The open-ended questionnaires were administered to students were about the reasons for being (a)motivated during class tasks. We thus expected at least some student statements to be about goals. It was therefore decided to add goals as a coding category to the coding frame as well even though it is generally not directly associated with the expectancy-value model of achievement motivation. As a factor it was not identified within the amotivation dataset. By contrast, it accounted for almost 13 per cent of codings within the motivation dataset. It was raised by more than 35 percent of motivation respondents. We did not disaggregate goals raised by students in a way we disaggregated value within our thematic analysis. As discussed within the motivational literature, however, a review of the data segments suggests that Rwandan students, too, are committed to different types of goals. Within our sample, students seem to exhibit especially social status and approval goals (Dowson & McInerney, 2003) as well as mastery and outcome goals (Grant & Dweck, 2003). Social status goals are about the social position that students want to attain especially later on in life whereas social approval goals are about the recognition students gain from significant others (Dowson & McInerney, 2003). As for the former, students seem to be especially attracted by becoming “a powerful person” (e.g., a female S2 student). A female S1 student also expressed the social status goal of becoming “a doctor when I am done with school”. As for the latter, students seem to thrive towards good school performance so that “parents are pleased” (male S3 student). A male S3 student experiences motivation “because I want to reassure my teacher that I understand the lesson she teaches”. Mastery goals are about improving one’s skills, knowledge, or competence in a specific area whereas outcome goals are about the desire to perform well academically (Grant & Dweck, 2003). We coded the desire “to gain more knowledge” (e.g., a male S2 student) or to “know the history of my country” (e.g., a female S3 student) as mastery goals. Student segments that implied being motivated because students “want to succeed” (e.g., male S2 student) were coded as pertaining to outcome goals. As Grant and Dweck (2003) explain, the atcual motivational effects of outcome goals depend on the deeper reason for wanting to perform well academically. As they point out, outcome goals can be related to other goals such as mastery goals. We did not obtain further evidence on what constituted the actual nature of outcome goals within our sample.