

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

Angelica Moe¹

¹ University of Padua

Potential competing interests: No potential competing interests to declare.

The MS presents a simple survey with a small sample of university students, including only a single questionnaire yet not validated in the language in which it was delivered. Anyway, the topic deserves investigation. Hence, I am mildly positive about publication pending the main revisions listed below.

1. I would refer to more recent literature since the beginning by specifying why those variables were chosen and how important they are for successful academic performance and student well-being.
2. Then, I would provide a wider context. Successful learning depends on students' strategic abilities, but also on a range of variables, including the teachers' motivational style (e.g., Moè et al., 2022; Vermote et al., 2022) and enthusiastic behaviour (e.g., Kim & Schallert, 2014; Moè & Katz, 2022). Please refer to

Kim, T., & Schallert, D. L. (2014). Mediating effects of teacher enthusiasm and peer enthusiasm on students' interest in the college classroom. *Contemporary Educational Psychology*, 39(2), 134-144.

Moè, A., Consiglio, P., & Katz, I. (2022). Exploring the circumplex model of motivating and demotivating teaching styles: The role of teacher need satisfaction and need frustration. *Teaching and Teacher Education*, 118, 103823.

Moe, A., & Katz, I. (2022). Need satisfied teachers adopt a motivating style: The mediation of teacher enthusiasm. *Learning and Individual Differences*, 99, 102203.

Vermote, B., Aelterman, N., Beyers, W., Aper, L., Buysschaert, F., & Vansteenkiste, M. (2020). The role of teachers' motivation and mindsets in predicting a (de)motivating teaching style in higher education: A circumplex approach. *Motivation and emotion*, 44, 270-294.

3. Your study is correlational. Please avoid causal language.
4. Instead of providing a lot of statistical values in the text, I would suggest creating a comprehensive figure.
5. A section regarding validation and a specific hypothesis on the validation should help (maybe also in the title?).
6. The Discussion is thin. Please report your results in the framework of the international literature and develop a Limitations and Future Avenues section, as well as an Educational Implications section.

Best wishes with your research!

