

Effect of Work Values on Classroom Emotion in Japanese Undergraduate Students

1. Research Objective. The work values that are perceived important differ from student to student. Possibly because of the collectivistic culture in Japan, some students place greater importance on relationship building with co-workers, while others view salary as more important. Recently, more Japanese students have become interested in taking jobs that contribute to society or gain respect from others. This study investigated how Japanese undergraduate student work values (relationship building, high-salary, social-contribution, and gaining-respect) affected positive and negative emotional classroom experiences. 2. Method and Results. Data were collected by questionnaire from 187 Japanese undergraduate students (48.1% male; mean age = 19.65 years). The regression analyses found that the four work values had different influences on classroom emotions. Social-contribution was found to significantly increase positive emotions, while gaining-respect decreased positive emotions, and a high-salary focus significantly increased negative emotions, while relationship building decreased negative emotions. 3. Conclusion and Discussion. Gaining a high-salary and gaining respect are extrinsic rewards; therefore, as these needs cannot always be satisfied in lectures, this can have an unfavorable emotional effect on students who seek an extrinsic return. In contrast, students who are more concerned with relationship building and social-contribution do not expect extrinsic rewards in the classroom situation. These results suggested that universities could improve classroom emotions by influencing student work values. It should be noted, however, that each work value had an effect on either positive or negative emotion. This means that by making students value relationship-building rather than high-salary, they are only less likely to have negative emotion, not more positive emotion. For leading to positive emotion, we should make them value social-contribution rather than gaining-respect.