and statistical significance of students' academic performance. In this study, a semi-structured interview was conducted with 10 teachers (2 females and 8 males) to support the quantitative outcomes by examining related literature and textbooks. Interview questions were checked for validity purposes. The teachers' responses to the interview questions revealed their in-depth feelings toward the effectiveness of co-teaching activities in their classrooms and students' academic performance.

## 2.7. Ethical Consideration

Ethical considerations in research are the mandatory principles for researchers to adhere to a code of conduct when collecting data (Department of School Education, 2024). Likewise, every step of the research process must be guided by ethical principles (Cacciattolo, 2015). The quality of work and the code of ethics are closely related. If researchers want their studies to be successful, they must adhere to ethical standards. Adhering to ethical standards aids researchers in completing their work in a timely and efficient manner. This research work was carried out keeping in mind all the research ethics and norms. Before the conduct of the study, students and teachers involved in the research were informed about the purpose, procedures, and potential outcomes of the study. Moreover, consent forms were distributed to students, and parental/guardian consent was obtained for minors. All students, whether in experimental or control groups, received equal opportunities to learn. The names of students, teachers, and the school were not disclosed in any published findings or presentations. If co-teaching proves more effective, the rest of the XI grade students should also benefit from the improved method after the study.

The participating schools and participants were confident of the anonymity and confidentiality of the study results. Throughout the data collection, the researcher informed participants of the study's goal, the importance of the outcomes, and the absence of any potential effects on their academic grades in school.

Besides, the teachers were informed of the rationale for the conduct of the interview. At that time, the evidence given by teachers and students in the questionnaires and interview questions was treated with confidentiality.

## 2.8. FINDINGS/RESULTS

### Overview

This chapter describes the quantitative and qualitative results of the study.

Descriptive statistics were used to analyse the quantitative study based on mean and standard deviation (SD) using Jamovi 2.6.44 software. Likewise, the inferential statistics t-test was used to analyze the statistical significance of students’ academic performance and perception of the Co-Teaching. An independent sample t-test was used to study the statistical significance of students’ academic performance taught through Co-teaching and solo teaching or the single lecture method.

The qualitative results of the study obtained from interview questions of 28 students (14 males and 14 females) were transcribed and categorized. Then, 10 teachers (2 females & 8 males)' responses to each question were examined to determine how effective the co-teaching is for them. Answers that were similar in meaning were combined under the same theme or category. The themes or categories established were the units of analysis. The categories were abbreviated as codes and were written next to the appropriate segment of the text. Text sections belonging to each theme were cut out and displayed on the wall. The researcher analysed the themes or categories recognized, and the meanings resulting from the data were rebuilt. The keywords or distinctive extracts from participants were used to validate conclusions. To find quantitative data, it was resolute by the occurrence of the themes.

### 2.8.1. Quantitative Analysis—Students’ Pre-Test and Post-Test Analysis

**Table 2.8.1 Descriptive Statistics for Experimental Group (EG) & Control Group (CG)**

Group	N	Pre-Test Mean	Post-Test Mean	Gain	Pre-Test SD	Post-Test SD
Experimental Group	28	9.05	12.20	+3.15	1.74	2.85
Control Group	27	8.56	9.50	+0.94	1.79	1.45

Table 2.8.1 indicates the total number of participants with the Pre-Test mean for both the Experimental group and the Control group. It also reveals the Pre-Test and Post-Tests’ standard Deviation (SD) for both the experimental and Control groups. The Pre-Test mean for the experimental group was 9.05, and the control group mean was 8.56. The post-test means were 12.20 and 9.50 for the experimental and control groups, respectively. This clearly reveals that the comparison between the experimental and control groups indicates that the intervention had a significant impact on participants’ performance. While the control group showed only a minor gain of 0.94 points, the experimental group improved by 3.15 points. This reveals that it has over three times higher than that of the control group. This demonstrates the effectiveness of Co-teaching, especially in the Shakespearean play “*The Merchant of Venice*,” for grade eleven standards, and thereby enhancing learning outcomes, with the experimental group outperforming the control group in the post-test.

Moreover, the pre-test standard deviation (SD) for the experimental group was 1.74. The scores were fairly close to the mean of 9.05, clearly indicating that almost all students had similar baseline knowledge. However, after one month of co-teaching intervention, the post-test SD has increased to 2.85. It nearly doubled the variation, vividly demonstrating that participants’ performance became more varied after the intervention. Conversely, the pre-test SD for the control group was 1.79, which is relatively close to the mean of 8.56, similar to the experimental group. The post-test SD decreased slightly to 1.45, suggesting that scores became more clustered around the mean (9.50). Therefore, this slight reduction in variability implies that the control group did not experience the intervention’s effect.

**2.8.2 Independent Sample t-Test. Group comparison between EG & CG.**

Measure	Group Comparison	t	df	p	Mean Difference	SE Difference	Cohen’s d
Pre-Test	EG vs. CG	1.04	26	0.310	0.537	0.518	0.199
Post-Test	EG vs. CG	4.28	26	<0.001	2.685	0.627	0.824

**Significant level:** P-value <0.05-significant, <0.01-Strong, <0.001-Very strong.

**Cohen’s d Value:** d=0.2 small effects, d=0.5 Medium effects, d=0.8 Large effects.

Table 2.8.2 indicates the sample T-Test of Pre-Test between the Experimental and Control groups and Post-Test between the EG and CG. The t-test reveals that there was no significant difference between the Experimental Group (EG) and Control Group (CG) at pre-test (t = 1.04, p = 0.310, Cohen’s d = 0.199). This result clearly indicates that both groups were comparable before the intervention, ensuring a fair basis for evaluating its effect.

However, after the intervention, the Experimental Group showed a significant improvement compared to the Control Group (t = 4.28, p < 0.001, Cohen’s d = 0.824). The mean difference of 2.685 indicates a substantial gain in the EG, and the large effect size confirms that the intervention had a practically meaningful impact. The results demonstrate that the intervention was effective in improving the measured outcome in the Experimental Group. The results clearly indicate that the lack of difference at the pre-test and the strong difference at the post-test provide strong evidence that the observed improvement was solely due to the intervention, rather than pre-existing group differences. The hypothesis that the Experimental Group would differ from the Control Group was not supported at pre-test, but was supported at post-test, indicating that the intervention (Co-teaching for one month) has produced a significant improvement in the Experimental Group. So, the Null hypothesis is rejected and the alternative hypothesis accepted.

Moreover, Cohen’s d result in the Pre-Test was 0.199, indicating a small effect size in both the Experimental Group (EG) and Control Group (CG). The difference between them was minimal and not practically meaningful. Later, after the intervention (Co-teaching), Cohen’s d for Post-Test has increased to 0.824, indicating a huge effect size and revealing that the intervention had a strong and meaningful impact on the Experimental Group compared to the Control Group. In a nutshell, Cohen’s d illustrates that the intervention (co-teaching) has statistically and practically significant effects, confirming the success of the treatment.

### 2.8.3 Students’ Opinion Analysis

Gender	N	Perception of Co-Teaching Mean (SD)	Understanding of play Mean (SD)	Interaction & Engagement Mean (SD)
Male	14	3.60 (0.29)	3.48 (0.31)	2.59 (0.64)
Female	14	3.49 (0.30)	3.24 (0.46)	2.93 (0.45)
<b>Total</b>	<b>28</b>	<b>3.54 (0.29)</b>	<b>3.36 (0.39)</b>	<b>2.76 (0.55)</b>

Students’ opinion or Single-Outcome Survey Question (SOSQ) analysis for the Experimental Group is presented in Table 3.1.3. Students’ opinion was collected based on three thematic aspects such as Perception of Co-teaching, understanding of the play (Merchant of Venice), and students’ interaction and engagement during the Co-teaching process. The mean students’ perception of Co-teaching the Shakespearean play “*The Merchant of Venice*” is 3.54. According to (Escaner, 2025), the level of opinion for the 4-point Likert Scale is rated as 1-1.75 Very Low, 1.75-2.50 Low, 2.51-3.25 High, and 3.26-4.00 Very High. Moreover, in Rosario et al. (2024), the level of opinion for the 4-Likert Scale is also used in a same way as Escaner’s rating scale. The mean average of 3.54 clearly indicates that co-teaching is very effective in teaching the Shakespearean play “*The Merchant of Venice*”. The average score provided by participants on perception of “Co-teaching” indicates that they are aware of what Co-Teaching is, and they agree with the perception of Co-Teaching. So, it indicates a moderately positive opinion about co-teaching. Similarly, the standard deviation (SD) measuring 0.29 is relatively small, which reveals that most participants’ scores were close to the mean and thus have low variability in opinions.

Moreover, students’ opinions on the understanding of the play also indicate that co-teaching provides greater benefits for them in understanding the play, "The Merchant of Venice." The average understanding score is 3.36 (very high in level of opinion) and the standard Deviation (SD) is 0.39, which indicates students’ on average have a moderately high in understanding, and the responses are fairly consistent across the group. But compared to the students' perception of Co-Teaching and understanding of the play, the students’ interaction and engagement means and standard deviation are comparatively a little lower. The mean average is 2.76, and the SD is 0.55. This could be due to students' inactivity in the class or the co-teachers’ lack of gaining students’ attention during the co-teaching process. Thus, the researcher concludes that co-teaching has a greater impact on students in understanding the Shakespearean play, The Merchant of Venice, and their interaction and engagement level.

**Table 2.8.4. The most teaching method I prefer.**

Teaching Method	Gender	Count	% of Total	Cumulative %
<b>Single Lecture Method</b>	Male	1	3.6%	3.6%
	Female	2	7.1%	10.7%
<b>Co-Teaching Method</b>	Male	13	46.4%	57.1%
	Female	12	42.9%	100.0%

Table 2.8.4 illustrates the total number of students opting for different teaching methods, such as Single Lecture and Co-Teaching Methods. Out of 28 participants (14 Male and 14 Female), 1 Male and 2 females

prefer the single Lecture to the Co-Teaching Method. But the majority of the participants (13 Male and 12 Female) and 89.3% of the participants favour the Co-Teaching Method over the solo or single traditional teaching method for learning the Shakespearean play *The Merchant of Venice* for eleven grades. Only 10.7% of the students wanted them to be taught through traditional lecture methods instead of Co-teaching. Therefore, the finding of the research reveals that most teaching methods preferred by the students of class eleven grades in Orong Central School, SamdrupJongkhar, are the Co-Teaching method. Furthermore, the teachers’ survey on the perception of Co-Teaching in Table 4.1.5 below indicates that the overall mean for students’ Impact using Co-Teaching is 3.25, and the average mean of 3.43 for the professional growth in students’ academic performance using Co-teaching strategies. Thus, students’ preferences and teachers’ perception of students’ professional growth strongly correlate that Co-Teaching has a greater positive impact on their professional development.

**Table 2.8.5. The Teachers’ Perception of Co-Teaching.**

Perception of Co-Teaching	Gender	N	Mean	SD	Overall Mean
General Experience on Co-Teaching	Female	2	2.92	0.118	<b>3.15</b>
	Male	8	3.21	0.510	
Students’ Impact	Female	2	3.25	0.354	<b>3.25</b>
	Male	8	3.25	0.463	
Professional Growth	Female	2	3.33	0.471	<b>3.43</b>
	Male	8	3.46	0.502	

### 2.8.6. Qualitative Analysis (Analysis of Open-ended Questions)

#### 2.8.6. Interview Questions Analysis

To enhance confidence and confirm quantitative data results, qualitative data collected through face-to-face semi-structured interviews from both students' and teachers' responses were analysed. The findings of the interview from both parties supported the effectiveness of Co-Teaching in grade eleven’s understanding of Shakespeare’s play, *The Merchant of Venice*. A total of 28 students (14 Male and 14 Female) and 10 teachers (8 male and 2 female) were purposefully interviewed to get the perception of their experiences on Co-Teaching strategies used in their teaching Learning process. The following are the findings of the semi-structured interview from teachers:

#### 2.8.7. Teachers’ Perspective: What do you feel are the main benefits of co-teaching?

Through purposive sampling, 10 (8 males and 2 females) teachers of various subject expertise responses were analysed. Of 10 respondents, 70 % of the teachers have echoed that through Co-Teaching, the diverse needs of students, including those with disabilities, English language learners, or varying levels of ability, are fulfilled. 20% of the teachers have stated that through their experience of Co-Teaching in their subject, individual attention can be paid, as one teacher can focus on a small group of students while the other works with the rest of the class. Teachers have also specified that Co-Teaching creates more dynamic, interactive lessons, fostering higher levels of student participation and interest. Moreover, they revealed that through Co-Teaching, different levels of students can be supported and attention can be provided more timely and efficient manner.

#### 2.8.8. Students' Perspective: What are the most helpful parts of studying *The Merchant of Venice* with Co-teaching in the classroom?

The most striking result that emerged from the students' perception is that out of 28 respondents, 24 (14 Male and 10 Female), which is 85.71% revealed that Co-teaching of Shakespeare's play, *The Merchant of Venice*, to grade eleven students has helped them gain a well-rounded understanding of the play from multiple angles. While 14.28% of the students stated that having two teachers in the class allows students to hear different perspectives on these complex issues, which can deepen their understanding and provoke critical thinking about the play. They stated that Co-teachers allow for more thorough breakdowns of difficult passages or words, ensuring students are not left behind in their understanding of the play. Moreover, students revealed that with two teachers, one teacher explains a passage or theme, simplifying and helping students who might struggle with the initial explanation. Thus, Co-Teaching has greater benefits for students and is effective in comprehending the complex text for both low-achieving and high achiever students.

## 2.9. DISCUSSION

### 2.9. Discussion of Findings

The findings of the current study are presented in three major categories. Firstly, the impact of Co-Teaching on eleven-grade students in learning Shakespeare's play, *The Merchant of Venice*. In the second phase, students' perception of co-teaching in the learning of *The Merchant of Venice*, and lastly, teachers' perception of the co-teaching practices they had implemented in their respective subjects.

#### 2.9.1. Discussion of findings on the impact of Co-Teaching on learning Merchant of Venice.

The study was conducted to investigate the effectiveness of co-teaching on the comprehension of eleven-grade students of William Shakespeare's play, *The Merchant of Venice*, and to gather students' opinions on Co-Teaching. The study's findings revealed statistically significant improvements in the experimental group's academic performance when using the co-teaching strategy. In other words, there was a statistically significant difference in the mean difference and the standard deviation between the Pre-Test and Post-Test of the Experimental Group and the Control Group. Before the intervention, both EG and CG took the pre-test based on the traditional lecture or solo teaching strategy in the *Merchant of Venice* text. After checking the results and marks of the students (EG & CG), the researcher found out that there weren't many differences in the mean marks in EG (9.05) & CG (8.56). The low mean score depicts that both groups had a limited understanding of *The Merchant of Venice* through the traditional lecture method. Similarly, the difference of standard deviation before intervention was insignificant, EG (1.74) & CG (1.79). This clearly states that learning *The Merchant of Venice* through the traditional lecture method does not make a difference to them.

After one month of implementing the intervention (Teaching grade eleven students *the Merchant of Venice* text using the Co-Teaching strategy), both groups took a post-test on the concept taught. A descriptive analysis of the Post-Test of the Experimental Group and Control Group was examined, and it revealed that the post-test mean and standard deviation compared to the pre-test have a huge impact. There was a huge difference in the mean of Pre-Test (9.05) and Post-Test (12.20). There was a gain of +3.13 in mean and standard deviation from 1.45 to 2.85 after the implementation of Co-Teaching for students. Additionally, the study also revealed that the Co-Teaching on students' post-achievement scores was statistically significant ( $p < 0.001$ ), which rejects the null hypothesis. Moreover, the side effects of Cohen's  $d$  (from 0.199 to 0.824) also reveal that there are large, practically significant differences after co-teaching in the experimental group. The findings of the study aligned with the findings of Jan March in Benson Idaho University, in which co-teaching has a statistically significant positive impact on behaviour for

both general education and special education students (March, 2023). Moreover, this research is also congruent with one of the Nigerian studies in which their p-value is 0.007, and their study also signifies that there is a significant difference in academic performance between the experimental and control groups in favour of the experimental group (Yunusa and Usman, 2024). Therefore, the researcher concluded that co-teaching has a great impact on students' learning of the English subject.

### **2.9.2. Discussion of findings: Students' perception of co-teaching in the learning of *The Merchant of Venice*.**

The second finding of the study exhibited that students prefer more Co-teaching to the traditional lecture method. The findings are consistent with the findings of past studies by Harter and Jacobi, in which their findings revealed that co-teaching offered an opportunity for increased student learning when compared to traditional teaching approaches. Students believed that having more than one instructor in the classroom provided a wealth of expertise. If one teacher's way of explaining the content is not working for some students, the other teacher could explain the material differently to hopefully clear up any confusion and make it easier for more students to understand. With two teachers, students tend to pay attention better. The communication and interaction between two teachers, students are more engaged and find it easier to pay attention (Harter & Jacobi, 2018). One of the students also said that, "I didn't face any challenges while learning *The Merchant of Venice* with Co-teaching, and I enjoyed it much better than the single teacher teaching method, as it is more interesting to learn from two different teachers with different teaching methods, which provides fun as well" (N=10). Moreover, (N=16) stated that during the co-teaching, the teachers explain different parts, individually, and because of that, some concepts left behind are covered by the other teacher. The study aligned with the study in the USA, where students commented they found the co-taught class offered more opportunities to receive additional support, multiple instructional approaches were used during the delivery of instruction, standards were higher, and they were presented with more chances to enhance their skill development. (Wakeman et al., 2024)

Moreover, in the study that involved 150 Norwegian elementary schools engaged in a multi-year co-teaching initiative, the researchers revealed that Two teachers make it easier to carry out adapted instruction/follow up, especially for reading instruction," and "The teachers have more time to individualize instruction for each student (McTigue et al., 2023). Table 3.1.4 also indicated that the majority of the participants (13 males and 12 females) and 89.3% of the participants favour the Co-Teaching Method over the solo or single traditional teaching method for learning the Shakespearean play *The Merchant of Venice* for eleven grades.

### **2.9.3. Discussion of findings: Teachers' perception of the co-teaching practices they had implemented in their respective subjects.**

The study included 10 (2 Female and 8 Male) teachers of various subject fields and had experience with Co-Teaching in their teaching classes. The response revealed that almost all the teachers have a positive response and support co-teaching strategies. Most of them stated that through co-teaching, the diverse needs of all students, including those with disabilities, English language learners, or varying levels of ability, are fulfilled. Similarly, in the semi-structured interviews by Cheryl M. Banks with eight general education and eight special education teachers, also stated that all of the teachers had a positive perception about co-teaching and insisted that it is beneficial to all students in the general education classroom. According to all teachers, co-teaching enables them to divide the workload evenly, individualize instruction, and discipline students effectively, if appropriately implemented. (Banks, 2018).

Additionally, some of the teacher participants stated that through Co-Teaching, individualized attention can be paid, as one teacher can focus on a small group of students while the other works with the rest of the class. This research aligned with the Pakistan Journal of Medical Sciences, in which they stated that together with the co-teacher, the classroom is managed in all contexts, whether teaching, answering queries, managing group activities, or checking for micromanagement of the class, thus enhancing problem-solving skills and increasing the teachers' sense of responsibility (Malik et al., 2024). Around 60% of the teacher participants stated that they would recommend co-teaching to other educational practitioners as it enhances students' interaction and academic growth. This study correlated with the Norwegian study, in which co-teaching presents numerous potential benefits for students and teachers through both academic and professional pathways (McTigue et al., 2023). Therefore, viewing the positive aspect of teachers' response and students' improvement of academic performance through co-teaching, the researcher concluded that co-teaching has an immense impact on students' learning.

### 3. CONCLUSION AND RECOMMENDATIONS

**Overview:** This chapter presents the conclusion and recommendations of the research.

#### 3.1. Conclusion of the study

According to the findings of this study, it can be concluded that the students in the experimental group (EG) who were taught William Shakespeare's play, *The Merchant of Venice*, through the Co-Teaching strategy demonstrated higher academic achievement than those students in the control group (CG) who did not receive any treatment. Furthermore, the students' average scores on pre- and post-tests, as well as the standard deviation of these tests for both EG and CG, support the improvement in students' academic achievement. Additionally, it can be concluded that the co-teaching strategy has a positive effect on learning the play, *The Merchant of Venice*, as the p-value is ( $p < 0.001$ ), which is statistically significant. In this regard, it can be stated that students in the EG understood *The Merchant of Venice* better than those in the CG.

#### 3.2. Recommendation for implementation & further studies.

Based on the findings of the study, it is concluded that co-teaching can be implemented in other schools as well, regardless of the subject. Teaching students through co-teaching has numerous advantages, such as students with different needs getting more targeted help, with two teachers in the room, students get more individual attention, students benefiting from multiple perspectives and approaches, and teachers themselves learn from each other's expertise. For the benefit of students, it is recommended that co-teaching skills be trained in the training Institutions in Bhutan and implemented in day-to-day teaching practices, irrespective of the field of study. Moreover, for the wider application of this approach, the policy makers in education, particularly the Ministry of Education and Skill Development (MoESD) and Department of School Education (DSE) to formulate the guidelines on implementing co-teaching in the schools.

Although many countries have carried out research on co-teaching but not much research is carried out to find the effectiveness of co-teaching in the Bhutanese Higher Secondary schools classroom settings. Therefore, the concern authority in Ministry of Education and Skill Development (MoESD), the Department of School Education (DSE), and the school authority to further research and recommend that teachers to use co-teaching in their daily lessons.

#### 3.3. Limitations of the study

The study focuses on eleven standard students of Orong Central School, Samdrupjongkhar, which may li-

mit the generalizability of the findings to a broader population of students studying *The Merchant of Venice* in Bhutan. Including a more diverse and representative sample from across the country would strengthen the study's external validity. The lack of standardised tools to assess the students' language skills provides another limitation. The study primarily takes place within a school setting, and the interventions are implemented within this controlled environment. Thus, these findings may not fully capture the challenges and successes of Co-Teaching practices. Another limitation may include the study's evaluation period, which is relatively short-term, focusing on immediate post-intervention improvements in the co-teaching of *The Merchant of Venice*.

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