COUNTERING TEACHER ALIENATION IN EDUCATION: AN EAST AFRICAN CONTEXTUAL EVALUATION OF SELF ALIENATION THEORY

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ABSTRACT

It's important to prevent teacher alienation if we want to increase their effectiveness and efficiency. The provision of education is severely hampered by teacher alienation. This article looked into Seaman's self-alienation constructs (1959). Isolation, helplessness, normlessness, meaninglessness, and self-estrangement are Seaman's concepts for alienation. Seaman's five notions of alienation were condensed by Dean (1961) into the first three—isolation, helplessness, and normlessness. The constructs have never been applied to the job attitudes of teachers in developing nations. The five constructions created by Seaman, however, served as the foundation for this research. This paper also introduces the concept of information and communication technology phobia as a new alienation construct. Self-determination theory-informed qualitative research was also used to its advantage. The body of knowledge on alienation was evaluated via a literature review. Utilizing the interview schedule was a study strategy. Teachers and educators from East Africa participated in an interview through Zoom. The conversation section received the majority of the responses. The article concluded that alienation reduces teachers' effectiveness and is pervasive in classrooms. To be able to improve the educational impact in learning institutions in third world nations, institutions should combat teacher alienation, according to recommendations.

Keywords: Teacher Alienation, Information Communication Technological, Motivation, Constructs were Isolation, powerlessness, meaninglessness, normlessness, and self-estrangement

1.0 INTRODUCTION

Despite objective advances in humankind's social control and interdependence (Versveen, 2021) alienation explains the inconsistency resulting from a society's incapacity to meet work goals, which characterizes contemporary societies (Livingston, Shah, & Happé 2019).

Seaman, (1959) advanced five constructs of alienation. These constructs were in tandem with Karl Marx's conditionals for the communist revolution. The constructs were isolation, powerlessness, meaninglessness, normlessness, and self-estrangement, whereby isolation is the disconnection from peers and administration. Powerlessness outcomes are heavily influenced by variables outside teachers' control, possibly administrative policies that are not working; meaninglessness arises when policies and procedures for teachers have no value; normlessness is the inability to achieve desired goals; self-estrangement constitutes the withdrawal arising from stress and dissatisfaction. This paper incorporates a new floating construct, Information Communication, and Technology (ICT) Phobia. Many teachers have

been alienated because of a lack of interest in ICT infrastructure in institutions. Therefore, according to this paper, the constructs of teacher alienation are six. That is isolation, powerlessness, meaninglessness, normlessness, and self-estrangement as advanced by seafaring and ICT phobia.

2.0 INSTITUTIONAL PERSPECTIVE OF DEFINITION AND CONSTRUCTS OF ALIENATION

There is a lack of a clear definition of school alienation. Ascher and Hadjar (2018) argue that future research on school alienation needs to focus on the processes by which school alienation manifests itself. Future research on teachers needs to be further embedded in the alienation of teachers from learning, from fellow teachers, and learners and classmates. Overall, Ascher and Hadjar (2018) maintain that instead of an emphasis on general alienation from school, a more specific approach to school alienation is required. The contemporary concept of school alienation should be understood by bridging different concepts; particularly, the concepts of alienation and disengagement linked to academic learning and the consequences of school alienation (Morinaj, Marcin, & Hascher, 2019). The need for studies aimed at a more profound understanding of the process of school alienation during different stages of educational pathways, particularly secondary education, seems to be evident. Alienation, in terms of education, implies such feelings as becoming distant from oneself (intrinsic) and fellow teachers and friends. Alienation is a failure to treat oneself or others as human beings and affects their ability to engage proactively as human beings (Henning, 2013).

Melvin Seeman's (1959) theory of alienation, which adheres to Marxist sociological ideas, had an impact on and continues to have an impact on the idea of alienation. Normlessness, isolation, helplessness, meaninglessness, and self-estrangement are the five variables that make-up Seaman's early definition of alienation as an emotive construct. Differently, conventional psychological views consider alienation to be both a psychological term and an inevitable aspect of the human state (versveen, 2021). The emphasis from Seeman's standpoint is on how it is a humanistic construct. A teacher may become estranged from themselves and others due to social, institutional, or interpersonal issues if they experience feelings of powerlessness, meaninglessness, or normlessness. Alienation can also be defined as a break in an anticipated association, a person's mistrust of other people and society, or a teacher's feelings of isolation and self-estrangement.

Alienation was further defined through a multi-dimensional definition consisting of three separate constructs (Dean, 1961): isolation, normlessness, and powerlessness. Multidimensional aspects of alienation are operationally valid in an institutional context. Dean collapsed Seaman's five variables of alienation into three: isolation, normlessness, and powerlessness. This paper considered the original five constructs to make deductions toward the definition of teacher motivation. The argument in this section wishes to assess whether alienation as an affective construct is prevalent among teachers in Africa (Huseyin, 2018).

Education is one of the fields mostly influenced by alienation (Akar 2018); Alienation is an inevitable part of human life (Vidon, & Rickly, 2018); Alienation is a disconnection in a desired or desirable or expected relationship (Tomaszek, 2020). Alienation in education is further defined as follows:

> "Individual teachers estrange themselves from knowledge, learning, any process related to learning, and institutional engagement, which becomes progressively meaningless, dull, and unpleasant for the individuals. Alienated teachers and learners find learning to be a meaningless, disempowering, and estranged activity (Tsang, Lian, & Zhu, 2021)."

A sense of alienation has been noticed among teachers and students. Therefore, public school teachers need to develop to help them cope with the demands and uncertainties of teaching (Sanhadi Rahayu, & Asanti, 2021). An increase in a sense of alienation may negatively influence a teacher's attitude toward the teaching profession (alar, 2013). It was found that teachers' perceptions of the quality of work-life impacted school alienation. Teachers' perceptions of school alienation play partial mediation roles in the effect of their perceptions of the quality of work-life on affective commitment. Based on these results, it can be suggested that teachers' working conditions should be constantly improved (Huseyin, 2018). In summary, alienation is a disconnection from the desired relationship, which can be influenced by external forces or generated psychologically from within. It results in being distant, which anybody keen can notice. That is, such incidences, of alienation will automatically influence teachers' attitudes, thus hampering motivation.

3.0 CHARACTERIZATION OF ALIENATION CONSTRUCTS

The following are Characteristics of the five constructs of alienation that were advanced by Seeman. An added floating construct entitled Information Communication Technology Phobia is included to make them six. They were considered for arguments in this paper.

3.1 Isolation

Isolations are incidences where teachers report feelings of disconnection from peers, colleagues, administration, morals, and ethics, or practices due to institutional and cultural practices of the working environment. Isolation often occurs when teachers are disentangled from limiting conditions. The subconstruct of isolation is a state where people allocate low reward value to beliefs, goals, or anything highly valued in a given society (Seeman, 1959); Social isolation is a voluntary or involuntary loss of touch within one's team or group (Leal Filho, Rayman-Bacchus, Mifsud, Pritchard, Lovren, & Balogun, 2021). Teachers who are alienated from their organizations or institutions are likely to isolate themselves (Erylmaz & Burgaz, 2011).

3.2 Normlessness

Normlessness was applied to incidences where teachers reported an organizational inability to achieve desired educational goals. This included structural goals as well as moral and philosophical goals.

3.3 Powerlessness

Powerlessness was applied to displeasing conditions that caused a lack of control over reinforcing situations. Alienation arising from powerlessness was identified when outcomes were heavily controlled or influenced by variables outside teachers' control (policies,

procedures, and activities) (Travis, 2014). Powerlessness is the expectation or likelihood of an individual behaviorally failing to determine the occurrence of outcomes the individual seeks. Powerlessness results from the unfair distribution of authority in a social system that unavoidably leads to the corresponding alienation of social responsibility (Darder, 2012).

3.4 Meaninglessness

These are incidences where policies, procedures, or other factors that were prescribed by power-holders and perceived by teachers as having little or no value. Meaninglessness is when an individual lacks legitimate choice among alternative actions, creating low confidence levels; meaninglessness correlates to a lack of normative integration (Schmidt, K. A. 2011).

Meaninglessness describes an individual's failure to understand personal activities and to build a bridge between the present and future (Dhillon). In summary, if a teacher identified an issue and thoughtfully presumed that it was of no use, the state would be categorized as meaningless (Parker, 2018).

3.5 Self-estrangement

These are incidences where teachers reported being unable to fulfill the ability to be the teacher that they envisioned (Bubb, & Jones, 2020). The instances were often limiting conditions that became serious sources of stress and dissatisfaction.

Furthermore, an additional alienation construct of information communication technology phobia, not originally advanced by seaman, is hereby proposed.

4.0 INFORMATION COMMUNICATION AND TECHNOLOGY PHOBIA

There are instances where teachers claim they are unable to utilize ICT and have a general fear of it. According to Abbasi Aghdam and Whatmore (2019), computer anxiety based on computer dependency, data surveillance, information overload, poor user experience, and personality type are predictors of technology phobia. Furthermore, according to Daruwala (2020), a total internet shutdown could lead to an increase in technophobia. Additionally, the creation of social isolation applications can make technophobia worse. Numerous studies demonstrate the value of technology in keeping in touch with friends and family (Fox & Moreland, 2015).

However, caution is advised as most positive outcomes are generally due to participants. Conflicting outcomes suggest that people who do not possess online clout or a myriad of online networks will feel negative emotions, anxiety, paranoia, and possibly technophobia (Scissors, Burke, & Wengrovitz, 2016). Lee (2009) illustrates the point in his study by affirming the rich get richer hypothesis and the poor, well, they remain, socially speaking, poor. Moreover, successful online users with large networks of friends and family can experience heightened levels of anxiety. Online overuse generates dependency and stress. There is a need for the creation of a movement aimed to reduce time online (Krasnova, Spiekermann, Koroleva, & Hildebrand, 2010; Gartner 2011).

Positive attitudes toward internet communication are evident, but significant concerns about ICT coexist (Lee, 2009). Furthermore, it is possible that during extraordinary circumstances such as a worldwide lockdown, overdependence on ICT can lead to computer stress or anxiety for all personality types. Usage of Zoom, WhatsApp, Google Meet, and other social media applications has increased substantially. When it became apparent that social distancing was going to be imposed, Zoom was downloaded over 2 million times. Nevertheless, with our civil liberties already being encroached upon (Haddon, Hogarth, Nice, & Marshall, 2020), do we need to be slightly paranoid about how our data is currently being used? Can these technologies cause anxiety and eventually cause rejection and even technophobia?

5.0 DISCUSSION

Alienation indicates termination or separation in an association which requisite results in tension and frustration (Zaki, & Al-Romeedy, 2018).' In the context of teachers, alienation embodies teachers' sense of physical and expressive disinterest in institutional goals (Murray & Zvoch, 2011). Teachers' alienation in the process can be elaborated through five specific aspects including powerlessness, meaninglessness, normlessness, isolation, and self-estrangement (Barnhardt & Ginns, 2014).

Alienation indicates termination or separation from an association, which results in tension and frustration (Zaki & Al-Romeedy, 2018). '" Alienation in the context of teachers embodies the teachers' physical and expressive disinterest in institutional goals (Murray & Zvoch, 2011). alienation in the process can be elaborated through five specific aspects, including powerlessness, meaninglessness, normlessness, isolation, and self-estrangement (Barnhardt & Ginns, 2014).

Indeed, in East Africa, as summarized from interviews done, teachers are powerless when they suggest proactive programs to administrators, yet their suggestions are disregarded. East African teachers suffer from meaninglessness when they fail to make sense of the meaning of institutional policies for educational benefits. East African teachers are normless when they violate set policies, rules, and regulations set to regulate institutional operations. East African teachers are considered in isolation when they do not incorporate school learning goals as part of their collective responsibility. They become estranged from themselves when they are unable to find self-rewarding and self-fulfilling engagements as teachers in schools.

Certainly, alienation is correlated to teacher depression (Fleming, Dixon, & Merry, 2012), hopelessness, teacher stress, and teacher self-harm or risky behaviors (Wand, Peisah, Draper, & Brodaty, 2018). Indicators of alienation at times include being still, silent, or noiseless. Being consistently quiet indicates an internal and external state of affairs (Tomaszek, 2020). To experience alienation is to recognize the inconsistency between the role an individual teacher is playing in a prevailing situation (Mori, Hasegawa, Park, & Suzuki, 2020). The underlying emotion is that of powerlessness to eliminate such a grave sense of frustration. In reality, alienation constitutes a man's feeling of lack of power.

Currently, in East Africa, alienation and depression of teachers are sides of the same coin. Therefore, there is a need to counter the alienation of teachers in East Africa to avoid sinking into depression, helplessness, stress, and self-harm. Alienated teachers may engage in risky

behaviors which arise from their individual external or internal state as influenced by government policies and institutional engagements. On a personal level, the East African teacher needs to do self-analysis to enhance self-drive to self-esteem.

To be able to enhance teacher motivation, there is a need for enhanced processes that will delineate teachers in institutions. Possible measures that can be used to delineate teachers within the discussed constructs are discussed.

5.1 Discussion on Teacher Isolation

Isolation is part and parcel of the challenges of the provision of education. In East Africa, there are situations where a teacher has no voice. A teacher may have valuable contributions to the teaching profession, but the administration is unwilling to support them. The teachers will isolate and may withdraw by giving concerned individuals a chance to use their theories of management. Isolation arises among East African teachers, especially when activities are done involve the provision of money or attention to students outside school. When teachers realize that money may not be available, they may give up, thus causing aspects of self-isolation. Despite East African administrators being affected by governments who fail to remit funds on time, their lack of freely sharing information with teachers may create an isolated teacher workforce. When information is not shared freely, teachers simply switch off, thus staying with their unborn idea and may end up isolating themselves from mainstream teaching.

Further, East African teachers isolate themselves, especially when it comes to values. East African teachers who fail to join institutional welfare, for instance, and others who do not want any connection with the administration in the wisdom that they may be spotted out and picked or be blamed for issues that are real or imagined, are often isolated. In East Africa, teacher isolation is often aggravated by the administrator's decision to use a few individuals, thus ignoring the rest. The rest (other teachers who are not brought into the picture) are merely recipients of policies generated by a few hand-picked individuals.

East African teacher administration practices should conform to standard management principles whereby the chain of command is adhered to. But in many circumstances, isolation is caused by administrators who generate other chains of commands that work for them, thus ignoring the set chain of command. The chain of command model requires that the principal be assisted by the deputy principal (s); heads of departments are the next in command; teachers are supposed to follow in the chain of command right down to the non-teaching staff. Logically, the deputy deputizes some individuals in the lower rank, as far as groundsmen, who have occasionally been empowered and consulted while attempting to make active policy decisions at the top. In East Africa, this has not gone well with the people who have been surpassed, thus causing alienation among co-administrators and staff members.

Isolation is a norm that manifests itself in many institutions. In Eastern Africa, isolation is very rampant, especially between administration and teachers at the institutional or classroom level. Sometimes programs are designed without consulting teachers. Sometimes the administration does not consider the credence and judgment of teachers. These are influenced by the credibility circle syndrome.

In East Africa, isolation can be countered by involving teachers in decision-making while at the same time ensuring their opinions and feelings are embraced whenever any policy or whenever decisions are made in an institution. Institutions are not only made up of the administration, but teachers and other general staff are also part of that system. The system needs to run with everybody on board. Isolation will be countered and motivation enhanced when we can do that.

Furthermore, in East Africa, isolation can be countered by identifying isolating variables and putting processes in place to counter them. If the teaching team lacks a voice, then they can be given opportunities to ventilate their thoughts. This would ultimately enhance motivation. Indeed, motivation can be enhanced by even using verbal incentives like "thank you." Staff meetings are important for improving connectivity among teachers in an institution.

5.2 Discussion on Teacher Normlessness

Several policies are affecting norms in schools in East Africa, thus making teachers normless. Interviewed teachers agreed that there was no value for policies like Teacher Performance Appraisal and Development (TPAD) in Kenya; some aspects of Alternative Basic Education for the Karamojong (ABEK) in Uganda; Free Secondary Education in third world countries when parents are still cost-sharing and pay as much as five times the support given by the government; TPAD training in third world countries whereby the cost of training is transferred to the meager pay-slip of the teacher; and initiating one laptop per child when 50 percent of schools in such countries do not have electricity. Many policies in LICs, even in some developed countries, are cumbersome and add little value unless more practical approaches are put in place. East Africa is highly affected by the construct of normlessness.

Discipline aspects have generated normlessness in East African institutions. East African Ministries of Education do generate some policies that are not working and lack practicality. The window of guidance and counseling experience is a case in point. For example, there are cases of students in high school who are drug addicts. The students appear before the Guidance and Counselling committee repeatedly, but the system prescribes that the process be continued to the umpteenth time. The norm requires that such students be counseled and taken back to class with huge negative repercussions because they will influence other students. Teachers may become normless by accomplishing normless functions, which in essence do not bear fruit. In East Africa, normlessness affects performance because it sometimes drives errant students to the precipice of abnormality. It is quite true that teachers will not be comfortable in class with learners/students who have been counseled repeatedly with clear evidence of no change. Indeed, the norm requires that teachers be at a vantage point above the students, but this is not the case in most LIC institutions, particularly in East Africa, where students are at an elevated point. Whenever complaints arise in East African schools, the students have more rights than the teachers or even the officers who are in the hierarchy of authority.

In addition, in East Africa, so many actions taken by teachers do not conform to institutional policy. For example, reporting late to work and leaving institutions early are indicators of normlessness. Normlessness is manifested in the teaching profession in East Africa when teachers fail to attend required lessons. Some teachers are truants who fail to appear for duties. They aggravate teaching classroom truancy, which is rampant in East Africa and other

Least Developed Countries (LDCs). Also, in East Africa, some do not prepare professional documents. Most teachers assume professional documents and fail to prepare them, which is a form of normlessness. Indeed, normlessness is prevalent in institutions in most countries of the world and more rampant in third-world LIC countries.

In East Africa, the working environment for teachers may cause normlessness. Non-provision of resources in terms of human resources and other physical resources causes normlessness. The environment must be conducive for work, but a lack of manpower and requisite resources may undermine the provision of education as we truly accomplish the transition to competency-based learning.

In East Africa, interviewed teachers suggested that normlessness could be countered by producing teacher-friendly policies that serve the dual purpose of empowering teachers and motivating them. Normlessness can also be countered by producing teachers' professional documents, exploiting them effectively, and working within laid-down schedules. In addition, in Eastern Africa, normlessness can be countered by embracing constant consultative meetings. In such meetings, teachers' views should be embraced when certain policies are generated, and all institutional stakeholders should become integral in policy generation, monitoring, and implementation. Teachers must be made to understand that they should work within time schedules; attend all the lessons prescribed; appear for institutional duties; improve on professional documentation, and institutional managers must provide the requisite resources for teachers to operate efficiently and effectively.

5.3 Discussion on teacher powerlessness

In East Africa, as in other world regions, powerlessness is manifested in schools. Several interviews conducted by the author showed that powerlessness is a reality in many East African institutions. Lack of resources is evidenced in institutions whereby teachers may need revision materials but lack the power to access them. Teachers will end up powerless because of their inability to access the required resources. Alongside this, there is a need for responsibility to enhance motivation. In East Africa, teachers who have been given extra responsibilities like being heads of departments, guidance and counselors, librarians, hostel masters, chairpersons of departments, and many more would feel part and parcel of the system (Ahad, Mustafa, Mohamad, Abdullah, & Nordin, 2021), which should be the case in East Africa. Without such openings, teachers in East Africa will feel powerless and may end up detached from the system. Power and teaching go hand in hand. They complement each other, and the absence of one makes the other dull.

In East Africa, most administrators have monopolized decision-making. Teachers are just tools for carrying out what is being brought down from the administration. Most teachers are not involved in decision-making and only carry out what the administration wants, suggests, or requests. In most cases, East African teachers have the ability, skills, and the heart to work, but they cannot work because the structures that are supposed to be exploited are not active or completely lacking. As much as they are willing to work, teachers are left in a state of affairs where they are powerless because what can support their work is not there. In East Africa, teachers are not exclusively involved in carrying out decisions that are being made. This makes them powerless.

The above-summarized views from interviews from respondents drawn from the East African countries of Kenya, Uganda, and Tanzania, which were conducted via Google-meet, support the original theory of alienation, which indicated that teachers are powerless when they suggest proactive programs to the administrators, yet their suggestions are disregarded (Seeman, 1959).

In countering powerlessness in East Africa, first, we must develop mandatory skills among teachers but at the same time procure an environment where working systems are in place. Apart from the systems working, teachers are supposed to be part of the systems' administrative and decision-making process. Teachers should not be used as rubber stamps for what administrators want and need. When teachers become part of a system, they become motivated, and when motivated, they can do their work and achieve desirable output.

Further, processes of countering powerlessness among teachers in East Africa are two-fold. Intrinsic solutions and extrinsic solutions First, at an individual level, teachers must know their strengths and weaknesses. If the teachers have fully understood themselves, then the next step is to expose their talents to be identified. Teachers must behave in a manner that shows their strengths. Teachers should not sit back expecting to be identified by their seniors. The world is full of talented people; talented brains; talented leaders; talented teachers; but we lack the talent that identifies talents. This publication suggests that teachers let their talent and ability be seen. This will enable administrators to appoint teachers into positions and the requisite power will be given to facilitate individual and institutional self-fulfillment.

5.4 Discussion on Teacher Meaninglessness

There is a story about an army barrack that had some slabs in the middle of its compound. The slab was guarded by three soldiers, a tradition that went on for many years. The story indicates that it was guided for about 30 years until a new in-charge came and tried to interrogate why the slab had to be guarded. The new in-charge learned that when the slab was constructed, some wild animals could come and jump on it when it was still wet. So, it was suggested that three soldiers be assigned each night to guard the slab. Unfortunately, the then in-charge was transferred and the new in-charge started assigning three soldiers for the duty, which stood the test of time for thirty years. The activity ought to have taken three to five days. This is the personification of meaninglessness, which borders on policies that have been overtaken by events.

Meaninglessness has its analogy in the above story. In East Africa, some policies are being pursued today that should have been revised years ago. Why are countries still pursuing an examination-oriented curriculum based on theoretical studies and avoiding skill innovation and revolution? Why are ministries still supporting analog teaching when ICT is the pathway to the future? Why are governments regressing on providing laptops at a 1:1 ratio in Early Years Education (EYE) centers? Even as we pursue such old-edition policies, we are in the Post-COVID-19 era where we need to reinvent the way we do things to maintain health protocols.

East African teachers need to respect policies at a given point because they are products of research. However, not all policies can work in all environments. In other words, a policy can be useful at a certain point in time but quite meaningless in another forum. A policy may

work well in urban settings but fail to work in rural settings. A policy may be well designed to serve pastoralist communities but fail to work in other semi-arid settings. Academic policies for handling students with low-entry behavior should be different from those for handling students with high entry points. Policies for ranking schools from different backgrounds are also a case in point. All these are manifestations of meaninglessness.

In East African institutions, administrators put in place programs and inform teachers on what should be done. At some point, teachers may feel that the suggested activities etched on policies are not workable and may not add value to institutional goals. They eventually refused to cooperate in carrying out the policy because it is unworkable. The policy could have been better accepted if another dimension through collective consultative discussion was taken altogether, thus rendering such policies meaningless.

In East Africa, meaninglessness is at times initiated by the employer and the Ministry concerned. As indicated earlier, some policies have been put in place in the education sector that has had no positive influence on learning. A case involves Teacher Professional Development (TPD) modules in Kenya, whereby the modules are designed to take between 20 and 30 years, and more often at the cost of the teacher. What influence will the Teacher Professional Development (TPD) modules have on a new secondary school student who is currently in class since the modules in the country will be undertaken for up to 30 years? Or, if a teacher has to teach a form one 30 years from now, how will the knowledge gathered in the next twenty years be useful for a student in the thirtieth year? For instance, again, who caters for the Kenyan TPD training and if the teachers are paid 70 US dollars per training session, what impact will it have on the teachers' meager salaries; what impact will it have on innovation and technology; and what impact will this have on student discipline? Such crucial concerns need policy guidelines. Some of these policies are meaningless because, realistically, they may not have any value in learning or teaching. After all, education needs modification every few years.

In East Africa, meaninglessness can be countered by involving teachers in decision-making to enable them to inject their input. It is important to involve teachers in forums where decisions are made. When teachers are part of collective decisions, then they will be able to own them. In East Africa, meaninglessness can also be countered by ensuring that processes that can aid teachers or workers in undertaking their duties are available promptly, that is at the right time, in the right quantity, and the right place.

5.5 Discussion on Teacher Self-Estrangement

In East Africa, self-estrangement comes as a result of not being motivated. Lack of motivation leads to self-estrangement. When teachers work and bring about good results, and success is registered, the outcome of the success should be appreciated. A government salary is a form of appreciation. "Salary" is what you get after thirty days. But, when teachers undertake extra lessons, they should be incentivized. At least if one makes an effort to handle extra lessons, then appreciation is crucial. Salary alone cannot play the central role of appreciation in improving learning.

In East Africa, self-estrangement has brought about teacher alienation, which is very prominent and conspicuous in many institutions. Teachers may be ambitious to make

learning impactful, but they may become frustrated if they do not receive promotions, which results in meager monetary gain. will feel alienated internally. This is self-estrangement. In East Africa, self-estrangement (SE) is induced by what teachers see and witness. Teachers are at times so low that they are unable to achieve their intrinsic goals. This causes self-estrangement (SE). In East Africa, to some extent, there are teachers whose estrangement is caused by drug addiction. They do drugs and lose their sense of normal, thus keeping to them. They become bitter and lose the grit to teach.

In East Africa, occasionally, programs are designed that will help teachers financially. Such programs are initiated for the motivation of teachers, whereby a lack of the same makes teachers stressed because colleagues elsewhere are enjoying those incentives. In the current examination-based education, most teachers are evaluated on quality grades. If teachers expected some income at some point and anticipated it in their financial emancipation, if the emancipation didn't come to be, the teacher became dissatisfied, resulting in self-estrangement. In East Africa, self-estrangement is caused by influence from peers, when teachers try to live like other teachers without the means.

In East Africa, aspects of motivation and appreciation are crucial for countering self-estrangement. Sometimes teachers teach, but beyond teaching, nothing happens. Self-estrangement can only be countered by appreciating success. managers to ensure that when a teacher achieves any particularly good results, they are appreciated. This enhances motivation.

Further, self-estrangement can be intrinsically countered at a personal level. Personal soul searching has been influential, especially when teachers need personal resolutions to self-estrangement. Once teachers encounter stressful issues and are not ready to share them, for example, poor performance, frustrations, lack of promotion, and attached promotion benefits, the stressor will remain unresolved. In East Africa, self-estrangement requires a multi-edged solution approach.

5.6 Discussion Information Communication Technology Phobia

Information and communication. Phobia is a condition in which educators report an inability to use ICT and a general fear of it. The fear of technology, also known as technophobia, is the fear or aversion to advanced technology, especially computers. Inconsistency is expressed by technophilia (attraction to technology) and technophobia (rejection of technology). Technophilia and technophobia are the two extremes of the connection between technology and teachers, but especially between technology and society. This affects teachers in East Africa. It is worth noting that teachers might experience both technophobia and technophilia (Bardakci & Ünver, 2020).

Since the person is attracted to technology, the "technophile," takes most or all technologies in a positive manner, enthusiastically adopting new forms of technology and viewing this as a way to improve their living conditions and combat social problems (Amichai-Hamburger, 2009). The technophobe is the opposite. Technophobia does not imply a fear of giving up, but rather an expressive response and negative technological arrogance.

Technophobes fail to completely avoid the source of their anxiety. It is possible to presume indirectly that a high level of anxiety can lead to avoidance of technologies, which makes the specificity of technophobia compared to the other phobias. As modern technologies become more complex and difficult to understand, there is an increase in the probability of ICT use producing anxiety (Park, Jeong, & Chai, 2021).

In East Africa, we can counter technophobia by making ICT training compulsory for all learners. This will enable them to become techno-savvy and, when they grow up, there will be a generation of ICT-savvy individuals. Teacher ICT phobia can be countered by constant training and insistence on ICT-based education. Those who are not ready to fit in will be made redundant. In East Africa, governments should ensure that all the required resources for ICT education are in all schools right from Early Years Education (EYE).

6.0 CONCLUSION

In summary, alienation has a lot of influence on how teachers attend to their work schedules. Most teachers are estranged or self-estranged, powerless, meaningless, isolated or self-isolated, and normless; in addition, the current teacher generation is suffering from ICT phobia. If processes are put in place to counter alienation in institutions of learning, then teachers will be motivated to teach. The covid-19 pandemic has drastically changed the way business is run in schools and we need to re-invent how to motivate teachers in the post-Covid-19 era.

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