

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

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The article "Motivational Variables as Predictors of Academic Achievement Among University Students" by Alejandro Vásquez presents a comprehensive analysis of how various motivational factors influence the academic performance of university students. Here are the strengths and weaknesses of this article:

Strength:

1. This article summarizes previous research in the field of motivation and academic performance well, thereby providing a strong theoretical basis for this research.
2. The research instrument used to measure motivation variables, namely the MSLQ (Motivated Strategies for Learning Questionnaire) test, is a fairly reliable and valid instrument in assessing motivational orientation and learning strategies.
3. The findings of this study offer empirical evidence about the predictive nature of motivational variables on academic performance. This identified self-efficacy, anxiety, and learning control beliefs as significant predictors, contributing valuable insights to the field.
4. The research findings also have practical implications for educational policy and strategy, namely emphasizing the importance of considering motivational factors in designing learning environments.

Weaknesses:

Limited Sample Diversity: The study's sample is confined to Chilean university students, which may limit the generalizability of the findings to other cultural or educational contexts .

Overall, the article makes a significant contribution to understanding the role of motivation in academic performance. However, future research could benefit from addressing these limitations to build on the findings presented.