

Research on psychological satisfaction of education work and learning of literary works

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The findings of this article reveal that the development of the independent learning model in the American literature curriculum positively impacts teachers' job psychological satisfaction. This study highlights the contribution of autonomous learning mode in empowering students' subjective status and enhancing their initiative, consequently reducing teachers' psychological pressure and improving their overall satisfaction with their work.

Contribution: The results of this study hold implications for scholars in the field, particularly those engaged in practical theology and religious educational studies.

Keywords: teachers; psychological satisfaction; American literature; autonomous learning model; educators.

Introduction

Teachers' job psychological satisfaction has a great relationship with their work pressure and work achievements. The higher their job psychological satisfaction, the easier it is to obtain satisfaction and happiness in work. Under the traditional teaching mode of American literature course, students' subjective initiative and enthusiasm in American literature is low, and students' overall literary appreciation ability has not been improved (Stapleton, Garby & Sabot 2020). On the one hand, teachers cannot pass the school's assessment smoothly, and they are under great psychological pressure. On the other hand, when a teacher's teaching performance does not meet the expected goals and their sense of self achievement is not satisfied, it will have a certain impact on the psychological satisfaction of the teacher's work. (Lipińska-Grobelny & Narska 2021). If teachers' job psychological satisfaction is low for a long time, it will not only affect teachers' work mood and efficiency but also reduce their work enthusiasm, increase teachers' turnover rate and thus affect the management and reputation of the school. If teachers cannot experience psychological satisfaction in their work and life, they will have a sense of loss, helplessness, isolation and many negative emotions. If these negative emotions are not timely addressed and adjusted, they will accumulate to a certain extent, which will lead to psychological diseases, which is not conducive to the development of teachers' mental health (Poulou 2020).

The course of American literary works is a compulsory course for English majors in colleges and universities. Its purpose is to cultivate English majors' literary understanding and appreciation and master the basic knowledge and methods of literary criticism. After reading and analysing American literary works, it will promote the improvement of English majors' basic language skills and humanistic quality, improve their language application ability and enhance their understanding of Western literature and culture (Rudenko 2019). For a long time, the teaching method of 'cramming' has been adopted in the course of American literature, that is, teachers generally explain in class and students take notes while listening. At the same time, teachers will not provide students with specific knowledge of literary works, literary theories and writing skills in class, but mainly let students discuss and write an academic article on reading or writing. However, this teaching method is often difficult to achieve the expected effect. Students often listen to the explanation while looking at the notes. In such a teaching environment, the course of American literary works often becomes 'one teacher is speaking and a group of students are listening'.

Under this traditional teaching mode, it is not conducive for students to give full play to their subjective initiative. Teachers cannot effectively guide students to think deeply about American literary works, and it is difficult to effectively cultivate students' literary appreciation ability and aesthetic sensitivity. Thus, English majors cannot feel and think about the wisdom and experience

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in American literary works (Peng et al. 2019). At the same time, American literature has a long history, rich and colourful works, diverse styles and many schools. Its learning difficulty will directly affect the learning interests of English majors. In addition, literature has a strong modernity, and there will also be certain social problems in the works. In the process of learning, students need to correctly understand and grasp the cultural connotation behind literary works, and conduct in-depth analysis of the political, social, historical and other aspects involved in literary works. This requires students not only to have solid English ability but also to have certain historical knowledge, cultural knowledge and writing ability. Therefore, the course of American literary works has certain difficulties. In the specified class time, students can only remember and digest the information of the writers and their works explained by the teachers in the class, and it is difficult to grasp their contents in depth (Fah, Ng & Thompson 2020). Students' literary appreciation and other abilities have not been improved. Not only English majors will feel confused and anxious about the course but also teachers will feel powerless and suspicious of their own work. Therefore, it is an inevitable trend for the American literature course to change the traditional teaching mode of American literature and establish a teaching mode based on students' independent learning.

Autonomous learning means that learners need to be responsible for all their learning decisions and perform relevant decisions in the process of learning. Autonomous learning is an efficient learning method. If we want to achieve autonomous learning in a specific field, we must have goals and evaluation. Autonomous learning is also a strategy, which means that students use various means to achieve the desired results. The autonomous learning model is a student-centered, teacher led, problem-oriented, and activity-oriented autonomous learning model. This learning mode respects the subjective initiative of students to the greatest extent and highlights the main position of students in teaching. Autonomous learning can show the quality and ability of individuals and the ability and willingness of learners to self-organise learning (Pinto, Fernández-Pascual & Marco 2019). Autonomous learning is generally manifested as students' strong thirst for knowledge, active participation spirit and positive thinking behaviour in the process of learning. It also indicates that learners internalise their learning needs from external supervision into automatic behaviours or goals and have corresponding abilities to a certain extent (Koo & Lee 2021). In the case of autonomous learning, the learning pressure of learners comes from their own internal needs, that is, the motivation comes from the need to realise self-worth and social responsibility, not from the pressure of the external environment or the simple pursuit of interests (Freer & Evans 2019; Taghi Livari & Ghalam 2021). Because of self-worth and social responsibility, learners are interested in learning. Moreover, in the process of learning, learners also need to constantly reflect on themselves, so as to constantly adjust their learning methods. Therefore, the purpose of learners' learning is to acquire knowledge and skills and improve their abilities, not just to pass the exam.

Through the reform of American literature curriculum through self-regulated learning mode, combined with the changes of English majors' academic achievements and abilities, this article studies and analyses its impact on the psychological satisfaction of educational work. In order to explore the relationship between the psychological satisfaction of educational work and the autonomous learning model of American literature works, the study selected English teachers from 20 colleges and universities as the research subjects, and analysed the psychological satisfaction of teachers after the students in American literature works course adopted the autonomous learning model. Among them, the first stage adopts the traditional teaching method of American literature, emphasising the leading role of teachers. In the second stage, the independent learning mode was adopted in the teaching of American literature, with more emphasis on the main role of students. Each stage is implemented for one semester, and a survey is conducted on the psychological satisfaction of teachers, including self-evaluation of teaching results, work status, work pressure, psychological emotions, among others. Quantify the scoring values using a psychological scale and assign scores [1, 5]. Use Excel software and SPSS® 22.0 software to statistically analyse the scoring values. The counting data is in the form of mean \pm standard deviation, and a *P*-test is performed.

The innovation of this study lies in the use of scientific control to study teachers' job psychological satisfaction before and after the adoption of autonomous learning mode in American literature works. It is found that autonomous learning mode can improve teachers' job psychological satisfaction, which is conducive to teachers' mental health development.

Subjects and methods

Study setting

The course of American literature is generally offered for English majors. The purpose of this course is to cultivate the literary appreciation ability and aesthetic interest of English majors and promote the improvement of their humanistic quality. The course of American literary works is a course with British and American literature as its main content. It stimulates students' learning interest through classroom discussion, role playing and other ways, so as to improve their ability to apply English and appreciate foreign literary works. This course focuses on famous American literary masterpieces, masterpieces, and real-life experiences, in order to enhance students' ability to analyse and appreciate foreign literature. With the increasing and deepening exchanges among countries in the world today, in this culturally diverse social environment, modern people are required to have the ability to think independently. As an important professional course for English majors, the American literature course has become the best platform for cultivating students' independent thinking, creativity and critical thinking by virtue of its unique humanities advantages. It has grown and is loved by more and more students. Through this course, students can deeply understand the development history of American literature

and representative works of different writers, learn how to read, analyse, comment and criticise literary works and feel the charm of culture under the influence of classic works. Like the teaching of other majors, the teaching of American literature requires not only teachers to impart knowledge but also students' active participation and exploration. The leading role of teachers is to help students develop their interest in and understanding of American literature. Under the traditional teaching mode, teachers often emphasise their leading role in the classroom, and let students accept knowledge, understand works and apply them to their real life with their own perspective and authority. However, because China has not designed literature courses as strictly as the United States at present, this has led to the lack of active learning awareness and ability of Chinese students to think deeply, analyse and study the text when learning American literature and finally led to deviation in practical application. Therefore, in the teaching of American literature course, the student-centred teaching mode has become the inevitable development trend of American literature reform. On the basis of the survey, an autonomous learning model of American literary works is constructed, as shown in Figure 1.

As can be seen from Figure 1, the self-regulated learning mode includes three aspects, namely environment, teachers and students, forming a three-dimensional integrated mode. Among them, the environmental conditions include the classroom environment, the material environment and the independent learning centre that can satisfy the students' independent learning. The educational content includes books and magazines, websites and forums and online resources related to learning. Teaching facilities include computer integrated classrooms, laboratories, libraries and other supporting equipment. The teacher aspect refers to the teachers' cognition of the importance of autonomous learning and the strengthening of the guiding ability of autonomous learning. The student aspect includes the cultivation of students' autonomous learning consciousness, autonomous learning ability, autonomous learning strategies and autonomous

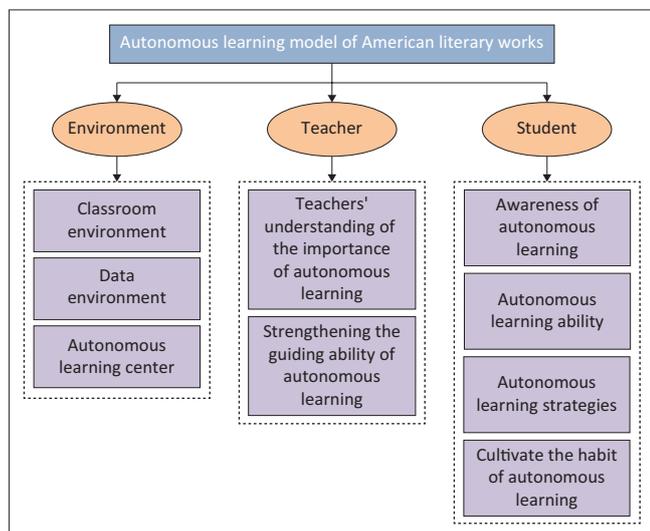


FIGURE 1: Autonomous learning mode of American literary works.

learning habits. It can be seen that this self-learning mode can help students learn American literary works by themselves, and students can use the information environment and self-learning centre provided by the school to deepen their study of American literary works, so as to facilitate communication and discussion with classmates in the classroom and make up for their shortcomings. It enhances students' interest in English and improves their self-learning ability. In the self-regulated learning mode, more emphasis is placed on the guiding role of teachers to students. Teachers should encourage students to give full play to their subjective initiative and mobilise students' enthusiasm for learning. The work content of teachers is reduced, and the work pressure of teachers is correspondingly reduced.

Design

English teachers from 20 colleges and universities were selected as the subjects of the study. Each school selected 10 teachers, that is, 200 subjects. The research time is two semesters, and the first semester is the first stage. In this stage, the American literature course of each school adopts the traditional teaching mode. The second semester is the second stage. In this stage, each school adopts the self-regulated learning mode for teaching. At the end of each stage, teachers conduct self-evaluation on their own teaching achievements, work status, work pressure, psychological emotion, among others and investigate teachers' work psychological satisfaction. The research process is shown in Figure 2.

In order to facilitate statistics and analysis, Excel software and SPSS® 22.0 software are used to quantify the scores. The higher the scores of teaching achievements, work status and psychological emotion, the higher the teachers' psychological satisfaction with their work. The higher the score of work stress, the lower the psychological satisfaction of teachers and the need to conduct statistics on the job psychological satisfaction of teachers in each month of the two stages, and analyse the changes in their job psychological satisfaction during the teaching process.

Results

The teaching achievements, work status, work pressure, psychological emotion and job satisfaction of 200 teachers are statistically analysed. The data are in the form of

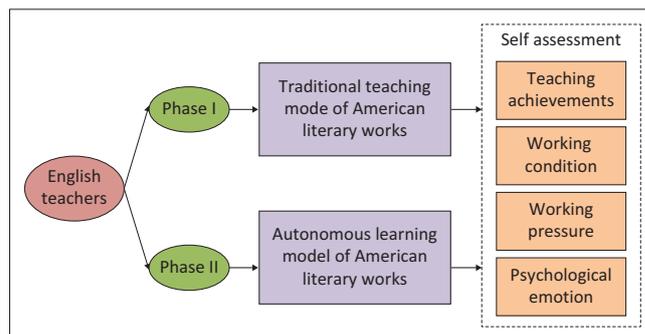


FIGURE 2: Research process.

TABLE 1: Statistical results.

Stage	Project	Teaching achievements	Working condition	Working pressure	Psychological emotion	Job psychological satisfaction
Phase I	Score	3.21 ± 0.13	3.18 ± 0.17	3.59 ± 0.08	3.23 ± 0.25	3.02 ± 0.12
	<i>P</i>	< 0.05	< 0.05	< 0.05	< 0.05	< 0.05
Phase II	Score	4.52 ± 0.25	4.26 ± 0.09	2.04 ± 0.07	4.63 ± 0.12	4.53 ± 0.11
	<i>P</i>	< 0.05	< 0.05	< 0.05	< 0.05	< 0.05

Note: *P* represents statistical difference, and *P* < 0.05 indicates that the difference is statistically significant.

average value ± standard deviation. The calculation method of average value and standard deviation is shown in Equation 1:

$$\left\{ \begin{array}{l} \bar{x} = \frac{1}{n} \sum_{i=1}^n x_i \\ s = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}} \end{array} \right. \quad [\text{Eqn 1}]$$

In equation 1, \bar{x} represents the average score value of 200 teachers' teaching achievements, work status, work pressure, psychological emotion and job satisfaction; *n* represents the number of teachers, x_i represents the score value of the *i*th teacher and *s* represents the standard deviation. The statistical results are shown in Table 1.

It can be seen from Table 1 that there is a significant difference in the psychological satisfaction of teachers in the first stage and the second stage. In the first stage, in the traditional teaching mode of American literature, the self-evaluation values of 200 teachers on teaching achievements, work status, work pressure, psychological emotion and work psychological satisfaction are (3.21 ± 0.13), (3.18 ± 0.17), (3.59 ± 0.08), (3.23 ± 0.25) and (3.02 ± 0.12), respectively. After the self-regulated learning mode was adopted in the second stage, the self-rated values of 200 teachers on teaching achievements, work status, work pressure, psychological emotion and work psychological satisfaction were (4.52 ± 0.25), (4.26 ± 0.09), (2.04 ± 0.07), (4.63 ± 0.12) and (4.53 ± 0.11), respectively. That is to say, after the independent learning mode is adopted for teaching, teachers' teaching achievements are improved, teachers' working conditions are improved, their work pressure is reduced and their psychological emotions are more positive. Therefore, teachers' psychological satisfaction with their work is improved. Meanwhile, the standard deviation in the table is less than 0.3, and *P* < 0.05, indicating that the data of this study are statistically significant. Among them, the changes of teachers' job psychological satisfaction in the first stage and the second stage during the experiment are shown in Figure 3.

The first semester and the second semester each include 4 months, that is, the abscissa in Figure 3 represents the job psychological satisfaction of 200 teachers in each month in the first and second phases. The ordinate represents the score. Among them, the green line indicates the job psychological satisfaction of teachers in the first stage, and the yellow line indicates the job psychological satisfaction of teachers in the second stage. It can be seen from Figure 3 that the

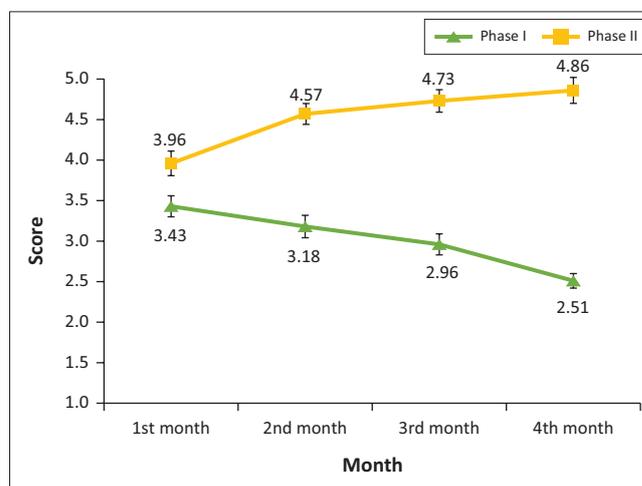


FIGURE 3: Changes of teachers' job psychological satisfaction during the experiment.

psychological satisfaction of teachers in the second stage is significantly higher than that of teachers in the first stage. In the first stage, teachers' job psychological satisfaction gradually decreased with the development of American literature course. The average values of 200 teachers' job psychological satisfaction in 4 months were (3.43 ± 0.12), (3.18 ± 0.09), (2.96 ± 0.07) and (2.51 ± 0.05) respectively. In the second stage, with the implementation of the independent mode of American literature curriculum, teachers' job psychological satisfaction increased. The average values of 200 teachers' job psychological satisfaction in 4 months were (3.96 ± 0.14), (4.57 ± 0.09), (4.73 ± 0.11) and (4.86 ± 0.12), respectively. The work psychological satisfaction of teachers in the fourth month of the second stage was 0.53, 1.39, 1.77, and 2.35 higher than that of the first stage, respectively. That is, with the development of the independent learning mode of American literature curriculum, teachers' job psychological satisfaction has been improved.

Discussion

Satisfaction is a subjective evaluation and a psychological state. Job satisfaction refers to the satisfaction of employees with their work, which includes the value, significance, and purpose of the work, as well as the satisfaction of others with the work. Job satisfaction is a measure of job satisfaction. It is a pleasant or positive emotional state obtained through the evaluation of work or work experience. It includes a person's multiple reactions to his work (Sokolovskaya 2020). Job satisfaction can be understood from the relationship with other key factors, such as overall well-being, work pressure, work control and work conditions. Job satisfaction can adjust the relationship between some personality variables and deviant work behaviour (Choi, Kim & Robb 2020).

Teachers' job psychological satisfaction will affect their work performance. If a teacher's psychological satisfaction is high, the teacher's work attitude will show a positive state and have a high work efficiency. If a teacher's psychological satisfaction is low, then the teacher is not very active in his work style and has a high absenteeism rate. At the same time, his work efficiency is also low and he has a high turnover tendency. Generally speaking, the work pressure of teachers mainly includes their workload, school management systems, and evaluation mechanisms.

In the traditional teaching mode of American literary works, English teachers often spend a lot of time after class to explore and learn various types of American literary works, so that they can prepare lessons smoothly. However, American literature is obscure and has many schools. Teachers need to spend a lot of time and energy to understand and master them before they can systematically explain American literary works to students (Kiv, Liik & Heidmets 2019). However, because of the differences in language and culture, foreign literary works are difficult for students to understand. In the process of reading and translating, it is easy to make translation errors and cannot understand the meaning of the works. Moreover, American literary works are rich in creative techniques, and the background knowledge of the works is complex. Teachers need in-depth explanation to help students better understand. This will lead to the situation that the teacher is not thorough and the focus is unclear. At the same time, because of cultural differences, students need to spend a lot of time to understand and digest the teacher's explanation in the classroom. Basically, we can only remember the corresponding author and general content of the works, and cannot have a deep understanding of American literature. Even in the classroom, teachers will ask students to understand the theme and ideas of literary works from the content, genre and other aspects. If we do not understand this knowledge, we cannot understand foreign literary works. At the same time, the reading of American literature requires students to feel, think and comprehend, and requires a certain amount of perceptual experience as a foundation. However, the education of Chinese students in this regard is lacking. This is because we tend to focus on rational analyses and inferences for students, and on deficiencies in terms of their perceptual experience and knowledge base, which happens to be a long-term, continuous and in-depth process. Students should not be allowed to accept certain fixed 'formulas' and 'patterns' at the beginning of learning American literature. It keeps students in a passive state towards American literature, without the motivation and incentive to learn on their own. In the face of this situation, teachers will also attack their enthusiasm for teaching and will also face the work pressure of assessment, which will affect teachers' work mood and work status and finally reduce their psychological satisfaction at work.

After the reform of the traditional American literature curriculum, students' subjective initiative has been brought into play in the independent learning mode. English majors

have a comfortable autonomous learning environment, including classroom environment, data environment and autonomous learning centre, which reduces the difficulty of students in finding data in studying American literary works, and creates a positive discussion environment for students, which can increase the interest of English majors in American literary works and English (Lathabhavan, Sajimon & Daniel 2021). At the same time, it is beneficial for English majors to accumulate literary works and promote their appreciation and reading ability. In the independent learning model of American literary works, teachers' awareness of the importance of independent learning has been strengthened, and the main task has changed from sorting out the main framework for students to guiding students to conduct independent learning. The latter has strengthened the main position of middle school students and reduced the work content of teachers. In addition, the independent learning mode of American literature can help students cultivate their awareness and habits of independent learning, exercise their ability and strategies of independent learning and play a significant role in the long-term development of students.

In the independent learning mode of American literature curriculum, students' subjective initiative is brought into play, and the role of teachers is changed to guide students' independent learning. In this process, students become the main personnel in the classroom, and students' enthusiasm is enhanced. In the process of reading the text, students can think deeply about the text and speak actively. Students have a more thorough and accurate understanding of American literature. The communication between teachers and students makes the teacher-student relationship more harmonious and also helps students establish correct values. In the process of independent learning, students actively explore and communicate with each other to gain a deeper understanding and appreciation of American literature. At the same time, teachers also play the role of guides in the whole process of autonomous learning. In this mode, the role of a teacher changes to that of a guide and mentor. The teacher uses various means such as PowerPoint slides created using Office PowerPoint (PPT) and text materials to enable students to read the text and complete relevant assignments in class. It can also provide students with rich learning resources for independent learning by means of computer software and other modern technical means, such as online testing and online courses. It also facilitates the teacher's ability to directly observe and keep track of students' level of understanding of American literature. Teachers can provide guidance according to students' autonomous learning, leak filling and promote English majors' further understanding and mastery of American literary works (McInerney et al. 2018). In the traditional teaching mode of English majors, the role of teachers is mainly realised through classroom teaching. The independent learning mode of American literary works curriculum, under the guidance of teachers, enables students to actively participate in teaching activities, which not only ensures the smooth progress of teaching but also effectively

cultivates students' ability of independent learning. The independent learning mode of American literary works curriculum focuses on the combination of in-class and extracurricular learning. Under the guidance of teachers, with students as the main body, classroom teaching as the main position, using a variety of modern technical means and other effective guidance and management. In classroom teaching, 'teaching is for not teaching' and 'learning is for not learning' are fully embodied. In the autonomous learning mode, students read the text before class and actively raise their hands to answer questions when the teacher is lecturing in class. The whole classroom atmosphere is active. In the first stage, in the traditional teaching model of American literature works, the self-rating values of 200 teachers on teaching achievements, work status, work pressure, psychological emotion and work psychological satisfaction were (3.21 ± 0.13) , (3.18 ± 0.17) , (3.59 ± 0.08) , (3.23 ± 0.25) , and (3.02 ± 0.12) , respectively. After adopting the autonomous learning mode in the second stage, the self-rating values of 200 teachers on teaching results, work status, work pressure, psychological emotions and work psychological satisfaction were (4.52 ± 0.25) , (4.26 ± 0.09) , (2.04 ± 0.07) , (4.63 ± 0.12) , and (4.53 ± 0.11) , respectively. That is to say, after adopting autonomous learning mode for teaching, teachers' teaching results are improved, their work status is improved, work pressure is reduced and their psychological emotions are more positive, so their work psychological satisfaction is improved. The psychological satisfaction of the second stage teachers is significantly higher than that of the first stage teachers. In the first stage, teachers' job psychological satisfaction gradually decreased with the development of the American literature works course. The average job psychological satisfaction of 200 teachers for 4 months was (3.43 ± 0.12) , (3.18 ± 0.09) , (2.96 ± 0.07) and (2.51 ± 0.05) , respectively. In the second stage, with the implementation of the independent model of American literature curriculum, the teachers' job psychological satisfaction has increased. The average job psychological satisfaction of 200 teachers for 4 months is (3.96 ± 0.14) , (4.57 ± 0.09) , (4.73 ± 0.11) , and (4.86 ± 0.12) , respectively. The work psychological satisfaction of teachers in the fourth month of the second stage was 0.53, 1.39, 1.77 and 2.35 higher than that of the first stage, respectively.

In the autonomous learning mode, the interaction between teachers and students has been enhanced, which has changed the situation of the previous cramming education. It can not only promote the development of teacher education, but also stimulate teachers' greater enthusiasm for work, and improve themselves to achieve common progress with students. In independent learning, students can generate interest in literature and turn this interest into their own specialities. This is because students have their own views on literature, and they like to express and communicate with their own unique way of thinking. In the autonomous learning mode, teachers can give different guidance and help to students at different levels, so that they can better understand the profound thought and cultural connotation contained in literary works. At the same time, let students express their personal views and feelings in the classroom discussion and improve their literary

appreciation ability. That is, students in the independent learning mode, can promote their own appreciation and aesthetic ability to improve, while the teacher can be in the student's exchange and discussion, learn from the student's unique insights, and promote their own progress. (Egorenko 2019). It can be seen that in the autonomous learning mode, students' subjective initiative is enhanced, and students' enthusiasm for American literature is improved, which can not only reduce teachers' work pressure but also promote the progress of teachers' work, so it can improve teachers' work psychological satisfaction.

Conclusion

To study the relationship between the job psychological satisfaction of English teachers and the teaching model of American literature works. In the first stage, the traditional teaching mode of American literature was implemented. In the second stage, the curriculum teaching mode was reformed and the independent learning mode of American literature was implemented. The psychological job satisfaction of 200 teachers in the two stages was investigated and counted. The research shows that after the self-regulated learning mode of American literature works was carried out, teachers' self-scores of teaching achievements, work status, work pressure and psychological emotion have increased. The teachers' job psychological satisfaction in the first stage gradually decreased, while that in the second stage gradually increased. The average scores of teachers' job psychological satisfaction in the two stages are: (3.02 ± 0.12) and (4.53 ± 0.11) respectively. The work psychological satisfaction of teachers in the fourth month of the second stage was 0.53, 1.39, 1.77 and 2.35 higher than that of the first stage, respectively. It shows that the implementation of the self-regulated learning mode brings the students' subjective initiative into play, and the self-regulated learning ability and appreciation ability of English major students are improved. While the teaching objectives of English major teachers are successfully completed, they also reduce the psychological pressure of teachers, and enable teachers to have a healthy psychological mood and work state, which can further improve the psychological satisfaction of teachers. Of course, there are still the following issues in the implementation process of this model, such as only exploring the autonomous learning mode of British and American literature for undergraduate students majoring in English, and not involving the construction of the autonomous learning mode of British and American literature for non-English majors. These shortcomings need to be improved in the future.

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Competing interests

The author declares that no financial or personal relationships inappropriately influenced the writing of this article.

Author's contributions

Y.W. is the sole author of this research article.

Ethical considerations

This article followed all ethical standards for research without direct contact with human or animal subjects.

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Data availability

All data generated or analysed during this study are included in this published article.

Disclaimer

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