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

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This critical review analyzes Alejandro Vásquez's article on motivational variables predicting academic achievement among Chilean university students. Vásquez employs the Motivated Strategies for Learning Questionnaire (MSLQ) to measure motivation and constructs a regression model with academic performance as the dependent variable. The study identifies significant predictors, including self-efficacy, anxiety, and learning control beliefs. The findings affirm the link between motivation and academic success. The article also underscores the utility of the MSLQ test. While Vásquez contributes valuable insights, considerations for the study's non-random sample and the MSLQ's factor structure warrant attention. Vásquez's study delves into the crucial relationship between motivation and academic performance among Chilean university students, echoing global evidence. By utilizing the MSLQ, a well-established tool, Vásquez navigates the complex landscape of motivational variables. The regression model, revealing self-efficacy, anxiety, and learning control beliefs as significant predictors, enriches our understanding of these dynamics.

The study's strengths lie in its empirical rigor, employing a quantitative approach and a sizable sample. However, the non-random sample raises concerns about generalizability. Additionally, the MSLQ's factor structure's partial alignment with the theoretical framework warrants scrutiny, impacting the instrument's construct validity. Vásquez contributes to Bandura and Pintrich's motivational theories, aligning with Bandura's emphasis on self-regulation and Pintrich's MSLQ. However, acknowledging the broader context of academic achievement, considering socio-cultural influences, could enhance the study's depth.

Implications for educational policies and strategies are aptly highlighted. However, the study could benefit from broader contextualization within the socio-cultural and institutional factors influencing motivation and performance. In conclusion, Vásquez's study provides valuable insights into motivational predictors of academic success. However, addressing sample limitations, scrutinizing the MSLQ's construct validity, and considering broader contextual factors would strengthen the study's impact on educational practice and policy.