According to expectancy-value theory, students' engagement with learning tasks, such as classroom activities, is shaped by their

* expectancy beliefs: self-perceptions of how they will do on tasks or activities.
* Value beliefs: perceptions of the benefits or outcomes associated with those tasks
  + Attainment value: the perceived importance of succeeding in a challenge, as it relates to one's sense of identity or self-concept
  + Daily utility: The perceived usefulness of engaging with that learning challenge for one’s outside-school activities
  + General utility for future life: The perceived usefulness of engaging with that learning challenge for one’s future (long-term) life goals
  + General utility job utility: the perceived usefulness of engaging with that learning challenge for one’s professional career
  + Intrinsic value: the enjoyment that comes with an academic challenge (intrinsic value),
  + Social utility: The perceived usefulness of engaging in a learning challenge for one’s social connections and standing among peers
  + Utility for school: The perceived usefulness of engaging with that learning challenge for one’s school goals
* Goals: the wider academic or social reasons students espouse for engaging in a learning challenge
* Costs: The perceived downsides associated with engaging in an academic task or activity
  + Effort costs: The amount of time, work, or attention that is required complete a learning challenge due to its level of difficulty
  + Emotional costs: The negatively perceived psychological state that results from engaging with learning challenge
  + Outside-effort costs: the amount of time, effort, or attention required to fulfil concurrent responsibilities or obligations alongside the learning challenge
  + Loss of valued alternatives: the perceived opportunities one needs to sacrifice in order to engage in the given learning challenge

According to expectancy-value theory, students' engagement with learning tasks, such as classroom activities, is shaped by their self-perceptions of beliefs about how they will do on tasks or activities and by their perceptions of the benefits or outcomes associated with those tasks.