HiLL PUBLISHING

The Educational Review, USA, 2025, 9(1), 78-85
https://www.hillpublisher.com/journals/er/
ISSN Online: 2575-7946
ISSN Print: 2575-7938

From Alienation to Resonance: An Analysis of Teachers' Workload in China Under the "Double Reduction" Policy—Based on the Theory of Social Acceleration Critique

Meiyuyang Zhao, Honglin Wu*

School of Humanities, Jiangnan University, Wuxi 214122, Jiangsu, China.

How to cite this paper: Meiyuyang Zhao, Honglin Wu. (2025). From Alienation to Resonance: An Analysis of Teachers' Workload in China Under the "Double Reduction" Policy—Based on the Theory of Social Acceleration Critique. *The Educational Review, USA*, 9(1), 78-85.
DOI: 10.26855/er.2025.01.011

Received: December 18, 2024
Accepted: January 15, 2025
Published: February 13, 2025

Corresponding author: Honglin Wu, School of Humanities, Jiangnan University, Wuxi 214122, Jiangsu, China.

Abstract

This article examines the increased workload of Chinese teachers under the "Double Reduction" policy through the lens of Hartmut Rosa's theory of social acceleration. Moving beyond traditional approaches, the research analyzes how technological advancements, rapid social change, and an accelerated pace of life contribute to teachers' sense of alienation and intensified workloads. This qualitative analysis draws on existing research and theoretical insights to identify key dimensions of acceleration impacting teachers, including pressure from a rapidly changing educational environment, increased social expectations, and self-imposed temporal morality. The findings highlight how these factors contribute to a "new alienation," leading to professional exhaustion. The paper argues that fostering "resonance"—through interpersonal support, re-shaping educational values, and reinforcing the intrinsic value of knowledge—offers a path to alleviate teachers' workload and enhance educational quality. This study concludes that achieving a more harmonious teaching environment requires a shift from a focus on speed and productivity towards a value-driven, resonant teaching ecosystem.

Keywords

Teachers' workload; Double Reduction policy; resonance; social acceleration critique theory

1. Introduction

For a long time, compulsory education in China has been plagued by issues of utilitarianism and short-sightedness, manifesting in excessive academic burdens for primary and secondary students, as well as accelerated and advanced extracurricular training. The release of the Opinions on Further Reducing the Homework Burden and Off-Campus Training Burden for Students in Compulsory Education has elevated the alleviation of students' academic pressure to a national policy level (General Office of the CPC Central Committee & General Office of the State Council, 2021). While the "Double Reduction" policy aims to ease the burdens on students and parents, it simultaneously places higher demands and greater challenges on teachers. During the 2023 Two Sessions, several representatives once again submitted proposals to reduce teachers' workload, underscoring the urgency and direction needed for teacher workload reduction in the context of the "Double Reduction" policy. As after-school time shifts back to the school environment, teachers face a dual increase in both explicit and implicit risks related to their workload.

Previous studies have provided insightful analyses and evaluations of teachers' workload under the "Double Reduction" policy, yet they fall short in terms of theoretical depth. Most research approaches the impact of the policy on teachers' workload from social psychology or management perspectives, using quantitative or qualitative methods such as surveys or interviews to explore influencing factors, manifestations, and coping strategies. However, these studies often overlook the deeper impact of temporal social change and cultural transformation reflected by the "Double Reduction" policy on teachers' workloads. Therefore, this study adopts Hartmut Rosa's theory of social acceleration to conduct an in-depth analysis, aiming to reveal the intrinsic connections and interactions between the "Double Reduction" policy and the phenomenon of social acceleration, as well as to explore how resonance can be established to alleviate teachers' workload.

2. Literature Review

2.1 Teacher Workload from an International Perspective

Teacher workload refers to the range of tasks and responsibilities teachers undertake in their educational activities, including teaching, assessment, administration, research, and professional development. The extent and nature of teacher workload are influenced by various factors, such as educational policies, school environment, societal expectations, and individual teacher characteristics. Teacher workload encompasses not only the objective workload and time but also teachers' subjective perceptions and attitudes, including job satisfaction, self-efficacy, and professional identity (Stoeber & Rennert, 2008; Skaalvik & Skaalvik, 2014; Klassen et al., 2018).

Excessive teacher workload is a widespread phenomenon. Some international organizations and research institutions regularly publish reports on teacher workload, such as UNESCO's Global Education Monitoring Report (GEMR), the OECD's Education at a Glance (EAG), and the Teaching and Learning International Survey (TALIS). These reports indicate significant variations in teacher workload across countries and regions; however, in general, teachers work longer hours than other professionals, with much of their time devoted to non-teaching activities, such as administrative tasks, assessments, and communication with parents (UNESCO, 2019; OECD, 2020). Additionally, these reports reflect teachers' perceptions and evaluations of their workloads, including job satisfaction and occupational stress. Teachers often report dissatisfaction with their workload, describing it as excessive and uncontrollable, which can lead to feelings of exhaustion, frustration, and even thoughts of leaving the profession (OECD, 2019; EI, 2021).

The burden of excessive workload not only impacts teachers' physical and mental well-being and career development but also threatens educational quality and effectiveness. On the one hand, an excessive workload reduces teachers' professional development and innovation capacity, hindering their ability to engage in effective teaching and reflection (Hargreaves et al., 2007; Day & Gu, 2010). On the other hand, heavy workloads can strain relationships between teachers, students, parents, and colleagues, leading to communication barriers, a lack of trust, and escalated conflicts (Nias, 1999; Chang & Davis, 2009). Thus, reducing teacher workload is an urgent issue requiring coordinated efforts from multiple stakeholders.

2.2 Teacher Workload in the Context of the "Double Reduction" Policy

A review of domestic studies reveals that teacher workload under the "Double Reduction" policy primarily manifests in the following areas:

Firstly, teachers' working hours have increased, along with the intensity of their work. According to related surveys, since the implementation of the "Double Reduction" policy, the working hours of many frontline teachers have significantly extended, with their average daily work time reaching 9 to 11 hours or more (Zhou Junxiao, 2022). This is primarily due to several factors: the increased demand for after-school services, which the policy mandates to provide students with safe and beneficial after-school activities. Consequently, teachers are now responsible for organizing and supervising these activities in addition to their regular classroom teaching. Furthermore, to align with the oversight and evaluation requirements of the policy, teachers are tasked with additional data collection, analysis, and reporting activities, which extend their on-duty hours beyond the legal work limit.

Secondly, teachers' responsibilities have increased, and the complexity of their work has intensified. To meet the educational reforms required by the "Double Reduction" policy, teachers are now expected to go beyond basic teaching duties and engage in various innovations and explorations, such as designing differentiated assignments (Li Xiaojuan et al., 2023) and organizing thematic activities (Lv Li & Shao Zhihao, 2022). Additionally, teachers participate in policy-related institutional tasks, such as curriculum planning and service plan development (Jiang Xueqing, 2020; Du Xiao, 2022). To improve communication with parents and the broader community, teachers are also required to employ various channels to effectively communicate with parents and mediate potential conflicts between parents and the school (Qi Yanlei &

Zhou Hongyu, 2022). Moreover, to overcome the score-centric approach, the "Double Reduction" policy promotes comprehensive and developmental assessment methods that focus on students' capabilities and holistic development. This requires teachers to adapt to new evaluation techniques, create well-designed assessment plans, and carry out diverse evaluation activities, increasing the complexity and difficulty of their assessment tasks.

Thirdly, the demand for teachers' professional development has intensified, while opportunities for such growth are limited by time constraints. To fulfill the goals of the "Double Reduction" policy, teachers need to adopt new educational concepts, methods, and technologies (Zhou Hongyu & Qi Yanlei, 2022) and address the diverse needs and expectations of students and parents, often under multiple pressures from society and their schools. To cater to students' personalized and diverse learning needs, the policy encourages teachers to conduct flexible and varied instructional designs, implement differentiated guidance, and organize thematic activities, all of which demand advanced instructional design skills (Wang Yifan, 2022). Teachers are also encouraged to use information technology for online education, blended learning, and flipped classrooms to share and leverage quality educational resources (Zhang Gangyao & Chen Yu, 2023). These requirements necessitate strong technological skills (Li Xiaojuan, Liu Qingtang, & Wang Yunhao, 2023), adding to the demand for teacher professional development, even as their opportunities for growth are constrained by their extended work hours.

The review of existing studies reveals that while considerable attention has been paid to aspects such as working hours, workload content, and complexity, as well as policy and school environmental factors, there remain gaps in understanding teacher workload. This study adopts an alternative perspective based on Rosa's theory of social acceleration to conduct an in-depth analysis of teacher workload under the "Double Reduction" policy, examining its impact on educational quality and effectiveness. By revisiting the policy's implications on teachers' workloads through this theoretical lens, this study aims to propose more comprehensive and in-depth solutions.

3. Teacher Workload in the Perspective of Social Acceleration

3.1 Analytical Framework of Social Acceleration Theory

In contemporary society, social acceleration has become an inevitable attribute of capitalist development across nations. It not only reflects the current state of capitalist society but also serves as an important dimension for Western scholars in analyzing modern social change and globalization in the 21st century (Li & Zhou, 2023). Hartmut Rosa, a leading figure of the fourth generation of the Frankfurt School, proposed the theoretical framework of social acceleration in 1985 to explain the trend of accelerated social transformation in modern society.

Rosa identifies three dimensions of social acceleration. First, technological acceleration refers not only to advancements in technology that make information dissemination and communication faster and more widespread but, in a broader sense, to the acceleration of all goal-oriented processes (such as transportation, communication, and production). Technological acceleration increases the speed of change in the social environment which provides the context for individual actions, leading to the second dimension—acceleration of social change. The acceleration of social change further results in the "shortening and intensification of action sequences" (Marx & Engels, 2012), as interactions between individuals become more frequent, resulting in an accelerated pace of life. These three dimensions of acceleration are interconnected, forming an ever-accelerating temporal loop characteristic of the assembly-line era. Driven by the engines of acceleration, this cyclical system internalizes an invisible yet coercive temporal disciplining force (Zhao, 2023). Following the humanistic tradition of the Frankfurt School, Rosa addresses the "new alienation" experienced by individuals in the accelerated era and advocates for establishing a relationship of "resonance" with the world in a "slow time domain," where individuals can transcend their state of detachment from the world.

An analysis of Rosa's social acceleration framework reveals its potential to provide insight into diagnosing teachers' workloads. Shifting the focus to the educational field, teachers' work should ideally center on the fundamental mission of moral education, attending to the physical and psychological development of students, maximizing their agency, and fostering unique teaching styles. However, as workers within the educational domain, teachers allocate commodified time to their educational duties in exchange for remuneration, while other laborers indirectly purchase teachers' working hours through tax payments that fund government education expenditures (Song, 2023). With the intrusion of market and consumer culture, education is increasingly viewed as a commodifiable service, and receiving education is regarded as an investment (Lao, 2005). This trend has intensified, particularly under the "Double Reduction" policy, which has extended after-school service hours. As previously analyzed, teachers not only face increasing work intensity and difficulty but also contend with a lack of time for their own professional development.

Based on Rosa's social acceleration framework, this study aims to explore the following questions: (1) What are the dimensions and sources of acceleration in teachers' work environments? (2) What theoretical significance does Rosa's concept of "resonance" hold for alleviating teachers' workloads?

3.2 The Acceleration Dimensions in Teachers' Work

3.2.1 Technological Acceleration

The development of technology primarily impacts education through changes in the media used for knowledge dissemination. In educational communication, media, and communication technology play crucial roles. The historical evolution of these tools has accelerated knowledge production, not only altering teachers' teaching methods but also transforming their roles.

The implementation of the "Double Reduction" policy reflects an increased demand for quality education among students. This policy sets new expectations for teachers in areas like homework management and after-school services. Teachers must not only fulfill traditional roles—improving teaching skills and imparting knowledge—but also serve as guides for students' development, helping them find a healthy growth path through quality education. In the digital age, teachers also need to learn how to coexist with "smart devices" (Liu Geping & Qin Yuchao, 2023). This has led to an alienation between teachers and technology products, with established practices being continuously disrupted by rapid innovation, blurring teachers' understanding of teaching. This undoubtedly causes confusion and additional burdens for teachers.

3.2.2 Acceleration of Social Change

Education is a critical part of society, and due to its nature, it interacts with society in a mutually constraining and promoting way. The acceleration of social change has increased the demands on teachers' workload and skills. The pressures brought about by accelerated social change on teachers are mainly reflected in the following areas:

Curriculum and Content Updates: Rapid social changes lead to fast advancements in knowledge and technology, requiring teachers to constantly update educational content and curriculum. New scientific discoveries, technological advancements, and social shifts must be reflected in education to equip students with skills for the future. Teachers need to maintain a motivation to learn and constantly enhance their professional knowledge and abilities to adapt to new education policies, technologies, and teaching methods in an evolving educational environment.

Innovative Teaching Methods: The accelerated pace of social change has altered learners' needs and expectations, compelling teachers to explore new teaching methods and strategies to meet students' learning needs. Technological advancements also provide new teaching tools and resources, and teachers must learn how to effectively utilize these tools to foster innovation and interaction in the classroom.

Split Psyche Due to Enforced Norms of Speed: The speed and competitiveness in today's educational field have created many enforced norms. These norms result in certain behavioral and experiential patterns driven not by values or desires but by continuous alienation from one's core self.

In summary, under the backdrop of accelerated social change, teachers must possess continuous learning and innovation capabilities to better meet students' development needs and sustain the stability and growth of the education system.

3.2.3 Accelerated Pace of Life

The scarcity of time and technological acceleration seem paradoxical. Technological acceleration can help teachers complete repetitive tasks, yet the nature and scope of teachers' work are constantly redefined and expanded. Consequently, the pace of life does not slow down; instead, it amplifies time-related anxieties.

Under the "Double Reduction" policy, while students experience a lighter workload, teachers' time is heavily compressed. According to the "National Survey Report on the Effectiveness of the 'Double Reduction' Policy" by Beijing Normal University, 47.2% of teachers work over 40 hours per week, and 60.3% feel that after-school service has increased their workload (China Institute of Education and Social Development, 2022). A survey on the increased work hours for teachers shows that teachers spend more time on lesson preparation, homework guidance, instructional design, and educational research, followed by administrative duties and communication with parents (Zhong Jianlin, Zhuang Yuefang, & Zhou Chengwang, 2023). Reduced homework means teachers need to spend more time improving the quality of assignments, and fewer extracurricular programs mean teachers are expected to provide extended after-school services. The difficulty in accurately measuring teachers' work hours—especially hidden work after school, such as lesson preparation and grading—exacerbates the time scarcity teachers face, making it an urgent issue to address.

As Rosa states in his book: "Only when changes occur in the transport, communication, and production processes themselves while the volume of affairs remains constant will acceleration result in corresponding efficiency gains" (Rosa, 2015, p. 38). However, this busyness has not provided teachers with a sense of accomplishment or meaningful progress; rather, they feel that "the changes and dynamics in individual life or social worlds (i.e., individual or collective histories) are no longer meaningful or directed developmental elements but are chaotic, 'frenzied' changes without direction" (Rosa, 2015, p. 48). This sense of "running in place" amidst acceleration can lead teachers to feel professional exhaustion and a lack of purpose, making it harder for them to commit to their work and provide quality educational services to students.

3.3 The Driving Forces of Accelerated Teacher Work

3.3.1 Driving Force from the Rapidly Changing Educational Environment

Under accelerated social conditions, the trend toward over-utilitarianism in education has become more prominent. Parents, facing fierce competition, increasingly tie their self-worth to their children's achievements, effectively becoming unpaid "teaching assistants" outside of school, while students become "laborers" with blurred boundaries of time. Although the "Double Reduction" policy has eased students' academic burdens to some extent, the immense pressure of exams and further education remains. Parents, concerned about the policy's impact, often fear that reduced homework might lead to lower instructional quality. As a result, they use various tutoring classes to fill in the reduced school hours, creating an "involution" where in-school burden reduction translates to increased after-school burden. The policy has lengthened school hours to include after-school services, yet parents are still reluctant to reduce academic tutoring, leading to even less rest for students. Many parents also compare the quality of education across schools, thereby raising expectations for teachers, increasing their workload, and making their tasks more challenging.

3.3.2 Increased Social Expectations as a Driving Force

China's domestic research shows that 52.3% of teachers feel that societal expectations are too high, and 46.8% perceive significant pressure from performance evaluations (Zhong Jianlin, Zhuang Yuefang, & Zhou Chengwang, 2023). Social expectations create an implicit moral standard and evaluation system for the teaching profession, to some extent shaping the ideal image of a teacher. However, public perceptions of the teaching profession are sometimes unrealistic, leading to excessive expectations. After the "Double Reduction" policy, parents, lacking support from extracurricular tutoring, project all of their family's hopes onto teachers, expecting them to be all-capable. The higher the expectation, the lower the tolerance. In recent years, conflicts between parents and teachers have become more frequent. Some teachers' words and actions are intentionally misinterpreted or exaggerated, and some parents indiscriminately blame teachers for any issues with young people. School education is not omnipotent, and teachers should not be over-idealized. Excessive societal expectations and low tolerance place heavy psychological pressure on teachers, causing confusion about their teaching methods.

3.3.3 Temporal Morality Culture Among Teachers as a Driving Force

With the acceleration engines of technology, social change, and life pace turning, a sense of "time anxiety" has taken root in the hearts of teachers, who "experience a kind of pressure and anxiety brought on by the compression of time and space" (Zhang Tao & Liu Kui, 2023). Teachers, as a relatively high-education, high-awareness group (Chen Yimiao & Liu Jia, 2022), are more inclined to morally reject the waste of time, which acts as a self-driven engine. As a historically agricultural nation, China has deeply ingrained the importance of time in its cultural fabric. In modern times, economic logic has permeated educational policy, and market mechanisms have entered the education sector (Liu Shuning et al., 2020). Many teachers, driven by performance requirements, willingly push themselves into higher-intensity work. This vocational calling is also influenced by the pre-career habits formed during their teacher training. This idealized self-construction inevitably leads teachers to strive to embody a productive and efficient image at all times, contributing to a growing sense of illusion and ambiguity. Eventually, this drive morphs into a fear of "failing to keep up with the pace."

4. Resonance: A Possible Path to Alleviation

Based on the above analysis, social acceleration has led to a "new alienation" crisis for teachers, intertwining the blurred boundaries and cognitive gaps between teachers and the external educational environment. How can we bridge the gap between teachers and students in primary and secondary schools to enhance teaching effectiveness? Rosa's concept of a "resonant relationship" emphasizes that teachers should actively seek conditions for spiritual fulfillment and self-realization in the external world, establishing harmonious connections with the interpersonal, eternal, and material worlds. In this context, improving teaching effectiveness for primary and secondary school teachers hinges less on external incentives and utilitarian inducements, and more on how they, as active agents, seek educational support, reshape educational values, affirm the worth of knowledge, and become "masters of time" who hold the initiative in teaching.

4.1 Resonance with the External Ecology: Seeking Interpersonal Support

As highlighted, teaching in primary and secondary schools is characterized by high intensity, pressure, and demands, often leading teachers to feel "isolated." It is worth noting, however, that this "isolation" manifests more as a state of "detachment" under the time-disciplining force of acceleration. Rosa posits that individuals can effectively alleviate the "time panic" and "atomization" brought by acceleration by actively seeking resonance with the surrounding interpersonal

world and forming community relationships (Roza, H., 2016, p. 298). The professional and collaborative nature of educational work objectively requires teachers to break away from a passive state of "waiting and relying" or "isolation," and instead, actively seek support from the educational environment.

First, primary and secondary school teachers should strive to foster harmonious relationships with school leaders and colleagues. Research suggests that teachers should "manage" relationships with their leaders and peers by, for instance, initiating communication, practicing empathy, viewing themselves as "collaborators" rather than "competitors," and skillfully handling work-related conflicts (Zhang Meng, Yang Xiaowei, & Qian Haiyan, 2023). The implication here is that teachers should move beyond simply blaming "uncooperative students" or "unhelpful parents" and instead enhance communication and collaboration with them, transforming "adversarial relationships" into "collaborative relationships" and drawing from their strengths in moral character, personal charisma, and professional competence.

More importantly, modern educational work is rarely a one-person endeavor but rather requires collaboration and the exchange of ideas to spark creativity. To this end, teachers can organize or participate in educational salons and mutual support groups, which help alleviate educational anxiety, enhance a sense of teaching efficacy, and reshape their educational identity through interaction and exchange. Finally, teachers should seek psychological support to mitigate negative emotions caused by educational stress. The time-disciplining pressures brought by acceleration have led to widespread emotional helplessness and burnout among teachers. Currently, many schools emphasize the mental health of teachers, so they should proactively seek support from school counseling centers or internal support groups, identifying the roots of utilitarian and depressive tendencies in their work, setting appropriate educational goals, fostering a healthy mindset, and improving their resilience in education.

4.2 Resonance with Educational Values: Reshaping the Spirit of Education

Educational values, which teachers gradually accumulate in the pursuit of truth, goodness, and beauty, serve as a fundamental medium for teachers to resonate with the eternal world of education. Within cultural contexts, schools are often referred to as "ivory towers," and education is broadly considered to possess a sacred "charismatic authority." As future "knowledge transmitters" and "talent nurturers," teachers must cultivate a firm commitment to the development of education to ignite the "sacred spark" of teaching and genuinely free themselves from the distractions brought by time acceleration.

On one hand, teachers need to understand the essence of being an educator, which fundamentally lies not in their assigned roles but in the cultivation of a spiritual commitment. Traditional teacher training often aims to produce "qualified teachers," but despite the increasing diversification of teaching roles, "an educator is not confined to professional divisions but is defined by an inner dedication and reverence for the profession...regardless of level or subject, the essence of being an educator is in studying and exploring specialized, even profound, knowledge." As a deeply exploratory and highly non-utilitarian activity, education objectively requires strong interest, firm conviction, and a high degree of identification from those engaged in it (Zhang Minxuan & Zhang Xinyuan, 2023; Zhang Jiawei & Lu Jingyan, 2023). Only then can teachers truly enter a "state of leisure" and immerse themselves in free time, slowing down to ponder complex educational issues—a powerful rejection of speed culture.

On the other hand, teachers should actively engage with the history of education and be inspired by exemplary educational role models. Each area of education has its unique development trajectory, and the choice of a particular level or subject largely defines one's future educational domain. Thus, teachers need to grasp the developmental trajectory and current challenges of their field, forming a "chemical reaction" with education and embedding their field into the long course of educational history. In their encounters with role models who embody the pure educational spirit, teachers will subtly imbibe the values of truth-seeking, independence, critique, and selflessness.

4.3 Resonance with the Value of Knowledge: Strengthening Practical Conviction

The essence of the educational arena is a place of transmission, where "knowledge" serves as the fundamental medium linking teachers to the educational community and to education itself. This forms what Rosa terms "the diagonal resonance axis connecting the interpersonal and eternal worlds" (Roza, H., 2016, p. 409). However, under the pressures of time acceleration, centered on efficiency, control, and competition, this connection has weakened, as teachers increasingly emphasize the "utilitarian" and "immediate" significance of knowledge, neglecting its intrinsic value. In truth, whether in the classroom or the office, teachers need to build a steadfast conviction in the value of knowledge to excel in teaching.

First, the study of knowledge is an essential path for teachers to enhance their teaching standards. The subjective, flexible, and innovative nature of teaching knowledge means that exploring knowledge is inherently challenging and uncertain. In this intellectual endeavor, teachers need not be concerned with the time taken for exploration. More

fundamentally, by choosing the field of education, teachers inherently commit to experiencing knowledge acquisition as a meaningful "life experience," only then can they genuinely feel the "sacred calling" of education, realize their true professional identity as educators, and complete the journey from an "education outsider" to an "education guardian."

Second, imparting original knowledge is the key to fostering innovative thinking in students. Teachers must recognize that their development in the educational journey is not simply measured by classroom effectiveness, but more critically, by the solid educational foundation they establish, primarily reflected in the originality of their teaching content. Modern teachers, as innovative transmitters in education, must bring some educational wisdom or charm, no matter how small, to their teaching content.

Finally, valuing the application of knowledge is the essential path for teachers to support student development. For students, mastering knowledge quickly to avoid being surpassed by peers is less important, as it implies that such knowledge lacks originality, and learning is merely a matter of timing. Teachers must understand that their goal is not to be "conveyors of outdated knowledge" or "dispensers of general knowledge," but rather to become "guides to new knowledge," especially in using new knowledge to cultivate students' creativity, critical thinking, and problem-solving abilities. This enables teachers' work to stand the test of time, helping to overcome the utilitarian impatience driven by a profit-oriented mindset.

5. Conclusion

This study, from the perspective of social acceleration theory, aims to explore the causes of increased workload among in-service teachers in China under the "Double Reduction" policy and potential solutions. However, certain limitations remain: due to constraints of time and resources, this research has not conducted field surveys or quantitative studies with frontline teachers, instead relying on theoretical analysis and qualitative research based on previous findings. Future studies could expand on this topic through quantitative and mixed-methods research. Nevertheless, the acceleration of technology, societal changes, and daily life rhythms, as hallmarks of contemporary society, make this new alienation an inevitable Damoclean sword hanging over the teaching profession. Rosa's social acceleration theory provides a fresh perspective for achieving harmony between teachers and the broader educational ecosystem. Teachers must not rely solely on the regulatory role of national policies or self-driven change but should instead seek resonance with the entire educational ecosystem. Only through this resonance can the modernization of China's foundational education system be enhanced effectively.

References

Apple, M. W. (1986). Teachers and texts: A political economy of class and gender relations in education. Routledge & Kegan Paul.

Chang, M.-L., & Davis, H. A. (2009). Understanding the Role of Teacher Appraisals in Shaping the Dynamics of their Relationships with Students: Deconstructing Teachers' Judgments of Disruptive Behavior/Students. *Advances in Teacher Emotion Research*, 95-127.

Chen, Y., & Liu, J. (2024). The representation, generation, and resolution of time anxiety among primary and secondary school teachers—With a discussion on the implications for teacher workload reduction. *Educational Review*, (10), 118-125.

Christie Blazer. Literature Review Homework. Miami, Florida. Office of Assessment, Research, and Data Analysis. Miami-Dade County Public Schools: 2009.

Day, C., & Gu, Q. (2010). The New Lives of Teachers (1st ed.). Routledge. https://doi.org/10.4324/9780203847909.

Du, X. (2024). A review of after-school service research under the "Double Reduction" policy. *Journal of Xinjiang Normal University (Philosophy and Social Sciences Edition)*, (4), 50-61.

Education International (EI). (2021). 2021 Report on the Global Status of Teachers and the Teaching Profession. Education International Publishing.

General Office of the Central Committee of the Communist Party of China & State Council Office. (2021). Opinions on Further Reducing the Burden of Homework and Off-Campus Training for Students in the Compulsory Education Stage. Retrieved from https://www.gov.cn/zhengce/2021-07/24/content_5627132.htm.

Hargreaves, A., Halász, G., & Pont, B. (2007). School leadership for systemic improvement in Finland: A case study report for the OECD activity improving school leadership. OECD Publishing.

Institute of Education and Social Development, Beijing Normal University. (2022). The Institute of Education and Social Development at Beijing Normal University releases the "National 'Double Reduction' Effectiveness Survey Report." Retrieved from Beijing Normal University News (March 2, 2022): https://news.bnu.edu.cn/zx/zhxw/126713.htm.

Jiang, X. (2023). A case study on the development of primary and secondary school STEM teachers' capabilities. Master's Thesis, Qingdao: Qingdao University.

Ke, Q., Bao, T., & Lin, J. (2024). The supply and service innovation of digital educational resources under the "Double Reduction" policy. *Chinese Journal of Audio-Visual Education*, (01), 17-23.

Klassen, R. M., Durksen, T. L., Rowett, E., & Patterson, F. (2018). Applicant reactions to a situational judgment test used for selection into initial teacher education. *International Journal of Educational Psychology*, *7*(1), 1-25.

Lao, K. (2005). The possibility and limits of the educational market. *Journal of Beijing Normal University (Social Sciences Edition)*, (01), 15-22.

Liu, G., & Qin, Y. (2024). Seeking "symbiosis" through "resonance": The development path and pursuit of realms for teachers in the context of digital transformation. *Research in Distance Education*, (09), 114-121.

Liu, S., & Apple, M. W. (2020). The implications and politics of neoliberalism in education. *Journal of Education*, (3), 15-25.

Lv, L., & Shao, Z. (2022). An analysis of the professional development of moral education teachers in rural primary schools. *Middle School Politics Teaching Reference*, (39), 83-87.

Michael W. Apple, Susan Jungck. "You Don't Have to Be a Teacher to Teach This Unit:" Teaching, Technology; and Gender in the Classroom.

Mumford, L. (1934). Technics and civilization. New York, NY: Harcourt Brace.

Nias, J. (1999). Teachers' Moral Pusposes: Stress, Vulnerability, and Strength. In A. M. Hubermand (Ed.), *Understanding and preventing teacher burnout. A sourcebook of international research and practice* (pp. 223-237).

OECD. (2019). TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners. OECD Publishing.

OECD. (2020). Education at a glance 2020: OECD indicators. OECD Publishing.

Qi, Y., & Zhou, H. (2022). The dilemmas and responses of home-school-community collaborative education under the "Double Reduction" policy. *Chinese Journal of Audio-Visual Education*, (11), 32-36.

Roza, H. (2016). Resonanz: Eine Soziologieder Weltbeziehung. Berlin: Suhrkamp.

Skaalvik, E. M., & Skaalvik, S. (2014). Teacher self-efficacy and perceived autonomy: Relations with teacher engagement, job satisfaction, and emotional exhaustion. *Psychological Reports*, *114*(1), 68-77.

Song, H. (2023). A sociological analysis of teachers' workload. *Journal of East China Normal University (Educational Sciences Edition)*, (9), 1-15.

Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: Relations with stress appraisals, coping styles, and burnout. *Anxiety, Stress, & Coping: An International Journal*, *21*, 1, 37-53.

UNESCO. (2019). Global Education Monitoring Report. UNESCO Publishing.

Wang, Y. (2022). "Subtraction" and "addition" under the "Double Reduction" policy. *Chinese Educational Gazette*, (08), 103.

Zhang, G., & Chen, Y. (2023). From mechanical body theory to "being-in-the-world" body theory: The landscape of the body in educational technology practice. *Research in Distance Education*, (09), 16-18.

Zhang, J., & Lu, J. (2023). A study on pre-service teachers' socio-emotional competence framework and training strategies from an international perspective. *Research on Teacher Education*, (04), 122-128.

Zhang, M., & Zhang, X. (2023). Teachers: The new expectations of the world. *Comparative Education Journal*, (05), 3-19.

Zhang, M., Yang, X., & Qian, H. (2023). Professional capital perspective on teacher professional development—Taking the famous teacher studio as an example. *Global Perspective on Education*, (6), 100-117.

Zhang, T., & Liu, K. (2023). Cognitive alienation: New alienation in the relationship between humans and nature and countermeasures—From the perspective of social acceleration. *Journal of China University of Geosciences (Social Sciences Edition)*. https://doi.org/10.16493/j.cnki.42-1627/c.20230713.001.

Zhong, J., Zhuang, Y., & Zhou, C. (2023). New changes in teacher workload under the "Double Reduction" policy and countermeasures—Based on a survey analysis of 6060 questionnaires from teachers in the compulsory education stage in Fujian Province. *Journal of Fujian College of Education*, (02), 114-118.

Zhou, H., & Qi, Y. (2022). The implementation of the "Double Reduction" policy: Focus, difficulties, and suggestions. *Journal of Xinjiang Normal University (Philosophy and Social Sciences Edition)*, (1), 69-78.

Zhou, J. (2022). An analysis and countermeasures of the workload of primary and secondary school teachers under the "Double Reduction" policy. Master's Thesis, Hangzhou: Zhejiang Normal University.