In this respect, the questionnaires we administered were similar to the open-ended questions “what motivates you (and others) to persist in school?” and “why are some students unmotivated in school?” used by Clayton and Zusho (2015). They differed in that the latter questions were predominantly about school as a whole whereas our questions were mainly about task engagement in class. In this respect, our questions were similar to the question “Do I want to do this task and why?” proposed by Wigfield et al. (2015, p. 659). However, they differed in that the latter question was aimed to be mainly about task-value beliefs

whereas our questions were about all beliefs, motives, and other subjective experiences that may shape (a)motivation. ~~Since these beliefs were also expected to include expectancy beliefs, we did not deem asking any question similar to “Can I do this task?” (e.g., Wigfield et al., 2015, p. 659) necessary.~~ To analyse the data collected through our open-ended questionnaires, we developed a pre-defined coding frame. Similar to Clayton et al. (2015) and Wigfield et al. (2015), we expected our open-ended questionnaires to elicit expectancy and value-related student answers. We therefore developed the coding categories based on the expectancy-value model outlined in section 1.1. However, since we asked Rwandan students about the reasons for being (a)motivated during class activities, we also included a coding category on goals (e.g., Dowson & McInerney, 2003).