

Review of: "Motivational Variables as Predictors of Academic Achievement Among University Students"

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Potential competing interests: No potential competing interests to declare.

Motivational Variables as Predictors of Academic Achievement Among University Students

Abstract

The abstract adequately shows the nature of the research. It includes the instrument, the method of analysis, and the results.

The Introduction

It presents a basic theory of analysis and research background appropriate to the research design used. In addition, it explains the theoretical structure of the measuring instrument.

However, the validity of the literature can be a weakness in the introduction since it could appear as outdated when it has been published for an average of 10 years.

Method

The general objective is not written along the lines of searching for predictors of the Dependent Variable. It is in this sense that should be presented as more specific.

Finds

Table 2 includes the means for each item, but standard deviation, asymmetry, and kurtosis should also be reported.

Regarding linearity, figures are shown that would indicate the nonlinearity between the independent and dependent variables, but I suggest a correction to measure the collinearity between the independent variables; this would be to apply the **Variance Inflation Factor**.

Discussion

The conclusion that self-efficacy is the main predictor of academic performance is somewhat disconnected from the theoretical explanation. I suggest relocating Bandura's explanation of the model to highlight the finding.

The anxiety and belief in learning control do not compare to the theoretical model. While the goal is to find the main predictor, the data tell us that both variables are also important. An explanation in the light of the theoretical model is

necessary.

The author cites well antecedents that obtained similar results; therefore, it cannot be described as a remarkable finding, rather, appealing to parsimonious language. This is rather an interesting coincidence, as it confirms that this would be a variable that affects despite cultures.

Implications

The author makes implications based on external motivational factors. I propose that you place emphasis on increasing personality factors, such as self-efficacy and learning control, in students.