

# **Challenges that Face Kiswahili Usage in ICT in NEPAD Secondary Schools in Kenya**

**Jagero Juliet Akinyi and Peter Maina Matu**

## **Abstract**

Despite the various efforts to enable Kiswahili usage in Information and Communication Technologies (ICT), users of Kiswahili language in ICT have continued to face various challenges. This paper discusses the various challenges that face Kiswahili usage in ICT in two New Partnership for Africa's Development (NEPAD) sponsored schools in Kenya that use Microsoft software's: Chavakali and Maranda Boy's secondary schools. This study is guided by a model developed from a combination of two theories: Use and Gratification theory and Symbolic Interaction theory. Data from the two schools are analyzed using qualitative and quantitative analysis. The Data for this work came from 120 students selected through random sampling and 8 teachers of Kiswahili selected through saturated sampling technique. From the analysis of the responses from the study it is evident that Kiswahili usage in ICT is faced by various challenges. Major challenges included negative attitude towards Kiswahili language, difficult technological terms, limited number of those using Kiswahili in ICT, wrong usage of Kiswahili in ICT, English preference and limited research work written in Kiswahili in the internet. Others were limited Kiswahili programs, being forced to use correct Kiswahili, and Kiswahili not being accepted by English programs. The study notes that these challenges need to be addressed. Therefore, recommendations are made on how to overcome the challenges.

**Keywords:** ICT, NEPAD, Kiswahili, Kenya, Chavakali boy's secondary school, Maranda boy's secondary school.

**Full text:** <http://hrmars.com/admin/pics/406.pdf>