

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.

Review of journal article entitled, 'Motivational Variables as Predictors of Academic Achievement Among University Students' by Dr. Fay Williams, PhD. January 19, 2024

Introduction

This was a correlational study that sought to determine the relationship between motivation to learn and academic performance. However, the researcher failed to provide a clear rationale for this research.

Methodology

The study was conducted on a non-random sample at an academic institution; however, it was not clear what sampling techniques were used or a description of two similar groups.

Rephrasing the heading, "research problem," to "research question" would be more accurate.

There was no record of permission being sought and obtained for the use of the instrument.

The original language of the instrument was English, but there was no record of validation in another language or any detail regarding the translation process.

Findings

The findings were difficult to follow, and a table would have enhanced the appearance and facilitated the readability and understanding of the findings.

Discussion

The study failed to address several factors which could have impacted academic performance, such as the teacher's role, the nature of the subject, environmental factors, and the student's characteristics and background.

As a correlational study, language suggesting proof should be clearly avoided.

References

The use of relevant and timely references is pivotal to good quality academic research. However, although the author is to

be commended on the number of references used, nevertheless, most of the data sources were extremely outdated, which could weaken and compromise the integrity of the paper.

The recommendations for educational institutions were very general, and therefore more explicit and specific strategies could have strengthened the contribution of this research.

Conclusion

This research on motivation for learning and academic achievement is an important topic for consideration, bearing in mind the increasing challenges that university students face and the high societal expectations for universities. It demonstrated innovative application in using a translation of the original instrument and the validation of the association of motivation for learning and academic performance.

However, a recommendation of further research would have strengthened the contribution of this research.