

Student Achievement Motivation in Online Collaborative Teaching for Strategic Management Courses

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ABSTRACT

The rapid digitalization of higher education has increased the demand for innovative teaching approaches that can enhance students' motivation and engagement, particularly in challenging and analytical subjects such as Strategic Management. In response to this need, the study investigates students' perceptions of online collaborative teaching and its influence on their achievement motivation. A quantitative approach was employed, involving 100 undergraduate students enrolled in Strategic Management courses. Data were collected using an adapted questionnaire that measured students' perceptions of online collaborative teaching and their level of achievement motivation. Descriptive statistical analysis was used to analyse the collected data. The findings revealed that students demonstrated highly positive perceptions toward online collaborative teaching. Most respondents agreed that the approach enhanced their understanding of course content, increased classroom engagement, encouraged active participation, and created a more interactive learning environment. The results also indicated that students possessed high levels of achievement motivation, reflected in their strong desire to achieve academic excellence, willingness to face learning challenges, and commitment to completing tasks effectively. The study further suggests that online collaborative teaching contributed positively to students' motivation by promoting interactive learning experiences and diversified instructional methods. This study contributes to the growing literature on digital pedagogy and collaborative learning by providing empirical evidence that online collaborative teaching can support achievement motivation in Strategic Management courses. The findings imply that higher education institutions should continue strengthening collaborative and technology-enhanced instructional practices to improve student engagement and academic motivation. Future studies are recommended to employ inferential and longitudinal research designs to further examine the relationship between online collaborative teaching and student achievement motivation across different academic disciplines and institutions.

Keywords: Online Collaborative Teaching, Student Achievement Motivation, Strategic Management, Online Learning Environment

INTRODUCTION

The rapid advancement of digital technology has significantly transformed the landscape of higher education, particularly in teaching and learning practices [5, 12, 23]. The integration of online learning platforms and digital instructional methods has become increasingly important in supporting flexible, accessible, and student-centred education. In recent years, higher education institutions have increasingly adopted online collaborative teaching approaches to improve student engagement, communication, and learning outcomes. Online collaborative teaching refers to instructional practices where lecturers and students interact through digital platforms using collaborative activities, shared discussions, and technology-enhanced learning environments. This approach is

especially relevant in courses that require critical thinking, analytical skills, and active participation, such as Strategic Management courses [9, 12, 13, 32].

Strategic Management is a core course for Bachelor of Business Administration (Hons) students in UiTM. To enhance student performance and address motivational challenges, course instructors initiated an online teaching collaboration with instructors from Universiti Sultan Zainal Abidin (UnisZA), it equips students with the knowledge and skills required to analyse organizational environments, formulate strategies, and make effective managerial decisions. However, the complexity of Strategic Management concepts often requires students to demonstrate high levels of motivation, engagement, and independent learning. Achievement motivation plays an important role in influencing students' academic performance, persistence, and willingness to overcome learning challenges [27]. Collaborative online environments may support these motivational processes by enhancing peer interaction, providing structured scaffolding, and promoting shared problem-solving experiences.

Students with strong achievement motivation are generally more committed to learning, more confident in completing academic tasks, and more determined to achieve academic excellence. The growing implementation of online learning environments has created both opportunities and challenges for students and educators [6, 28]. On one hand, online learning provides flexibility, accessibility, and opportunities for interactive learning experiences. On the other hand, ineffective online instructional strategies may reduce student participation, limit peer interaction, and weaken learning motivation. Some students may also experience difficulties adapting to online learning due to low technological readiness, limited communication, or insufficient academic support. As a result, maintaining students' achievement motivation in online learning environments has become a major concern among educators and higher education institutions [20, 24].

Online collaborative teaching has been identified as a potential strategy to enhance student motivation and engagement in virtual learning environments [12, 23]. Through collaborative discussions, shared learning activities, teamwork, and active lecturer involvement, students may experience more meaningful learning interactions that can positively influence their academic motivation [17]. Previous studies have suggested that collaborative learning approaches can improve students' communication skills, confidence, participation, and overall learning satisfaction. Nevertheless, empirical evidence examining the influence of online collaborative teaching on students' achievement motivation, particularly in Strategic Management courses, remains limited. Therefore, this study aims to examine the relationship between online collaborative teaching and students' achievement motivation in Strategic Management courses. The findings of this study are expected to contribute to the growing literature on digital pedagogy and collaborative learning while providing useful insights for educators and higher education institutions in designing effective online teaching strategies that can enhance students' motivation and academic performance.

Problem Statement

The rapid expansion of online learning in higher education has transformed the teaching and learning process, particularly in courses that require critical thinking, active participation, and continuous engagement. Online collaborative teaching has emerged as an important instructional strategy that enables lecturers and students to interact more effectively through shared learning activities, discussions, and digital platforms. In Strategic Management courses, where students are expected to analyse complex business issues and develop strategic thinking skills, achievement motivation plays a crucial role in ensuring academic success and meaningful learning experiences. Although online learning offers flexibility and accessibility, ineffective instructional approaches may negatively affect students' motivation and engagement. Previous studies have reported several challenges in online learning environments, including low student participation, limited interaction among peers, insufficient lecturer support, and reduced learning commitment. In addition, students with low technological readiness and weak self-efficacy may struggle to adapt to online learning environments, which can consequently reduce their achievement motivation and academic performance.

Despite the increasing implementation of online collaborative teaching in higher education, there is still limited empirical evidence regarding its influence on students' achievement motivation, particularly in Strategic

Management courses. Most previous studies have focused on general online learning effectiveness rather than specifically examining how collaborative online teaching contributes to students' motivational outcomes. Therefore, this study aims to examine the relationship between online collaborative teaching and students' achievement motivation in Strategic Management courses.

LITERATURE REVIEW

Collaborative Teaching

Collaborative teaching commonly referred to as team teaching, co-teaching, or teacher collaboration has evolved from traditional shared classroom practices into digitally mediated instructional partnerships in higher education. While the terminology varies across contexts [26], the central premise remains consistent: two or more instructors jointly engage in planning, delivering, and assessing instruction to enhance learning outcomes. Szempruch [12] conceptualizes collaborative teaching as a structured form of collaborative planning in which educators share instructional responsibilities to achieve outcomes that would be difficult to accomplish individually. This shared pedagogical responsibility allows instructors to integrate diverse expertise, instructional strategies, and disciplinary perspectives [16], thereby strengthening instructional quality and pedagogical effectiveness [8]. With the rapid digitalization of higher education, collaborative teaching has increasingly migrated into online environments, giving rise to online collaborative teaching. Online collaborative teaching extends conventional co-teaching by incorporating digital platforms, cloud-based technologies, and synchronous or asynchronous communication tools to facilitate instructional coordination and learner interaction [23]. Unlike traditional co-teaching within a single physical classroom, online collaborative teaching operates within what Scribner-MacLean and Miller (2011) describe as a unified online learning space, where instructors co-construct content, share facilitation roles, and jointly manage virtual engagement.

In the present study, online collaborative teaching is defined as a structured partnership between two or more instructors who collaboratively plan online lessons, coordinate digital learning materials, conduct virtual meetings, and jointly evaluate student performance within a shared technological ecosystem. This definition emphasizes not only shared instructional delivery but also coordinated pedagogical presence in virtual settings. Grounded in the Community of Inquiry (CoI) framework, online collaborative teaching enhances teaching presence through distributed facilitation, strengthens social presence via interactive engagement, and supports cognitive presence through collaborative scaffolding of complex content [7, 12]. Emerging empirical evidence suggests that online collaborative teaching offers several pedagogical advantages. Studies indicate that co-teaching contributes to improved student academic outcomes, enhanced instructional responsiveness, and increased learner engagement [14, 25]. In online contexts, collaborative teaching has been associated with timely and diversified feedback, improved instructional clarity, and better alignment between learning objectives and assessment strategies [18, 23]. Furthermore, collaborative online environments facilitate pedagogical knowledge sharing among instructors, allowing them to address heterogeneous student needs more effectively [20].

Recent scholarship also highlights the importance of technological integration in maximizing the effectiveness of online co-teaching. Barron, Friend, and Kohnke [1] argue that digital tools such as shared cloud repositories, collaborative whiteboards, and learning management systems, enable instructional consistency, transparent communication, and coordinated assessment practices. Effective technological integration enhances instructional coherence and supports interactive learning experiences, thereby amplifying student participation and engagement [5]. In digitally mediated contexts, clear communication protocols and role clarity among co-instructors are critical to sustaining instructional quality and avoiding redundancy [31]. Despite these documented benefits, research on online collaborative teaching at the tertiary level remains comparatively limited. Much of the existing literature focuses on K–12 settings or examines teacher outcomes rather than student motivational constructs. While prior studies report improvements in academic accountability, classroom excellence, and student achievement [25, 26], fewer investigations have explored how online collaborative teaching influences psychological variables such as achievement motivation, particularly in methodologically demanding courses such as Strategic Management.

Strategic Management courses often require high levels of cognitive processing, analytical reasoning, and epistemological understanding, which may induce anxiety and reduce intrinsic motivation among undergraduates [17]. In such contexts, online collaborative teaching may provide motivational support by distributing instructional scaffolding, modelling collaborative problem-solving, and enhancing instructor immediacy. Through multiple instructional perspectives and sustained digital presence, online collaborative teaching can create a supportive learning climate that fosters mastery orientation and academic confidence. Therefore, although online collaborative teaching demonstrates substantial pedagogical promise, its direct relationship with student achievement motivation in higher education remains underexplored. This gap underscores the need for empirical investigation into how structured online collaborative teaching models influence motivational outcomes in Strategic Management courses.

Achievement Motivation

Achievement motivation refers to an individual's internal psychological drive to attain competence, master challenging tasks, and achieve valued goals [6]. It functions as a central mechanism that energizes, directs, and sustains goal-oriented behavior in academic settings. Early conceptualizations defined achievement motivation as the desire to accomplish tasks successfully (Singh, 2011), but contemporary perspectives position it within broader motivational frameworks that emphasize cognitive appraisals, social contexts, and perceived competence [27, 28]. Within social cognitive theory, motivation is viewed as context-dependent and shaped by learners' beliefs about their capabilities and the value of academic tasks [3, 22]. This perspective aligns with Expectancy-Value Theory, which posits that students' achievement behaviors are influenced by their expectations for success and the subjective value they attach to learning activities [33]. In methodologically demanding courses such as Strategic Management, students often experience low expectancy beliefs and diminished task value due to the abstract and technical nature of the content [17]. Consequently, sustaining achievement motivation requires instructional strategies that strengthen perceived competence and relevance.

Achievement Goal Theory further distinguishes between mastery-oriented and performance-oriented goals [6]. Mastery goals emphasize skill development and understanding, whereas performance goals focus on outperforming others. Empirical evidence suggests that mastery-oriented motivation is positively associated with deep learning strategies, persistence, and adaptive academic outcomes [15, 29]. Similarly, self-efficacy defined as one's belief in the ability to execute academic tasks successfully has consistently emerged as a strong predictor of achievement and academic resilience [19, 28]. Recent research reinforces the robust association between motivational beliefs and academic performance. Linnenbrink-Garcia et al. [8] and Muenks et al. [8] demonstrated that self-concept, task value, and self-efficacy significantly predict students' academic engagement and outcomes across disciplines. Steinmayr et al. [8] further confirmed that motivational constructs contribute uniquely to academic achievement beyond cognitive ability. Supporting this argument, Anwar et al. [1] found that achievement motivation significantly predicted academic performance above and beyond intelligence measures, highlighting the importance of pedagogical strategies that enhance students' motivational beliefs.

In online learning environments, achievement motivation becomes even more critical. Digital contexts often require higher levels of self-regulation, autonomy, and sustained engagement [5]. Without adequate instructional support, students may experience disengagement and academic anxiety, particularly in research-intensive subjects. From a Self-Determination Theory (SDT) perspective, instructional approaches that foster autonomy, competence, and relatedness are more likely to enhance intrinsic motivation [27]. Online collaborative teaching may address these needs by promoting shared problem-solving, instructor immediacy, and structured peer interaction, thereby reinforcing competence and relatedness. Despite extensive international literature linking motivational beliefs to academic success, empirical studies examining achievement motivation within Malaysian higher education contexts remain limited. Furthermore, few studies have investigated how pedagogical innovations specifically online collaborative teaching shape achievement motivation in methodologically complex courses such as Strategic Management. Given the cognitive demands and performance pressures associated with such courses, understanding how instructional design influences motivational outcomes is essential.

Therefore, the present study seeks to evaluate students' perceptions of online collaborative teaching and examine its relationship with achievement motivation in a Strategic Management course. By exploring how structured online collaborative instruction influences motivational beliefs, this study contributes to the intersection of digital pedagogy and motivational psychology in higher education.

METHODOLOGY

Instrumentation

A structured questionnaire survey was administered to 100 undergraduate students enrolled in the Strategic Management course at Universiti Teknologi MARA (UiTM) Cawangan Kelantan. Data collection was conducted at the conclusion of the online collaborative teaching intervention in semester October 2023 - February 2024 to capture students' evaluative perceptions of the co-teaching practices implemented throughout the semester. The instrument was adapted from Pasetto, Barreiros, Corrêa, and Freudenheim [1] to measure students' attitudes toward online collaborative teaching across three dimensions: (1) perceived development of skills, (2) knowledge acquisition, and (3) effectiveness of the learning process. These dimensions align with contemporary frameworks of instructional quality in online environments, which emphasize cognitive gain s, competency development, and process-oriented engagement [12, 23].

In addition, the questionnaire assessed students' achievement motivation, operationalized through indicators of encouragement for achievement and self-reported effort investment. The inclusion of these motivational components is theoretically grounded in Achievement Goal Theory and Self-Determination Theory, which posit that perceived instructional support and competence enhancement can strengthen achievement-oriented behaviour and effort regulation [27, 28]. Measuring both instructional perceptions and motivational outcomes allows for a more comprehensive evaluation of how online collaborative teaching may influence students' internal drive to succeed in cognitively demanding coursework. Collecting data immediately after the intervention minimized recall bias and ensured that students' responses reflected their authentic experiences of the online collaborative teaching model implemented during the semester.

Participants

The respondents comprised 100 undergraduate students enrolled at Universiti Teknologi MARA (UiTM) Cawangan Kelantan. Of these, 40% are male and 60% female. The participants consist of 36% are aged 21 years, and 64% aged 22 years. A simple random sampling technique was employed, whereby an online questionnaire was distributed via Google Forms to students registered in the Strategic Management course.

Online Collaborative Teaching Setting

The study was conducted at the Faculty of Business and Management, Universiti Teknologi MARA (UiTM) Cawangan Kelantan, and was implemented over a four-month period from October 2025 to January 2026. The online collaborative teaching intervention was structured based on identified topic in lesson plan. The instructors collaboratively discussed the topics to be covered and designed the instructional strategies, learning activities, and assessment methods. Particular attention was given to addressing challenges associated with online teaching and assessment. The instructors critically examined potential limitations and jointly developed appropriate pedagogical and technical preparations to enhance instructional effectiveness. The process involved the synchronous implementation of online instruction. The instructors alternated teaching roles, whereby one instructor delivered the lesson while the other assumed the role of observer. The observing instructor monitored the instructional process, recorded student attendance, and documented observations regarding students' engagement and academic progress. Student assessments were conducted to evaluate learning outcomes and determine the effectiveness of the instructional approach. This phase focused on aligning student performance with predetermined learning objectives to assess instructional impact. Upon completion of the online collaborative teaching intervention, students were invited to complete a questionnaire to assess their perceptions of the instructional approach and their motivation to achieve the course learning objectives.

Data Analysis

All 100 participants completed and returned the questionnaires, resulting in a 100% response rate. The collected data were analysed using descriptive statistical techniques. In examining students' perceptions of the collaborative teaching implementation, the frequencies of agreement and disagreement responses were computed and subsequently converted into percentage values to facilitate interpretation. Inferential correlational analysis was not conducted, as the data were measured using ordinal response categories and were intended primarily for descriptive evaluation purposes.

FINDINGS

The findings of the study are organized into two main sections. The first section presents students' perceptions of the collaborative teaching practices implemented, while the second section discusses their reported levels of achievement motivation following the collaborative teaching intervention.

Student Perception of Online Collaborative Teaching

Section A of the questionnaire gathers students' perceptions regarding the extent to which online collaborative teaching enhanced their learning experiences. As presented in Table 1, the overall responses indicate a highly positive evaluation of the instructional approach.

Table 1: Student Perception of Online Collaborative Teaching

No.	Items	Agree (%)	Disagree (%)
1.	The instructors employ simple learning techniques.	95.00	5.00
2.	The instructors explain the content sequentially in online collaborative team teaching and learning activities.	93.00	7.00
3.	The online collaborative teaching style forced me to concentrate more on listening to the material presented.	93.00	7.00
4.	The method utilized in the lesson is adjusted by the lecturers to fit the time, class settings, and topic content.	90.00	10.00
5.	Instructors in online collaborative teaching stimulate topic matter that is applicable in everyday life.	93.00	7.00
6.	Instructors supply broad information to students through online collaborative teaching.	95.00	5.00
7.	Instructors impart knowledge by connecting lectures to real-world situations.	92.00	8.00
8.	Instructors always provide notes and assignments using shared cloud-based apps.	92.00	8.00
9.	I quickly learn the subject topic thanks to numerous techniques in online collaborative teaching.	90.00	10.00
10.	Students are assigned summarizing tasks by the instructor.	90.00	10.00
11.	Instructors employ an online collaborative teaching strategy that makes the class more entertaining and easier to understand.	96.00	4.00
12.	The online collaborative teaching style piqued my interest in learning.	95.00	5.00
13.	I am not bored by the online collaborative teaching style.	95.00	5.00
14.	Students are always welcome to ask questions of the instructor.	95.00	5.00
15.	The instructor consistently provides straightforward answers to student questions.	94.00	6.00

Table 1 presents the findings on student perception of online collaborative teaching in the Strategic Management course. The descriptive findings demonstrate overwhelmingly positive student perceptions toward the

implementation of online collaborative teaching. The data indicate that students demonstrated a very high level of achievement motivation in the Strategic Management course. Overall, the percentage of agreement for all items ranged from 81% to 98%, suggesting that the majority of students possessed strong determination, competitiveness, self-confidence, and responsibility toward academic performance. The highest agreement was recorded for Item 1, *"I wish to get a high degree of proficiency in Strategic Management"* (98%). This shows that almost all students were highly motivated to master the subject and recognized the importance of gaining strong knowledge and skills in Strategic Management. Similarly, Item 2, *"I want to be the top student in my class"* (93%), and Item 3, *"I can get the best grades in Strategic Management classes"* (89%), reflect students' strong ambition and confidence in achieving academic excellence. Several items also demonstrated students' competitive spirit and self-efficacy. For example, 88% of respondents agreed that they were capable of exceeding their friends' achievements, while 84% believed they could compete to achieve the best possible results in the course. These findings suggest that students possessed a positive level of academic competitiveness, which may contribute to higher learning engagement and performance.

The findings further reveal positive attitudes toward responsibility and independent learning. Around 81% of students agreed that they completed assignments without assistance from friends and worked on assessments independently. This indicates that students valued academic integrity and self-reliance in completing their academic tasks. Moreover, 82% agreed that they should be accountable for their behaviour at university, demonstrating a strong sense of personal responsibility. Students also appeared to value recognition and achievement. Approximately 85% stated that their pride came from obtaining good scores, while 81% appreciated praise from others regarding their accomplishments. This suggests that both intrinsic and extrinsic motivational factors influenced their learning behaviour. In terms of perseverance and resilience, 89% of students expressed concern about maintaining their current performance, and 81% agreed that failure to meet learning objectives would not reduce their determination to succeed. These results indicate that most students were resilient and remained motivated even when facing academic challenges.

Overall, the findings suggest that students enrolled in the Strategic Management course possessed high achievement motivation, characterized by strong academic ambition, confidence, responsibility, independence, competitiveness, and perseverance. Such positive motivational characteristics are important because they can enhance students' engagement, persistence, and academic success in Strategic Management learning.

Student Achievement Motivation

Section B of the survey examines the relationship between online collaborative teaching and students' achievement motivation. The findings indicate a positive association between the online collaborative teaching approach and students' achievement motivation, as illustrated in Table 2.

Table 2: Student Achievement Motivation

No.	Items	Agree (%)	Disagree (%)
1.	I wish to get a high degree of proficiency in Strategic Management.	98.00	2.00
2	I want to be the top student in my class.	93.00	7.00
3	I can get the best grades in Strategic Management classes.	89.00	11.00
4	I am capable of exceeding my friends' achievements.	89.00	11.00
5	I was able to execute the instructor's responsibilities as good as I could.	85.00	15.00
6	I believe I am capable of competing to achieve the best possible results in Strategic Management classes.	83.00	17.00
7	I always do assignment without the assistance of friends.	85.00	15.00
8	My pride comes from getting good scores.	85.00	15.00
9	I appreciate it when others praise me on my accomplishments.	81.00	19.00
10	I am constantly eager to take on new learning challenges.	85.00	15.00

11	I will complete my assigned task as efficiently as possible.	85.00	15.00
12	I shall be held accountable for all of my behavior at university.	82.00	18.00
13	During the assessment, I will work on the questions without the assistance of others.	82.00	18.00
14	I'm concerned about my current performance if I don't keep it up.	89.00	11.00
15	Failure to meet learning objectives will not dampen my determination to succeed.	83.00	17.00

Table 2 presents the findings on students' achievement motivation in the Strategi Management course. Overall, the results indicate that students demonstrated a high level of achievement motivation, as the percentage of agreement for all items ranged from 81% to 98%. This suggests that most students possessed positive attitudes toward academic excellence, self-improvement, and learning performance. The highest percentage of agreement was recorded for Item 1, *"I wish to get a high degree of proficiency in Strategic Management"* (98%). This finding indicates that students were highly motivated to master the subject and develop strong competencies in Strategic Management. In addition, 93% of respondents agreed with Item 2, *"I want to be the top student in my class,"* showing that students had strong aspirations to excel academically. Similarly, 89% agreed that they could obtain the best grades in Strategi Management classes, reflecting a high level of self-confidence and belief in their academic abilities. The findings also reveal that students possessed a competitive mindset. About 89% of respondents believed they were capable of exceeding their friends' achievements, while 83% believed they could compete to achieve the best possible results in the course. These results suggest that students were motivated not only by personal achievement but also by the desire to perform better compared to their peers.

Several items highlighted students' sense of responsibility and independence in learning. For instance, 85% of students agreed that they completed assignments without assistance from friends, while 82% stated that they worked independently during assessments. This demonstrates that students valued academic honesty and self-reliance in completing academic tasks. Furthermore, 82% agreed that they should be held accountable for their behaviour at university, indicating a positive sense of responsibility and maturity. The results also showed that students were highly committed to continuous improvement and persistence. Around 85% of respondents reported being eager to take on new learning challenges and completing assigned tasks as efficiently as possible. Additionally, 89% expressed concern about maintaining their current performance, suggesting that students were highly aware of their academic progress and motivated to sustain good performance. Importantly, 83% agreed that failure to meet learning objectives would not weaken their determination to succeed, indicating resilience and perseverance in facing academic difficulties. Moreover, motivational factors related to recognition and achievement were also evident. Approximately 85% of respondents stated that their pride came from obtaining good scores, while 81% appreciated praise from others regarding their accomplishments. This suggests that both intrinsic motivation (personal satisfaction and self-achievement) and extrinsic motivation (recognition from others) played important roles in influencing students' academic behaviour.

In conclusion, the findings indicate that students in the Strategic Management course possessed strong achievement motivation characterized by high academic aspirations, self-confidence, competitiveness, responsibility, independence, and resilience. These positive motivational traits are important because they may contribute to greater learning engagement, persistence, and improved academic performance in Strategic Management courses.

CONCLUSION

In conclusion, the study concludes that students demonstrated a highly positive response toward the Strategic Management course, particularly in terms of achievement motivation and learning attitudes. The majority of respondents showed strong determination to excel academically, gain proficiency in Strategic Management, and achieve high performance in their studies. The high percentages of agreement across most items indicate that students possessed strong self-confidence, competitiveness, responsibility, perseverance, and willingness to face

academic challenges. The findings also suggest that students valued independent learning and academic integrity, as many respondents agreed that they completed assignments and assessments without relying on assistance from others. Furthermore, students were motivated both intrinsically and extrinsically, where personal satisfaction from good performance and recognition from others contributed positively to their motivation. The strong desire to maintain good academic performance and continue striving despite failure further reflects students' resilience and commitment toward learning. Overall, the results imply that the learning environment and instructional approaches used in the Strategic Management course were effective in fostering positive achievement motivation among students. Such motivation is important because it can enhance students' engagement, persistence, confidence, and overall academic performance.

Based on the findings of the study, several recommendations can be proposed to further enhance students' achievement motivation and learning experience in Strategic Management courses. Lecturers are encouraged to continue implementing interactive and student-centered teaching strategies such as collaborative learning, project-based activities, case discussions, and practical research exercises. These approaches may help sustain students' interest, participation, and engagement in the learning process. In addition, continuous academic support through mentoring, consultation sessions, and constructive feedback should be provided to strengthen students' confidence and improve their understanding of research-related concepts and skills. The findings also indicate that students possess positive attitudes toward independent learning and academic responsibility. Therefore, educators should encourage self-directed learning by assigning individual tasks, reflective exercises, and independent research activities that can enhance critical thinking, analytical abilities, and problem-solving skills. Since students are also motivated by achievement and recognition, lecturers and institutions may introduce healthy academic competition through presentations, innovation projects, or research-related competitions to further stimulate students' motivation and academic performance. Furthermore, educational institutions should create a supportive learning environment that promotes resilience and perseverance among students. Students should be encouraged to view challenges and academic setbacks as opportunities for self-improvement rather than barriers to success. Motivational elements such as positive reinforcement, recognition of achievements, and encouragement from lecturers can also help maintain students' enthusiasm and determination in learning Strategic Management. Finally, future research is recommended to explore other factors that may influence students' achievement motivation, such as teaching effectiveness, learning environment, self-efficacy, and the use of technology in teaching and learning. Comparative studies involving students from different institutions or academic disciplines may also provide broader insights into students' motivation and learning behaviour.

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