3.3. The validity of the study results

As explained above and detailed in appendix S3 of the article’s supplementary material, interrater agreement was eventually achieved on all data segments to be coded. Reliability, however, is a necessary but insufficient condition for the credibility of the coding results attained. To establish validity, we took into account its different sources (e.g., Krippendorff, 2004a; Schreier, 2012a).[[1]](#footnote-1) The discussions on the meaning of ishyaka with both university students as well as some of the study participants revealed that Rwandan students did indeed access the meaning of motivation we wanted to convey through our open-ended questionnaires. We took this as evidence of the face validity of our questionnaire wording. As tables 7 and 8 highlight, relating a school subject especially to the experience of motivation predicted end-of-year school grades in a number of school subjects. We considered this as evidence in favour of the criterion validity of our probing approach. The use of open-ended and self-administered questionnaires encouraged students to list their cognitive-affective experiences in class openly. The administration of both a motivation and amotivation questionnaire across a sample of 153 students should thus help to uncover a broad range of different cognitive-affective factors that may shape (a)motivation. A coding frame derived from the expectancy-value model, which is an eminent representation of the different cognitive-affective reasons of why students engage with activities, and applied by two coders, including a Rwandan one, thus helped to adequately summarize and categorize the themes within the raw data collected. Altogether, we take this as evidence of the content validity of the data analysis strategy. Given the nascent stage of motivational research in Rwanda it was not possible to explore the construct validity of our research insights over and beyond the other sources of validity. However, the partial associations between the different motivational facets reported in table xxx and xx could be taken as evidence of construct validity as well. In sum, due to the reliability and the validity being established, we concluded the coding results as credible.

1. Even though qualitative research findings are often evaluated in terms of its credibility and trustworthiness, qualitative content analysis is generally discussed in terms of validity and reliability, nonetheless (e.g., Drisko & Maschi, 2016). [↑](#footnote-ref-1)