4. Discussion

4.1. Motivation an educationally relevant construct for the Rwandan school context?

4.2. The expectancy-value model adequate to describe motivational experiences in Rwanda?

Here, explain the match between questionnaire design and coding frame.

Despite its relative frequency (i.e., 40.79% of motivation respondents), we did not find learning utility a theoretically useful category. It implies the usefulness of learning for one’s own learning (see sample quotes in table 1). Conceptually speaking, this is non-informative since “learning utility” does not specify why someone wants to learn something in the first place. These deeper reasons may in turn determine the motivational effects of learning utility. A person may want to learn something for reasons related to school utility or for intrinsic reasons (e.g., enjoyment). School utility was positively associated with school grades in at least some school subjects (see table S7) whereas achievement emotions were not related to school grades at all (see table S3 of the supplementary material).

4.3. Expectancy beliefs as necessary but insufficient condition?

Also refer to the interaction with effort costs.

4.4. Value as a multi-faceted construct?

4.5. Purpose as a driver of motivation?

A coding segment in that category read “I am motivated because I am able to explain it to others that didn't understand” (female S1 student). As we interpreted the segment, the student wanted to understand the exercise so that she can explain it to her peers for social-status purposes.

4.6. Emotions as an important aspect of (a)motivation?

4.7. Attainment value as an indirect driver of (a)motivation?

Given the eminence of attainment value within expectancy-value research, it is remarkable that we did not find any evidence of its relevance within our motivation data. Within expectancy-value theory, it refers to the importance students place on performing well within academic challenges because it is closely tied to their sense of identity. The personal importance of a task thus stems from the latter’s relevance for the type of person students aspire to be. In Rwanda, students and their parents hold instrumental value beliefs about school. [HONEYMAN].

4.8. Effort and emotional costs as the most relevant cost perceptions?

It suggests that education is what happens in school