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.

The introduction provides a clear overview of the article's objective, which is to identify variables related to the motivation for learning as predictors of academic performance in university students. The literature review effectively integrates key concepts such as motivation, self-regulation, and self-efficacy, citing relevant scholars like Bandura and Pintrich. The introduction sets the stage for the study by emphasizing the significance of motivation in addressing the challenges of university life.

The literature review comprehensively covers relevant theories, such as Bandura's social cognitive theory, and Pintrich's work on motivation and self-regulated learning. The connection between self-regulation, self-efficacy beliefs, and academic performance is well-established, drawing on empirical research to support the claims. The inclusion of various studies that utilized the MSLQ test to examine motivation and academic performance adds depth to the literature review, showcasing a range of findings.

The research problem and objectives are clearly defined, focusing on the relationship between university students' motivation towards learning and their academic performance. The sample size, demographics, and methodology are appropriately detailed, providing transparency regarding the study's scope. The study variables, including the dependent variable (academic performance) and independent variables (31 items of the MSLQ test), are well-defined.

The utilization of the MSLQ test is justified, given its established validity and reliability in measuring motivational orientations and learning strategies. The translation of the MSLQ test into Spanish is mentioned, but the process and validation of the translation are not thoroughly discussed. This aspect could be addressed for clarity. The data collection procedure is adequately explained, highlighting the use of an online platform for administering the MSLQ test and recording final grades.

The article provides a robust exploration of the relationship between motivation and academic performance in university students. Addressing minor points, such as the translation process and construct validity, would further strengthen the article. The inclusion of practical implications and avenues for future research could enhance its overall impact.