As table 2 highlights, the multi-faceted coding category costs applied to both the motivation and amotivation data. Withing the motivation data, it was raised by around 12.50 percent of motivation respondents but accounted only for about 2.04 percent of data segments coded. As table 4 shows, within the motivation data only effort cost was applied to data segments. Similar to utility perceptions within the amotivation data, cost beliefs within the motivation data appear to be especially in form of the perceived lack of need to spend any effort rather than the perceived need to spend any effort. For example, a female S1 student explained that she feels motivated about exercises where she feels “it is really easy for me”. Similarly, A male S2 students perceives tasks he is motivated about as “easy”.

Within the amotivation data, all four pre-defined cost categories were applied to the data. As table 2 shows, costs beliefs were associated with about 60.24 percent of amotivation respondents and accounted for around 23.73 percent of data segments. Comparing the different cost facets reveals that effort costs and in particular emotional costs were ethe most common cost aspects within the amotivation data. Segments coded as emotional costs were raised by around 45.78 percent of amotivation respondents. Many students mentioned not to like or to be happy about certain subjects. For example, a female S3 student explained “you may not be happy with a certain subject and so it causes you not to be motivated”. A male S3 student implied not be motivated about class exercises because “I don't like/love exercises”. He did not explain why he dislikes class exercises. At least some students were clear about what causes emotional costs for them. For example, a female S3 student stated “I hate the teacher of that subject/lesson” as an explanation for the lack of motivation. Around 22.89 percent of amotivation respondents provided segments that were coded as effort costs. In most instances, effort costs were expressed as “difficult”. For example, a female S3 student implied that within exercises that she associates with amotion she tends to feel that “it is difficult”. Opportunity and outside effort costs were less common. The former was associated with about 6.02 percent of students. The latter was associated with about 2.41 percent of students. Each category was applied to only 5 data segments within the amotivation data. Opportunity costs were identified especially in form of distractions. For example, a male S3 student wrote that “I love playing a lot which stops me from doing the exercise”. Outside effort costs were related to household chores students had to do. As a male S2 student explained, he experiences amotivation in class “because at home there's a lot of work”.