* The fraction
* Along with (utility) value it is about xxx per cent.
* We agree that both is purpose related and thus similar.
* As per EVT, goals are the “antecedents” of value beliefs, an assumption that has been contested. Our data does not allow testing this. Neither can we test to what degree there is a conceptual overlap. We can only conclude that around xxx of respondents implied a purpose-related factor as a driver of classroom-based motivation. It could have been the artefact of the way we designed the questionnaire.

Given the design of the questionnaires, which were about the “reasons” for experiencing (a)motivation, we added a coding category on goals. It accounted for around 12.74 percent of the coded motivation segments. Slightly more than 35 percent of students that filled the motivation questionnaire gave references, which we coded as pertaining to goals. We also assumed that personal goals and especially utility perceptions are related.

For example, a S3 student explained that “I have a goal [AND] motivation that I must achieve [it] and I feel that studying will make me accomplish it”. The male student did not specify the goal that he wants to pursue through his studies. Statements by other students suggest a variety of different types of goals that seem to matter for their studies

In terms of goals mentioned, students generally differ. For example, a number of students indicated they wanted to become “a powerful person”. Others mentioned goals along the lines of “I want to be intelligent/smart” (female S1 student) or “because I want get good marks” (female S1 student). Two comments are warranted here.

First, one can assume that personal goals and utility perceptions are related. Student may only appreciate an exercise that helps them to succeed in class (i.e., school utility) if they also want to succeed in school (Grant & Dweck, 2003). This in turn gives rise to the question on how both constructs were distinguished during the coding work. Statements that referred to desired or obligatory end states were classified as goals whereas statements that expressed any kind of usefulness were interpreted as utility perceptions. The former were often indicated through verb phrases including “I want to” or “I have to” (Hulleman et al., 2010). The latter often involves expressions such as “it makes me”, “it helps me”, “so that I can”.[[1]](#footnote-1) Second, the three example statements highlight that goal statements appear to be diverse. The first example could be understood as a social-status goal (Dowson & McInerney, 2003), the second one could be interpreted as a mastery goal (Elliot & Hulleman, 2017) whereas the last one could be understood as an outcome goal (Grant & Dweck, 2003). Despite the evidence of the diversity within the goal category, it was not differentiated out any further because it constituted a rather small subset (n = 80) within the motivation data. Goals hardly appeared within the confidence data.

1. In a number of cases, it was difficult to distinguish between personal and utility perceptions in a number of cases. For example, a male S1 student obtained motivation because “I will be a teacher”. It was coded goals but it is possible the student wanted to imply that the exercise he felt motivated about helped him to become a teacher. In that case it would have been a utility perception. [↑](#footnote-ref-1)