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KWAZULU-NATAL**

**INYUVESI
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**Exploring the availability, accessibility, and utilization of IsiZulu academic
resources at the University of KwaZulu-Natal**

Submitted by Mfundo Mawela

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**Thesis submitted in fulfilment of the requirements for the degree of Master of Arts-
isiZulu studies**

In the

DISCIPLINE OF AFRICAN LANGUAGES

**School of Arts, College of Humanities, University of KwaZulu-Natal, Durban,
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December 2025

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DECLARATION

I, Mfundo Mawela (220009587), declare that:

1. This dissertation, entitled: **Exploring the availability, accessibility, and utilization of isiZulu academic resources at the University of KwaZulu-Natal**, is my original work.
2. This dissertation has not been submitted for any degree or examination in any other university.
3. This dissertation does not contain other people's figures or any other information except acknowledged explicitly as being from other research works.
4. The words of other researchers have been rewritten, and where exact words were used, they have been enclosed in quotation marks and duly referenced. In the event of the respondents' actual words, italics and quotation marks were used.
5. This dissertation does not contain text, graphs, or tables copied and pasted from the internet, unless specifically acknowledged, with the source being detailed in this thesis's reference section.

Researcher: Mfundo Mawela

Signed:



Date: 29 November 2025

Supervisor: Dr. Buyani Nene

Signed:



Date: 07 March 2026

DEDICATION OF THE STUDY

This thesis is dedicated to my lovely family, who have been the pillar of strength in every step of my academic journey.

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TABLE OF CONTENTS

DECLARATION	i
DEDICATION OF THE STUDY	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF FIGURES.....	vii
LIST OF ABBREVIATIONS	x
ABSTRACT	xi
CHAPTER ONE: INTRODUCTION	1
1.0 Introduction.....	1
1.1 Background of the study	2
1.2 Rationale of the study.....	3
1.3 Statement of the problem	4
1.4 Research objectives	4
1.5 Research questions	4
1.6 Significance of the study	5
1.7 Research outline	5
1.8 Summary of the chapter	6
CHAPTER TWO: LITERATURE REVIEW & THEORETICAL FRAMEWORK	7
2.0 Introduction.....	7
2.1 The University of KwaZulu-Natal overview.....	8
2.1.1 The University of KwaZulu-Natal libraries	10
2.2 Academic resources: South African context.....	12
2.3 Availability, accessibility, and utilization of academic resources.....	18
2.3.1 Previous studies on the availability of resources.....	19
2.3.2 Previous studies on the accessibility of resources.....	20
2.3.3 Previous studies on the utilization of resources	23
2.4 Review of information-seeking behaviour	24
2.4.1 The Information Search Process - six stages.....	25
2.5 The theoretical framework of the study	28
2.5.1 The Information Search Process (ISP) model	28
2.5.1.1 The six stages of the ISP in detail.....	29
2.5.1.2 The relevance of the ISP in the study	30
2.6 Summary of the chapter	30
CHAPTER THREE: METHODOLOGY	32
3.0 Introduction.....	32

3.1 Research paradigm	32
3.1.1 The research paradigm of this study.....	33
3.2 Research approach.....	35
3.2.1 Quantitative approach	35
3.2.2 Qualitative approach	35
3.2.3 Research approach for the present study	37
3.2.3.1 Mixed methods.....	37
3.2.3.2 Rationale for using mixed methods.....	37
3.2.3.3 Exploratory sequential design	38
3.3 Data collection processes	39
3.3.1 Population	39
3.3.2 Sampling	39
3.4 Data collection methods	41
3.5 Data analysis	44
3.6 Reliability and Validity.....	45
3.7 Ethical considerations	47
3.8 Summary of the chapter	48
CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION	49
4.0 Introduction.....	49
4.1 Cataloguing – The process and the challenges.....	49
4.2 Qualitative data	53
4.2.1 Demographic information of the librarians.....	54
4.2.2 Availability of academic information in isiZulu written resources	54
4.2.3 Use and demand for the available isiZulu resources.....	58
4.2.3.1 Description of the use of the isiZulu resources	58
4.2.3.2 Factors contributing to use of the isiZulu academic resources.....	58
4.2.3.3 Comparison of the utilization of isiZulu and English resources	59
4.2.4 Challenges and solutions by the librarians.....	60
4.3 Section three: Quantitative data from the L1 isiZulu-speaking students	62
4.3.1 Demographic information of the L1 isiZulu-speaking students.....	63
4.3.2 Awareness, opinions, and use of the available resources	64
4.3.3 The Information Search Process (Kuhlthau, 1991)	68
4.3.3.1 The initiation stage	69
4.3.3.2 The selection stage	70
4.3.3.3 The exploration stage	72
4.3.3.4 The formulation stage.....	73

4.3.3.5 The collection stage.....	74
4.3.3.6 The presentation stage	76
4.4 Discussion of the findings	80
4.4.1 RO 1: Identify the available academic resources	80
4.4.2 RO 2: Assess the accessibility of isiZulu resources at the UKZN library	82
4.4.2.1 Poor cataloguing.....	82
4.4.2.2 Outdated resources	82
4.4.2.3 Lack of knowledge	83
4.4.2.4 Overwhelming English resources.....	84
4.4.2.5 Misplacement of the resources	85
4.4.3 RO 3: Explore the utilization and demand for isiZulu resources at the UKZN library.....	85
4.4.4 RO 4: Explore the L1 isiZulu speaking students' feelings and actions in searching for isiZulu resources	86
4.5 Recommendations by librarians	88
4.6 Summary of the chapter	89
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS	91
5.0 Introduction	91
5.1 Summary of the chapters.....	91
5.2 Summary of the findings	91
5.3 Limitations of the study.....	92
5.4 Recommendations	93
5.4.1 Recommendations to the library	93
5.4.2 Recommendations to the L1 isiZulu-speaking students.....	94
5.4.3 Recommendations for future research.....	94
5.5 Summary of the study	95
REFERENCES	96

LIST OF FIGURES

Figure 1 The six stages of the ISP	26
Figure 2: The most used paradigms in research	33
Figure 3: The process of exploratory sequential design	38
Figure 4: Types of sampling methods.....	40
Figure 5: The Dewey Decimal Classification.....	49
Figure 6: The English search of the Social System of the Zulus.....	51
Figure 7: The isiZulu search of the Social System of the Zulus.....	51
Figure 8: Preview of isiZulu Collection LibGuide.....	53
Figure 9: Gender of the students	63
Figure 10: Age of the students.....	63
Figure 11: Language proficiency of the students	64
Figure 12: Awareness.....	64
Figure 13: Opinions.....	65
Figure 14: Frequency of Use	65
Figure 15: Accessibility of resources	66
Figure 16: Helpfulness of resources	67
Figure 17: Increase in the resources	67
Figure 18: Impact of lack of awareness.....	68
Figure 19: Feelings about using L1 resources	69
Figure 20: Action.....	70
Figure 21: Feelings when choosing resources.....	71
Figure 22: Selecting resources.....	71
Figure 23: Feelings when finding irrelevant resources	72
Figure 24: Actions when finding irrelevant resources.....	72
Figure 25: Feelings when relevant resources are found	73
Figure 26: Actions after relevant resources are found.....	74
Figure 27: Feelings after sorting relevant resources.....	75
Figure 28: Actions after sorting relevant resources	75
Figure 29: Feelings after completing the search process.....	76
Figure 30: Actions after completing the search process	76
Figure 31: Resource impact on academic grades	77

LIST OF TABLES

Table 1: The model of the information search process.....	28
Table 2: Beliefs of the post-positivism paradigm.....	35
Table 3: Demographic details of librarians.....	54
Table 4: Alignment of the theoretical framework and survey questions	68
Table 5: Motivation for more isiZulu academic resources	78

LIST OF APPENDICES

Appendix A: English Participation Information Sheet.....	115
Appendix B: IsiZulu Participation Information Sheet.....	117
Appendix C: English Consent form	119
Appendix D: IsiZulu Consent form	121
Appendix E: Gatekeeper's letter.....	122
Appendix F: Ethical Clearance.....	123
Appendix G: Interview Questions for the Subject Libraries	124
Appendix H: Survey questions for the L1 isiZulu-speaking Students	126
Appendix I: Turnitin Report	131

LIST OF ABBREVIATIONS

HEIs	Higher Education Institutions
L1	First language
LPHE	Language Policy for Higher Education
MoI	Medium of Instruction
Ros	Research Objectives
SA	South Africa
UKZN	University of KwaZulu-Natal

ABSTRACT

The elevation of the South African indigenous languages encouraged universities to implement language policies. At the University of KwaZulu-Natal, a bilingual language policy was developed in 2006. It sought to advance the isiZulu language into an academic language. Numerous studies have investigated the development of language policy and explored the attitudes of staff and students towards it. The current study takes a different direction. It explores the availability, accessibility, and utilization of academic information written in isiZulu at the University of KwaZulu-Natal's libraries.

The study employed a mixed-methods approach. The qualitative component consisted of semi-structured interviews with subject librarians, while the quantitative component involved distributing an online questionnaire to a cohort of first-language (L1) isiZulu-speaking students. Qualitative data was analyzed thematically, and quantitative data was analyzed statistically.

The two groups of informants in this study, librarians and students, provided critical insights into the availability, accessibility, and utilization of isiZulu resources. The librarians highlighted cataloguing challenges and the lukewarm attitude of students towards the utilization of isiZulu resources. Students, on the other hand, supported the call to have more academic resources available in isiZulu, explaining that much of what was available was outdated. Furthermore, students recognized that resources in isiZulu did not extend to all subjects, for example, Psychology. Carol Kuhlthau's (1991) Information Search Process (ISP) informed the theoretical framework of this study. The results indicated that the University of KwaZulu-Natal students' experiences of information search align with the stages of the model.

The year 2026 marks two decades since the implementation of the UKZN bilingual language policy. This study revealed that the database of resources available to students in their native language needs to be expanded as a matter of priority.

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Academic libraries strive to meet the information needs that support teaching and learning for researchers, students, and staff. They are responsible for acquiring, organizing, storing, retrieving and disseminating information resources to users (Abubakar, 2020). Their main purpose is to provide accurate, timely and accessible information resources (Carson and Carson, 2024). Information resources are all materials that are used for information such as books, manuscripts, newspapers, journals, etc (Adeoye and Popoola, 2011). The information resources are classified into print and electronic (e) formats (Abdul, 2023). Both print and e-resources are made available, accessible for utilization as Ezeala (2022) pointed out that library resources are insignificant to the users until they are used.

In the context of academic libraries, the two terms, *availability* and *accessibility* of information resources, are inseparable and are sometimes used interchangeably although they have different meanings. Availability of information resources refers to the state of resources existing and stored, for instance, in a library catalogue. Accessibility of information resources refers to the fact that the available resources are easy to access and use. Aina (2011) cited in (Atanda and Olafimihan, 2022) posited that accessibility determines the speed at which information is obtained. When resources available and accessible are more likely to be utilised due to easy access (Abdul, 2023). Therefore, utilization of the resources can only take place if the resources are readily available and accessible to the users. The interplay among of availability, accessibility, and utilization of resources is believed to be the central key to the enhancement of education, which automatically translates to the academic success of the academic institutions (Ezeala, 2022; Kate, Tunlong and Tarbo, 2024).

The present study sought to investigate the extent to which the University of KwaZulu-Natal (UKZN) libraries provide the availability and accessibility of information resources written in isiZulu. It also explores the utilization of the resources from the librarians and isiZulu-first language (L1)-speaking students.

This introductory chapter provides the background, rationale, problem statement, research objectives, questions, significance, and research outline of this study.

NB: In this study the term information resources is used interchangeably with academic resources or simply resources.

1.1 Background of the study

Since the designation of indigenous languages as official languages in South Africa, much attention has been on the intellectualization of the languages. The Education sphere is the starting point to developing the indigenous languages. Therefore, in 2002 the Ministry of Higher Education implemented the Language Policy framework for South African Higher Education Institutions (HEIs) which was revised in 2020 Language Policy for Higher Education (LPHE). The aims were to enhance the recognition and utilization of all official languages as declared by the Constitution, in HEIs. This followed the mandate made in Section 29(2) of the Constitution (1996) that states that everyone has a right to receive education in the official language or languages of their choice in public HEIs (Sibisi, 2022). The LPHE stipulated that the HEIs must implement a language policy that supports multilingualism. According to Madiba (2013) this is interpreted to mean that each university should develop at least one indigenous language into a scientific language or a medium of instruction.

It is important to note that developing a language is a complex and a long-term process meaning it cannot be done overnight. Adequate human and financial resources are needed for a language to be fully developed, especially as Afrikaans and English have dominated the academic space for a long time (Zikode, 2017). Thus, in as much as efforts are put, till today language continues to be a barrier to access and success for many students (Theledi and Masote, 2024). This is because indigenous languages are yet to be fully developed, resulting in students facing the challenges of being taught in English. There are still limitations that include shortage of learning materials written in the indigenous languages. Consequently, students end up not having access to materials in their mother-tongue languages (Brock-Utne and Holmarsdottir, 2004). Accordingly, this hinders the success of students as they find themselves having to struggle with the meaning making of the materials they are provided with (Mayaba, Ralarala and Angu, 2018).

Nonetheless, in response to such situations following the LPHE's call, Madiba (2013) reported that about 87% South African universities have developed language policies that support multilingualism. Amidst the many HEIs in South Africa, UKZN has also demonstrated a commitment to promoting multilingualism. This study focuses on exploring the accessibility of library academic resources written in isiZulu. The rationale for exploring UKZN pertaining to resources in isiZulu is discussed in the next section.

1.2 Rationale of the study

As noted, earlier UKZN is among the HEIs that responded to the government's call for HEIs to develop language policies to promote multilingualism in the country. The UKZN's language policy was approved by the Senate in 2006 and revised in 2014 (Madlala and Mkhize, 2019). Its primary purpose was to develop the isiZulu language, making the institution bilingual. The other aims of the policy are documented in the UKZN Language Policy statement (UKZN, 2014).

Several studies have investigated aspects of this language policy. Naidoo, Gokool and Ndebele (2018) and Nkosi (2020), *inter alia*, reported on attitudes to the mandatory isiZulu module for non-mother tongue speakers of the language. Mthombeni and Ogunnubi (2021), Madlala and Mkhize (2019), and Nene (2014) canvassed the views of L1 speakers of isiZulu regarding their perceptions of isiZulu as an academic language. The alignment of the UKZN language policy and resource development has been reported on by Sibisi (2022), Moodley (2010), Rudwick and Parmegiani (2013) and (Nsele, Mthembu and Mhlongo, 2024). Other researchers have discussed the challenges during the development of the language policy (Ndimande-Hlongwa *et al.*, 2010; Mkhize, Dumisa and Chitindingu, 2014).

The present study focuses on a practical aspect, namely the availability, accessibility, and utilization of the isiZulu academic resources. The study targets the UKZN libraries, investigating whether the library catalogues are enabling access and utilisation of resources for L1 speakers of isiZulu. The study also targets L1 speakers of isiZulu to determine their usage patterns of resources written in the mother-tongue. This current topic, which integrates data obtained from the UKZN librarians and L1 speakers of isiZulu is an under-researched area.

The existing literature shows that previous studies have excluded the availability and accessibility of isiZulu language resources. Thus, this gap provided the impetus for the present study.

1.3 Statement of the problem

Within the overall body of knowledge that examines the development of isiZulu at UKZN, there is a notable shortage of studies exploring the availability, accessibility, and utilization of isiZulu academic resources within the libraries context. This study sought to close the gap in the literature. The objectives are outlined in the next section.

1.4 Research objectives:

1. To identify the academic information resources available in isiZulu at the UKZN libraries.
2. To assess the accessibility of isiZulu resources at the UKZN libraries.
3. To explore the utilization and demand for isiZulu resources at the UKZN libraries.
4. To explore the L1 isiZulu speaking students' feelings and actions in searching for isiZulu resources.

1.5 Research questions:

1. What academic information resources in isiZulu are available at the University of KwaZulu-Natal libraries?
2. To what extent are the available isiZulu resources accessible for academic use at the UKZN libraries?
3. What is the state of the utilization and demand for isiZulu resources at the UKZN libraries?
4. What are the feelings, and actions of L1 isiZulu-speaking students in searching for isiZulu resources?

1.6 Significance of the study

The study provides valuable insights into the initiatives undertaken by UKZN's library to create access to and use of isiZulu as a medium of academic scholarship. The findings produced by this study are significant for library users and other people, especially those whose isiZulu is their first language, pertaining to awareness of the database. Thus, the study fills the gap of a lack of awareness and fosters greater utilization of the available and accessible isiZulu academic resources. Potentially, if the isiZulu language academic resources are demonstrably available, accessible and used, that proves that the university is fulfilling a key objective of its language policy which is the promotion of isiZulu as an academic language.

Furthermore, the findings are crucial to the publishers and producers of isiZulu academic resources, as they provide them with an understanding of how these resources are being used and inform future efforts to enhance their reach and effectiveness.

1.7 Research outline

This research is outlined as follows:

1.7.1 Chapter One

This chapter introduces the study to the reader, stating what the whole study is about, highlighting the key points, namely, background, rationale, problem statement, research objectives, and question, and the significance of the study.

1.7.2 Chapter Two

A literature review is discussed. The chapter further discusses the theoretical framework that underpins this study.

1.7.3 Chapter Three

This chapter discusses the research methods adopted in this study. It also outlines the ethical considerations.

1.7.4 Chapter Four

Provides a data analysis, interpretation of the collected data, and a discussion of the findings.

1.7.5 Chapter Five

This is the last chapter of the study that provides summary of the findings, limitations of the study, and recommendations.

1.8 Summary of the chapter

This chapter discussed the context or background that informs this study. The motivation for the researcher to conduct this study was also discussed, followed by the statement of the problem that is to be addressed by this study. The research objectives and questions were also outlined in this chapter. The significance of the study was also discussed. The chapter ends with the research outline that highlights the scope of the study. The following chapter discusses the literature review of this study.

CHAPTER TWO: LITERATURE REVIEW & THEORETICAL FRAMEWORK

2.0 Introduction

According to Rowley and Slack (2004), all research needs to be informed by the existing body of knowledge within a specific field of study. A literature review provides an overview of the existing body of knowledge. A literature review serves as an essential reference point for researchers investigating a research problem that is similar to previous studies. It critically evaluates and synthesizes scholarly literature on a particular theme or topic under investigation. It informs researchers of the ongoing debates and unresolved issues. It assists in finding the academic gap(s) that need to be filled with new knowledge (Chigbu, Atiku, and Du Plessis, 2023). Moreover, through a literature review, researchers can gain insights into previously followed procedures, such as theoretical frameworks and methodological approaches.

A theoretical framework can be simply defined as foundation that shapes the study (Merriam, 2001), cited in Rocco and Plakhotnik (2009). It consists of theories developed by experts in the relevant field of research that any researcher plans to study. It provides basis for the analysis and interpretation of the data, clarifying the meaning contained within the research. It also helps to discuss the findings more clearly by aligning with existing theories about the phenomena studied (Kivunja, 2018). Varpio *et al.* (2020: 989) stated that “a theoretical framework is a logically developed and connected set of concepts and premises—developed from one or more theories—that a researcher creates to scaffold a study.”

In this chapter, the researcher discusses the following items:

- Overview of the University of KwaZulu-Natal.
- The University of KwaZulu-Natal libraries.
- Academic resources: South African context.
- Availability, accessibility, and utilization of academic resources.
- Previous studies on the availability of resources.
- Previous studies on the accessibility of resources.

- Previous studies on the utilization of resources.
- Review of information-seeking behaviour.
- The theoretical framework of the study.

2.1 The University of KwaZulu-Natal overview

The University has a language policy that specializes in developing the isiZulu language. According to Mthombeni and Ogunnubi (2021), the University selected isiZulu because it is believed that isiZulu can be successfully used for official purposes. IsiZulu is a Bantu language belonging to the group of Nguni languages, which comprises isiXhosa, isiNdebele, siSwati, and isiZulu. According to the 2022 census, examining the 26-year transformation (1996-2022) of SA's languages, it was concluded that isiZulu is the largest spoken language in the country, with 24.4%, leading all the official languages, including English and Afrikaans (SA, 2025).

The history of the isiZulu language, which the University sought to develop, dates back to the 1940s. It gained momentum through the missionaries who initially put it into writing. For example, the very first piece of writing that was in print was produced by J.C. Bryant under the Journal of the Oriental Society entitled: *The Zulu Language* (Wilkes, 2000). The language policy of UKZN is a response to the call of Language Policy for Higher Education (LPHE) (2002 revised in 2020) or the government, which encourages all HEIs to develop at least one of the most spoken indigenous South African languages in their respective provinces for use as a language of instruction and institutional communication alongside English (Ministry of Education, 2002, cited in Madlala and Mkhize, 2019). This led to the University Council approving a bilingual language policy in August 2006, revised in 2014, which aimed to develop isiZulu as a medium of communication for academic and administrative purposes.

Furthermore, there is an emphasis on elevating isiZulu to the institutional and academic status of English. This does not mean that the university is neglecting English, as the university continues to use English as its primary academic language, but alongside developing isiZulu as an additional medium of instruction. Additionally, the policy sought to provide facilities to enable the use of isiZulu as a language of learning, instruction, research, and administration; become a national hub in the development of the isiZulu

national corpus and the development and standardization of isiZulu technical terminology and its dissemination; and promote the intellectualization of isiZulu as an African language (Docrat, 2019).

The University's language policy consists of two phases: Phase One, which ran from 2015 to 2019, and Phase Two, which commenced in 2020 and is anticipated to continue until 2030. Each phase emphasizes different aspects of the policy implementation (Vithal, 2014; Madondo, 2023). With phase one that has been completed, the focus was on introducing course materials, terminology, translation services, the University's web pages, curriculum, syllabi, and contracts of employment that will appear in both English and isiZulu—additionally, encouraging the use of isiZulu as a medium of communication, which has been at the discretion of the schools and colleges in consultation with the university language board, depending on their contexts of teaching and learning (Docrat, 2019); (Khumalo and Nkomo, 2022).

The University Language Planning and Development Office (ULPDO) was established in 2013 to oversee the implementation of the University's language policy. It is led by the director, a member of the University Language Board (ULB), and reports to the Deputy Vice-Chancellor (DVC) (Khumalo, 2017). ULPDO has a vision to be the centre of excellence in promoting, developing, and conducting scientific studies of indigenous languages, with a specific focus on isiZulu. Its mission is to promote and foster functional bilingualism at the University by encouraging the equitable use of English and isiZulu, as outlined in the University Language Policy (Zungu, 2021).

In line with the language policy and plan, there has been a centre specializing in designing an IsiZulu National Corpus (INC), which comprises 20 million tokens, an IsiZulu term bank for a variety of disciplines, and IsiZulu spellchecker software for writing and editing in IsiZulu, as key enablers in the development of Human Language Technologies (HLT). Additionally, computer programs and technologies have been developed for the study and use of isiZulu (Khumalo, Azom, and Olukanmi, 2017), as cited in Moropa & Nokele (2023).

Moreover, the 2016 Doctoral Rule (DR9b) is another initiative established to develop isiZulu, as the rule stipulates that all English doctoral abstracts must be translated into isiZulu before they are uploaded onto the University database. Significantly, the

translation of the abstracts into isiZulu maintains the same level of accuracy as their English counterparts (Zungu, 2021). The emphasis on the accuracy of information is placed because it has been identified as a challenge that the DR9 committee faces when translating and editing the DR9 PhD graduate abstracts, especially those from disciplines with minimal terminology in isiZulu (Zungu, 2021: 654). Additionally, under BR9 rule in 2014, the University introduced a compulsory isiZulu module, which all first-year undergraduate students who are not isiZulu speakers must pass to obtain their qualifications or obtain an exemption from the module under Rule GR8a of the Student Rulebook. Exemption from a module may be granted without credit, where an applicant can demonstrate equivalent competence through prior learning (Kolsteeg, 2014).

All these strategic initiatives demonstrate that the University has been working tirelessly to ensure that isiZulu is advanced in all forms, aiming to achieve the same status as English.

2.1.1 The University of KwaZulu-Natal libraries

UKZN has five libraries and branches distributed across two cities, Durban and Pietermaritzburg. It supports equal and equitable access to information through its print and electronic resource network (Elizabeth and Uwem, 2016). The libraries provide resources and information services with the vision of being a world-class library of African scholarship. The libraries align with the University of KwaZulu-Natal code of conduct, which aims to provide an environment conducive to teaching, learning, and research (UKZN, 2014). The libraries are user-friendly, allowing all students to access the available library resources and their databases. Additionally, subject librarians specialise in educating users about the library's services and further assist them in locating materials. In the libraries, the interlibrary loan services enable users to access and use print material housed on other campuses and from external libraries (Idoniboye-Obu, 2013).

The UKZN libraries contain 1.4 million volumes in their collection, comprising journals, books, theses, reports, and print media. Furthermore, the library offers an audio-visual collection and access to several electronic resources (e-resources) (Kekana and Kheswa, 2022).

Studies have been conducted on the UKZN libraries, examining the provision of academic resources and the associated challenges. A study by Kekana and Kheswa (2020) was conducted at the Cecil Renaud Main (CRM) library, located on the UKZN Pietermaritzburg Campus (UKZNP) in the School of Social Sciences, College of Humanities. They investigated user satisfaction with accessibility among postgraduate students and found that the majority, 72.3%, of students were satisfied with the library's information accessibility. Whilst 20% of students were neutral, and 7.6% of students were dissatisfied. In another study, Kekana and Kheswa (2020) on the same campus reported users' perceptions and expectations regarding the quality of services offered. The findings revealed an existing gap in resources, as there were not enough print journals and books available.

Additionally, there was an efficient short loan service and re-shelving of journals. Soyizwapi (2005) investigated the utilization of electronic databases by postgraduate students in the Faculty of Science and Agriculture at the UKZNP library. The study reported challenges that students encountered when attempting to access electronic databases. Students were experiencing issues such resources not being readily available, yet found in the catalogue, poor bandwidth, lengthy processes of accessing the full texts, login failures, and unable to download full texts only abstracts available, e-books, articles and sometimes students were receiving intimidating messages from the Information Communication and Technology (ICT) warning them that they had exceeded their internet access. Idoniboye-Obu (2013) studied the use of library resources by doctoral students at the UKZN College of Humanities and arrived at similar findings to those of Soyizwapi (2005).

These studies demonstrate that accessibility of UKZN's libraries' resources is multifaceted, with challenges. Thus, as far as the current study is concerned, how much more material is written in the isiZulu language? The librarians and the students will provide the answer at a later stage of this study.

Researchers have examined the management skills of librarians as the success of academic libraries depends on their staff's capabilities and skills in serving the university community's needs more effectively, efficiently, and better (Maponya, 2005). Kavishe and Dulle (2016) examined the skills and strategies employed in preserving electronic

information resources (EIRs) to ensure their long-term availability and accessibility at the UKZN libraries. The study focused on the librarians' skills in preserving resources. The results indicated that 40% of the respondents did not consider themselves sufficiently skilled in preserving electronic information resources. 75% reported receiving training more than once a year to stay up to date with technological changes. These results suggest that not all librarians possess the necessary skills to manage and preserve resources effectively.

2.2 Academic resources: South African context

According to Mncube (2024), African countries are facing challenges such as limited access to educational resources, and South Africa is no exception, as educational materials for indigenous languages are scarce. Hence, government leaders have renewed the call for an African Renaissance that focuses on developing and empowering the people of Africa as significant participants in the modern world (Mostert, 2001). Pluddemann (1999) urged that central to any attempt to raise the status of African languages for language learning across the curriculum would be the creation of appropriate learning materials (such as textbooks) in the African languages. In the South African context, there have been efforts to develop indigenous languages into fully fledged academic mediums. The interventions include the implemented language policies in universities such as UKZN, the University of North West, and the University of Witwatersrand (Zikode, 2017). However, as noted by Theledi and Masote (2024), the implementation of such interventions is progressing slowly, as indigenous languages have yet to be fully documented and utilized as academic resources in HEIs. Their paper argued that there is a shortage of scientific materials on indigenous languages in HEIs, for instance, lecturers and students do not have scientific materials, such as books, and they still rely on materials written in English. This indicates that the status of English remains unchanged (Theledi and Masote, 2024), as students are not taught in their mother tongues. This was confirmed by a study conducted by Somlata (2022) at the University of the Free State, who concluded that the language policy implemented was not effective enough, as students' African languages were not fully integrated as languages of teaching and learning; thus, the policy affected students' academic performance and access to education, as English still dominated.

Noutchie (2024) argued that some of the challenges that slow down the progress of developing indigenous languages include the need for consistent scientific terminology, academic materials, skilled language specialists, and the absence of digital materials (Noutchie, 2024).

The world is currently transitioning to the Fifth Industrial Revolution (5IR), which means that most materials are now accessible digitally. This implies that institutions such as academic libraries have turned to digital libraries, as they now hold collections of digital materials, including journal articles, manuscripts, theses, and dissertations (Masenya and Ngulube, 2019). The purpose of having digital resources is to maintain accessibility over a long period for future generations to access them (Rosenthal *et al.*, 2005), as cited in (Masenya and Ngulube, 2019). Therefore, digital libraries or technologies are an excellent tool for preserving indigenous languages, thereby preventing them from becoming extinct. According to Sundani (2023), multimedia capabilities, including storage capacity, online databases, and communication tools, are valuable resources in the promotion and preservation of indigenous languages. However, it is sad that the academic libraries themselves are struggling to preserve digital materials. In a study conducted in all 26 universities in South Africa, a shortage of adequate staff with expertise in digitising the resources, a lack of management support, equitable digital services, and a lack of collaboration are among the challenges that libraries face concerning digitising materials (Masenya and Ngulube, 2019; Olaifa, 2014; Mlambo and Matfunjwa, 2024). Nonetheless, this means technologies have had no significant impact on indigenous languages, as digital accessibility remains limited due to resource scarcity (Mlambo and Matfunjwa, 2024). Roux (2020), cited in Emsley and Modiba (2024), notes that the main barrier to the digital development of African languages has been the comparatively meagre availability of digital text corpora that enable algorithmic procedures to build useful tools and resources for education.

Other studies on the shortage of South African indigenous resources have attributed it to the lack of writing and publishing in these languages. Authors and publishers also contribute to the promotion and preservation of indigenous languages, as Illsley (2006) argued that if materials are not written in indigenous languages, they may not thrive. This is supported by Eme and Mbagwu (2011), who contended that if a language is only spoken but not written, no one can publish in such a language. Möller (2013) on publishing in

indigenous languages in the higher education sector revealed that there are few materials published using indigenous languages. The very few include books produced for subject-specific purposes, such as new language acquisition or the specific study of that language. Previous research has shown that the authors and publishers are facing challenges regarding writing and publishing in indigenous languages. The problems include poor readership, a limited market, foreign language hegemony, and a lack of government support. The following section discusses these problems further:

- **Poor readership**

Tiemensma (2007) and Draru and Ssentongo (2017) report on an inferior reading culture in South Africa and the African continent, respectively. Publishing implies that the material will be utilized or read (le Roux, 2012). A poor reading culture will therefore contribute to limited publication. Nonetheless, Ouane and Glanz (2011) explain that efforts must still be put in place to ensure that language speakers are shown that their languages are publishable, even though it is challenging to develop a writing culture without a reading culture. The members of Writers Space Africa – Zambia (WSA) voiced concerns that a lack of reading culture has negative implications for the market, as the poorer the reading culture, the lower the sales (Siame, Lubungu, and Ehiobuche, 2023). Consequently, for the few indigenous language writers, publishing becomes too expensive at best, or, worse, their work gets rejected by established publishers (Mhlongo and Ngulube, 2020). Additionally, publishing establishments specializing in African indigenous languages may decline.

Writers are putting effort into producing materials in indigenous languages ‘so that there can be more material, but then the usage of books comes back to not... there are low reading levels in our Black communities’ (Mhlongo and Ngulube, 2018: 18). Zegeye and Vambe (2006) argued that the issue of poor readership has its roots in the apartheid system that discriminated against Black people in such a way that they could not get opportunities to learn to read and write.

- **Limited market**

A survey by the Publishers' Association of South Africa (PASA) for the 2022/2023 period, compiled by le Roux, Harvett, and Edgar (2024), revealed that the revenue generated by

South Africa's indigenous languages remains low. IsiZulu (3%), isiXhosa (2%), Sesotho (1%), Sepedi (1%), and Setswana (3%) collectively account for up to 10% of the revenue generated, while Afrikaans accounts for 10% and English accounts for 80%. This implies that the indigenous languages are not doing well in the market. According to Stranger-Johannessen (2017), the market is influenced by customers' preferences, which determine whether they choose to purchase materials for their needs or in a foreign language. The demand for materials in African indigenous languages is low. Furthermore, if the market is bad, publishers become reluctant to invest (Edwards and Ngwaru, 2011). Therefore, authors also opt to write in English because they believe the language is marketable and attracts a high readership (Ngulube, 2012). Möller (2014: 863-865) attested that indigenous language authors are often unwilling to write in African languages due to the perceived lack of African-language readers and because their work is inaccessible to anyone outside of South Africa and many within its borders. Ogoke (2018) described this as 'pleasing the foreign reader'. Sowards (2019: 478) noted that publishing in English is viewed as a significant career milestone, as scholars' institutions often value it. Wang (2023) stated that academic journals with high impact factors are published in English, affirming the observations of Sowards (2019).

- **Foreign languages hegemony**

Zeng, Ponce, and Li (2023) state that one reason foreign languages are dominating is that academic publications are often written in English. English is perceived as a global academic lingua franca. The language boasts excellent research resources, including the development of bibliographic databases and citation indexes, as well as a long history as an academic language. Major scientific and academic journals are published in the English language. Consequently, most higher education institutions in South Africa have learning materials available in both English and Afrikaans.

On the other hand, indigenous language resources are mostly translated materials (Mdzanga and Moeng, 2021). During apartheid, indigenous languages were relegated while English and Afrikaans enjoyed positions of prestige. Unsurprisingly, these languages are de facto languages (Chimbga and Meier, 2014), even though the country's Constitution recognizes the nine indigenous languages (isiZulu, isiNdebele, isiXhosa, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, and Xitsonga). Recognizing indigenous

languages means that these languages should be used in writing and publishing, a practice referred to as multilingual publishing (Möller, 2013). In reality, these languages are hardly used in multilingual publishing. Naidoo, Ndebele, Kercival, and Shabalala (2024) surveyed four African databases: African Index Medicus, African Journal Archive, African Journals Online, and SABINET Open Access. 670 journals were scoped. 57 journals allowed publication in languages other than English. Between 2010 and 2020, 26 articles were published in African languages. Naidoo, Ndebele, and Shabalala (2024), focusing on journals published in South Africa, identified nine journals with a clearly articulated language policy that supports official South African languages. However, between 2000 and 2020, of the 82 articles written in languages other than English, only 22% were written in indigenous South African languages. It is undeniable that authors and publishers do not support the promotion of indigenous languages.

- **Lack of government support**

According to Mbata (2022), the South African democratic government owes the citizens a fundamental level of service delivery to ensure that they live better than ever before, to rectify the apartheid trauma. One might think that the 'services' are limited to, for example, infrastructure, but that is not the case, as the government has been criticized for not supporting writers and publishers who write and publish in African indigenous languages. Thus, the government also imposes constraints on the development of accessibility and availability of materials in indigenous languages.

The Afrikaans language is one of the languages with numerous state-owned publishing houses, which further encourages the production of Afrikaans literature (Möller, 2013). Whereas after 1994, it was anticipated that the indigenous languages would gain more attention and support to have abundant publishing houses, but this did not happen because of numerous challenges, including a lack of government support, as publishing in indigenous languages is still confined mainly to school and religious texts (Machet, 2002). Nonetheless, the government's failure to provide support cannot be ignored, as a sustainable provision of materials, such as books, and a flourishing publishing industry are attainable when there is strong government support that recognizes the strategic importance of publishing and demonstrates this commitment in official policies and budgets (Zell, 2008). Wessels (1998) agreed with Zell's view that when governments

become involved in publishing, their detrimental influence on the industry becomes even stronger. In contrast, publishers and authors argue that they have not done enough to support them in their works (Fredericks and Mvunelo, 2003). This is quite disheartening because these authors sought to contribute to previously marginalized languages by providing resources, and, most importantly, to eradicate illiteracy in the country and ensure that citizens have access to information in the languages they understand. If there is a lack of government support, authors and publishers cannot perform their work. Hence, Raju and Raju (2010) asserted that the government lacks a sense of urgency in prioritizing the eradication of illiteracy. This is evident, for instance, in a study by Theledi and Masote (2024), who argue that the Department of Higher Education and Training seems to be stalling around the publishing of research material in South Africa and did not consider the importance of scientific indigenous materials when making strategies for the implementation of language policies that seek to develop indigenous languages in HEIs. This indicates that policies are in existence, but with no proper planning on how, for example, scientific materials will be translated into indigenous languages. The support the government could provide to African indigenous language writers and publishing houses can take different forms. Financial support can make a significant difference in encouraging writers to receive payment for their works, thereby avoiding the situation highlighted by Ngulube (2012), where many authors do not receive remuneration. They find themselves taking their careers in writing as part-time jobs, as they have to find work to sustain themselves and their families. Other aids that the government can provide include implementing African language reading programmes in the country to ensure that people read in their native languages. The more the reading culture in indigenous languages, the higher the possibility of writers writing in African languages, and their works will be published without hesitation.

Considering the above challenges, programmes and the establishment of publishing companies, such as Maskew Miller Longman, which has published books in all nine of South Africa's indigenous languages (Fredericks and Mvunelo, 2003), have been implemented to address the aforementioned challenges. The initiatives include the Indigenous Publishing Programme (IPP), which falls under the auspices of the South African Book Development Council (SABDC). The IPP's initial objectives were to encourage authors to write in indigenous languages, increase the indigenous language

publishing, and support the production of the SA-authored books in local languages. It also aimed to promote the literature by inspiring a culture of reading amongst South Africans (Magudulela, 2014). It also aimed to increase access to African language books through targeted language and distribution strategies, and to provide skills training to address the shortage of qualified language practitioners. Consequently, the IPP has had a dramatic impact on the trade publishing sector, as it is revealed that imported fiction outperforms locally produced fiction in sales (Möller and le Roux, 2017). The South Africa Journal of African Languages is an example of an initiative that focuses on promoting academic works written in African languages. It offers authors opportunities to publish their works in African languages. It has published articles that are accessible to readers and other researchers to use (Theledi and Masote, 2024). Other interventions include the National Library of SA, which specializes in republishing print African language classics. The Publishers' Association of SA created accessibility to books written in nine South African languages through its Writing in Nine Tongues (Catalogue). There is also Biblionef SOUTH AFRICA, which has made over 400,000 books in African languages (Möller and le Roux, 2017).

2.3 Availability, accessibility, and utilization of academic resources

Research has been conducted on the availability, accessibility, and utilization of library information resources. Therefore, the following discussion details the previous studies on the three items mentioned.

Information is essential in general for teaching and learning in higher education. It is also a fundamental element in research and the expansion of people's knowledge. This suggests that access to relevant information is crucial for both teachers and lecturers, as well as students, in universities or colleges. For instance, lecturers consult information sources for research, publications, and presenting papers at conferences and workshops. This reflects the apparent importance of information in higher education. Inyang and Ekeng (2023) described the vitality of information as a tool that shapes human thinking and character development, communication, and the teaching and learning process. This was supported by Nwachukwu, Abdulsalami and Salami (2014), who noted that information is an important ingredient in all human endeavors and essential for human survival in any society. They further argued that information should be well-managed so

that users can access it for various reasons, such as research. According to Haliso and Laja-Ademola (2013), there is a significant influence on the use of information, its availability, and accessibility, as users cannot access information without these three variables. Inyang and Ekeng (2023) posited that access to timely and up-to-date resources is indispensable for success in any aspect of life. Dulle (2015) stated that it is justifiable to blame researchers if information is available and accessible for researchers to conduct their research, but there is low research productivity.

Nwachukwu, Abdulsalami and Salami (2014) noted that the availability of information resources pertains to both acquiring and providing information to users, allowing them to access it wherever needed. The primary aim of availability is to provide resources, such as books, that can meet users' needs in their quest for information. Remarkably, a library having available resources is not sufficient, as the resources must be accessible to the users. In other words, accessibility depends on the availability of resources (Auru and Sani, 2020). Accessibility refers to the means by which library users gain access to resources available in the library (Atanda and Ugwulebo, 2017). Accessibility of library resources depends on many factors, such as how the resources are sorted in catalogues and on shelves. If resources are not correctly organized, they are not easily accessible; in contrast, effective resource management translates to easy access, which ultimately leads to the efficient use of resources. Utilization refers to the actual use of available and accessible library resources (Inyang and Ekeng, 2023). When resources are available and accessible for use, Sunday *et al.* (2023) noted that this can result in an improvement in students' academic performance.

2.3.1 Previous studies on the availability of resources

Oyedum (2012) argues that availability is another factor that motivates users to use the library in academic institutions. Studies report different findings on the availability of library resources. Arguably, most have explored availability in terms of the types of available resources and whether these resources are available or not available. A study conducted at the Nnamdi Azikiwe Library, University of Nigeria, Nsukka, investigated the availability of resources using a descriptive survey and a questionnaire and found that they were available in print formats, which were distinguished as reference print resources and non-fiction print resources. Reference print resources included dictionaries, manuals,

and guides. Non-fiction print resources included textbooks, journals, theses, vertical file materials, dissertations, and magazines (Ajogwu, Onyebuchi and Agu, 2024). In another descriptive survey study with a questionnaire carried out in Nigeria, at Chukwuemeka Odumegwu Ojukwu University, the availability and utilization of Igbo language studies information resources were examined. The study found that the resources for the Igbo language were insufficient for the students, as research projects and Igbo novels were the primary available materials.

Research conducted by Canak (2023) at the Koc, University Libraries, in Turkey indicated that the libraries had collections such as (books and e-journals) at the Koc University libraries were available predominantly in English, followed by Turkish, French, and German. However, they also housed digital archival collections, and most of the materials in Turkish literature were manuscripts. Nazarova *et al.* (2024) investigated how internet libraries can promote various information resources about the Uzbek language and culture in Uzbekistan, noting that accessing traditional libraries presents several challenges, including outdated resources such as books and journals that are no longer relevant. The lack of up-to-date information hinders the accessibility of new or currently available information, making it difficult for users to research effectively.

According to the above related literature, it can be inferred from these reports that availability varies from one library to another, and the presence of an academic library does not guarantee the availability of sufficient resources for users. Nonetheless, availability alone is not a fundamental aspect of a library; hence, the following discussion is on the accessibility of library resources.

2.3.2 Previous studies on the accessibility of resources

Eyiorunshe and Eluwole (2017) employed a questionnaire to investigate the levels of awareness, accessibility, and use of library resources among faculty members at Landmark University in Nigeria. They found that the majority of accessible information resources were: textbooks (83%), followed by Newspapers and Magazines (83%), Reference materials (82%), Journals (71%), and e-resources, Including Online databases (67%) and e-books (65%). Yamson, Appiah and Tsegah (2018) employed a cross-sectional survey approach in their study to assess the perceptions, usage, and preferences

of print and electronic resources among students at the Central University in Ghana. They found that (36.2%) of undergraduates rarely use e-resources, (49.9%) always use print resources in the library, and (28.9%) indicated that they do not use e-books in the library. The preferences for resources between print and e-resources depend on the circumstances; for instance, in the case of Central University students, 50.2% preferred print resources due to accessibility issues. A South African study by Ndou and Chilimo (2021) employed a quantitative research approach and a survey research design to investigate students' perceptions of e-resources at the University of Venda. Their findings revealed that a majority, 84%, had already accessed and utilized the e-resources available on the library website. The study examined the frequency of use of e-resources, including the Online Public Access Catalog (OPAC), e-books, e-journals, e-magazines, e-newspapers, e-theses, and Google search engines. OPACs and e-journals were among the most frequently accessed resources. Surprisingly, the academics revealed that these resources were easily accessible and very useful for improving students' performance and the quality of their research. This indicates that the resources provided by the library fully met the needs of the academics, and hence, most of them engaged with the materials offered.

A Chinese study used a quantitative approach to investigate students' perceptions of the accessibility of e-books at Zhejiang University. The findings revealed that searching and accessing e-books was difficult (Wang and Bai, 2016). Kuri and Patil (2023) employed a descriptive survey with a quantitative approach in their study on the accessibility of library resources to examine students' awareness and usage of information resources at colleges in Belagavi, Karnataka, India. They reported that (51.32%) students find it challenging to locate printed resources. Many of the students (85.26%) felt it was challenging to use printed resources, as there is a risk of damage. The findings of Kuri and Patil concurred with the concern of Mlambo and Matfunjwa (2024) regarding the SA's African languages in written resources, as they were concerned with existing resources in hard copies that may be lost easily, implying the loss of important information about the indigenous languages. Moreover, the little SA's indigenous language resources in print resources are not accessible to every user, as they highlighted that they face limited accessibility.

In the face of difficulties accessing resources, Jagadish and Sarasvathy (2016) used a questionnaire to gather librarians' experiences with theft, mutilation, and misplacement of library resources in university libraries in the city of Karnataka, India. They revealed that librarians reported misplacement of books in different locations, tearing pages from books and journals, and stealing books, as well as the non-return of borrowed books, as some of the challenges that library users may face when accessing resources.

Ngcongolo and Oyelana (2017) argued that users sometimes lack adequate knowledge of accessing resources, even failing to differentiate between a library catalogue and a bibliographic database. Therefore, failure to know search strategies may result in the inability to retrieve relevant information. Consequently, these challenges limit the accessibility of information and lead to the shortcomings of the opportunities people have to learn and to transmit their circumstances (Tella and Akande, 2007), as Illsley (2006) put it, 'It is difficult to become information literate if one's access to information is limited.'

This is evident in previous studies, such as a study by Amalahu, Oluwasina and Laoye (2009), which employed a questionnaire to understand students' use of ICT for research and the reasons for selecting the ICT as a tool. They found that students encountered difficulties when searching for information in the library. A lack of knowledge on how to use catalogues and the slow internet speed were among the identified problems. Oriogu *et al.* (2018), using a survey research design and a structured questionnaire, reported similar findings regarding the awareness and use of e-books among undergraduate students at Afe Babalola University, Ado-Ekiti, Nigeria. They established that some of the challenges encountered in accessing e-books included inactive/dead links and being unaware of where to locate the needed e-book.

Obiozor-Ekeze (2016) examined the challenges of cataloguing and classification in the 21st century at the Festus Aghagbo Nwako Library at the University of Nnamdi Azikiwe in Awka, Nigeria. The study identified that the library was facing issues with understaffing in organizing and cataloging resources. This suggests that the students were unable to access resources promptly because the library lacked sufficient cataloguers.

From these studies, it is clear that accessibility is sometimes an issue that persists within libraries; however, even if resources are accessible, users need to be aware of accessibility considerations.

2.3.3 Previous studies on the utilization of resources

Studies have not overlooked the utilization of library resources, as researchers have investigated whether the available and accessible resources are used and, if so, what factors contribute to their usage. Furthermore, research has examined how users perceive the resources when they are utilized.

A study by Wang and Bai (2016) found that students at Zhejiang University were not utilizing resources (e-books) despite being aware of them. However, some students who had used e-books were using them for leisure reading and academic reading purposes. They tended to use resources for entertainment purposes and for practical reasons. Eyiolorunshe and Eluwole (2017) reported that resources were utilized at Landmark University in Nigeria. The research activity and completing assignments were the significant purposes of students' utilization. Other reasons for using the resources, as indicated by the respondents (staff), included updating knowledge, developing competence, conducting research, and preparing lecture notes. Omeluzor, Akibu and Akinwoye (2016) employed a descriptive survey research design to investigate students' perceptions, use, and challenges of electronic information resources at the Federal University of Petroleum Resources, Effurun, Nigeria. Their study found that approximately 53.7% of the respondents had used e-books at some point, while the remaining respondents had never used e-books.

Notwithstanding the use of journals, 48.6% of respondents used e-journals occasionally, 24.5% used them weekly, 6.9% used them daily, 1.4% used them monthly, while 18.5% never used them at all. Edem and Egbe (2016) used a descriptive survey to study the availability and utilization of e-resources by postgraduate students in the University of Calabar library in Nigeria. They revealed that the majority of students (86.39%) were aware of the e-resources available and had utilized them. After resources have been used, it is crucial to examine whether they were helpful or not. Regarding the helpfulness of resources, a study by Garg and Tamrakar (2014) employed a structured questionnaire to

assess the use of e-resources by library users at the Indian Institute of Technology, Kharagpur, India. The study findings on the quality of materials provided by the library revealed that the majority of respondents reported that resources were beneficial for their studies/research, and teaching. These findings corroborate those of Mohindra and Kumar (2015), who also employed a questionnaire to assess user satisfaction with library services that include information resources. Their findings showed that the majority (71.49%) of respondents believed resources were helpful to their academic success. In comparison, only a few respondents (3.64%) stated that resources were not helpful to their academic success.

71.49 % were of the view that library service attributes are helpful towards their academic success whereas, only 3.64 % respondents given negative responses i.e., library service attributes are not helpful towards their academic success, rest 24.87 % respondents were not sure about helpfulness of library service attributes towards their academic success which also indicates that either they do not know much about the library service attributes or not visiting the library or are rarely visiting their library or never utilised library resources and service.

Overall, the existing literature indicates a lack of research on the availability, accessibility, and utilization of library resources in indigenous languages. The majority of studies have explored resources in general, not focusing on specific languages. Therefore, the present study seeks to close the identity gap by exploring the availability, accessibility, and utilization of isiZulu resources.

In terms of methodologies, this related literature reveals that the majority of studies have employed descriptive surveys and quantitative methods, while overlooking the qualitative approach. This study employs a mixed-methods approach to investigate a similar phenomenon within the existing body of knowledge.

2.4 Review of information-seeking behaviour

Information seeking occurs when a problem needs to be solved using information. The gap between the problem and the information needed to solve the problem is the information need. The search for information is a process that occurs to address a specific issue at hand. In searching for information, the seeker's state of knowledge is dynamic,

not static, and changes during the search process (Hess, 1999). Behaviours and patterns are integral to the information-searching process. According to Kundu (2017), information-seeking behavior involves engaging in various activities, identifying the need for information, and subsequently searching for and utilizing the required information. To describe the information-seeking activities, causes, and consequences, various models have been developed. The models include: Choo's (1998) behavioural model of information-seeking, Ellis's behavioural model of information searching, Leckie Et Al's (1996) model of the information-seeking, Blom's task performance model, Sandstrom's (1994) optimal foraging theory, Cheuk Wai -Yi's (1998) information-seeking and using process model, Dervin's Model (1983) sense-making theory, Wilson's (1996) model of Information Behaviour, and Wilson's (1981) model of information behaviour. In this study, Kuhlthau's Model (1991), specifically the Information Search Process (ISP), will be discussed in relation to previous studies.

2.4.1 The Information Search Process - six stages

The ISP was derived from studies conducted by Carol Kuhlthau, who examined students' experiences of the search process in libraries (Kuhlthau, 1991; Todd & Kuhlthau, 2004). The findings of the studies suggest that information seekers exhibit common patterns, including feelings, thoughts, and actions, during six stages of the information-seeking process. In the six stages, patterns encompass issues related to thoughts, confidence, and formulating focus and interest during the information search process. Figure 1 below illustrates the stages as explained by Kundu (2017).

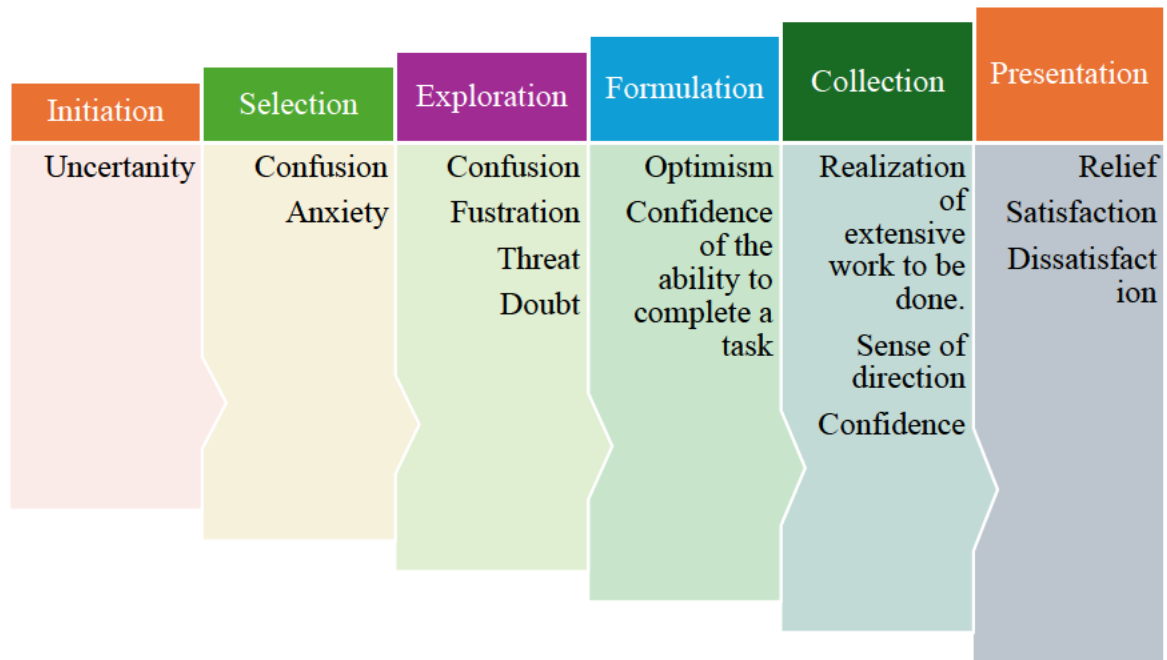


Figure 1 The six stages of the ISP

Studies have explored information-seeking behaviors, testing the ISP's six stages in various aspects of information searching. The studies include those of Mai Tsawm, Cantel, and Yap (2025); Aladem and Rehman (2022); Chowdhury, Gibb, and Landoni (2011); Luo, Nahl, and Chea (2011); Thindwa, Chawinga, and Dube (2019); and Wu et al. (2017).

Selected studies will be discussed. Chowdhury, Gibb, and Landoni (2011) examined uncertainty in seeking information in a digital environment. The study found that uncertainty arises during various stages of the search process for several reasons. The channels used to retrieve information and utilize it to perform tasks, formulate expressions, and decide when to stop the search process and begin using the found information, as well as the excessive amount of information found, were among the factors that contributed to the uncertainty in the search process. Mai Tsawm, Cantel, and Yap (2025) explored students' information-seeking strategies and preferences of information sources through Kuhlthau's ISP model. The findings were in line with the forms of feelings and actions described by the ISP model. In the initial stage, the students recognized the need for more information to gain a deeper understanding of the assigned task. Thus, they visit the library to consult the resources. During the selection stage, students sought help from the library to clarify their focus and avoid getting lost in the

vast amount of information available during the search process. It was reported that during the exploration stage, the students were still confused; however, they employed strategies of using keywords and phrases in their search. The strategies helped them to gain confidence in finding the information they needed. After the exploration stage, the students, now in the formulation stage, utilized their abilities to understand the resources and create clarity. After they have gained a sense of direction in the formulation stage, students gather information resources from library shelves and available electronic resources in the collection stage. Moreover, at this stage, they showed a preference for resources, mostly opting for print resources due to their perceived reliability, ease of use, or personal preferences. In the last stage, the presentation stage, the students expressed positive experiences after they had successfully identified and accessed the needed information. Another study, conducted by Aladem and Rehman (2022), found mixed feelings, including anxiety, optimism, clarity, confidence, satisfaction, frustration, confusion, and disappointment, across the six stages of the ISP model. The study's findings reported that it is not always the case of uncertainty and confusion at the initial stage, as some respondents showed excitement at this stage about searching for resources for writing a research proposal; however, most students felt confused. In the selection stage, students demonstrated motivation to work on the proposals, as a sense of optimism began to emerge. In the exploration stage, anxiety occurred as all students were generally confused and anxious about the search process. In the formulation stage, they had clarity and a sense of direction regarding their research topics. During the presentation stage, students expressed excitement and satisfaction with their proposal submissions, indicating a high degree of satisfaction and a sense of accomplishment. A couple of students were disappointed with their research proposal.

The studies discussed have not explored information-seeking behaviour in a specific African language, as the present study aimed to do. Consequently, this study aims to close the identified gap and contribute to the literature by examining the availability, accessibility, utilization, perceptions, and actions related to the isiZulu written information resources library at UKZN.

2.5 The theoretical framework of the study

2.5.1 The Information Search Process (ISP) model

Kuhlthau (1991) is credited with the development of the ISP model. This model was designed from an understanding of the various aspects of the processes of information searching. This model's development is traced back to the qualitative study of secondary school students. Kuhlthau (1991) conducted empirical research to gain insights into what happens when individuals search for information. Her findings transmuted into six stages: initiation, selection, exploration, formulation, collection, and presentation. All these stages were exhibited by the information seekers (students) during participation in the study through the following three aspects: physical (the actual action taken), affective (feelings experienced), and cognitive (thoughts concerning both process and content). Moreover, Kuhlthau (1991) added that information seekers make choices influenced by other factors, such as environmental constraints, experiences, knowledge, interest, availability of information, requirements of the problem, and time allotted for resolution. From this, Kuhlthau (1991) came up with an explanation of information searching: 'information search is a process of construction which involves the whole experience of the individuals, feelings, as well as thoughts and actions. This model from the initial study was then tested in different settings, verified and refined via quantitative and longitudinal studies. The summary of the studies' findings of the user's perspective of the ISP is presented in Table 1 with the corresponding stages of information seeking (Kuhlthau, 1991).

Table 1: The model of the information search process

Stages in ISP	Feelings common to each stage	Thought common to each stage	Actions every day to each stage	Appropriate task for each stage
1. Initiation	Uncertainty	General/vague	Seeking background	Recognize

			informati on	
2. Selection	Optimism			Identify
3. Explorati on	Confusion/Frustration/ Doubt		Seeking relevant informati on	Investigate
4. Formulat ion	Clarity	Narrowed/Cl ear		Formulate
5. Collectio n	Sense of direction/Confidence	Increased interest	Seeking relevant or Focused informati on	Gather
6. Presentat ion	Relief/Satisfaction or Disappointment	Clear or focused		Complete

2.5.1.1 The six stages of the ISP in detail

As shown in Table 1 above, Kuhlthau's model has six stages. The first stage is the “**initiation**,” where the information seekers are assigned to complete a project that requires information; they tend to be conscious of their state, which is a lack of knowledge needed for the project. According to Kuhlthau (1991), feelings of uncertainty and apprehension are common at this stage. Thus, they contemplate the problem and start to relate to it. Measures possibly taken at the first stage involve discussing the solution of the problem identified, which leads to the second stage. “**Selection**” is the second stage, where the individuals get to select what is needed in the task they need to complete. The selection of what is needed depends on the judgment of the information seekers, who believe that certain information will assist them in completing the task. Once the selection has been successfully done, the doubts tend to go away, and searching for information

may begin as the confidence increases at this stage. However, if ever the selection is delayed, the feelings of anxiety do not go away. The third stage, the **"exploration,"** brings fear, confusion, and frustration to the information seekers searching for information. This occurs because they frequently face different types of general information that require deep understanding. In searching for information, they often encounter inconsistencies from various sources. Information seekers get frustrated even with the system they use in searching for information. Consequently, some may even abandon the process. In the fourth stage, **"formulation,"** Kuhlthau calls it the 'turning point' as information is less frustrating and Confidence increases with clarity. At this stage, the information seekers gather the information found during the exploration stage. The thought formulates a more focused perception of the project assigned at first, before even the initial stage. The fifth stage, **"collection,"** is in addition to the formulation stage, as confidence increases in information seeking. The information seeker's uncertainty diminishes, and they get deeper into the search process. Information seekers get even more clarity at this stage as they are only focused on the topic of their project/task, meaning they no longer deal with general information. In other words, they interact with the relevant information. In the sixth stage, the **"presentation,"** as shown in the table, feelings are common: relief, satisfaction, or disappointment. This means that if the search has gone well, the information seekers are satisfied with the search process they have been conducting. If it did not go well, they get disappointed. At the same time, thoughts are commonly clear and focused. Kuhlthau states that the search process for information is completed, and the findings are presented/used for the 'project/task.'

2.5.1.2 The relevance of the ISP in the study

The ISP model was a framework used in this study to shape and evaluate the students' feelings and actions when searching for isiZulu written academic resources at the UKZN's library. The model facilitated the understanding of students' behaviour in an academic context using the stages of the model.

2.6 Summary of the chapter

The chapter presented relevant literature related to the present study. It has discussed UKZN's endeavors to develop the isiZulu language. It also provided information about

the UKZN libraries. It detailed what has been covered by researchers in the South African context. The literature revealed that issues related to indigenous languages remain unresolved. The literature suggests that indigenous languages remain inadequately documented, despite being a long-standing issue that should have been addressed long time ago. The chapter further outlined the significance of information resources in education. It provided an overview of existing literature on the availability, accessibility, and utilization of resources. It highlighted methods that researchers have adopted in previous studies. It also identified research gaps that the study aims to address by offering new insights and employing a distinct methodology from the majority of existing studies. It further detailed the literature on information-seeking behaviour in relation to the ISP model and the research gap identified regarding information-seeking behaviour. Additionally, the chapter discussed the theoretical framework of the present study and the rationale of the choosing the ISP model.

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter discusses the methodological procedures that were employed in the present study. This discussion commences with an explanation of the concept of the research paradigm. It proceeds to discuss the post-positivism approach used in this study. Thereafter, the qualitative and quantitative dimensions of research are discussed, followed by the justification for the use of the mixed methods approach used in this study. The chapter further details the data collection procedures used in the study.

3.1 Research paradigm

Research paradigm guides the researcher throughout the research process. It assists in the selection of a methodology, data collection instruments, the data analysis procedure, and the interpretation of data (Abbadia, 2022). Nickerson (2022) explains that a paradigm is the existing knowledge and the nature of the research problem to be studied, the appropriate procedures for the investigation process, and how it should be analysed and interpreted.

Research paradigm is a set of beliefs and principles that determine how the researcher views and interprets the world in which they are, and what they want to live in (Kivunja and Kuyini, 2017). This implies that it is a frame that influences how the researcher sees and understands the research topic, meaning that the beliefs and values of the researcher influence how the research will be conducted until the end, while ensuring validity in conducting research. According to Pretorius (2024) there are commonly used paradigms in research. Figure 3 shows the most frequently paradigms adopted in research.

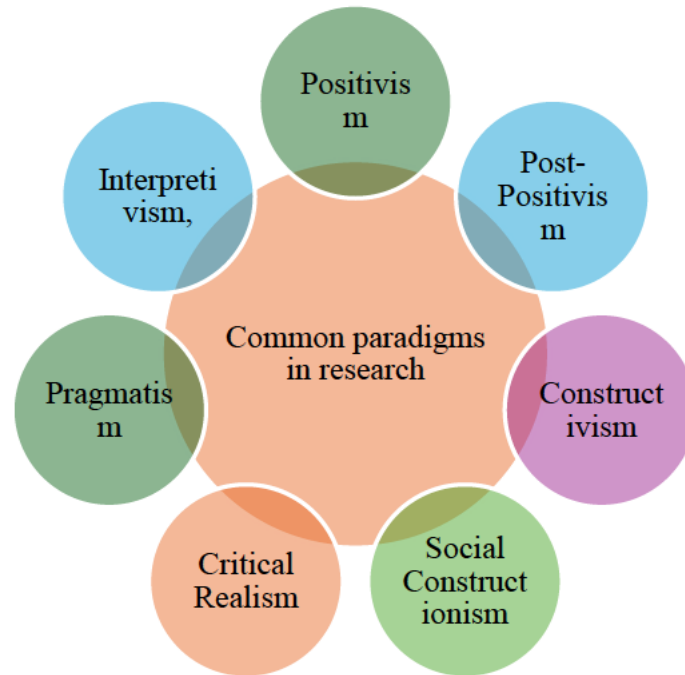


Figure 2: The most used paradigms in research

3.1.1 The research paradigm of this study

In this study, post-positivism is adopted. The main proponents of post-positivism are Auguste Comte, John Stuart Mill, Emile Durkheim, John Locke, and Karl Popper. Post-positivists challenge the notions of positivists who treated humans as subjects that can only be examined scientifically, meaning that complex social issues had to be reduced to measurable data that is absolute, verifiable, and quantifiable (Tripathi, Giri and Tripathi, 2024; Musa and Aldiabat, 2024; Fox, 2008).

According to Dulal (2025), post-positivism acknowledges that reality is constructed within human cognition. Individuals' perceptions and interpretations are what shape the understanding of reality. Consequently, there could be multiple realities depending on the contexts. In this paradigm, observations are fallible, errors are highly possible, and all theory is revisable and verifiable (Framework, 2023).

Post-positivism emphasis is on the balance of objectivity and subjectivity in studying one research problem. It recognizes the importance of subjectivity and interpretation in constructing our grasp of reality, endorsing the consideration of multiple perspectives and the significance of reflexivity. As a result, this implies that no single method is deemed sufficient within the post-positivism; hence, a mixed method approach- a combination of qualitative and quantitative is often associated with this paradigm. It embraces both empirical rigor and interpretive depth to foster a more comprehensive apprehension of reality (Musa and Aldiabat, 2024). Post-positivism has assumptions that are referred to as the basic beliefs. They are presented in Table 2. Sources: (Guba, 1990; Pretorius, 2024; Aliyu *et al.*, 2014; Framework, 2023).

Characterises	Post-positivism
Ontological	Nuanced Realist: It is similar to the critical realism that accepts that reality exists independently of the observer, even though it can only be understood imperfectly due to the complexity of social phenomena; it acknowledges the possibility of researchers being biased or using personal beliefs and values, which can affect the object observed, which is understandable as even critical realism recognizes that observations may involve error and that theories can be modified; so as post-positivism' on theories.
Epistemology	Critical and Fallible: Knowledge is theory-laden and subject to revision through empirical testing.

Axiology	Value-Aware: Complete objectivity is unattainable, and researchers must be reflexive about their own biases.
Methodology	Modified experimental/manipulative: It employs multiple methods that can be non-experimental. It uses hypothesis testing, but the focus is more on the context of the phenomenon being studied. It also includes quantitative data.

Table 2: Beliefs of the post-positivism paradigm

3.2 Research approach

3.2.1 Quantitative approach

Quantitative approach is based on the collection and analysis of structured data that can be represented numerically (Mohajan, 2020). Researchers who employ this approach collect numerical data and use mathematical models as analytical tools. This approach explains a phenomenon using unchanging numerical detailed data that are analysed using mathematical-based methods, particularly statistics that pose questions of who, what, when, where, how much, how many, and how.

The underlying assumption of the quantitative approach is that reality is objective, corroborating with the philosophical foundation of positivism (Abawi, 2008). Quantitative approach allows researchers to generalize findings to larger populations, the potential for statistical analysis and hypothesis testing, and the capacity to uncover patterns and relationships among variables (Jain, 2023).

3.2.2 Qualitative approach

A qualitative approach is grounded on the interpretivism paradigm, in contrast to the quantitative approach. The emphasis of this approach is on the centrality of human experience, recognising that individuals are not physical objects but active participants who engage with the researcher in the inquiry process. Ochieng (2009) stated that

qualitative research explores how people make sense of their lives, experiences, and world structures. Mohajan (2018) put it that qualitative researchers are interested in people's beliefs, experiences, and meaning systems from the people's perspective.

The central aim of qualitative research is to describe and interpret issues systematically from the point of view of the people involved in those issues in their natural settings to generate concepts and theories. Muzari, Shava and Shonhiwa (2022) summarized the purpose of the qualitative research as a valuable methodology for examining the meanings, interpretations, codes, and the processes and relationships of social life. It is inherently descriptive as the researchers are interested in meaning and understanding through words or visual representations.

3.2.2.1 Some of the key characteristics of the qualitative approach (Pulford, 2023)

➤ Rich data collection

Qualitative researchers have multiple data collection methods, such as interviews, focus groups, observations, and document analysis. These instruments enable researcher to gather information from the participants in order to draw insightful conclusions.

➤ In-depth exploration

As mentioned above, qualitative researchers aim to delve deep into subject matters. They engage with participants to understand the underlying motives for specific behaviours that have been observed, which might not be captured through a quantitative approach.

➤ Embracing subjectivity

Objectivity is not embraced in qualitative research; instead, subjectivity is embraced. This is evident by the freedom of researchers to interpret data using their personal understanding of the phenomenon.

➤ Data analysis

Involves coding and categorizing data, identifying recurring themes, patterns, and relationships.

3.2.3 Research approach for the present study

3.2.3.1 Mixed methods

Johnson, Onwuegbuzie and Turner (2007) defined the mixed method as an amalgamation of the quantitative and qualitative methods researchers employ to gain breadth and depth of understanding of the studied phenomena. Mixed methods is an approach that an investigator utilizes to collect, analyse, and integrate both quantitative and qualitative data in a single study to be able to find answers to their research questions (Creswell and Clark, 2017). The integration occurs when quantitative and qualitative datasets are combined in a manner that allows them to complement and inform one (Santos *et al.*, 2017).

Researchers employing this method get to explore the problem studied with the positivist and pragmatist philosophical lenses. This method supports combining numerical data with rich descriptive data to produce well-rounded, comprehensive insights that are more trustworthy and relevant than those that can be achieved with a single approach (Oranga, 2025).

3.2.3.2 Rationale for using mixed methods

A mixed method was employed in this study because the researcher carefully considered the research problem under investigation. This approach enabled for a more comprehensive exploration of the research problem than would have been possible using the qualitative method alone, which the researcher initially wanted to use. The qualitative method alone would not be able to offer the numerical findings, for example, the statistics of the students who find isiZulu resources useful. Conversely, the quantitative method would have not addressed the “why” questions that offered an in-depth understanding of the availability, accessibility, and utilization of the academic resources.

Therefore, the mixed method was applied to balance the limitations of both methods (qualitative and quantitative). Moreover, the mixed method was crucial for this study as it offers a blend of two methods, addressing research questions from multiple perspectives. In this study, the questions were answered by the librarians and the L1 isiZulu-speaking students. By using this method, the researcher ensured that the study produced comprehensive and reliable findings, with minimal gaps in information.

3.2.3.3 Exploratory sequential design

There are several mixed-method research designs which include, explanatory sequential, exploratory sequential, embedded, transformative, multiphase, and convergent designs (Creswell, 2002). The present study employed an exploratory sequential design, illustrated in Figure 4. Sources: (Creswell, 2009; Harrison, Reilly and Creswell, 2020).

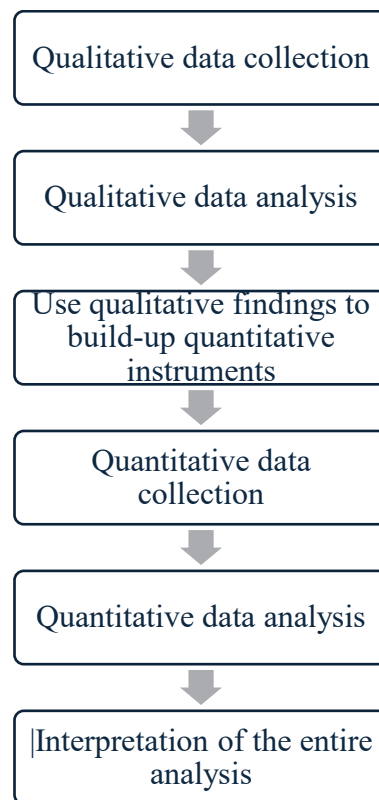


Figure 3: The process of exploratory sequential design

The exploratory sequential design was proposed by Creswell (2003) as one of the mixed methods research designs. This design is popular for its ability to systematically expand upon the outcomes of qualitative results (Baig et al., 2020). It is a two-phase design because it sequentially employs both qualitative and quantitative methods within a single study.

As depicted in Figure 4, firstly, Phase 1 of this research design occurs when the qualitative data is collected and analyzed. Secondly, the results found from the qualitative analysis are used to explore the topic using the quantitative data collection instruments. Thirdly, phase 2 occurs when the quantitative data is collected and then analyzed. Fourthly, the interpretation of both qualitative and quantitative data analysis takes place. Typically, the

weight is given to the qualitative data as it provides the foundation for the quantitative exploration of the topic (Ivankova and Creswell, 2009).

In the present study, the researcher employed the exploratory sequential design process, as described by (Creswell, 2009). The researcher commenced data collection for the qualitative study with the subject librarians, and thereafter, the qualitative data were analyzed. The themes identified assisted in the formulation of the questionnaire used to collect data from isiZulu L1 students. The data collected using the questionnaire was quantitative with a few open-ended questions. The quantitative data was also analyzed separately to extend the qualitative findings in the exploration of the availability, accessibility, and utilization of isiZulu academic resources. At the later stage, both qualitative and quantitative findings were integrated and discussed to provide a comprehensive understanding of the research problem.

3.3 Data collection processes

3.3.1 Population

The population in research consists of individuals, units, and institutions that possess variable characteristics under investigation, and to which research findings can be generalised (Satishprakash, 2020).

The population of the present study comprised UKZN's librarians and L1 isiZulu-speaking students enrolled in third-year modules from the following campuses: Edgewood, Howard College, and Pietermaritzburg.

3.3.2 Sampling

Sampling is the process of selecting a subset of a population that is representative of the larger population. Sampling methods are classified into probability or random, non-probability, or non-random sampling methods (Nanjundeswaraswamy and Divakar, 2021). Figure 5 delineates the types of sampling methods.

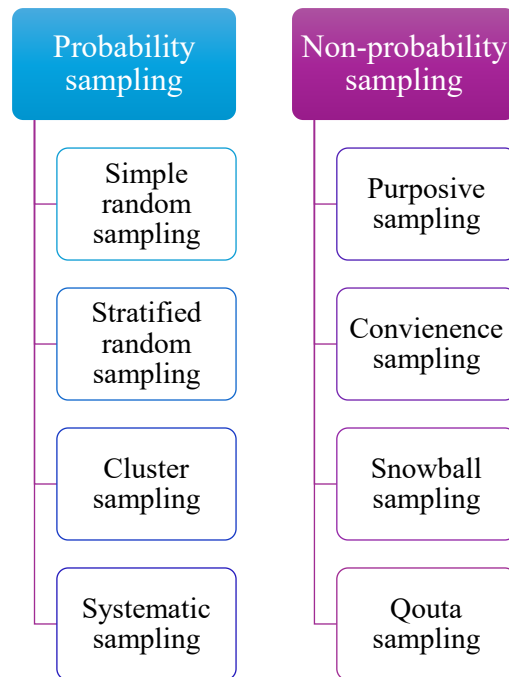


Figure 4: Types of sampling methods

This study employed purposive sampling to sample both librarians and L1 isiZulu-speaking students. According to Rahi (2017) in employing this sampling method, the researcher uses their judgement to select a group of people who are knowledgeable about the problem under investigation. This sampling method primarily aims to select participants with relevant characteristics who can provide meaningful responses to the research questions. With this sampling method, a researcher determines what information is required and seeks out individuals who can provide the information through their knowledge or experience (Rai and Thapa, 2015).

Nevertheless, this sampling technique benefits researchers who seek to justify their generalisations from the sample studied, whether they are theoretical, analytic, or logical (Sharma, 2017). It is very efficient and does not require much cost. Additionally, it saves time in gathering data (Thomas, 2022). These strengths underpin the decision to employ purposive sampling in selecting the participants for this study.

3.3.3 Sample size

The sample size in research refers to the number of individuals selected from the population for investigation. According to Noordzij *et al.* (2011), sample size is the number of respondents that should be included in a research study to answer the research questions. A sufficient sample size is crucial for any empirical research to accurately reflect a specific population's characteristics and draw unbiased conclusions about the population (Ahmad and Halim, 2017).

This study sampled African Languages subject librarians from three UKZN Campuses-Edgewood, Howard College, and Pietermaritzburg. From the targeted librarians, only three librarians participated from the two library campuses-Howard College: EG Malherbe library and Pietermaritzburg: Cecil Renaud Library. It is noteworthy that the researcher invited the Edgewood librarians to participate in the study to gather their perspectives; however, no interest was shown, thus the data analysis was carried out with the data collected from the two campuses.

Additionally, the study sampled L1 isiZulu-speaking students across the three above-mentioned campuses. The sampled students were enrolled in the third-year modules. There were 418 isiZulu L1 students enrolled in the following modules: IsiZulu Meth 2 Senior Phase (EDZU318), Traditional and Modern Prose (305), Onomastics and Semantics (ZULM 303), and Teaching isiZulu as a second language (ZULM 307). The researcher used the Rao-Soft sampling calculator to identify the needed sample size. According to Rao-Soft from the registered students, 201 were expected to participate in the study, but only 103 responded to the questionnaire that was distributed. It is noteworthy that some respondents selected multiple options for certain questions, resulting in a number of responses exceeding the total number of respondents.

3.4 Data collection methods

The following section discusses the data collection methods used in this study, which include interviews, interview methods, voice recordings, and questionnaires.

3.4.1 Interviews

Mwita (2022) defines interviews as a method that uses the exchange of words of mouth to obtain information that will provide deep insights into the investigation. They explore views, beliefs, experiences, attitudes, and motivations. There are different types of

interviews namely: structured, unstructured and semi-structured interviews (Nunkoosing, 2005). For the purposes of this study semi-structured interviews were employed.

3.4.1.1 Semi-structured interviews

The prominent aspect of semi-structured interviews is that they are not standardized and are open-ended, commonly utilized in interpretive and qualitative studies (Monday, 2020). In collecting data, the researcher employing semi-structured interviews anticipates a series of topics to delve into but only acts as guides to be used by the evaluator/interviewer according to how s/he understands how the interview will progress. Semi-structured interviews are said to consist of a set of key questions prior to the interview that are explored in detail during the interview, as they allow the interviewer or interviewee to diverge from the initial questions to pursue specific ideas or responses in greater detail (Gill *et al.*, 2008).

3.4.1.2 Interview methods

For this study, the researcher used both face-to-face (F2F) and online interviews. The F2F interviews allowed the researcher to engage directly with the respondents to explore how respondents assign meaning to experiences, events, and themes. Using F2F interviews enabled the use of complex instruments and helped to prevent misunderstandings (Hilgert, Kroh and Richter, 2016). With this interview method, body language, facial expressions, and other non-verbal social signals are evident to the interviewer, which can be missed entirely for instance, via telephonic interviews. F2F interviews also benefit studies because they foster trust, create a comfortable environment, encourage active listening, probing, and follow-up questions. The most common criticism about this instrument is that it can be costly, as it may require the interviewer or the interviewee to travel (Saarijärvi and Bratt, 2021).

In contrast, due to the geographical distance between the researcher and some participants in other sites, the researcher opted for the online interviews. Online interviews are interviews that take place online, and they are an alternative data collection instrument to the traditional F2F interview method. Tools commonly used in conducting online interviews are Zoom, Google Meet, and Microsoft Teams (Archibald *et al.*, 2019; Brown, 2022). For this study, Zoom was used to collect the qualitative data from the participants.

In the present study, the semi-structured interview instrument was used to collect data from the subject librarians. The researcher started with the request to participate in the study. In the request, the researcher explained the purposes of the study and attached the gatekeeper permission, ethical clearance letter, information participation sheet, and informed consent. The librarians who agreed to participate in the study were asked to indicate their availability for the interviews. Thereafter, the researcher conducted both F2F and online interviews.

The interview process went as follows:

Before the interview began, the researcher also explained in detail the purpose of the interview and asked the respondent to permit the audio recordings, as the interviews needed to be recorded for accurate transcriptions. With granted permission (through the consent form), the researcher collected data while audio recording the sessions which were later transcribed. The language used in the interview depended on the language preference of the librarian, as they preferred isiZulu even though they also code-switched as the interview progressed. In the analysis the isiZulu verbatim excerpts are provided alongside English translations.

3.4.2 Voice recordings

The researcher used the audio recording tool to record the F2F semi-structured interviews. To avoid losing data and forgetting respondents' responses during the interviews, the researcher turned on the audio recording to capture the conversations and later transcribe them. The recording instrument was utilised as it is helpful in qualitative research to assist with the analytic process by enabling verbatim transcription of the verbal content and nonverbal elements into text and maintains the integrity of the data so that the researcher may repeatedly listen to the nuances of the vocal expression (Chandler, Anstey and Ross, 2015). Voice recordings are beneficial to researchers and to the respondents as they provide a less intrusive, timely, and more natural way for participants to express their thoughts and experiences (Ristow and Hernandez, 2023).

3.4.3 Questionnaires

Questionnaires are forms containing a series of questions and allowing respondents to fill in their replies independently. Questionnaires can collect information, such as cognitive

data, knowledge, beliefs, attitudes, opinions, and behaviours (Parajuli, 2004). Questionnaires are always designed according to the objective and hypothesis of the research, and to ensure that questions are composed accordingly. Ranganathan and Caduff (2023) reported that the popular advantage of questionnaires is that they are a low-cost method for rapidly collecting large amounts of data, even from a broad sample. They are practical, can be standardized, and allow comparison between groups and locations.

In the present study, a Google Form questionnaire was used to collect data from the L1 isiZulu-speaking students. Before responding to the questionnaire, the respondents indicated on the Google form that they were giving consent to participate in the study. The participation information, informed consent, and the questions were designed using simple language and were in isiZulu to avoid ambiguity.

The questionnaire consisted of questions about demographic information and questions that assessed feelings and actions based on Kuhlthau's (1991) ISP model. It further had questions related to the awareness, views on the readily available library's isiZulu resources, and their use. It then examined the challenges of accessibility of isiZulu resources.

It included both closed and open-ended questions, with some of the questions prompting the respondents to justify their responses.

The questionnaire was administered after the interviews with the librarians because the researcher had to find the types of resources available in isiZulu in the libraries. By identifying the available resources, the researcher was able to present the available resources to the isiZulu L1 students in order to explore their perceptions regarding the resources.

3.5 Data analysis

According to Patton (1990), cited in Alem (2020), data analysis is a process that involves inspecting, cleaning, transforming, and modelling data to produce meaningful findings. Simply, it is a procedure of converting collected data to meaningful information (Taherdoost, 2022). In this study, quantitative and qualitative data were analysed separately using distinct techniques which are discussed below.

3.5.1 Qualitative method analysis

Wong (2008) stated that the analysis of data in qualitative research refers to examining information systematically, combing and organizing the interview transcripts, observation notes, or any other materials that are not text-based, to enhance comprehension. This process typically involves coding or categorizing the data. Essentially, it entails interpreting vast quantities of data by reducing unprocessed data, then recognizing important trends, and ultimately deriving significance by creating a sequence of events based on information collected and proven.

Qualitative data collected for this study was analysed thematically. Thematic analysis (TA) is a systematic approach to identifying, organizing, and providing understanding of patterns of meaning (themes) within a dataset. By examining the significance throughout a dataset, TA enables the observation of trends and patterns. Thus, the researcher can view and interpret group or common understandings and collective experiences (Clarke and Braun, 2013). Using TA in this research, the researcher recorded the semi-structured interviews, transcribed them, and analysed patterns to generate themes and draw conclusions from the reduced data collected.

3.5.2 Quantitative method analysis

Descriptive statistics were generated using Microsoft Excel 365's Data Analysis ToolPak add-in. Descriptive statistics are used to summarize sample data for analysis of for instance, mean, median, mode, kurtosis, skewness, range, variance, ranking, and standard deviation (Kumar, 2023). In this study the researcher used an Excel' spreadsheet to analyze questionnaire's responses. Charts, and graphs were subsequently generated for visual representation as these are often more effective for interpreting data than statistical measures alone (Carr, 2008).

3.6 Reliability and Validity

Qualitative and quantitative data collection methods were employed in this study. In qualitative research the constructs of reliability and validity are associated with the concepts of trustworthiness, rigor and quality; however in quantitative research, reliability refers to the consistency and replicability of results, while validity concerns the accuracy and appropriateness of the measurement instruments (Golafshani, 2003).

In qualitative research, trustworthiness has been argued to be challenging to achieve as there are no measurable statistics. Nonetheless, in the mid-80s, Yvonna Lincoln and Egon Guba proposed trustworthiness in qualitative studies as they saw a need for credibility for qualitative researchers to generalize findings. Lincoln and Guba initiated 'trustworthy' to ensure that qualitative studies are verifiable and determine how closely study findings reflect the study's aims (Ghafouri and Ofoghi, 2016). Lincoln and Guba (1985) presented four significant concepts to increase trustworthiness in qualitative research: credibility, transferability, dependability, and conformability. Credibility involves the 'authenticity and accuracy' of participants' perceptions of the trustworthiness of the qualitative results. It also refers to the confidence in the truth of the results and their interpretations. In order to be considered credible, a study must be conducted in a way that increases the plausibility of its conclusions. Secondly, actions must be taken to establish credibility with outside readers. Amongst the reasons for the mixed method used in this study was to ensure that the findings are correct and accurate to keep the study's credibility (Haq *et al.*, 2023). During the data collection process, the researcher constantly observed whether he was balancing both methods (quantitative and qualitative) to maintain the consistency across the findings. Transferability is the degree to which qualitative researchers transfer results to other contexts. Establishing transferability is crucial as it enhances the credibility and relevance of research findings. Transferability of the findings in another setting, populations, and times requires research to have a broader impact and can be applied to a wider range of situations (Zorgle, 2023). For this study, generalizing the results cannot be 100 percent confirmed, the findings may be transferrable to other contexts or settings of HEIs where at least one indigenous language is used, for instance, the language of teaching and learning.

According to Bitsch (2005) dependability refers to 'the stability of findings over time'. It is similar to reliability, which questions the reliability of the findings and whether they can be the same when researched by a different researcher investigating the same phenomenon with the same participants in the same context. Moon *et al.* (2016) explain that dependability involves a clear and transparent documentation of the research procedures followed to conclude. This includes documenting data collection instruments, data analysis techniques, and interpretation methods. For this study, the research procedures followed were suitable for not leaving out information about the proposed

research questions. Thus, if another researcher is offered an opportunity to use similar methods in this study, it is unlikely that the findings will differ from those of this study.

This concerns the confirmation of the findings that a particular study reported. It is significant that any results found in the new study are verifiable and can be linked to other researchers' findings (Ghafouri and Ofoghi, 2016). The confirmation of the results also depends on the neutrality of the data produced by the researcher. Research must be free from bias (Kumar *et al.*, 2025).

The researcher of the current study ensured that the present study's findings could be compared to the literature available on the availability, accessibility, and utilization of academic resources. He also remained neutral in interpreting data, for instance, by analysing qualitative data and quoting the respondents' responses to ensure that the analysis is believable.

The participants in the qualitative component were librarians from the University of KwaZulu-Natal. These participants possessed institutional knowledge, engaged regularly with students, and were familiar with the resources available at the institution. As a result, they constituted credible and trustworthy information. The participants in the quantitative component were students who are L1 speakers of isiZulu. The questionnaire administered to these students could be replicated with other language groups in comparable studies. Furthermore, the questionnaire items were developed based on insights obtained from the librarians' responses, thereby enhancing the validity of the instrument for this study.

There were two groups of participants in this study and two types of research instruments. Information elicited from the librarians and students could be cross-checked enabling the triangulation of data. This further supports the reliability and validity of the results.

3.7 Ethical considerations

Ethical considerations are crucial from the first thought of conducting a study to the actual study. Research ethics in research comprise rules and guidelines that guide the researchers in not violating the rights of the study subjects. They ensure they are protected throughout the research process, and that results are reported responsibly. Key ethical concerns include the informed consent, maintaining privacy, ensuring the confidentiality of data,

and the discontinuance (Muzari, Shava and Shonhiwa, 2022; Akaranga and Makau, 2016).

This study also complied with the ethical guidelines of research. The UKZN registrar's office granted the gatekeepers' permission (*see Appendix E*). Additionally, the ethical clearance with the protocol number as follows: (*HSSREC/00009023/2025*) for this study was obtained from the UKZN Humanities & Social Sciences Research Ethics Committee (*see Appendix F*).

3.8 Summary of the chapter

This chapter has extensively looked at the methodology section of the study. In the discussions discussed in this chapter, the procedures followed were detailed, outlining how the study was conducted from data collection to analysis. The chapter also looked at the importance of trustworthiness and ethical issues. Having the established methodological framework, the next chapter focuses on the study's data analysis.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.0 Introduction

This chapter presents and interprets the findings derived from both the qualitative and quantitative data. It is organized into five sections. Section one outlines the cataloguing process and the challenges encountered. Section two presents the qualitative data obtained from the librarians, discussing the challenges of the availability and accessibility of isiZulu resources. Section three focuses on the analysis of the quantitative results. Section four integrates and discusses findings from both data sets. Finally, section five offers recommendations, followed by the conclusion.

4.1 Cataloguing – The process and the challenges

In any evaluation and discussion of the availability, access, and use of resources in a library, the cataloguing process must be explained. Without the catalogue, access and use is impossible.

The traditional print catalogue system used at the library is the Dewey Decimal Classification system which was developed in the 19th century. It uses a hierarchical numerical system to classify subject areas into ten classes, with subclasses. Figure 6 illustrates the Dewey classification system. A classification number is found on the spine of the book. This number helps to locate the book on the library shelf. The three letters that follow the number represent the title of the book or the author's surname.



Figure 5: The Dewey Decimal Classification

Source: (<https://libguides.ukzn.ac.za/c.php?g=771142&p=5531325>)

The Dewey system is supported by a digital or online catalogue. This i-Catalogue allows online access to resources.

The librarians reported that the primary cataloguing challenge was the poor management of library systems. Below are the verbatim comments:

Librarian B: *“Izincwadi zesiZulu azikhathalogiwe ngendlela kwi-system. Incwadi yesiZulu ikhathalogwe ngokwe-title yencwadi ayikho icontent.”*

Translation: The isiZulu books are not catalogued correctly in the system. The IsiZulu book is catalogued with a title, but there is no description of the resource(s).

Librarian C: *“Lo msebenzi okuthiwa uku-catalogue okushuthi ukubeka izincwadi ngendlela ukuthi mase zi-retrieve(ka) zi-retrieve(ke) ngayo kube umsebenzi owenziwe abantu abangakwazi ukukhuluma isiZulu, isikhathi eside. So, okwenze ukuthi yonke i-collection yesiZulu igcine ilahleka ngoba bebefike bebuka i-title and then mhlampe lapha ezansi ukuze i-retrieve(ke) babhala ukuthi mhlampe incwadi yamapoem babhale ‘poetry’ mhlambe babhale igranmar, bangabhali ukuthi kukhonani phakathi. Tholukuthi uyazifuna awukwazi ukuzithola ngoba ngesikhathi beyifaka bayifaka ngetitle kuphela.”*

Translation: For the longest time, cataloguing was done by people who could not speak isiZulu. This results in the loss of the isiZulu collection because they were only cataloguing using the titles. Then, for easy retrieval at the bottom, perhaps they would write "poetry, granmar," and without writing what is inside the book. In instances when you want them, you cannot find them because they have only catalogued the titles.

In Figure 6, the English title of a book is searched. The location is revealed.

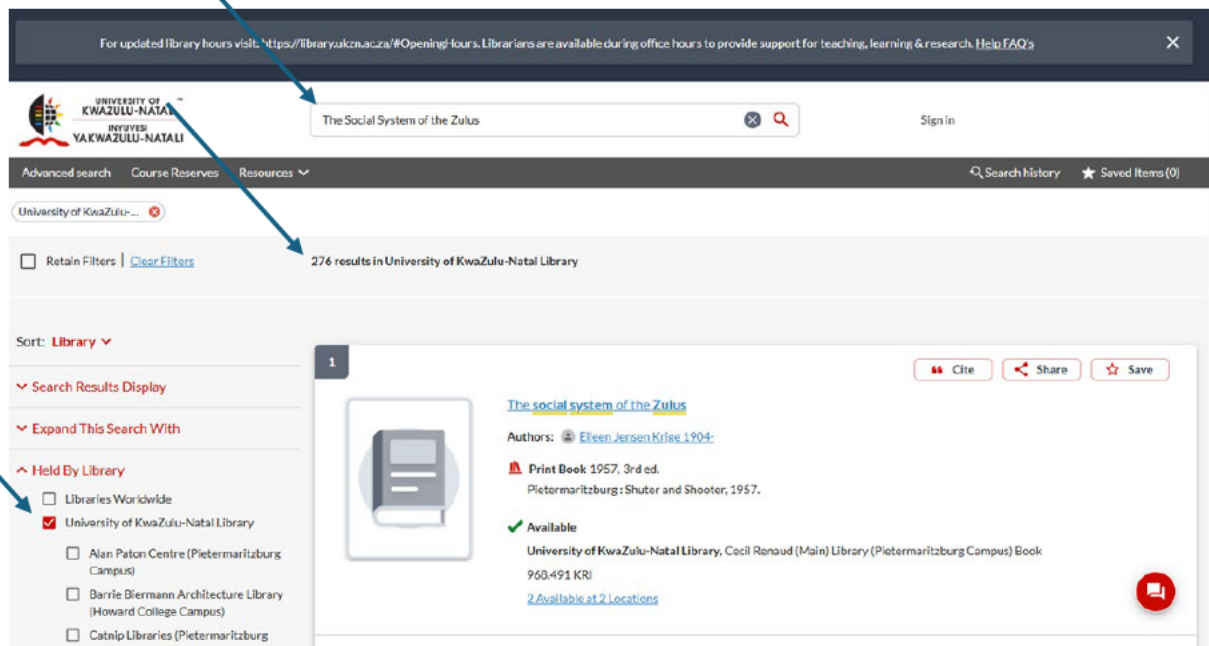


Figure 6: The English search of the Social System of the Zulus

Source: (UKZN library I-catalogue, <https://library.ukzn.ac.za/>).

However, if the same title is translated into isiZulu, the search result shown in Figure 7 is produced

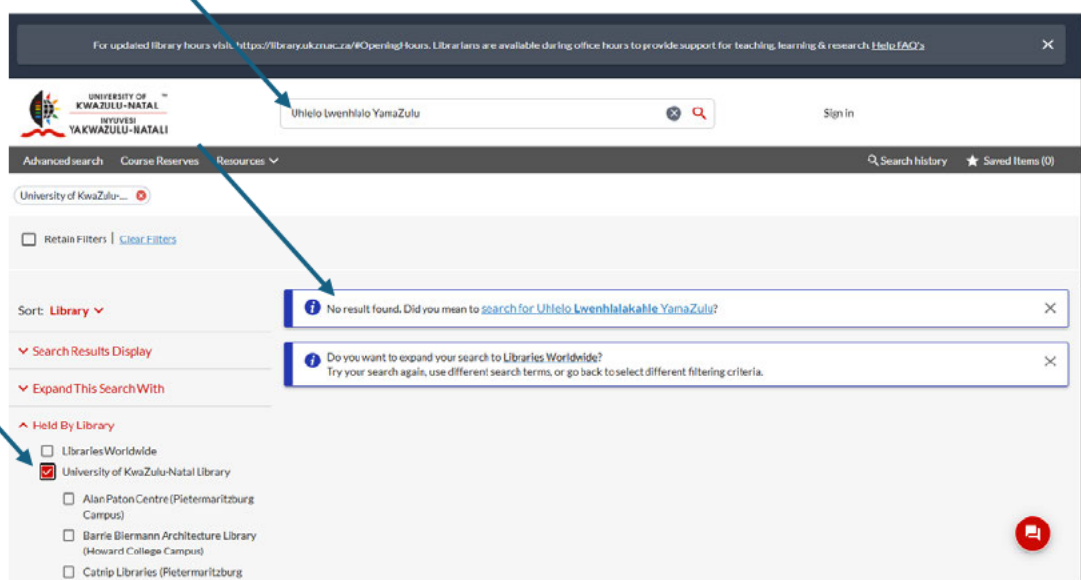


Figure 7: The isiZulu search of the Social System of the Zulus

Source: (UKZN library I-catalogue, <https://library.ukzn.ac.za/>).

It is apparent that shortcomings in the cataloguing of the resources, particularly the translation of titles, hinder access. The study found that when students navigate the library searching for isiZulu resources, they face the challenge of not being able to access the resources efficiently. This leads to students lacking access to the resources and questioning the availability of the isiZulu resources. Sometimes, they take the English version when there is an English version of a resource they were searching for, in isiZulu, but could not find it due to poor cataloguing. The blame for the poor cataloguing of the isiZulu resources is attributed to the individuals who catalogued the resources, who were not native isiZulu speakers. Nonetheless, to prevent this issue, librarians reported that it is better to have an isiZulu exact title when searching, as some isiZulu resources are catalogued by their titles rather than their descriptions and content.

Cognisant of the cataloguing challenges, Librarian B explained how she used the online system to expedite the search for resources in isiZulu.

Librarian B: *“Mina into engayenza ke ukuthi kube lula for ama-UKZN students nga-create iguide, LibGuide ngase ngafaka, eyama-African languages. Kuleyo guide ngase ngenza isiZulu collections ngase ngabhala la okuchazwa khona amanoveli la okuchazwa khona ama-ceremonies. Kukhona ama ceremony lapho omemulo ofirst fruit. Ngase ngafaka mhlampe izincwadi ngaphansi kwalokho ukuthi singakwazi ukuzithola kulezi zincwadi. Ngani ngenkinga yokuthi azikhathalogiwe ngendlela kwi-system.”*

Translation: What I did to make it easy for the UKZN students was to create a LibGuide on 'African languages.' I then created an isiZulu collection that directs students to resources related to the explanations of novels and ceremonies, such as *umemulo*, the first fruit. I then placed the books under the collection where they could be found. I did all of this because of the system's cataloguing problem.

The present study revealed that LibGuide was among the efforts to provide easy access to isiZulu resources. As mentioned above, one of the librarians shared an enjoyable story about how she created a LibGuide to facilitate the location of resources. She created an online LibGuide because she was getting frustrated with queries from isiZulu L1 students requesting resources she could not easily locate. With the LibGuide, it is very easy for her to find resources that may be helpful for L1 isiZulu students' academic projects.

Moreover, the LibGuide was created to enable students to easily access isiZulu resources, as the study revealed that most students face challenges with accessibility.

Figure 8 below shows the LibGuide's page for the isiZulu collection.

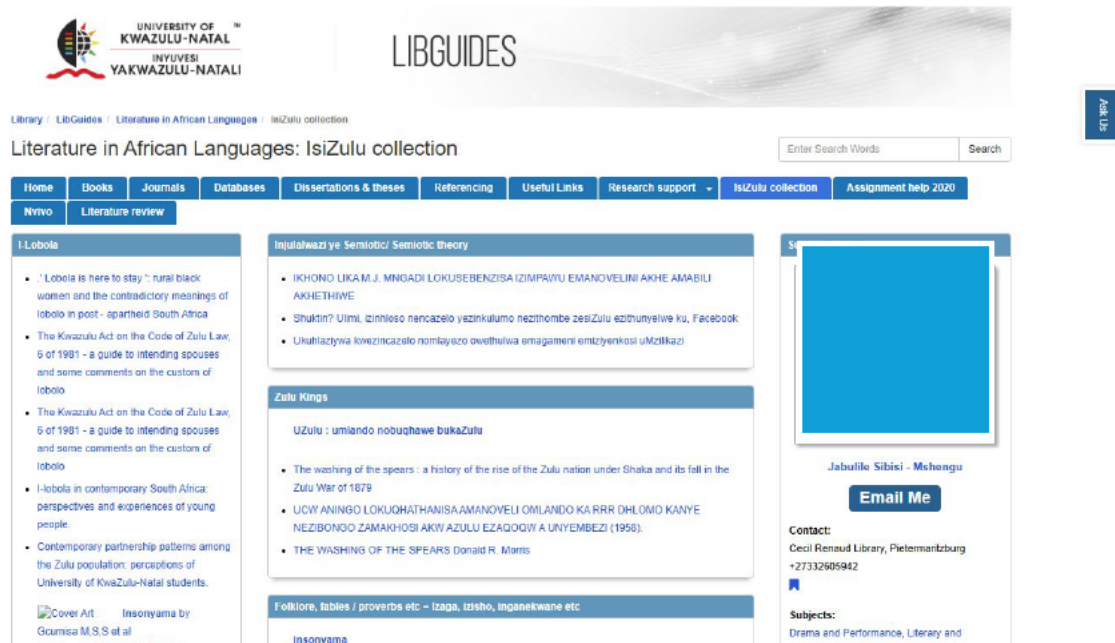


Figure 8: Preview of isiZulu Collection LibGuide

Source: (UKZN LibGuides, <https://libguides.ukzn.ac.za/c.php?g=771198&p=5531365>).

In the next section, the qualitative data is further reported on.

4.2 Qualitative data

In this second section demographic information is presented, followed by an analysis of the data. The analysis focuses on the following:

- Availability of academic resources
- Identification of popular isiZulu resources
- Demand for isiZulu resources
- Challenges and solutions

4.2.1 Demographic information of the librarians

Code	Library	Subject Area	Years of experience
Librarian A	EG Malherbe	Humanities and Social Sciences	11
Librarian B	Cecil Renaud Library	Humanities and Social Sciences	21
Librarian C	Cecil Renaud Library	Law and Management	10

Table 3: Demographic details of librarians

4.2.2 Availability of academic information in isiZulu written resources

Librarian A: *“Ama-resources abhalwe ngesiZulu kunamabooks akhona abhalwe ngesiZulu kuphela. Zihlukahlukene-ke kukhona ezibhalwe ngezinkulumo mpendulwano kube yizindaba ezimfushane kube khona kube khona izinkondlo. Ebese kuzoba khona amatheses abhalwe ngesiZulu awekho kodwa maningi.”*

Translation: The isiZulu written resources include various books that cover dramas, short stories, and poems. Then, research theses are written in isiZulu, but there are very few.

Librarian B: *“Sinamajournals, sinonewspaper.”*

Translation: We have journals and newspapers.

In addition to conventional library resources, the librarians identified bilingual resources (English-IsiZulu). The librarians could not quantify the number of resources available; however, it was evident from the open-ended discussion that resources written in isiZulu were limited.

Open-ended questions: Are the available resources digitized, or are there more print materials? Has the digital era facilitated the availability/accessibility of isiZulu written materials?

Librarian B: “*Noma zingakabiningi ezama e-books izincwadi azikho ningi kakhulu. Zona zikhona siyazama nokuzi-order zifew azikho kahle-hle ngoba azikatholakali. Ama-journals articles maningi ke wona asema e...aseyangena impela aseyaba ama-e. Amatheses akhona aseyi-print, futhi akhona ayi e...sesiwathola online. Newspapers ayi-e—sine-press reader lapho ufike uthole iLanga, Isolezwe.*”

Translation: Even though there are not many e-books, very few are available. We are trying to get them as e-resources because there is a lack of isiZulu e-books. There are numerous e-Journal articles. Theses are available in both e-resources and print formats. Newspapers are available electronically; we have a press reader where you can find the *Ilanga* and *Isolezwe*.

Librarian C: “*Eh ngicabanga ukuthi umthelela ukhona. Umthelela ukhona kanjani? Ngoba sesine-technology zonke izinto seziyashesha ngoba enye into eyayisilimaza sasilinyazwa ukuthi uma itechonology ingekho kwakufanele kuze kuqedwe lelo bhuku. Manje seliyaqedwa ibhuku lifakwa ku-e ebese liyakwazi njalo ukuthi abantu bekwazi ukulifunda kwiscreen, unlike before la kwakufanele umuntu aprint indunduma yezincwadi. Sekunalokho kushesha kokwenzeka kwezinto.*”

Translation: I think there is an impact. How? How is the impact? Because we now have technology everything is faster because another thing that hurt us was that if the technology was not there we would need to wait until the book is finished. Nowadays, the book is completed and uploaded, allowing people to access and read it on their screens, unlike before, when a person had to print multiple copies. Now, there is a speed in the processes of availability, accessibility, and utilization of resources.

The librarians appreciated the digital era and acknowledged its significant impact. They stated that it has brought about change, allowing students to check the availability of resources from their devices. Additionally, students could access library resources from on-campus or remote locations. Access was not limited to being physically present in the library.

Open-ended questions:

- Are they general resources, or are they for specific disciplines?

To gather findings on the disciplines in which isiZulu resources are available, the researcher posed an open-ended question regarding whether the available resources are general or specific to particular disciplines. Some of the verbatim from the librarians are as follows:

Librarian A: “*Akesithi umuntu wenza Psychology, eh umuntu owenza iNursing, umuntu owenza noma ngabe yini...isiZulu sijulile kukhona umyalezo angawuthola wenza enye into uthole ngokufunda nje incwadi.*”

Translation: Let us say a person studying Psychology, a person studying Nursing, a person studying any course... The isiZulu language is deep; there is a message that a person can gain by just reading an isiZulu book.

Librarian B: “*Abantu abakhuluma isiZulu bathi sifuna ukubona ibhalwe kanjani incwadi yesiZulu ekhuluma ngelobolo okusho ukuthi iyasiza yonke indawo.*”

Translation: IsiZulu speakers say they want to see the isiZulu book about *ilobola*, which means it helps everyone.

Librarian A acknowledges the benefits for all isiZulu first language speakers of having resources written in their mother tongue. Librarian B extended this point, explaining that sometimes first-language speakers of isiZulu used books for non-academic purposes. For example, an isiZulu-speaking student enrolled in the Engineering discipline may want to perform a traditional ceremony. However, they have no idea where to start, and may use a book that focuses on a specific ceremony. Alternatively, L1 isiZulu language speakers might want to read for pleasure.

Librarian B: “*Omunye uye efike ethi, ake ngithi nje inoveli endala, athi omunye umuntu ngisacela bandla ukubuza ukuthi aninayo le noveli yabo efune ukuzifundela nje general. Mhlambe athi inoveli engake ngayifunda esikoleni ngisafuna ukuyifunda futhi. Bake befike futhi omunye athi ayi sengiqede ama-exam ake nithi aninginikeni incwadi engingayifunda, iyiphi eningayi-recommend eyesiZulu emnandi engingayifunda.*”

Translation: One comes to the library and asks for an old novel to read for leisure purposes. While one may also ask for a novel they read in high school and want to reread for whatever reason. Others come and ask for nice isiZulu book recommendations that they can read because they have completed their exams.

The librarians highlighted that the available resources are primarily designed for students enrolled in isiZulu modules. Consequently, a student studying Psychology, for example, may not find adequate resources written in isiZulu.

- **Do you think the University's language policy that focuses on developing isiZulu has had a role in the availability/accessibility of isiZulu academic materials?**

The librarians were probed about the impact of the university language policy on the provision of isiZulu resources as the University of KwaZulu-Natal has a language policy which promotes bilingualism. It aims to have English and isiZulu as the languages of teaching and learning. Librarian A indicated that the resources would have been available with/without the language policy. Librarians B and C acknowledged that the policy had an impact, but focused more on aspects like dissertation abstract requirements and notices.

Librarian B: *“Ngicabanga ukuthi ibile nawo umthelela nanokuthi okunye amaPhD students seku-compulsory ukuthi bafake abstract yesiZulu nalokho kubile nanomthelela nje kakhulu.”*

Translation: It has had an impact, as it is now compulsory for PhD students to include an isiZulu abstract when writing in English.

Librarian C: *“Ngicabanga ukuthi ibe nawo umthelela ngoba eh even amanye amanotice uye ubone uma ungena uwabone kukhona abhalwe ngesiZulu.”*

Translation: It has had an impact because even other notices you see when you enter the library are in isiZulu.

Additionally, librarians stressed that their role was also geared towards preserving resources that were already written in isiZulu; consequently, they considered making these resources available as a vital task to ensure that future generations had a record of

the history of material written in the mother tongue and, therefore, understood the Zulu background. Hence, while bilingualism was important, the librarians also appeared to prioritize language preservation.

4.2.3 Use and demand for the available isiZulu resources

This section has the following sub-themes:

- Description of the use of the resources.
- Factors contributing to the demand/use of the resources.
- Comparison of the use of isiZulu resources with English resources.

4.2.3.1 Description of the use of the isiZulu resources

Librarian A: *“Ama-resources akhona awasetshenziswa, but sigijimela ama-resources akwezinye izindawo of which akhona kufune engabe abantu ayabasiza manje babalekela la ekutheni umuntu kufane ayoqhuma ikhanda ahlale phansi abeke dictionary isidingo singekho.”*

Translation: The resources are available but not utilized; we prioritize other language resources (English). The available isiZulu resources should be assisting the people, but they often choose English resources that require a dictionary to comprehend them.

The present study found that isiZulu library resources are utilized but not extensively. The librarians expressed that, based on their experiences, L1 isiZulu-speaking students tend to opt for English resources that are difficult for them to understand, whereas isiZulu resources would be easier to comprehend. In confirmation of the use of isiZulu resources, the librarians share factors that contribute to their use.

The next subthemes discuss those factors.

4.2.3.2 Factors contributing to use of the isiZulu academic resources

4.2.3.2.1 Research assignments

Librarian A: *“Ngokwe-experience yami demand yayibakhona uma benama-assignment kulabafundi besiZulu.”*

Translation: In my experience, isiZulu-speaking students would demand resources when they have assignments.

Librarian B: *“Information abasuke beyifuna about uku-analyze ama-poetry nanoku-analyze ama-novel. Bafuna ukuthi bazobuza into okuthiwa “yini inoveli? Basuke sebefuna ukuthola ukuthi le ncwadi ekhuluma ngenoveli ebhalayo ukuthi yini inoveli. Iyiphi leyo ncwadi engingathola kuyona leyo information? Yini umongo wenkondlo? Zonke lezo zinto. Kwesinye isikhathi bebuze izaga nezisho. Bafuna ukuthola lezo zincwadi ezinjalo ezibhala ezi-analyse njengezingolobane.”*

Translation: They are interested in learning about analyzing poetry and novels. They want to ask, "What is a novel?" They want to get the book that explains what a novel is. Which book can they get the information they want from? What is the context of the poem? All that. Sometimes they ask about proverbs and sayings/idioms. They want books that assist with the literature analysis, such as *Inqobolobane [yesiZwe]*.

Librarian B alluded to the fact that they indeed require isiZulu resources by stating, *“Uma kungama-assignment ubabona ngokufika befuna incwadi eyodwa kodwa behlukene.”*

Translation: If it is assignments, you notice by seeing different [students] wanting one book.

The above responses from all the librarians interviewed assert that academic tasks, specifically research assignments, are the primary factor contributing to the use of isiZulu resources. Students use resources for referencing, for instance, to obtain books that are useful for their research projects.

4.2.3.3 Comparison of the utilization of isiZulu and English resources

Librarian A: *“Likhulu izinga kwiEnglish.”*

Translation: consumption/use of English resources is high.

Librarian B: *“Ngingasho ukuthi ezesiNgisi bayazisebenzisa kakhulu.”*

Translation: They use English resources a lot.

The librarians' views were that students who are isiZulu mother-tongue speakers utilize more English resources, leaving behind the available isiZulu resources, as stated by Librarian A in analyzing the utilization description of the isiZulu resources.

4.2.4 Challenges and solutions by the librarians

To determine how to promote students' engagement with resources written in isiZulu, it is essential to identify the factors that hinder their use and explore ways to promote their use. The librarians identified two primary challenges: the misplacement of resources and a lack of knowledge on how to access them.

Librarian A: *“Kuyenzeka ukuthi omunye uzoyithatha incwadi ahlale nayo afunde, omunye ayithathe aye efourth floor ayifundele lapho ayishiye lapho edesikhini.”*

Translation: It is possible that one person will take a book and sit with it to read, while another person will take it to the fourth floor to read it there and leave it on the desk.

Librarian B: *“Umuntu uma azi section yesiZulu mhlampe njengo 896 bamane bahambe baye kulawo mashelves afike...Uyabona la ePMB incwadi uyithola ngoba ngempela usuyifune...Ishelf nje yakhona ihlale ihliphizekile bafike bahliphize bahliphize ngoba bayabrowse angithi.”*

Translation: If a person knows the section of isiZulu, 896, they go to those shelves. Here in PMB, you get a book because you have thoroughly looked for it. The isiZulu shelf is always messed up as they come and mess it up while browsing the shelves.

The issue of resources being misplaced was reported as an impediment to isiZulu users effectively accessing the readily available resources. Librarians stated that misplacement of resources occurs in instances where students borrow resources from the issue desk and use them, thereafter, leaving them on the carrel desks without returning them to the issue desk. Consequently, other students are delayed when seeking the same resources. It was reported that sometimes resources are returned by the cleaners after students abandon them in the carrel desks. Also, misplacement occurs when students browse through the shelves and take resources from one shelf to another. These findings align with the challenge reported by the L1 isiZulu-speaking students, as they asserted that at times,

they find isiZulu resources in the other languages' resources, i.e., French. This delays them from finding the resources on the shelves. Below is the verbatim of the students:

“Ukuthi izincwadi zolimu bazixuba nezinye izincwadi zezinye izilimu. Uthole incwadi yesiZulu laphe kukhona incwadi yesiFrench.”

Translation: IsiZulu books are mixed with books in other languages. You find an isiZulu book where you would expect to find a French book.

A further challenge reported by librarians is the lack of knowledge about how to access resources.

Librarian A: *“Mh amachallenges ababanawo ukungakwazi ukusebenzisa ama-library resources ekubhekeni incwadi, ekwazeni izincwadi ezikhona, ekusebenziseni nje ilibrary.”*

Translation: Their challenges include not knowing how to use library resources for book searching, identifying available books, and navigating the library in general.

Librarians stressed that solutions were available. Interlibrary Loans is an option. The library can borrow books from other campuses and other institutions. However, they stated that borrowing resources takes about 3 days from other UKZN campuses and 3 to 4 weeks from other institutions.

Librarian A: *“Siyambolekela. Kukhona into esibiza ngokuthi u-intercampus loan, senza nje la kwisystem bese beyiposa ayithathe khona la.”*

Translation: We borrow it (book) for him/her. There is a process we call an 'intercampus loan'; we enter it into the system, it is then posted, and the student retrieves it from here.

Regular training programs, conducted in the use of isiZulu, are also helpful. These programs/trainings occur every academic year, starting in March and continuing until December. The respondents reported hosting two programs/trainings in the first semester and one in the second semester, typically in August. Nonetheless, they are always open throughout the year to host trainings that are requested, for instance, by the lecturers or even the students themselves. The programs cover various topics related to academic activities, such as referencing; their main goal is to teach students how to utilize the library and its available resources. These training sessions are conducted in two separate

sessions: one in English and the other in isiZulu, to accommodate students who speak isiZulu.

The librarians shared their experiences with the attendance of the programs. These Library training sessions are also available; however, attendance is poor.

Librarian A: *“Akuqeni uku-attend abafundi abawu-6 kodwa abafundi bebebaningi kodwa uma usuza ngala kwi-English baningi futhi abezwa abanye abakwazi ukulandela content yetraining.”*

Translation: Only six attend the isiZulu session, but there are many students. During the English session, there is high attendance, while some students struggle to understand the training content.

Librarian B: *“Kukhona amatraining esiwenzayo, especially first semester siye sibenetraining yesiZulu. Sithi sizotrain I-catalog, la esizobe siyikhuluma ngesiZulu.”*

Translation: We offer trainings, especially in the first semester. We usually have a training in isiZulu, where we focus on navigating the I-catalog.

Librarian C: *“Once umuntu wafika evarsity uye ebone engazuthi uma ukhuluma isiZulu uthanda ukwehla kancane.”*

Translation: Once a person arrives at the University, they think that if they speak isiZulu, they are lowering their standards.

Librarian C further expressed, *“uma uthi uyabuka uyabona ukuthi bebezo-gain more ngesiZulu.”*

Translation: If the students were to attend isiZulu classes, they would have gained more information in a language they understand.

4.3 Section three: Quantitative data from the L1 isiZulu-speaking students

In section three, demographic information is presented. The analysis of the data follows.

There was a total of 103 respondents. However, in some instances the respondents opted not to provide a response. In other instances, multiple responses were provided, thereby

creating the impression of a greater number of respondents. Figures are presented as obtained from the data collected.

4.3.1 Demographic information of the L1 isiZulu-speaking students

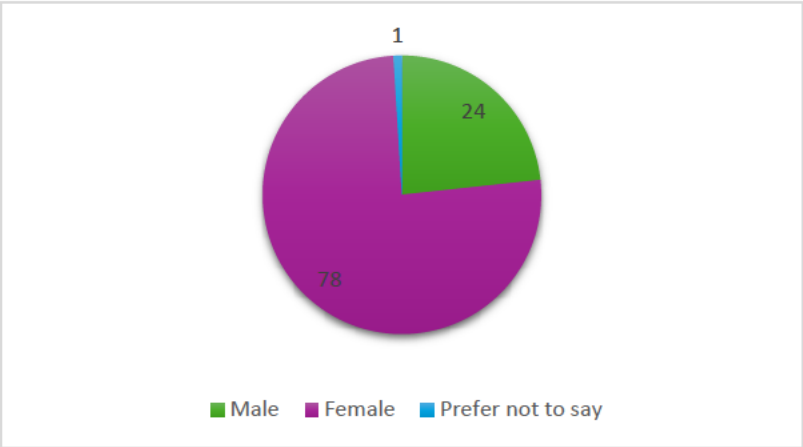


Figure 9: Gender of the students

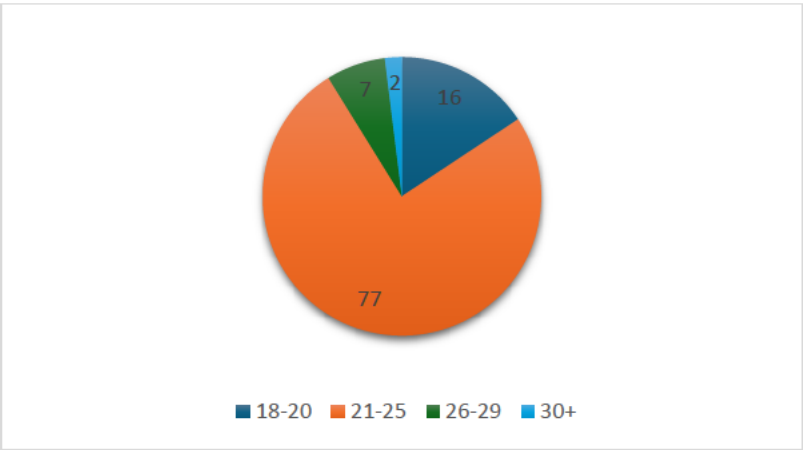


Figure 10: Age of the students

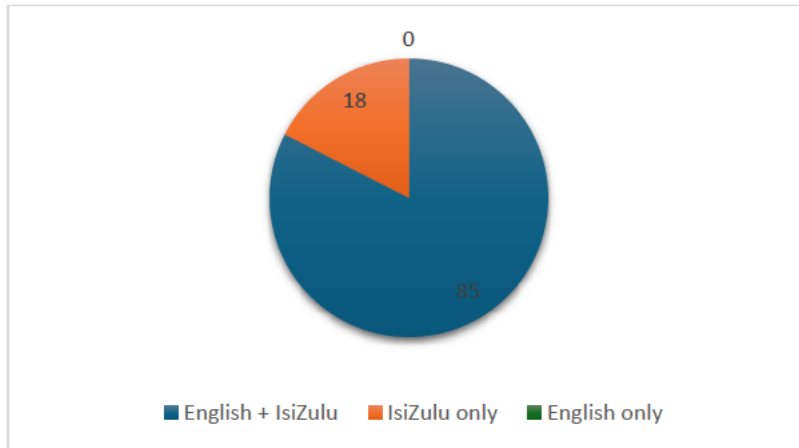


Figure 11: Language proficiency of the students

4.3.2 Awareness, opinions, and use of the available resources

Participants were provided with a list of the available resources, written in isiZulu. Three questions addressed their awareness, opinion, and usage of the resources. Shown in Figures 12 –19, below are the responses.

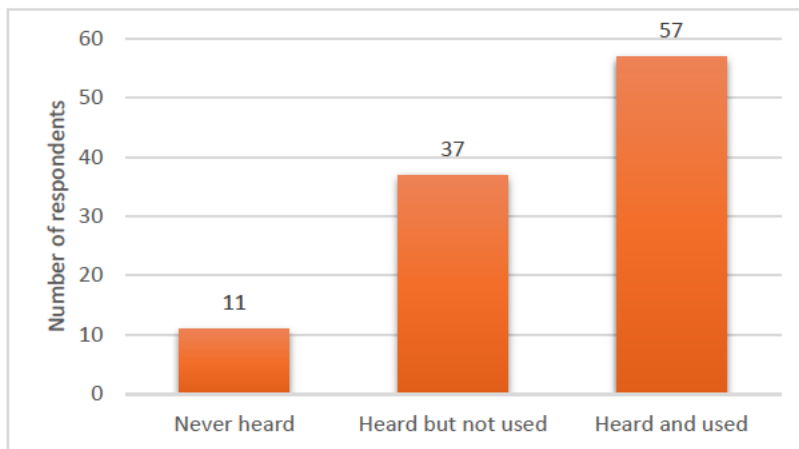


Figure 12: Awareness

Figure 12 illustrates the levels of awareness and use of the isiZulu resources. The majority of respondents, 57 (55.3%), were aware of the readily available isiZulu resources and had used them, while other respondents, 37 (35.9%), were aware of the resources but had never used them. Only 11 (10.7%) respondents were not aware of the resources. These findings demonstrate a high level of awareness, despite ongoing concerns about the efficient utilization of resources.

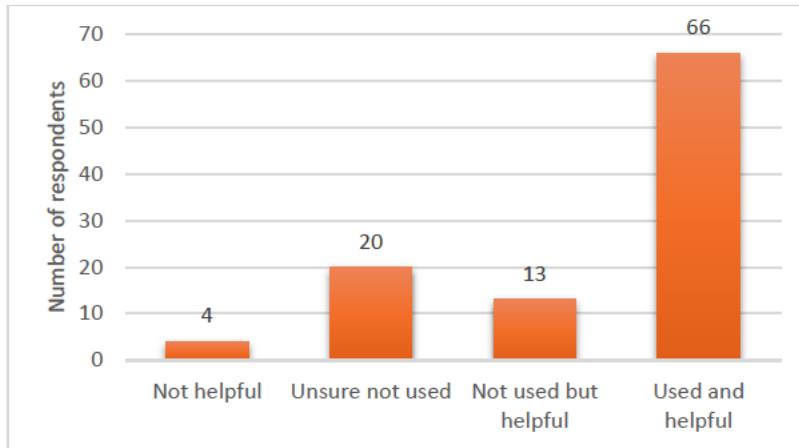


Figure 13: Opinions

Figure 13 illustrates the respondents' opinions on the resources presented. The majority of 66 (64.1%) respondents indicated that they found the resources helpful, as they had used them. Twenty (19.4%) respondents were unsure whether the resources were helpful or not, as they had never used them. Other respondents, 13 (12.6%), reported that they have never used the resources, but they thought they were helpful. On the other hand, 4 (3.9%) respondents stated that they did not find the resources helpful. These findings reveal that students are engaging with the resources and finding them helpful. Additionally, they imply that the library offers relevant resources to the users.

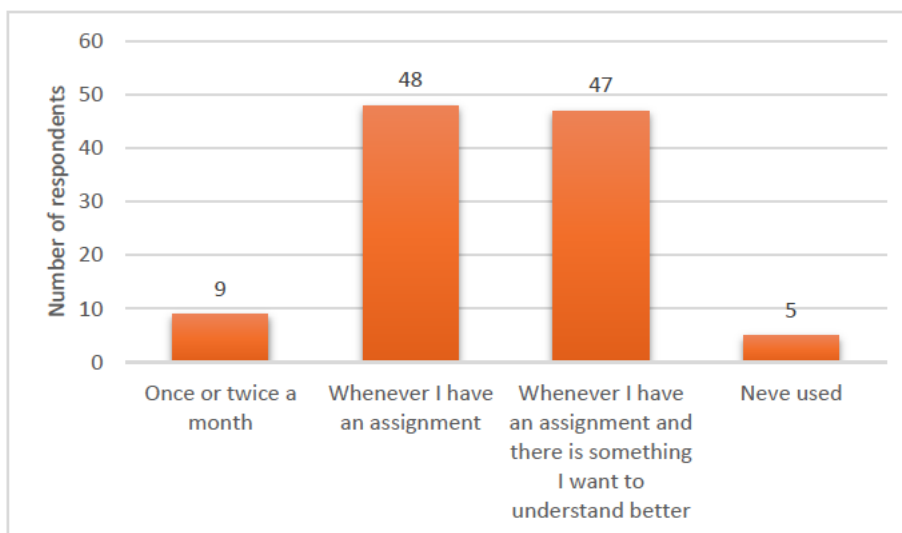


Figure 14: Frequency of Use

Figure 14 illustrates the frequency of resource use. Most respondents, 48 (47.1%) and 47 (46.1%), frequently used them when they had academic assignments that needed the resources, and to gain clarity on certain confusion that required them to engage with the resources. At the same time, 9 (8.8%) respondents indicated that they use resources once or twice a month. Only 5 (4.9%) respondents reported that they had never used the resources. These outcomes confirm that assignments are indeed the factor contributing to the use of isiZulu library resources by librarians in Section Two.

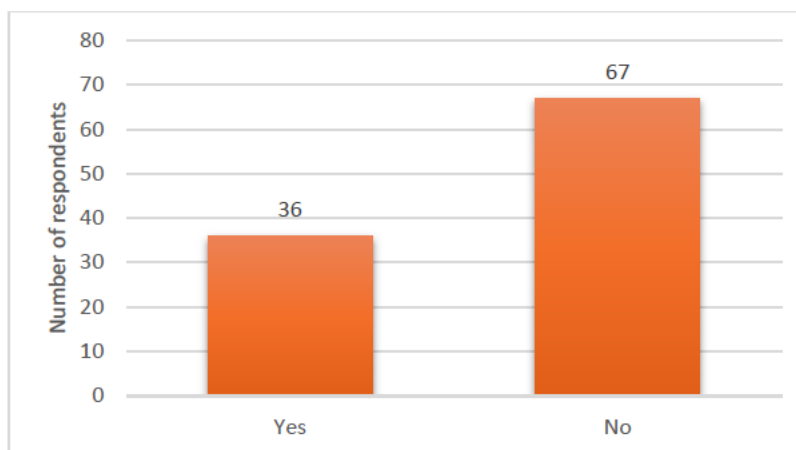


Figure 15: Accessibility of resources

Figure 15 depicts the respondents' experiences regarding the accessibility of resources. The majority, 67 (66.3%), of respondents agreed that they could not easily access the resources; in contrast, 36 (35.6%) indicated that the resources were easily accessible. Likewise, this finding confirms the difficulties in accessing the resources discussed in Sections 1 and 2 of this chapter. This finding highlights the importance of taking measures to ensure the efficient accessibility of isiZulu resources.

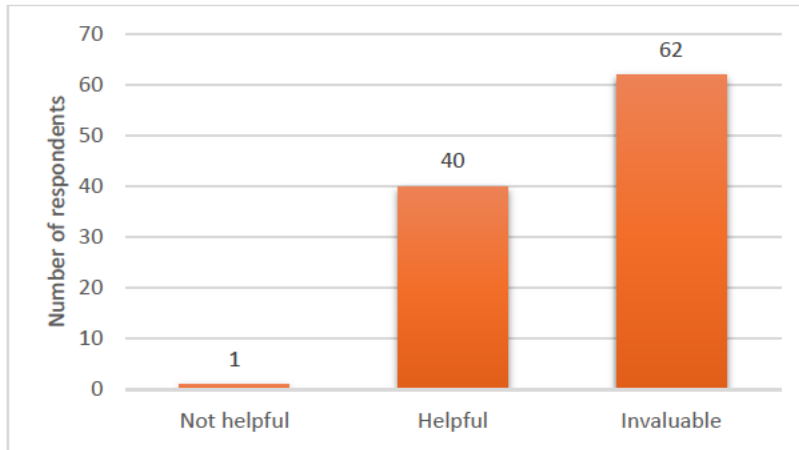


Figure 16: Helpfulness of resources

Figure 16 presents the respondents' opinions on whether the resources were helpful. The majority of respondents, 62 (60.8%), agreed that they thought the resources were invaluable, whereas 40 (39.2%) respondents agreed that they found the resources helpful. Only 1 (1%) respondent stated the resources were not helpful. These findings highlight the importance of mother tongue resources in HEIs, as students require resources for various purposes.

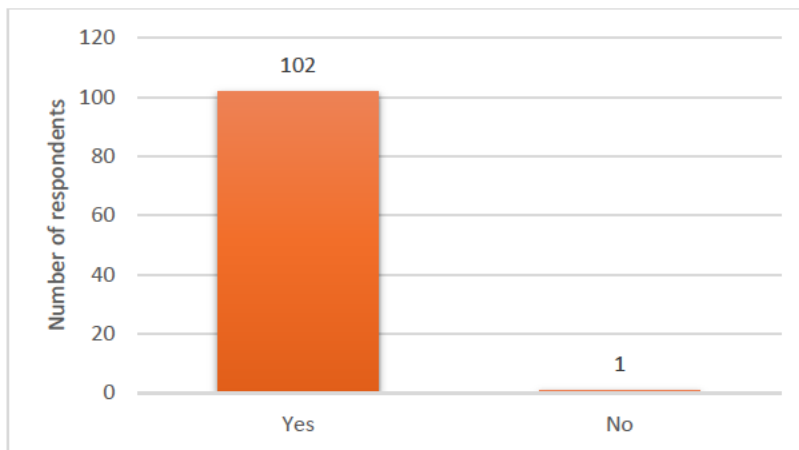


Figure 17: Increase in the resources

Figure 17 illustrates the overwhelming support for increasing the availability of similar resources. The majority of respondents 102 (99%) agreed that they would like to see an increase. Most respondents reported that academic purposes, easy access, and

maintaining the language were the reasons for wanting an increase in isiZulu academic resources. The respondents' reasons (verbatim) are illustrated in Table 5.

Only 1 (1%) disagreed with the increase in resources. These findings imply that students value the isiZulu resources. They also indicate a gap in the provision of resources, as they are still insufficient to the point where no further increase is desired.

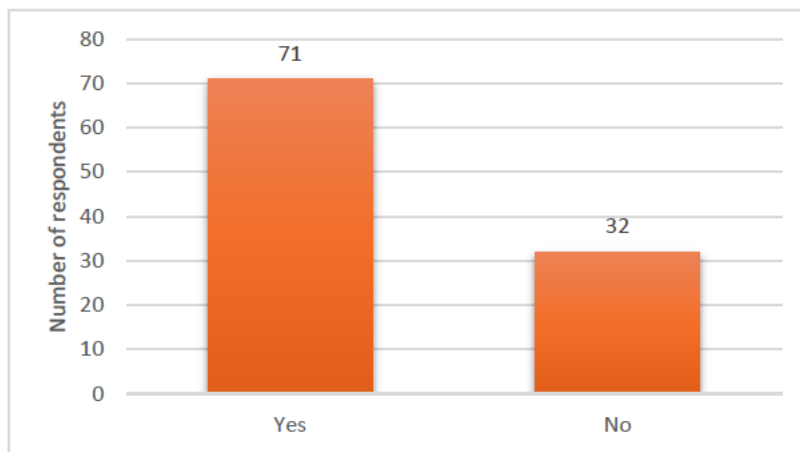


Figure 18: Impact of lack of awareness

Figure 18 illustrates the respondents' thoughts on whether a lack of awareness might contribute to the underutilization of resources. The majority, 71 respondents (68.9%), agreed, and 32 (31.1%) disagreed. These findings suggest that a lack of awareness affects resource utilization; therefore, students must be made aware of these resources to increase their usage.

4.3.3 The Information Search Process (Kuhlthau, 1991)

The following discussion focuses on the feelings and actions of L1 isiZulu-speaking students when searching for isiZulu resources. The researcher employed the six stages of Kuhlthau's (1991) ISP model in the questionnaire. The primary goal was to investigate how students perceive the readily available isiZulu library resources. Table 4 illustrates the six stages in the ISP process, along with the number of survey questions associated with each stage (*see survey questions in Appendix H*).

Table 4: Alignment of the theoretical framework and survey questions

Kuhlthau's (1991) Stages	Questions
Initiation	5, 6
Selection	7,8
Exploration	9, 10
Formulation	11, 12
Collection	13, 14
Presentation	15, 16, 25

The results of the stages are shown in Figures 19 to 31 below.

4.3.3.1 The initiation stage

Questions 5 and 6 relate to the initiation stage.

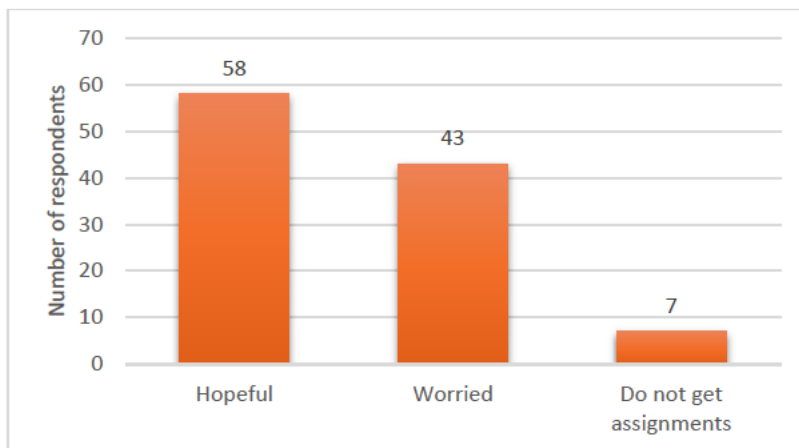


Figure 19: Feelings about using L1 resources

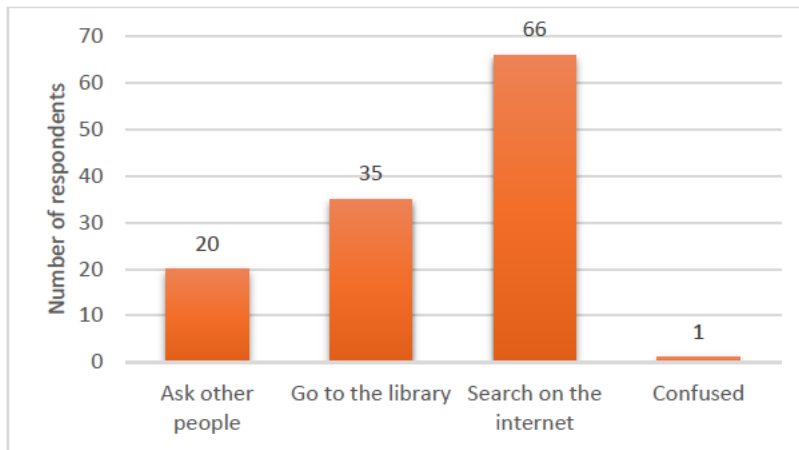


Figure 20: Action

Figure 19 displays the feelings of the respondents when they receive isiZulu academic tasks such as assignments. The majority, 58 (56.3%), reported that initially, when they receive such tasks, they believe or hope to find the resources that will be beneficial. Other respondents, 43 (41.3%), indicated that they worry about where they will find the resources. Seven (6.8%) respondents stated that they do not get academic tasks that require them to use isiZulu resources.

Figure 20 illustrates the common actions taken by respondents when initiating the search process for isiZulu resources. The majority, 66 (64.7%), search the isiZulu academic resources on the internet. Respondents 35 (34.3%) searched the library resources, while 20 (19.6%) indicated that they asked other people where they could find isiZulu resources that might assist them in completing their isiZulu academic work. Only 1 (1%) respondent indicated that they do not know what to do in the initial stage. From these findings, the study revealed that for the majority of the students, the internet is the primary source for accessing resources, rather than the actual library or interacting with librarians.

4.3.3.2 The selection stage

Questions 7 and 8 dealt with the selection process.

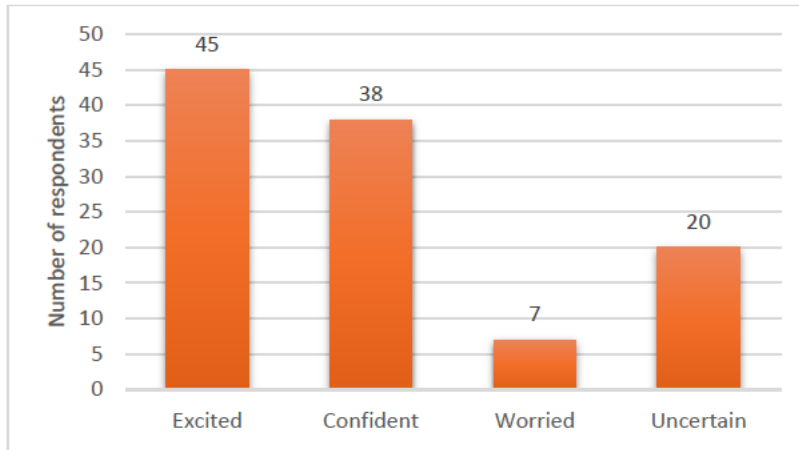


Figure 21: Feelings when choosing resources

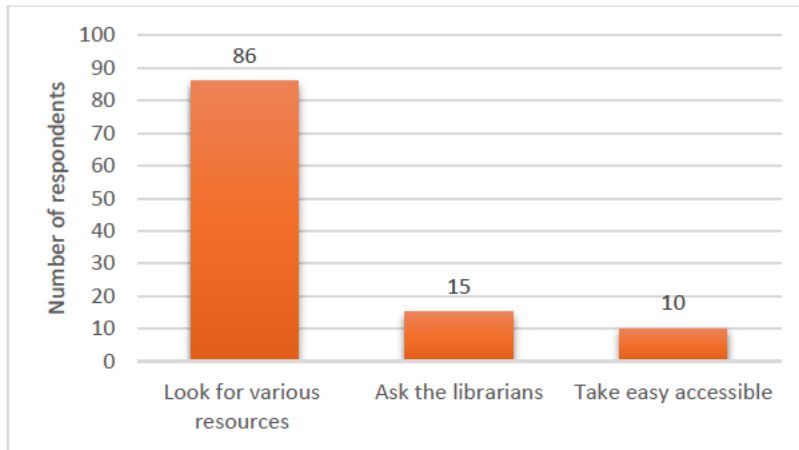


Figure 22: Selecting resources

Figures 21 and 22 illustrate the common feelings and actions of respondents during the resource selection process. The majority, 45 respondents (44.1%), indicated that they felt excited during the process of selecting information that might help complete academic tasks. 38 (37.3%) respondents stated that they experienced signs of confidence at this stage, as they had hope for completing the task. On the other hand, 20 (19.6%) agreed that they still felt uncertainty at this stage. Only 7 (6.9%) respondents reported that they get worried at this stage. When the respondents were asked about the common actions they take when selecting isiZulu resources that may assist in their task, the majority, 86 (83.5%), explore a variety of resources before selecting the resources that may assist in task completion.

In contrast, 15 respondents (14.6%) indicated that they relied on librarians for suggestions on resources that might be helpful. Then, 10 (9.7%) only select resources that are convenient to find. These findings suggest that the majority of students allocate time to search for potential resources that may aid in academic tasks.

4.3.3.3 The exploration stage

Questions 9 and 10 dealt with the exploration process.

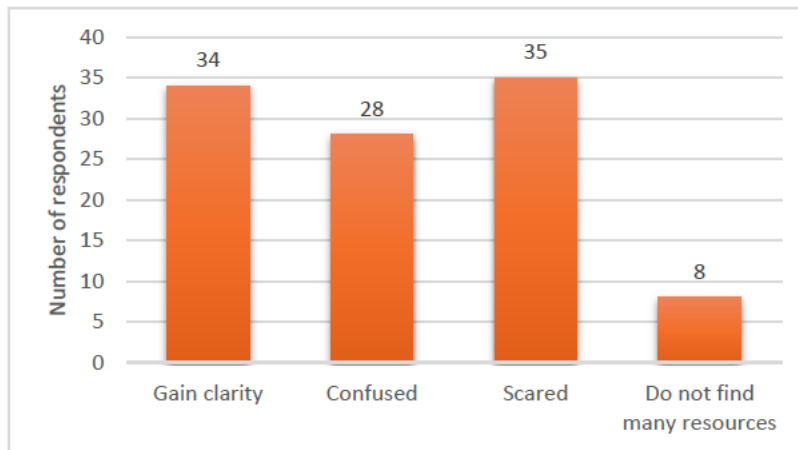


Figure 23: Feelings when finding irrelevant resources

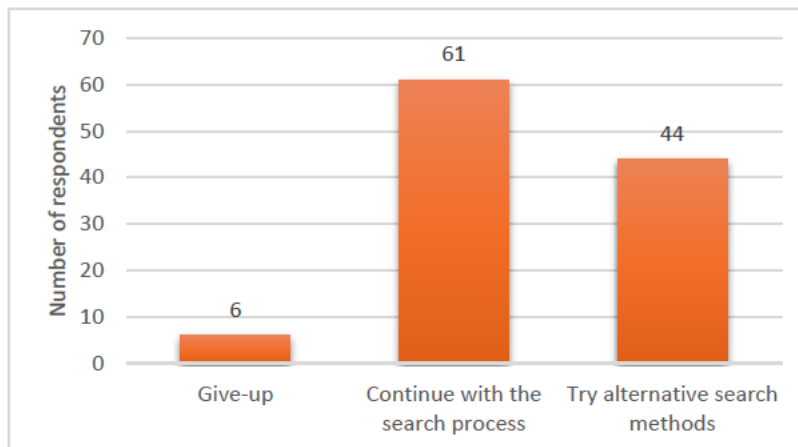


Figure 24: Actions when finding irrelevant resources

Figure 23 illustrates the common feelings that students experience when they encounter numerous irrelevant information resources. The majority, 35 (34%), indicated that they get overwhelmed by too much information when searching the resources, whereas 34 (33%) stated that the confusion about their assessments starts to fade away. 28 (27.2%)

indicated that they become more confused about which resources to choose when they encounter many resources that they may not even need for their academic work.

Figure 24 illustrates the actions in the exploration stage. The majority of respondents, 61 (59.2%), in the midst of confusion, indicated that they continue to search for resources that will help them formulate a clear direction. Other respondents, 44 (42.7%), stated that they adopt alternative means to simplify the information they receive during the search process. Only 6 (5.8%) reported that they started to get discouraged due to the confusion. These findings suggest that the majority of students become confused by irrelevant information; however, they do not give up the search process.

4.3.3.4 The formulation stage

Questions 11 and 12 dealt with the formulation process.

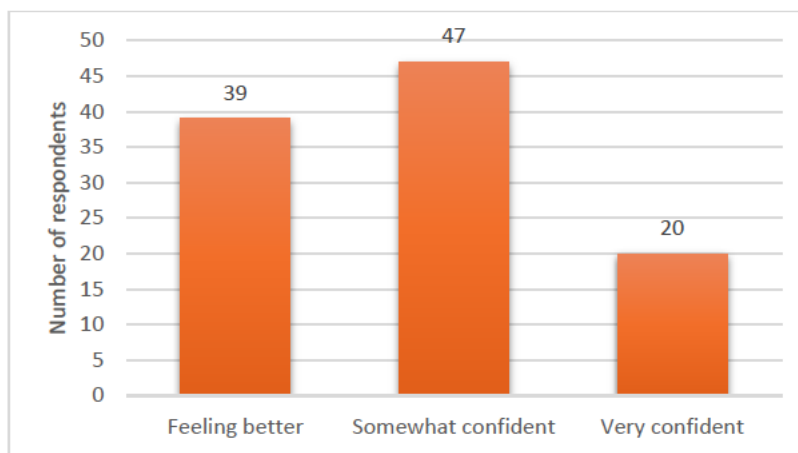


Figure 25: Feelings when relevant resources are found

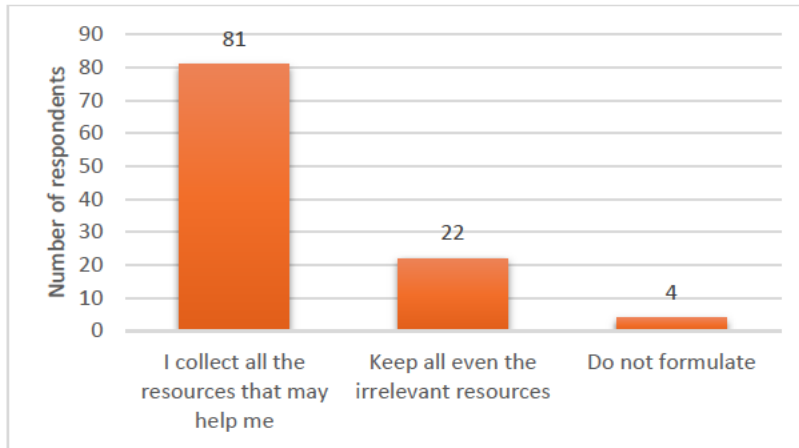


Figure 26: Actions after relevant resources are found

Figure 25 illustrates the common feelings that respondents experience when they find relevant assignment resources. The majority of respondents, 47 (45.6%), asserted that confidence slightly increases at the formulation stage. At the same time, 39 (37.9%) of the respondents stated that at this stage, they feel better than they did before the isiZulu resources search process. Then, 20 (19.4%) of the respondents reported that they had very high confidence at the stage of formulating the isiZulu resources.

Figure 26 presents actions in the formulation stage. The majority, 81 (78.6%), reported that they collect all resources that may help them, while 22 (21.4%) respondents stated that during the search process, they keep all resources, even those that might not be helpful. Only 4 (3.9%) reported that they do not do anything at this stage, as they are ready to complete their assignments. These findings suggest that students consider all available relevant resources when completing their assignments.

4.3.3.5 The collection stage

Questions 13 and 14 dealt with the collection process.

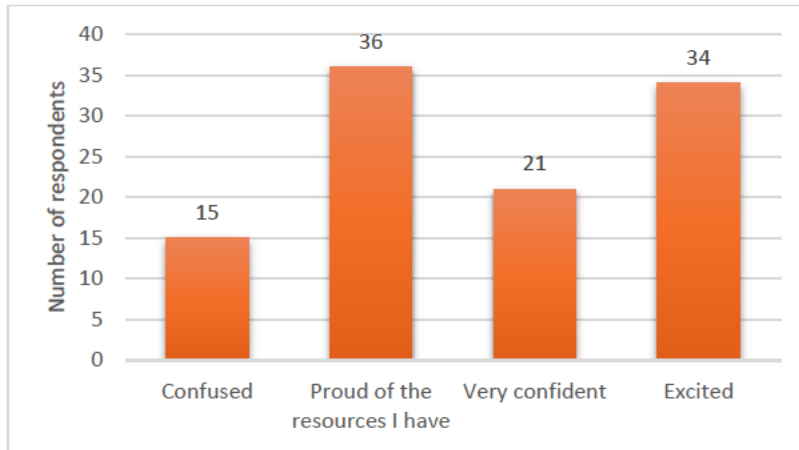


Figure 27: Feelings after sorting relevant resources

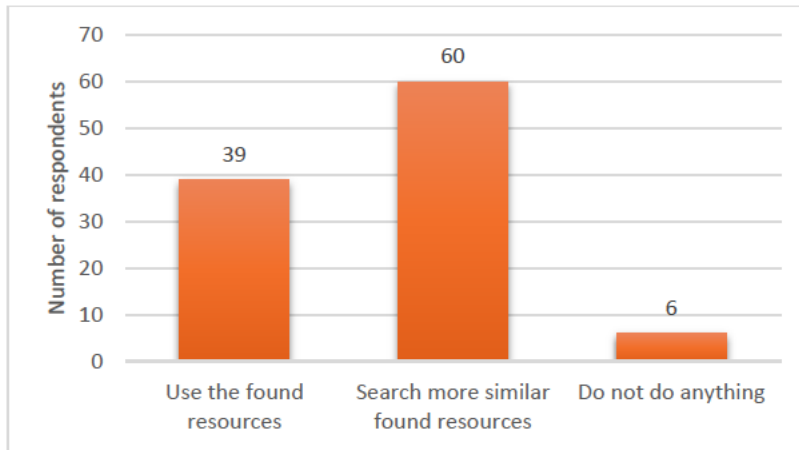


Figure 28: Actions after sorting relevant resources

Figure 27 illustrates the feelings experienced by the respondents after gathering and compiling the relevant resources. The majority of the respondents 36 (35.3%) feel proud about the relevant resources they have found. Other respondents, 34 (33.3%), stated that they felt excited as they were about to complete the search process. 21 (20.6%) of the respondents pointed out that they felt very confident after gathering the relevant resources that would help them. Only 15 (14.7%) respondents reported feeling confused at this stage.

Regarding the actions shown in Figure 28, the majority of respondents, 60 (58.3%), reported that they continue to search for more resources that they believe will help them at this stage. On the other hand, half of the majority, 39 (37.9%), indicated that they synthesize the information they got, suggesting that they no longer search or collect more.

Only 6 (5.8%) stated that they do not need to do anything further, as they would be ready to complete their academic assignments at this stage. These findings reveal that the majority get clarity from the confusion reported in the previous stages.

4.3.3.6 The presentation stage

Questions 15,16, and 25 dealt with presentation.

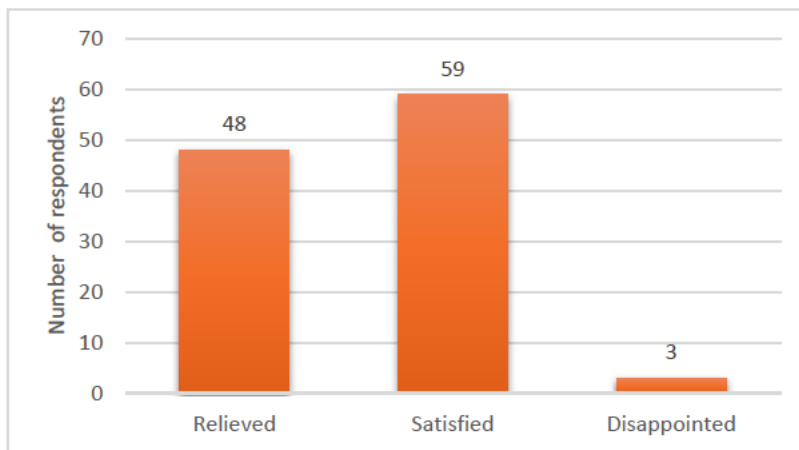


Figure 29: Feelings after completing the search process

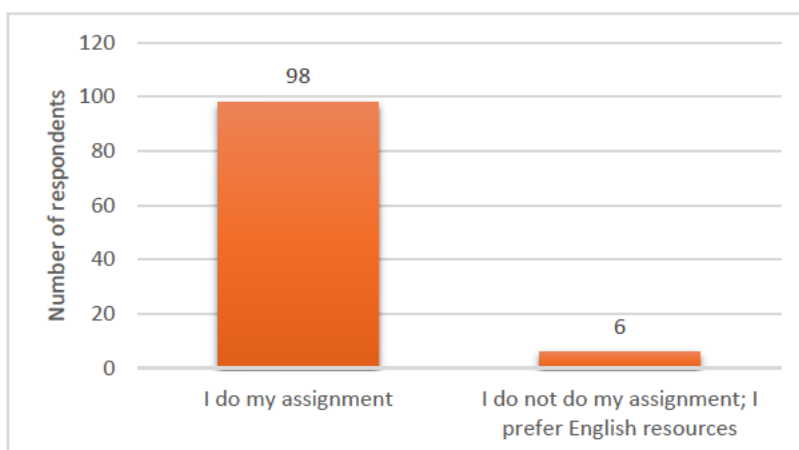


Figure 30: Actions after completing the search process

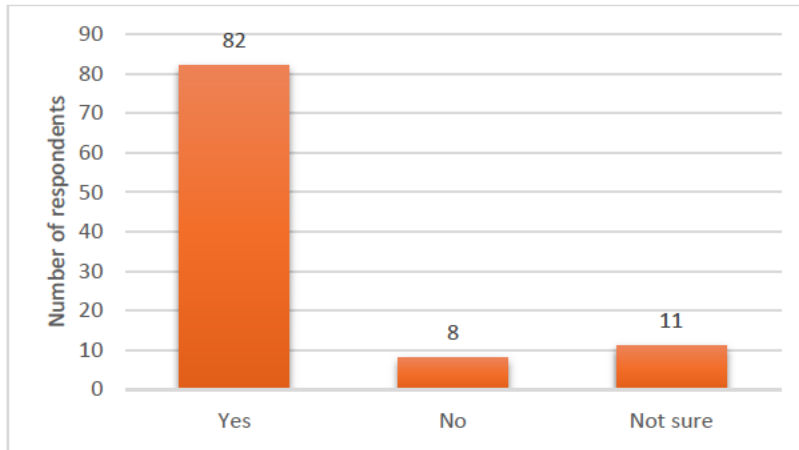


Figure 31: Resource impact on academic grades

Figure 29 The majority of students, 59 (57.3%), pointed out that they feel satisfied with their search process and ready to do their academic tasks. 48 (46.5%) students agreed that at this stage, they feel relieved. Only 3 (2.9%) stated that they feel disappointed because the search process could not help them.

Figure 30 illustrates the actions taken at the presentation stage; the majority, 98 students (96.1%), reported that they complete academic tasks at this stage after collecting all relevant information. Then, 6 (5.9%) indicated that they do not complete their work due to disappointments and prefer to use English resources.

When asked if the resources might have helped them in their understanding of their assessments and achieve good grades in terms of academic performance, as visualized in figure 31, the majority, 82 (81.2%), agreed that their thoughts on resources have helped them answer the asked question, whilst 11 (10.9%) were unsure. Only 8 (7.9%) stated that the resources could help them with their academic grades. From these findings, the search process of the isiZulu resources mostly satisfies the students.

The table below shows the students' responses regarding the increase in isiZulu library resources.

Table 5: Motivation for more isiZulu academic resources

Reason	Responses
Academic purposes	<p><i>“Kanti namanye amamojuli ayazidinga izinsizakufunda zesiZulu.”</i></p> <p>Translation: Other modules also require isiZulu academic resources.</p> <p><i>“Ukutholaka kwezinsizakufunda ezibhalwe ngesiZulu kwenza kube lula kubafundi bolimi lwesiZulu ukuba benze umsebenzi wabo ngaphandle kokuhumusha besusa olimini lwesiNgisi besa olimini lwesiZulu.”</i></p> <p>Translation: The availability of academic resources written in isiZulu makes it easier for L1 isiZulu students to do their work without having to translate from English to isiZulu.</p> <p><i>“Ziwusuzo kakhulu kwimisebenzi yesiZulu esisuke siyinikiwe.”</i></p> <p>Translation: They are invaluable for the isiZulu tasks.</p>
Easy access	<p><i>“Kozokwenza umuntu asheshe athole ulwazi olufunayo.”</i></p> <p>Translation: It will make it easier for a person to find the information they need.</p>

	<p><i>“Kuzobalula ukuthola ulwazi ngaphandle kokukhathezeka.”</i></p> <p>Translation: It will be easier to get information without any hassle.</p>
Preserve the language	<p><i>“Ngoba ziwusizo futhi zigcina ulimi lwesintu.”</i></p> <p>Translation: They are helpful and preserve the language of humanity.</p> <p><i>“Ngoba ziyasisiza thina bafundi ukuthi siqonde kangcono ngempilo uqobo lwayo, sazi imvelaphi yethu ngoba zenza sifunde okuningi empilweni jikelele.”</i></p> <p>Translation: They help us students to understand life itself better, to know our origins, because they allow us to learn more about life in general.</p> <p><i>“Ngoba kuzokwenza lweSizulu lwande futhi ludlulele ezizukulwaneni ezizayo.”</i></p> <p>Translation: It will help the isiZulu language thrive and be passed on to future generations.</p>

4.4 Discussion of the findings

This section integrates responses from the librarians and L1 isiZulu-speaking students. The discussion is presented according to the four research objectives (ROs) of the study:

RO 1 - identify the academic information resources available in isiZulu at the UKZN library;

RO 2 - assess the accessibility of isiZulu resources at the UKZN library

RO 3 - explore the utilization and demand for isiZulu resources at the UKZN library

RO 4 - explore the L1 isiZulu speaking students' feelings and actions in searching for isiZulu resources.

4.4.1 RO 1: Identify the available academic resources

The present study found that isiZulu written resources, including both print and electronic materials, were available. This finding aligns with the findings of Ajogwu, Onyebuchi and Agu (2024) and Abubakar (2020), who have also found similar resources at institutions. They found resources such as print materials, including encyclopaedias, dictionaries, indexes, abstracts, directories, manuals, and guides, while non-fiction print resources comprised textbooks, journals, vertical file materials, theses, dissertations, magazines, newsletters, and projects. E-resources included journals, online databases, e-books, e-journals, newspapers, Compact Disc Read-Only Memory (CD-ROM) databases, audiovisual materials, and conference proceedings.

This study found that there is still a battle to digitize isiZulu language resources at the UKZN library. Also, there is a shortage of e-books written in isiZulu. Mlambo and Matfunjwa (2024), citing Olaifa (2014), noted that African languages are at risk of endangerment because they are often left behind in the digital era. Without adequate digitized resources, not just the language, but also the culture, comes to a standstill (von Holy *et al.*, 2017).

In the digital era, users can access materials using electronic devices such as smartphones and laptops remotely (Dadzie, 2005; Waghmode *et al.*, 2025). However, if resources are not available digitally, the convenience of remote access is useless. Sithole (2007) pointed out that libraries generally face the challenge of keeping up with the growing ICT and

experience difficulties in documenting and preserving indigenous knowledge. In this study, the librarians have highlighted the challenges that are experienced with converting traditional resources into isiZulu and obtaining more isiZulu e-resources. The conversion into digital also has implications for the preservation of indigenous knowledge.

Marama and Ogunrombi (1996), reported that in most Nigerian university libraries, there was a high level of unavailability of Library and Information Science (LIS) collections, resulting in both students and staff being unable to utilize library resources effectively. Similarly, the respondents in the Omeluzor, Akibu and Akinwoye (2016) study reported that resources were insufficient in their field of study. Similar findings are reported in the current study.

“Kuvamile ukuthi ukuthole okuqondene nalokhu okumele ubhale ngakho kodwa inkinga iqala lapho ekutheni kuvele kubhalwe ngesiNgisi noma ungazama ukutranslate kodwa uvele umsebenzi ungabe usagculisa noma ungabe usazwakala kahle.”

Translation: It is common to find resources that are in line with your task, but the problem is that they are written in English, and even if you try to translate, the assignment gets unsatisfactory or unclear.

“Akulula ukuzithola emitatsheni yolwazi. Ku-internet ziyimvela kancane; kumele uzinike isikhathi ukuze uzithole.”

Translation: Accessing library resources can be challenging. On the internet, they are also not readily accessible; you have to give yourself time to find them.

Students also commented that resources in isiZulu were not found for several disciplines.

“Enye yezinkinga ezinkulu wukuthi izinsizakufunda ezibhalwe ngesiZulu aziningi, ikakhulukazi kumamojuli wesayensi, i-criminology, i-psychology, nemfundo yamabhizinisi.”

Translation: One of the major problems is that isiZulu resources are scarce, especially for the modules of science, criminology, psychology, and business education.

4.4.2 RO 2: Assess the accessibility of isiZulu resources at the UKZN library

This study revealed that isiZulu resources were not easily accessible. Challenges identified include poor cataloguing, overwhelming English resources, outdated resources, lack of knowledge, and misplacement of the resources.

4.4.2.1 Poor cataloguing

The current study found that poor cataloguing is the issue that hinders both librarians and L1 isiZulu-speaking students from effectively accessing resources. The library catalogue was more effective for English resources, resulting in students primarily using English resources. The reason behind the ineffective catalogue was attributed to the L1 English cataloguers, who lacked proper strategies for cataloguing isiZulu resources. Thus, the study found that sometimes the necessary resources are available but not accessible. These findings align with the assertion made by Yi *et al.* (2022), who noted that libraries with English-built-in sites that lack translation hinder non-L1 English-speaking users from accessing resources in their own languages. Agyeiku (2021) also found that the poor catalogue was a significant issue, as most respondents were unable to access resources due to the library's inadequate catalogue system. A study by Obiozor-Ekeze (2016) revealed that archaic cataloguing, shortage of trained staff, and lack of knowledge were also issues that caused the poor cataloguing, which limited the accessibility of library resources, as in this study, the L1 isiZulu-speakers were not initially employed as cataloguers.

4.4.2.2 Outdated resources

Oluwadare Busayo (2006) reported that respondents found library resources to be outdated and irrelevant to their information needs. This was confirmed in another study. Olaifa (2014) contended that most libraries that preserve and maintain language resources still hold outdated resources that are no longer relevant to their users. This finding resonates with the student participants in the current study.

“Ziyingcosana eLibrary, ziphinde zisebenzise isiZulu sakudala. Azihambi nezikhathi, okuyinto enhle kodwa kuphinde kube yinto embi ngenxa yokubangela ukungaqondi emqondweni wofundayo.”

Translation: The resources are very few at the library, and they are written in old-fashioned language. They are not evolving, which is both a good and a bad thing, as it can cause misunderstandings for users.

“Ezinye izincwadi zesiZulu azivuselelwa kalula, zisekhombisa ulimi oludala noma olungasasetshenziswa kakhulu. Lokhu kudala ukuthi abafundi bathole ubunzima ekuqondeni amagama amadala noma indlela ulimi olubhalwe ngayo.”

Translation: The isiZulu books are not updated; they are still in old forms of isiZulu or a language that is no longer in use. This makes it difficult for students to understand old forms of the language or even how they are written.

This finding is in line with the findings of the study that was conducted by (Nazarova *et al.*, 2024) on the challenges that hindered the advancement of the Uzbek language and culture. They found that outdated resources in academic libraries contained books and journals that were no longer relevant. They further asserted that the lack of up-to-date information impedes the accessibility of new or currently available information, making it difficult for users to research effectively.

4.4.2.3 Lack of knowledge

Amalahu, Oluwasina and Laoye (2009) reported that a lack of knowledge on how to use library catalogues was among the challenges encountered by the respondents in the study. Similarly, Anafo and Filson (2014) had similar findings; additionally, the majority of students in their study were unable to differentiate between catalogued and bibliographic databases. Participants in the current study reported exact challenges.

“Ulwazi olwanele asinalo futhi asitshelwanga ukuthi singazithola kuphi.”

Translation: We lack sufficient knowledge, and we were not informed about where to find the resources.

“Ngiye ngingazi kumele ngizibheke kuphi izinsizakufunda zesiZulu.”

Translation: I do not know where to look for isiZulu resources.

The study found that students faced challenges when searching for isiZulu resources, as they stated that they lacked sufficient knowledge on where to find the resources. The

current study also found that some librarians lacked knowledge about isiZulu resources and were unable to assist students to access the resources.

“Abantu abasebenza kumtapo wolwazi nabo ababi nalo ulwazi olwanele ngezinsizakufunda esisuke sizidinga ngaleso sikhathi.”

Translation: The librarians also lack sufficient knowledge about the resources required at times.

A further point uncovered in the current study (refer to Recommendation in 5.5) was that students do not attend the isiZulu training programmes aimed at enhancing students' skills and knowledge concerning resource access. This finding aligns with the study by Wang and Bai (2016), who emphasized that poor attendance at library training sessions has an impact on the low demand for and use of library resources, as participants lack awareness of how to utilize the library and what it has to offer.

4.4.2.4 Overwhelming English resources

South Africa has twelve official languages. These should enjoy equal status in academic spaces. However, this is not the case as students are still not taught in their mother tongues. This impacts the availability of resources in indigenous languages. According to Theledi and Masote (2024), this hinders the success of students at universities. In South Africa, it is an undeniable fact that English library resources are more plentiful, as English continues to dominate at most higher education institutions. The following comment from a student sums up the experience of L1 isiZulu speakers:

“Eziningi zibhalwe ngesiNgisi okwenza kubenzima ukuthola lol ulwazi oludingayo.”

Translation: Most of the resources are written in English, which makes it hard to find the information you need.

This finding aligns with the South African study conducted by Somlata (2022), which found that students' limited access to resources in African languages, in the presence of English resources, hinders their understanding of content knowledge.

4.4.2.5 Misplacement of the resources

While there is overwhelming confirmation about the paucity of isiZulu resources, it is also apparent that these limited print resources can become difficult to access due to bad habits.

“Kwesinye isikhathi azitholakali noma uthi uyabheka abanye abafundi sebezithathile.”

Translation: Sometimes isiZulu resources are not easily accessible; even when you attempt to get them, you find out that other students have taken them.

Librarian A: *“Kuyenzeka ukuthi omunye uzoyithatha incwadi ahlale nayo afunde, omunye ayithathe aye efourth floor ayifundele lapho ayishiye lapho edesikhini.”*

Translation: It is possible that one person will take a book and sit with it to read, while another person will take it to the fourth floor to read it there and leave it on the desk.

Jagadish and Sarasvathy (2016) confirm this in their study, which also includes the non-return of borrowed books, theft, and the deliberate placement of resources in different locations. Ansari and Ali (2021) found that 54.28% of the respondents deliberately concealed and misplaced resources in the library. 61.11%, asserted that resources were misplaced because they were in the highest demand among other users. Kuri and Patil (2023) and Aryee and Apronti Tetteh (2024) noted that limited library resources cause frustration to users, which has an impact on their behaviour, and reiterate the findings of the afore-mentioned authors.

4.4.3 RO 3: Explore the utilization and demand for isiZulu resources at the UKZN library

(Ljungdahl, 2004; Möller, 2013; Möller, 2014; Ogoke, 2018; Sowards, 2019; Wang, 2023; Zeng, Ponce and Li, 2023)) argue that poor readership affects the provisioning of resources written in indigenous languages. Writers and publishers often neglect writing and publishing in indigenous languages because there is not much readership or rather demand, compared to English. In the current study, the librarians revealed that the majority of L1 isiZulu students prefer to read or use English resources. In contrast, the students indicated that they wanted an increase in resources written in isiZulu. Furthermore, they would like to see an increase in resources extended to all modules. The

study also found that the majority of students who were aware of the resources, utilized them. Figure 13 illustrates that 55.3% of students who knew about the resources in isiZulu used the resources. Only 35.9% of students who knew about the resources, did not access them. These statistics correspond with those of Edem and Egbe (2016). The authors reported that at the University of Calabar in Nigeria, 86.39% of postgraduate students who were aware of e-resources, used them. Singh (2019) also reported that awareness equaled use at the Punjabi University, Patiala, India. Omeluzor, Akibu and Akinwoye (2016) found that students were not utilizing e-resources due to a lack of awareness and training on how to effectively use the resources.

Wang and Bai (2016) made interesting observations about the use of digital tools. Firstly, they report that students perceived internet sites and other databases as more effective than library resources. Secondly, they report that respondents enjoyed using resources (e-books) for entertainment purposes. The latter finding resonates with the observations of librarians (refer to 5.2.3).

Concerning the helpfulness of the resources, the study found that students perceived the available isiZulu written resources as helpful. This finding corroborates the findings of Garg and Tamrakar (2014), who concluded that library resources were helpful to their academic work. This finding supports the findings of Mohindra and Kumar (2015), who found that respondents considered library resources helpful in achieving academic success by improving reading and knowledge, developing research skills, and providing assistance with completing assignments and classwork.

4.4.4 RO 4: Explore the L1 isiZulu speaking students' feelings and actions in searching for isiZulu resources

Table 4 delineates the stages in Kuhlthau's ISP model. The following discussion evaluates the extent to which the findings in the current study align with or diverge from the ISP model.

- *Initiation*

During the initial stage, the ISP model describes students as experiencing feelings of uncertainty and apprehension, when they begin searching for resources. Most of the students in the current study did not report such feelings. 56.3% reported feeling hopeful,

41.3% while indicated feeling worried. In terms of actions, the findings align with those described by Kuhlthau (1991), as students reported browsing the internet to find resources. These findings also support the findings of Mai Tsawm, Cantel and Yap (2025) who also found that when students received tasks that required them to search for information, they visited the library to get a better understanding of the task.

- *Selection*

Again, the cohort in this study reported positive feelings during the selection process. On the other hand, the model speaks of negative emotions such as confusion and anxiety. 44.1% of participants in the current study reported feeling excited, and 37.3% felt confident. Regarding actions, the study findings corroborate the model, as it was found that students explore different types of resources to select those that may assist them with their assignments. These findings align with those of Aladem and Rehman (2022), who found that at the selection stage, students felt optimistic about the development of their research proposal.

- *Exploration*

According to Kuhlthau (1991), in the exploration stage, students frequently doubt the search process and feel confused. They also feel overwhelmed by the inconsistency and incompatibility when they encounter a multitude of resources. These feelings align with the present study, where 61.2% report feeling confused and scared. The actions converge with the model, as students stated that they continue the search process to gain clarity. These findings corroborate the findings of (Aladem and Rehman, 2022; Mai Tsawm, Cantel and Yap, 2025) who also stated that students felt confused at the exploration stage when encountering different types of resources and adopted strategies to ease the search process.

- *Formulation*

The ISP model states that in the formulation stage students frequently feel confident and optimistic. The current study confirms this, with a majority of 65% reporting feeling better and confident. Actions include seeking pertinent information from various sources, such as the library collection or consulting with librarians. These findings align with the

ISP model, which states that during the formulation stage, the feeling of uncertainty diminishes and confidence increases.

- *Collection*

In this stage, again the findings align with the ISP model in both feelings and actions (refer to Figures 28 and 29).

- *Presentation*

The presentation stage is the final stage that determines whether the search process has been successful or not. According to Kuhlthau (1991), this stage prepares students to write their assignments, but it depends on their level of satisfaction. If the students are satisfied with the information they found, they often feel a sense of relief. However, if they are not satisfied, they feel disappointed. In the current study, only 2.9% of the students reported feeling disappointed. 57.3% reported feeling satisfied, and 46.5% reported feeling relieved.

Regarding actions, students re-examine the information they have found and decide whether to complete their assignments. 96.1% of the students in this study completed their tasks.

The findings in the presentation stage align with the ISP model. In addition, 81.2% of the students believed the resources had a positive impact on their academic performance.

4.5 Recommendations by librarians

At the end of the interview the researcher posed an open-ended question - What would you recommend in the future regarding enhancing the accessibility and utilization of isiZulu materials? Below are some of the responses of the librarians:

Librarian one: *“Shuthi ikhona ekutheni ukuthi akulokhu kugqugqazelwa ekutheni abathandela lamasession esiZulu cause into efanayo.”*

Translation: We should encourage them to attend the isiZulu sessions because they contain the same information as the English sessions.

Librarian two: *“Okunye futhi si-encourance ama-researchers afana nani ukuthi nani uma nibhala olunye ucwaningo phela ake nilwenze ngesiZulu. Although sebeqalile abanye kodwa-ke nizame ukuthi nilubuyise ngesiZulu.”*

Translation: Another thing we encourage is for new researchers like you [referring to the researcher of the present study] to write their research in isiZulu. Although others have started writing their research in isiZulu, you should all try to revive the tradition of research written in isiZulu.

The study found that the emphasis was on effectively mobilizing and encouraging students to attend the isiZulu sessions so that they better understand the library processes. With an increase in attendance, it is likely that there will be an increase in awareness, accessing and using resources written in isiZulu.

Lecturers were also encouraged to order more resources, such as books, and follow up if the students are using them in the assessments. Achonna (2008) also proposed that cooperation between the faculty members (lecturers) and the library can enhance the use of library resources. He argued that lecturers should discuss the available resources with students and assign tasks that motivate them to utilize these resources effectively.

Librarians also expressed their desire to ensure the survival of isiZulu as an African language. They called upon all stakeholders, including the publishing industry, authors, and researchers, to unite in creating resources written in isiZulu only. Their opinion was that more resources would mean greater availability, accessibility, and utilization.

4.6 Summary of the chapter

The chapter detailed the data analysis and interpretation of the findings. Previous studies also support the findings of the current study. The findings of the current study indicated that various isiZulu written resources were available at UKZN's libraries. The available isiZulu written resources were riddled with multiple problems, ranging from ineffective catalogues and limited digital resources to the misplacement of resources. The challenges presented by the findings negatively impacted the accessibility of the limited available resources. The findings also highlighted the limited strategies available to address the obstacles faced by isiZulu resources. The findings further showed that among the students, there was a high level of awareness and use of the available resources. The

findings illustrated that students had positive perceptions of the helpfulness of the resources. The findings also validated the ISP model, demonstrating the feelings and actions associated with the stages of the information search process. The next chapter will summarize the chapters and findings, discuss the study's limitations, and provide recommendations.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

Chapter five is a concluding chapter of the study. It provides the summary of the chapters and the study's findings. The limitations of the study are discussed, and recommendations are proposed based on the findings of this study.

5.1 Summary of the chapters

5.1.1 Chapter one: In this chapter, the researcher introduced the study, followed by a description of its background. The chapter also presented the rationale behind the study and the problem that prompted its conduct. The research purposes and questions were outlined. The chapter also discussed the significance of the study.

5.1.2 Chapter two: This chapter discussed the existing body of knowledge by examining the studies related to this study. It assessed the potential gaps that this study sought to address. It also delved into the theoretical framework that underpinned the study.

5.1.3 Chapter three: This chapter discussed the adopted methodologies in the study. It also detailed the data analysis tools used in Chapter 4 in analysing the results.

5.1.4 Chapter four: presented the study's results through analysis and interpretation, utilizing the data analysis tools and the theoretical framework discussed in the previous chapters (*Chapters 2 and 3*).

5.1.5 Chapter five: This chapter concludes the entire study. It summarizes the entire study, from the first chapter to the last chapter. It also summarizes the study's key findings. It also discusses the study's limitations. It also provides recommendations.

5.2 Summary of the findings

The types of resources, both print and digital, available at the University of KwaZulu-Natal libraries were identified, specifically those resources that are available in the isiZulu language. These include fiction books, journal articles, theses, newspapers, and press readers.

It was found that there are limited digital resources available in isiZulu. Additionally, both print and digital resources are limited in that they are more relevant to students who are registered for the isiZulu modules. This implies that the development of isiZulu as an academic language for all subjects/modules is happening at a very slow pace (or not at all). Consequently, L1 speakers of isiZulu are compelled to use resources written in English.

The hegemony of English prevails in the libraries of the University of KwaZulu-Natal. Resources are available for all subjects/modules in English. These resources seem to be better organised on the shelves, making them more accessible to students. Conversely, print resources available in isiZulu are reportedly not shelved correctly, and digital resources are not appropriately catalogued. Additionally, some of the resources written in isiZulu were perceived as no longer being relevant.

There was overwhelming support for the increased availability of resources written in isiZulu. Additionally, both librarians and students acknowledged the need for greater awareness of how to use the library and access its resources. Available training programmes, conducted through the medium of isiZulu, are allegedly undersubscribed.

Kuhlathu's (1991) Information Search Process provided insights into the experiences of L1 speakers of isiZulu when they search for resources in their mother tongue. The findings of this study resonate and sometimes diverge from the stages of the model.

5.3 Limitations of the study

Limitations were identified during the data collection process. These include the following:

- The study was unable to secure the participation of librarians from all campuses. The Edgewood and Medical School librarians may have different experiences.
- The student participants were limited to those who were registered for L1 isiZulu modules. The inclusion of L1 speakers from all modules would have provided richer insights into the student experience.
- The use of a quantitative research instrument with student participants has its limitations. Firstly, the response rate is low as students often suffer from

questionnaire fatigue. Secondly, had focus group discussions been used, participation might have been more robust.

- The study focused on a single official language. The perspectives of students whose L1s are not catered for at all at UKZN would have made a significant contribution to the discussion on language hegemony.

5.4 Recommendations

The following recommendations are subdivided into three sections: first, recommendations for the University of KwaZulu-Natal libraries; second, for L1 isiZulu-speaking students; and finally, for future research.

5.4.1 Recommendations to the library

The study recommends that the library/university must take proper initiatives to deal with the limited isiZulu resources. The focus must not be on bilingualism only. IsiZulu-only written resources cannot be underestimated, as they are just as significant as English resources.

It is recommended that English resources containing isiZulu-related content be translated into isiZulu, allowing students to access the information in a language they understand.

Although old resources are important, the library must also provide up-to-date resources to address the issue of outdated materials. If it means new books need to be purchased, they must be bought.

The issue of correct cataloguing must be addressed. It is imperative that L1 isiZulu-speaking cataloguers be tasked with ensuring that resources are catalogued in a manner that conveys relevant information. Access to correct information will contribute to the utilisation of resources in the L1.

The importance of the training programmes run by the library needs to be better communicated to the student population. L1 speakers of isiZulu, in particular, should be encouraged to attend the sessions conducted in the L1. More awareness needs to be raised about the availability of resources, and not just awareness; the importance of resources

written in isiZulu must also be communicated to ensure that students utilize them effectively and understand the issues around language hegemony.

5.4.2 Recommendations to the L1 isiZulu-speaking students

IsiZulu is an academic language, like English; being at the university does not mean isiZulu should be used exclusively in a social context. Students should be sensitised to issues of language hegemony, prestige languages, and the decolonisation campaign.

Attendance at the library orientation sessions should be made compulsory for students.

5.4.3 Recommendations for future research

HEIs in South Africa are one of the gatekeepers of language hegemony. Research investigating the resources available for L1 speakers of indigenous South African languages at universities will be informative.

Perspectives from students whose L1 has little or no academic resources available should be documented.

Publisher perspectives on the types of academic resources that are in the pipeline for indigenous languages should be investigated.

The availability of translation tools to assist L1 speakers of indigenous languages is another area of research.

The general public's consumption of print and digital materials in the L1 should be quantified and analyzed.

There are limited resources written in isiZulu for other modules. Future researchers or authors may need to research the various aspects of other disciplines to write and provide resources, such as books and journals, written in isiZulu.

As discussed in the literature review, a significant gap exists in studies examining academic resources in languages other than those commonly used in academia. Thus, the researcher recommends that future researchers extend this study by examining resources in other languages, especially African languages.

5.5 Summary of the study

Language policy framework prompted HEIs to develop indigenous languages implying that also their libraries would make indigenous language's resources available. The literature reviewed showed that there was limited research on the availability, accessibility of resources written in indigenous languages thus, it was for this reason the researcher conducted this study. This study aimed to examine the availability, accessibility, and utilization of academic resources written in isiZulu. The study employed a mixed methods approach, using semi-structured interviews and a questionnaire. For the qualitative component, librarians from the University of KwaZulu-Natal were interviewed to ascertain their perspectives on the types of resources that were available in isiZulu, together with their experiences of the accessibility and utilization of the resources. The qualitative data was thematically analyzed. For the quantitative component 103 students, who were registered for L1 isiZulu modules, responded to an online questionnaire. Informed by Kuhlathu's (1991) Information Search Process, the questionnaire investigated students' feelings and actions when searching for the resources written in isiZulu. The data was analysed using Microsoft Excel version 365.

The overall findings of the study are:

- There were limited resources available in isiZulu.
- There was paucity of resources available for subjects/modules like Criminology and Psychology.
- Librarians reported challenges such as cataloguing, shelving problems and poor students' attendance of isiZulu training programmes.
- Students reported challenges of outdated resources and lack of knowledge on how to access resources.
- The analysis of the Information Search Process (ISP) framework found that UKZN students' feelings and actions align with the model.

In conclusion, government initiatives to develop indigenous languages requires support and buy in from the HEIs. Policy and practice must align. Currently, the effort at UKZN to provision resources in isiZulu is not optimal. Conversely, students are not campaigning optimally to ensure access to the resources written in isiZulu.

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Appendix A: English Participation Information Sheet

Dear Participant, my name is Mfundo Mawela, and I am currently enrolled for a Master of Arts in isiZulu studies in the Department of African languages at the University of KwaZulu-Natal (UKZN), Howard College. I invite you to participate in a study titled 'Exploring the Availability, Accessibility, and Utilization of isiZulu Academic Resources at UKZN.' The purpose of the study is to examine the development of isiZulu through the academic materials.

The participants to be involved in it are the librarians and isiZulu first-language students enrolled in isiZulu third-year level modules across two UKZN campuses (Howard College and Pietermaritzburg). Moreover, Senior Phase and Further Education and Training isiZulu-speaking students enrolled in the third-year module at Edgewood.

Participation for the librarians will approximately take 45 minutes of interviews and filling of the questionnaire, and students will fill an online questionnaire that will approximately take 30 minutes.

The study poses zero potential discomfort. With your consent, interviews will be recorded for accuracy purposes. By participating in this study, you will be volunteering as there will be no compensation provided. The benefit guaranteed is for future research purposes, as the study will provide research recommendations, and it will also be accessible to the researchers who may want to view the gap it's going to leave.

If you decide to participate in this study and in the middle of participation you feel that you want to withdraw from participating, you are more than welcome to withdraw without any negative consequences.

Prior to participating, you will have to sign a consent form indicating that you are willing to participate, and you have understood the research purposes. Your identity will be protected to ensure anonymity; you will be identified through codes rather than your real names. The digital data collected will be safely stored on a Google Drive, and if there is physical data, it will be kept in a locked cabinet that is only accessible by the researcher and supervisor.

If you have queries regarding this research, you can contact the researcher on the following details: [REDACTED]/220009587@stu.ukzn.ac.za. Alternatively, you can contact my academic supervisor, Dr. B. Nene, here: neneb@ukzn.ac.za. You can also contact my co-supervisor, Dr. S. Naidoo, here: Naidoosh@ukzn.ac.za. You can also contact the UKZN Humanities & Social Sciences Research Ethics Committee, contact details are as follows: HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban 4000 KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557- Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

This study is set to be reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee to ensure ethical compliance. Approval number (HSSREC/00009023/2025). Thank you for considering participating in this study.

Sincerely,

Mfundo Mawela

Researcher

[REDACTED]

Appendix B: IsiZulu Participation Information Sheet

Sawubona mbambiqhaza

Igama lami nginguMfundo Mawela. Ngenza iziqu zeMasters ezifundweni zesiZulu eNyuvesi yakwaZulu-Natali ophikweni lwaseThusini (Howard College). Ngiyakunxusa ukuba ubambe iqhaza ocwaningweni olusihloko sithi: *Exploring the availability, accessibility, and utilization of isiZulu academic resources at UKZN*. Inhlosonqangi yalolu cwaningo ukuphenya ngokuthuthukiswa kolimi lwesiZulu mayelana ngokunikezela ngezinsizakufunda emtapweni yolwazi yeNyuvesi yaKwaZulu-Natali.

Ababambiqhaza abahlonzwe njengabazolekelela ukufeza izinhloso zalolu cwaningo ngabasebenzi basemtapweni wolwazi abagxila ezilimini zomdabu kanye nabafundi abakhuluma isiZulu njengolimi lokuqala noma okuwulimi lwasekhaya. Abafundi ababhalisele izifundo zesiZulu zonyaka wokugcina okunyaka wesithathu ophikweni lwaseHoward College nasePietermaritzburg. Abafundi basophikweni lwase-Edgewood abafundi ababhalisele ukufundisa emabangeni athethuthu (Senior Phase and Further Education and Training). Ukubamba iqhaza kulolu cwaningo kulindeleke ukuthi kube imzuzu engeqile kweyi-45.

Lolu cwaningo alunakho ukubeka engcupheni ngandlela thize izimpilo zababambiqhaza futhi awukho umthelela ongemuhle elungaba nawo emsebenzini wakho. Ngakho-ke kuqinisekisiwe ukuthi ababambiqhaza ngeke behlukumezeke nganoma ngayiphi indlela. Lokhu kwenziwe ngokuba umcwaningi alandele inkambiso elungileyo eqinisekisa ukuthi ucwaningo alubeki izimpilo zababambiqhaza engcupheni. Kanti futhi ukuqhubeka kwalolu cwaningo kugunyazwe yi-UKZN Humanities and Social Sciences Research Ethics Committee (inombolo yokugunyazwa: HSSREC/00009023/2025).

Ukuvuma ukubamba iqhaza kulolu cwaningo uzobe ulibamba ngokuzinikela ngaphandle kokuthi kukhona umhlomulo ozowuthola. Okuwumvuzo okuyotholakala kulolu cwaningo ulwazi olunzulu olungasiza nabanye abacwaningi abaseza ngemumva ukuba babone amagebe kanjalo nokucobeleleka ngezinsizalwazi abangazithola ngolimi lwesiZulu emitapweni yolwazi. Kanti futhi okunye kube ulwazi jikilele ngokuhlinzekwa nangokutholakala kwezinsizakufunda zesiZulu eNyuvesi YaKwaZulu-Natali.

Uma uvuma ukubamba iqhaza kulolu cwaningo uyathenjiswa ukuthi inniningwane yakho ngeke yathathwa noma yavezwa izovikelwa ngokuthi ifihlwe. Ubumfihlo buzoqinisekiswa ngokuba umbambiqhaza uzobizwa ngenombolo ethile noma anikezwe igama okungesilona elakhe. Ulwazi ozobe ulwethulile nalo luzofihlwa endaweni evalwa ngamakhondi ayobe aziwa umcwaningi nomeluleki kanye nomsizimeluleki kuphela.

Njengombambiqhaza kulolu cwaningo uzobe unelungelo lokuthi uyeke ukubamba iqhaza noma yingasiphi isikhathi uma usunesifiso sokungaqhubeki nokuba yingxenyeyocwaningo. Lokhu kokwenzeka ngaphandle kwezihibe noma izinkinga.

Ngaphambi kokuba ubambe iqhaza uyacelwa ukuba usayine ifomu eliwubufakazi bokuvuma ukuba ingxenyeyalolu cwaningo. Ebufakazini uzobe uvuma ukuthi uyakuqonda konke okumayelana nalolu cwaningo olwenziwayo.

Uma kukhona ofisa ukukuqonda kabanzi ngalolu cwaningo ungathinta umcwaningi kulemniningwane elandelayo: [REDACTED] /220009587@stu.ukzn.ac.za. Okanye uxhumane nomeluleki ku-neneb@ukzn.ac.za noma umsizi kameluleki kuNaidoosh@ukzn.ac.za. Ungathinta nababhekelela inkambiso elungileyo iHumanities & Social Sciences Research Ethics kulemniningwane elandelayo:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001 Durban 4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za

Ozithobayo

Mfundo Mawela (220009587)



Appendix C: English Consent form

I..... have read the participant information sheet, which stipulates all the procedures of participating in this study. I am well aware of the purposes of this study including its title entitled: ***Exploring the availability, accessibility, and utilization of isiZulu academic resources at UKZN.***

I affirm that I voluntarily took part in this study.

I have been notified that my identity will be kept confidential through codes hence, there will be no trace backs.

I have been told the duration of the study and have a freewill to withdraw at any time if I feel any discomfort.

I acknowledge that I have been notified that participation is voluntary, and there will be no payment provided.

I have been afforded sufficient time to communicate my thoughts when answering questions.

I have received the contact information of the investigator, supervisors and HSSREC office to reach out to with any questions or concerns.

Audio Recording (Select an option)

I consent to recording the interview ☐

I do not consent to recording the interview ☐

.....

Signature

.....

Date

Appendix D: IsiZulu Consent form

Mina.....ngifundile futhi ngachazelwa ngolwazi oluthinta ukubamba iqhaza kanye nezinhloso zocwaningo olusihloko esithi:
Exploring the availability, accessibility, and utilization of isiZulu academic resources at UKZN.

Ngiyavuma ukuba yingxenye yalolu cwaningo ngokuzithandela ngingaphoqiwe. Ngiyaqonda futhi ukuthi ngokubamba kwami iqhaza kulolu cwaningo ayikho inzuzo engizoyithola eqondene nami ngqo. Ngazisiwe ngelungelo lami lokuthi ngingayeka noma yinini uma sengifisa ukungalibambi iqhaza ocwaningeni. Ngazisiwe ukuthi inniningwane yami izofihlwa futhi ukubamba iqhaza angeke kwabeka impilo yami engcupheni. Ngiyavuma ukuthi ulwazi engizolethula luqoshwe futhi lukhishwe njengolwazi olutholakele ocwaningweni. Ngitsheliwe isikhathi esizothathwa ngokubamba iqhaza ocwaningeni. Nginikeziwe isikhathi esanele ukuqonda imibuzo nangokucaciseleka uma ngingaqondi. Inniningwane ngiyinikeziwe yokuxhumana nomcwaningi okanye abaluleki bakhe.

.....

Sayina

.....

Usuku osayine ngalo

Appendix E: Gatekeeper's letter



19 February 2025

Mfundo Mawela (SN 220009587)
School of Arts
College of Humanities
Howard College Campus
Email: 220009587@stu.ukzn.ac.za

UKZN
Neneb@ukzn.ac.za

Dear Mfundo

RE: PERMISSION TO CONDUCT RESEARCH

Gatekeeper's permission is hereby granted for you to conduct research at the University of KwaZulu-Natal (UKZN), towards your postgraduate studies, provided Ethical clearance has been obtained. We note the title of your research project is:

"Exploring the availability, accessibility, and utilization of IsiZulu Academic Resources at the University of KwaZulu-Natal".

It is noted that you will be constituting your sample as follows:

- With a request for responses on the website. The questionnaire and/or request for responses to "interview questions" must be placed on the notice system <http://notices.ukzn.ac.za>. A copy of this letter (Gatekeeper's approval) must be simultaneously sent to ramkissoobn@ukzn.ac.za.

Please ensure that the following appears on your notice/questionnaire:

- Ethical clearance number;
- Research title and details of the research, the researcher and the supervisor;
- Consent form is attached to the notice/questionnaire and to be signed by user before he/she fills in questionnaire;
- gatekeepers' approval by the Registrar.

You are not authorized to contact staff and students using the 'Microsoft Outlook' address book. Identity numbers and email addresses of individuals are not a matter of public record and are protected according to Section 14 of the South African Constitution, as well as the Protection of Personal Information Act. For the release of such information over to yourself for research purposes, the University of KwaZulu-Natal will need express consent from the relevant data subjects. Data collected must be treated with due confidentiality and anonymity.

Yours sincerely



Mr MA TUFTS
Director Governance & Administration

Office of the Registrar

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 7971 Email: registrar@ukzn.ac.za Website: www.ukzn.ac.za

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

INSPIRING GREATNESS

Appendix F: Ethical Clearance



21 August 2025

Mfundo Lwazi Mawela (220009587)
School of Arts
Howard College Campus

Dear ML Mawela,

Protocol reference number: HSSREC/00009023/2025

Project title: Exploring the availability, accessibility, and utilization of IsiZulu Academic Resources at the University of KwaZulu-Natal

Degree: Masters

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 21 July 2025 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

Incidents of adverse events and serious adverse events (AEs and SAEs) should be reported in writing to HSSREC, the study sponsors, and any regulatory authority (where appropriate), within 7 working days of the occurrence for local sites and 14 days for all other South African sites.

This approval is valid until 21 August 2026.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

HSSREC is registered with the South African National Health Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Neil Koorbanally (University Dean of Research)

/nng

Humanities and Social Sciences Research Ethics Committee

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INSPIRING GREATNESS

Appendix G: Interview Questions for the Subject Libraries

1. Section A: This section is on the demographic information of the librarians

2. What is your specialty as a librarian?
3. How long have you been working as a librarian?

4. Section B: This section is about the availability and accessibility of isiZulu academic resources

5. What types of isiZulu written academic resources are available at the UKZN library?
6. How are the available resources sorted/organized for accessibility?
7. Are they general resources, or are they for specific disciplines?
8. Explain the process of acquiring these resources at the library.
9. Are the available resources digitized, or are there more print materials?
10. How has the digital era facilitated the availability/accessibility of isiZulu written materials?
11. The resources are available for accessibility. If yes, how accessible are they?
12. Do you think the University's language policy that focuses on developing isiZulu has had a role in the availability/accessibility of isiZulu academic materials?
13. What challenges might students or staff face when trying to access isiZulu academic resources at the library? Or are there any restrictions or barriers to accessing isiZulu resources that might affect their use for academic purposes?
14. How is the library working to ensure that these isiZulu resources are easily discoverable and accessible to those who need them?
15. Do you have programmes that are structured that tell students and staff which isiZulu resources are offered?
 - a) Yes
 - b) No

c) If yes, how regularly do you do them in a year?

16. Section C: This section is about the demand and utilization of isiZulu academic resources

17. In your experience, how frequently are isiZulu academic resources used in the library?

18. How would you describe the demand for academic resources in isiZulu at UKZN?

19. What factors contribute to the demand for isiZulu materials at the library?

20. Can you tell how the utilization of isiZulu's available resources compared to resources in English or other African languages?

21. Section D: This section is about recommendations for enhancing the accessibility of isiZulu academic resources

22. What would you recommend in the future regarding enhancing the accessibility and utilization of isiZulu materials?

Thank you for your time and participation

Appendix H: Survey questions for the L1 isiZulu-speaking Students

1. Ngiyavuma ngikufundile okungenhla nokubamba iqhaza kulolu cwaningo

(a) Yebo ☐

(b) Cha ☐

2. Buyini ubulili bakho?

(a) Ngingowesilisa ☐

(b) Ngingowesifazane ☐

(c) Ngikhethe ukungasho ☐

3. Uneminyaka emingaki?

(a) Nginemnyaka ephakathi kuka 18 no 20 ☐

(b) Nginemnyaka ephakathi kuka 21 no 25 ☐

(c) Nginemnyaka ephakathi kuka 26 no 29 ☐

(d) Nginemnyaka engaphezulu kuka 30 ☐

4. Ikuphi okuchaza ikhono lakho lolimi kulokhu okulandelayo?

(a) Ngikhululeke kakhudlwana ukuqonda, ukufunda nokubhala ngesiNgisi nesiZulu ☐

(b) Ngikhululeke kakhudlwana ukuqonda, ukufunda nokubhala ngesiNgisi kuphela ☐

(c) Ngikhululeke kakhudlwana ukuqonda, ukufunda nokubhala ngesiZulu kuphela ☐

5. Uyaye uzizwe kanjani uma uthola imisebenzi yesikole edinga izinsizakufunda ezibhalwe ngesiZulu?

(a) Ngibanethemba lokuthi ngizokwazi ukuzithola izinsizakufunda ☐

(b) Ngivele ngikhathazeke ngingazi ngizozitholaphi ☐

(c) Angiyitholi imisebenzi edinga izinsizakufunda ezibhalwe ngesiZulu ☐

6. Yini oyenzayo uma usubonile ukuthi unomsebenzi odinga izinsizakufunda ezibhalwe ngesiZulu?

(a) Ngibuza kwabanye abantu ukuthi ngingazitholaphi ☐

(b) Ngiya emtapweni wolwazi ☐

(c) Ngibheka online/internet ☐

(d) Ngiyadideka ngingazi ngenzenjani ☐

7. Usuke uzizwa kanjani ngesikhathi ukhethe izinsizakufunda ezibhalwe ngesiZulu ongase uzisebenzise emsebenzini wakho?

(a) Ngijabule ☐

- (b) Ngizethemba ☐
- (c) Ngikhathazekile ☐
- (d) Ngingenaso isiqiniseko sengikwenzayo ☐
- 8. Wenzenjani ngesikhathi ukhetha izinsizakufunda ezibhalwe ngesiZulu?**
- (a) Ngibheka okuningi okuhlukahlukene bese ngikhetha okuzongisiza ☐
- (b) Ngibuza abasebenzi basemtapweni wolwazi ngokufanelekile okungase kungisize ☐
- (c) Ngithatha engibona kutholakala kalula ☐
- 9. Uzizwa kanjani ngesikhathi ubheka izinsizakufunda uhlangabezana nezinsizakufunda eziningi ongazidingi?**
- (a) Umsebenzi engisuke ngiwutholile uyaqala wenze umqondo ☐
- (b) Ngiyadideka ngingazi ngithathe kuphi ngiyeke kuphi ☐
- (c) Ngiyesaba ukuthi uzophumelela yini umsebenzi engifuna ukuwenza ☐
- (d) Angihlangabezani nokuningi ☐
- 10. Wenzenjani ngesikhathi ubheka izinsizakufunda uhlangabezana nezinsizakufunda eziningi ongazidingi?**
- (a) Ngivele ngifikelwe ukuthi angiyeke ukuqhubeka nokubheka ☐
- (b) Ngiyaqhubeka khona kunzima ngibheke okuzongizisa ☐
- (c) Ngizama ezinye izindlela zokubheka izinsizakufunda ezizongisiza ☐
- 11. Uma usukutholile okungase kukusize usukuhlaza usuke uzizwa kanjani?**
- (a) Ngingcono ukunasekuqaleni ngesikhathi ngingakaqali ukucinga ☐
- (b) Ngisuke sengizethemba kancane ☐
- (c) Ngisuke ngizethemba kakhulu ☐
- 12. Wenzani ngesikhathi uhluza okuzokusiza emsebenzini wakho?**
- (a) Ngiqoqa konke okungase kungisize ☐
- (b) Ngikubeka konke nebengicabanga ukuthi ngeke kungisize ngesikhathi ngisabheka ☐
- (c) Angiqoqi ngikusebenzisa konke engikutholile ☐
- 13. Lokhu osuke ucabangela ukuthi kuzokusiza emsebenzini wakho, uzizwa kanjani uma sekukodwa eceleni?**
- (a) Ngisenokudideka okuncane ☐
- (b) Ngizeqhenya ngengisuke senginakho ☐
- (c) Ngizethemba kakhulu ☐

(d) Ngijabule ukuthi sengiyela emaphethelweni ☐

14. Wenzenjani ngalokhu osuke ucabangela ukuthi kuzokusiza emsebenzini wakho? ☐

(a) Ngicubungula khona lokhu okukhona

(b) Ngiyandisa ngezinye izinsizakufunda ezifana nalezi engisuke ngibona ukuthi zizongisisa ☐

(c) Angenzi lutho ngoba ngisuke sengikulungele ukwenza umsebenzi wami ☐

15. Uzizwakanjani ekugcineni uma usukwenze konke obekukusiza ukubheka izinsizakufunda?

(a) Ngikhululekile ☐

(b) Nginelisekile ngengikutholile sengilungele ukwenza umsebenzi wami ☐

(c) Ngiphoxekile ngoba akungisizanga ☐

16. Wenzanjani ngezinsizakufunda ekugcineni usuqedile ukuzibheka?

(a) Ngenza umsebenzi wami ☐

(b) Angiwenzi umsebenzi ngoba ziyangiphoxa ngicamela izinsizakufunda zesiNgisi ☐

➤ **Ngenzansi izinsizakufunda ezibhalwe ngesiZulu, ezitholakala emtapweni yolwazi yeNyuvesi YakwaZulu-Natali:**

Amajenali, izincwadi zembhalo yesiZulu okuyizindaba ezimfushane, izinkondlo, imidlalo, izincwadi ezifundisayo ngempilo jikelele, izaga nezisho, izinganekwane kanye nemsebenzi vabacwaningi okuthiwa, ama-athikili kanye namathisisi

17. Ngabe ubunalo ulwazi ngalezi zinsizakufunda ezethulwe ngenhla?

(a) Cha, akaze ngizwe ngalezi zinsizakufunda ☐

(b) Yebo, ngake ngezwa ngalezi zinsizakufunda kodwa angikaze ngizisebenzise ☐

(c) Yebo, ngake ngezwa ngalezi zinsizakufunda futhi ngake ngazisebenzisa ☐

18. Luthini uvo lwakho ngalezi zinsizakufunda?

(a) Angicabangi ukuthi lezi zinsizakufunda ziwusizo ☐

(b) Anginaso isiqinisekiso njengoba ngingakaze ngizisebenzise ☐

(c) Angikaze ngizisebenzise kodwa ngicabanga ukuthi ziwusizo ☐

(d) Ngake ngazisebenzisa futhi ngicabanga ukuthi ziwusizo ☐

19. Ungakuthokozela ukwanda kwezinsizakufunda ezibhalwe ngesiZulu?

Yebo ☐

Cha ☐

20. Sekela impendulo yakho oyinikeze embuzweni ongenhla

21. Uma ungakuthokozela ukubakhona kwezinsizakufunda, yimaphi amamojuli ocabanga ukuthi angazidinga kakhulu izinsizakufunda ezibhalwe ngesiZulu?

22. Uma useke wazisebenzisa izinsizakufunda ezibhalwe ngesiZulu, uvamise ukuzisebenzisa kangakanani?

- (a) Kanye noma kabili enyangeni ☐
- (b) Njalo uma nginomsebenzi odinga zona ☐
- (c) Njalo uma nginomsebenzi odinga zona futhi uma kukhona engifuna ukukuqonda kangcono ☐
- (d) Angikaze ngizisebenzise ☐

23. Ngabe ucabanga ukuthi ukungabi nalo ulwazi ngokutholakala kwezinsizakufunda ezethuliwe ngenhla kunomthelela wokuthi ungakaze uzisebenzise ☐

- (a) Yebo
- (b) Cha ☐

24. Ungakuchaza kanjani ukuba wusizo kwalezi zinsizakufunda?

- (a) Azilona usizo ☐
- (b) Ziwusizo ☐
- (c) Ziwusizo kakhulu ☐

25. Kungabe ucabanga ukuthi lezi zinsizakufunda zikusizile ekuzuzeni imiklomelo (*marks*) noma ekuqondeni umsebenzi wakho?

- (a) Yebo ☐
- ☐

(b) Cha

(c) Anginaso isiqiniseko ☐

26. Ngabe ukuthola kulula ukufinyelela noma ukuzithola lezi zinsizakufunda?

(a) Yebo ☐

(b) Cha ☐

27. Chaza iziqinamba obhekena nazo uma ufuna ukuthola izinsizakufunda ezibhalwe ngesiZulu.

Isiphelile imibuzo

Ngiyabonga ngesikhathi sakho nokuthi ubambe iqhaza kulolu cwaningo

Appendix I: Turnitin Report

Turnitin Originality Report

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