

Research Grant 2017

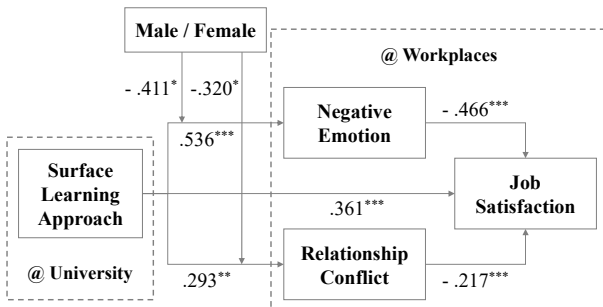
The effect of past surface learning approach on current job satisfaction of male and female employee

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This study investigated how current job satisfaction is influenced by surface learning approach (e.g. focusing on the minimum syllabus requirements, studying only to get credits etc.) which people adopted when they were undergraduate students. Data were collected from 477 Japanese employees by questionnaire. Analysis showed a significant moderated mediation relationship between past surface learning approach, gender, current negative emotion and relationship conflict at workplaces, and job satisfaction.

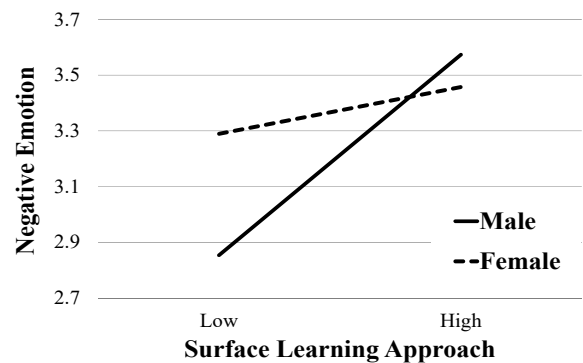
**Moderated Mediation Model**



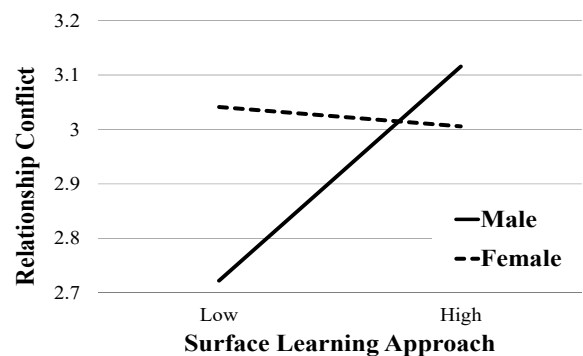
For male employees, the past surface learning approach increased current negative emotion and relationship conflict at workplaces, which in turn negatively influenced job satisfaction; on the contrary, for female employees, the past

surface approach did not have significant effects on them. The surface learning approach can shape one's reactive attitude, not assertive one which is inconsistent with stereotypical images of men but not with women, probably therefore only the male employees who adopted the surface learning approach are more often socially punished at workplaces. We concluded that Japanese society pushes gender roles which determine effects of students'

**Interaction Effect between Surface Learning Approach and Gender on Negative Emotion**



**Interaction Effect between Surface Learning Approach and Gender on Relationship Conflict**



learning approaches on their future well-being. This research was collaboratively conducted with Atsuko Kaneko.