

# 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 article is well written and contains an extensive and up-to-date literature review on the relationship between motivation to study and academic achievement. Its purpose is to study whether this relationship is maintained in Chilean university students. To this end, it analyzes the results of a purposive (non-random) sample of 117 students, of both sexes and from different university careers, who were administered, at the beginning of a university course (which is not specified), the instrument MSLQ: Motivated Strategies for Learning Questionnaire (Pintrich et al. 1991). The results of the MSLQ were correlated with the final grades that students earned in that course (although it does not describe how students were scored). The results confirm the findings reported in the literature: the positive correlation between student motivation (measured with the MSLQ) and academic achievement (measured through a college course).

The work presents important limitations, which are described below:

1. It is not justified because it does not try to answer any question or problem identified in the reviewed literature.
  2. The methodology used has many flaws: a) the students were not randomly selected, b) there is no evidence, prior to this work, of the translation and cultural adaptation of the MSLQ, as well as of the validity and reliability of this instrument for Chilean students, c) the results of the study may be biased (The Prophecy Fulfilled) by the fact that the researcher was, at the same time, the teacher of the students evaluated; who, in addition to rating the level of motivation of the students (at the beginning of the school year), also rated the educational achievement of the students (at the end of the school year) , d) it does not describe the way in which students' academic achievement was graded, nor does it mention in which subject the students were assessed, e) the numerical scale used by the MSLQ is not described, e) although the subscales of the MSLQ are described, the results are only analyzed taking into account the individual items of the whole instrument, but not the subscales or the scale as a whole
  3. In summary, the work does not provide new knowledge on the subject studied; it only replicates what was already known about the relationship between motivation and academic achievement. Nor does it explain why some items of the MSLQ correlate negatively with academic achievement and how this may impact the validity of the instrument as a whole.
- Therefore, this work lacks the necessary quality to be published in a scientific journal.