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

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Review of Motivational Variables as Predictors of Academic Achievement Among University Students.

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The article investigates the relationship between motivation towards learning and academic performance among Chilean university students. The study employs the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich et al. (1991) and presents a multiple regression model to identify predictors of academic performance. The MSLQ test indicates several significant predictor variables for academic performance.

According to the standardized regression equation, self-efficacy beliefs emerge as crucial predictors of academic performance. Specifically, students who express confidence in understanding challenging course material, believe in their ability to excel in assignments and tests, and expect good performance in class tend to perform better academically. The article emphasizes that students with high levels of self-confidence in their learning abilities are more likely to be among the best academic performers in the sample.

The discussion section of the article delves into the implications of these findings. It notes that students in the sample exhibit high levels of self-confidence as learners, and the identified predictors align with the theoretical framework of self-efficacy beliefs. The study suggests that creating a positive and supportive learning environment, where students experience success and build confidence, can enhance self-efficacy beliefs and subsequently improve academic performance.

Anxiety is identified as another aspect influencing academic performance, with mixed effects. Comparing one's performance with others positively impacts performance, while dwelling on test questions perceived as unanswerable has a negative effect.

Additionally, the article highlights the negative impact of learning control beliefs, task value, and extrinsic goal orientation on academic performance. Students who believe it is their responsibility not to learn course content, those who don't see the value in applying what they learn, and those motivated by extrinsic goals (e.g., impressing family, friends, or employers) tend to have poorer academic performance.

The article concludes by emphasizing the significance of self-efficacy beliefs in predicting academic performance, echoing previous empirical research. It aligns with Bandura's insights on the relationship between self-efficacy, motivation, and

academic performance. The MSLQ test is commended as a reliable instrument for identifying predictor variables of academic performance among university students.

The implications section underlines the importance of considering motivational factors in educational policies and strategies at the university level to enhance student learning. It cites evidence that a motivational teaching climate predicts student evaluations of teaching and emphasizes the need for a supportive and engaging learning environment for the effective application of motivational strategies in the classroom. Overall, the article provides insights into the role of motivation in academic performance and calls for the integration of these findings into educational practices.

Strengths:

The article clearly states its objective of identifying motivational variables that predict academic performance, providing a focused and specific research goal. The use of the MSLQ test, a widely recognized instrument, adds credibility to the study. The regression model employed to analyze the relationship between motivational variables and academic performance is appropriate. The findings provide empirical evidence supporting the predictive nature of motivational variables, specifically self-efficacy, anxiety, and learning control beliefs, on academic performance. This text discusses the implications of the findings on educational policies, emphasizing the importance of considering motivational factors for better learning outcomes.

Weaknesses:

1. Limited Sample Diversity: The study focuses on second-year students from a specific Chilean university, limiting the generalizability of the findings. A more diverse sample could enhance the external validity of the study.

2. Lack of Comparative Analysis: While the article presents a regression model and identifies significant predictors, it lacks a comparative analysis with other studies or contrasting findings, which could strengthen its contribution to the existing literature.

3. Theoretical Framework: The article briefly mentions Bandura's social cognitive theory but lacks a comprehensive theoretical foundation to contextualize the study within existing motivational and learning frameworks.

Suggestions for Improvement:

1. Wider Sample: Consider expanding the sample to include students from various universities or academic disciplines to enhance the study's external validity.

2. Comparative Analysis: Include a discussion that compares the current findings with existing literature on motivation and academic performance to provide a broader context for the study.

3. Enhanced Theoretical Framework: Develop a more robust theoretical framework that aligns with established motivational and learning theories to strengthen the theoretical foundation of the study.

Conclusion:

The article successfully explores the relationship between motivational variables and academic performance among Chilean university students. While the methodology and empirical evidence contribute to the understanding of these dynamics, addressing the suggested improvements could enhance the study's overall impact and relevance within the field of educational research.