

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

Tutut Chusniyah¹

¹ State University of Malang

Potential competing interests: No potential competing interests to declare.

```
table { border: 1px solid #c4c7c5; border-radius: 4px; font-size: 16px; } th { padding: 18px 16px; text-align: left; } td { padding: 16px; border-top: 1px solid #c4c7c5; } button.js-code-copy { display: none; } .katex-mathml{ display: block; text-align: center; } .katex-html { display: none; }
```

This study offers a compelling look into the intricate dynamics between student motivation and academic success. The use of the MSLQ test to measure motivational variables is a robust methodological choice, providing a quantitative foundation for the analysis. The findings underscore the importance of self-efficacy, anxiety, and learning control beliefs as significant predictors of academic performance, aligning with prior research that highlights the critical role of motivation in educational outcomes.

The regression model's adjusted R^2 value of 0.30 indicates a moderate level of explanatory power, suggesting that while motivation is a key factor, other variables not included in the model may also play a role in academic performance. The study's discussion section does well to contextualize these results within the broader literature, reinforcing the MSLQ test's validity and utility in educational research.

Implications drawn from the study are particularly noteworthy for policy makers and educators, as they emphasize the need to consider motivational factors in the design of educational strategies. By acknowledging the significant impact of motivation on learning, educational institutions can tailor their approaches to foster an environment that supports and enhances student motivation, potentially leading to improved academic outcomes.

Overall, the study is a valuable contribution to the field of educational psychology, offering actionable insights for enhancing student learning experiences at the university level. Its clear methodology, significant findings, and thoughtful implications make it a noteworthy piece of research for anyone interested in the nexus of motivation and education.