
The role of the school library in the career choices of grade 12 female learners: a case study of a rural secondary school in KwaZulu-Natal, South Africa

Nandi Jiyane and Glenrose Jiyane

Nandi Jiyane

Institute for Gender Studies, University of South Africa
nandi.jiyane@daimler.com

Glenrose Jiyane

Department of Information Studies, University of Zululand
JiyaneG@unizulu.ac.za

Abstract

This study investigated the role of a rural secondary school in KwaZulu-Natal, South Africa, in assisting grade 12 female learners in their career choices. Choosing the right career is becoming increasingly important in the context of limited work opportunities. Data collection was by means of a self-administered questionnaire distributed to 39 female learners and two focus group discussions with the same group of learners. Findings revealed that the learners had clear career information needs relating to their future possible careers. However, the school library lacked the necessary resources to support the female learners in meeting their career information needs. Space in and opening hours of the library were among the challenges identified. Recommendations included the need for visits by potential employers and experts from different fields to the school to offer career information to the senior learners.

Keywords: Career choices, career information, female learners, school library, career guidance, KwaZulu-Natal, South Africa

Introduction and background

Choosing the right career path is becoming increasingly important for young students today, especially with the increasing joblessness and the consequent need to make the correct career choices. Learners have to take into account many things when choosing a career ranging from the basic education level needed for a certain career to the choice of relevant major subjects in their post-secondary school education. This necessitates guidance in choosing a career path through the provision of career-related information. According to Amoah, Kwofie and Kwofie (2015: 57), “The primary goal of career guidance and counselling is to make it possible for any individual to see and explore his or her unlimited endowed options.” However, there are many factors influencing career choices and career paths and they include parents, coaches, religious figures, or any role model in a learner’s life, as well as visiting and participating in career expos.

Technology is a crucial tool in 21st-century learning (Wide 2016) and has an influence on how a learner could search for information on future careers (Slabbert 2014). Libraries, however, are still critical in schools to ensure career-related guidance in various ways and on various platforms. These could comprise the library materials themselves, invitations to experts to give talks on careers and ensuring that the well-resourced library has access to the internet or, at least, basic traditional technology such as radio. The latter has proved to be still relevant for information dissemination in rural areas in particular (Fombad and Jiyane 2019).

In the past, the roles of gender in the workforce have been uneven and unfair reflected, for example, in women usually having lower-paying jobs than men (Bronstein and Farnsworth 1998). Currently, the consideration of women being paid less than men is on the agenda of many organisations and the need to reach a fairer payment system for both men and women is recognised (Benjamin 2015: 38). However, when looking at the workforce, one can still find men and women in stereotypical job fields (Greenwood 1999). Studies have shown that young men and women have different styles when it comes to choosing a career. The library can thus play a role in shaping the thinking of female learners at the school level.

Aside from gender differences in employment, there are also differences in race. According to Gittleman and Howell (1995), in the past, minorities in the United States faced many barriers when trying to enter the workforce. The authors observed that the workforce is now required to reflect ethnic diversity among its members. However, little has changed because of career choices made by the

minorities, that is, going from blue-collar jobs to jobs in corporate and business settings (Gittleman and Howell 1995). Studies have shown that colleges have trouble bringing more ethnicities into agricultural majors (Minde, Terblanche, Bashaasha and Madakadze 2015). A major portion of ethnic students major in areas other than agriculture, whereas Caucasians still represent a significant part of the student body in agricultural colleges (Rocca 2013). This may also affect how career choices are perceived by female learners and the role of libraries in providing information while they are still in school becomes crucial.

Many outside factors can affect how a young man or woman will choose their career; for instance, the environment in which a student grows up plays a vital role in their choice of career path. If a student grows up in a context where all young men and women go straight to work after high school, that student will be more likely to go straight into the workforce as well (Swanson and Fouad 1999). Certain students have more opportunities than others. For example, some have scholarships to go to college, some have the connections to help them go further, and some come from wealthy families. In South Africa, the National Student Financial Aid Scheme (NSFAS) which provides funding for tertiary education plays a significant role in opening opportunities for students to advance in career choices which require higher education qualifications. The above-mentioned factors make it easier for a student to choose any career path, compared to a student who does not have these opportunities (Cross and Slater 1997; SAASTA 2013).

Students may be unsure about a career path or may be unable to choose between two career paths but, according to Trusty, Niles and Carney (2005), there are tools for students in colleges and high schools that can help them choose a career. These tools include career tests, career counselling, job fairs, and job shadowing. Career tests usually offer a wide range of questions that will pool together all of a student's interests and group them into possible job fields and majors. The tests can show where students need development in skills or experience (Trusty et al 2005). One of the school librarian's roles is to do career counselling with learners in addition to assisting them with information materials.

Recruitment is another factor that plays a role in learners' career decision-making process. Recruiters from companies will show the benefits of working for that company and try to sway the learners' career-related decision-making accordingly. Recruiters use videos, brochures and coffee mugs, among other means, to promote their companies. They also attend, when invited, career fairs in schools in order to market their companies. Career fairs involve face-to-face meetings between job-seekers and employers (HACCC 2013) and are a useful way for students to see what companies have to offer. If librarians are able to

organise career fairs and invite recruiters this would assist in opening the minds of learners by exposing them to the various career choices available.

The need to redress the plight of women and female learners and their education is receiving attention worldwide and in South Africa. This response calls for the contribution of school libraries which provide information and ideas that are fundamental to the educational needs of students (Omenyo 2016: 2) and which enable them to function fully in today's knowledge society (IFLA and UNESCO School Library Manifesto 1999). School libraries have been described as learning laboratories, where students interact directly with library materials and acquire research skills for future academic pursuits (Unagha 2008: 3). School libraries give students reading opportunities to broaden their minds and instil a reading culture which has positive benefits on learning (Nassimbeni and Desmond 2011: 95).

A significant number of graduates in South Africa are unemployed because, among other factors, they took career paths that they were not familiar with but rather were readily available without exploring other different career opportunities. One of the roles of libraries, particularly school libraries, is to provide information on careers to learners at a young age so that they can be aware of the various careers they could choose from thereby enabling them to make informed choices.

Contextual setting

The study was conducted at Gilonki Secondary School located in the Qakwini area of Mtubatuba, a town in Northern KwaZulu-Natal. The school was chosen for the study because one of the researchers had already established a rapport with two senior staff members from the school in previous (and on-going) research work in the form of a community engagement project conducted at the school and other surrounding schools. At the time of the study (2016), Gilonki Secondary School had a staff compliment of 16 educators and 455 learners, 51 of whom were in grade 12. The school has a container library which was donated and renovated with shelves and carpeting to be a functional library by Breadline Africa, a non-profit organisation based in Cape Town. The library's collection was provided, fully processed and ready for the shelves, by the Education Library Information and Technology Services (ELITS) of the KwaZulu-Natal Department of Education. The collection numbers approximately 350 items and comprises reference materials, fiction and non-fiction books, charts, maps and globes. The school library operates within specified opening hours, that is, during the two break periods of the normal

school day. It is managed by one female educator assisted by library monitors who volunteer their break time to work in the library.

Statement of the problem

Career education and information prepare learners for future career choices (*Preparing for success ...* 2016; Serbes and Albay 2017). School libraries occupy a significant position in discussions on learning and education (Baro and Eze 2016), economic development and poverty alleviation (Fombad and Jiyane 2015). Therefore, school libraries are important to learners generally and to female learners in particular while they are still in school to help them channel their career paths. However, many schools do not have an opportunity to support learners, particularly female learners, with their career choices because they lack resources (Maarman and Lamont-Mbawuli 2017). On the same note, Mojapelo and Dube (2015) observed that most rural schools do not have libraries. Furthermore, Omenyo (2016) pointed to the issue of limited qualified librarians in most of the schools which do have libraries. The lack of resources (and libraries) means that learners cannot be assisted with information on their career choices. Therefore, the role of school libraries in building future female learners who are able to respond to the nation's political and humanitarian needs, and who are able to build their futures through literacy, education and access to relevant materials (Hart and Zinn 2007) is a vital one but one that is compromised by the lack of resources. Mitchel (2000), in his book *The graves of academe*, emphasised the importance of literacy, stating that "literacy is the ability and the inclination of the mind to find knowledge, to pursue understanding, and out of knowledge and understanding to make judgments." This resonates well with the declaration of the United Nations Educational, Scientific and Cultural Council (UNESCO) (2010) that literacy is a human right, a tool for personal empowerment and a springboard for social and human development.

The Millennium Development Goals (MDGS) and the subsequent (and current) Sustainable Development Goals (SDGs) support education and gender-based education and empowerment. Accordingly, the South African Government developmental blueprint, the National Development Plan (NDP) (N.d.) implores everyone to improve the performance of the South African education system. According to the Minister of Basic Education, topmost on the NDP policy injunction is that we must enhance literacy, numeracy/mathematics and science outcomes. The Minister further explained that the NDP enjoins us to improve learners' performance in international comparative studies (Motshekga 2015). Hence, school libraries can be seen as conducive environments for supporting female learners to be informed, literate and educated in the realisation of their careers. However, despite these global pronouncements and initiatives in South

Africa, schools still lag behind in terms of libraries and resources to provide the support needed by female learners to make informed choices on their career paths. Therefore, this study may shed light on the role school libraries could play in ensuring that female learners are equipped with the information they need with regard to their future careers.

As alluded to above, it is acknowledged that those schools which do have libraries are characterised by having limited resources. Furthermore, having a qualified librarian to manage the school library is not prioritised by the schools and this is particularly evident in rural areas (Omenyo 2016; Mojapelo 2014; Fombad and Jiyane 2015; Jiyane, Fombad and Mugwisi 2016; Fombad and Jiyane 2019). The above factors make it difficult for female learners to access career information.

Research aim

In light of the problem outlined above, the aim of this study was to investigate the role of a school library in a secondary school in KwaZulu-Natal, South Africa in assisting female learners to make informed career choices.

Research questions

The study was guided by the following research questions:

- What are the career information needs of grade 12 female learners at the Gilonki Secondary school?
- What sources do the female learners use to obtain career information?
- What challenges are faced by the female learners in accessing and using career information at the school?
- What strategies regarding career information provision to female learners could be employed at the school?

Research model

Models help researchers formulate hypotheses and theories by identifying the research problem/s at hand (Jarvelin and Wilson 2003: 3). This study was underpinned by Wilson's model of information seeking behaviour. Although several models have been identified with regard to information needs and information seeking behaviour, for example, Ellis (1989) and Kuhlthau (1991) Wilson's model was found suitable for the study. Importantly, this model emphasises the importance of the personal, social and environmental roles that stimulate the need for information (Wilson 2005: 31). Wilson's model of

information seeking behaviour was developed over a considerable period and its first version appeared in 1981 (Tom 1999). The model describes the need for information and the limitations that may prevent the seeker from taking action to search for information. It emphasises the results of searching, that is success or failure, and the level at which the need is satisfied (Case 2002: 128). The model of information seeking behaviour consists of the information seeker, the system employed or interface/intermediary which the person uses to search for information, and the information resources that might or could be used by the seeker to get the information. It also indicates that users can use different sources of information to meet their information needs.

Research methodology

The study adopted both qualitative and quantitative methods of data collection. Primary data was collected through a self-administered questionnaire given to the grade 12 female learners at the Gilonki Secondary School as well as focus group discussions (FGDs) with the learners. Secondary data was obtained through document analysis. Documents perused were journal articles, books and school documents such as minutes and reports.

The target population of the study was female learners in grade 12 (the exit grade in the South African education system). Of the total number of learners in the grade (51), 39 were female. Thus, given the small size of the population, no sampling was done and all 39 female learners were included in the study.

Data were collected over a period of three months early in the year. This was a convenient time as there were no interruptions from tests having to be written and the grade 12 participants had sufficient time to ponder career choices and their future aspirations. The FGD sessions, arranged with the Life Orientation educator, consisted of four groups of between 9 and 10 participants and ranged between 45 and 70 minutes in duration. As noted above, self-administered questionnaires were distributed to and completed by all 39 of the participants. Data collected were quantitative and qualitative in nature and, therefore, both quantitative and qualitative methods of data analysis were employed. Data from the questionnaires were coded manually using frequencies and percentages. Qualitative data in the form of narratives were either grouped into themes based on their similarities or summarised and presented as they were.

Findings and discussion

The research questions posed above provide a framework for the presentation and discussion of the findings.

Career information needs of the female learners

All 39 (100%) of the grade 12 learners had career information needs which were expressed clearly and precisely. Figure 1 below indicates what the needs and their frequency were.

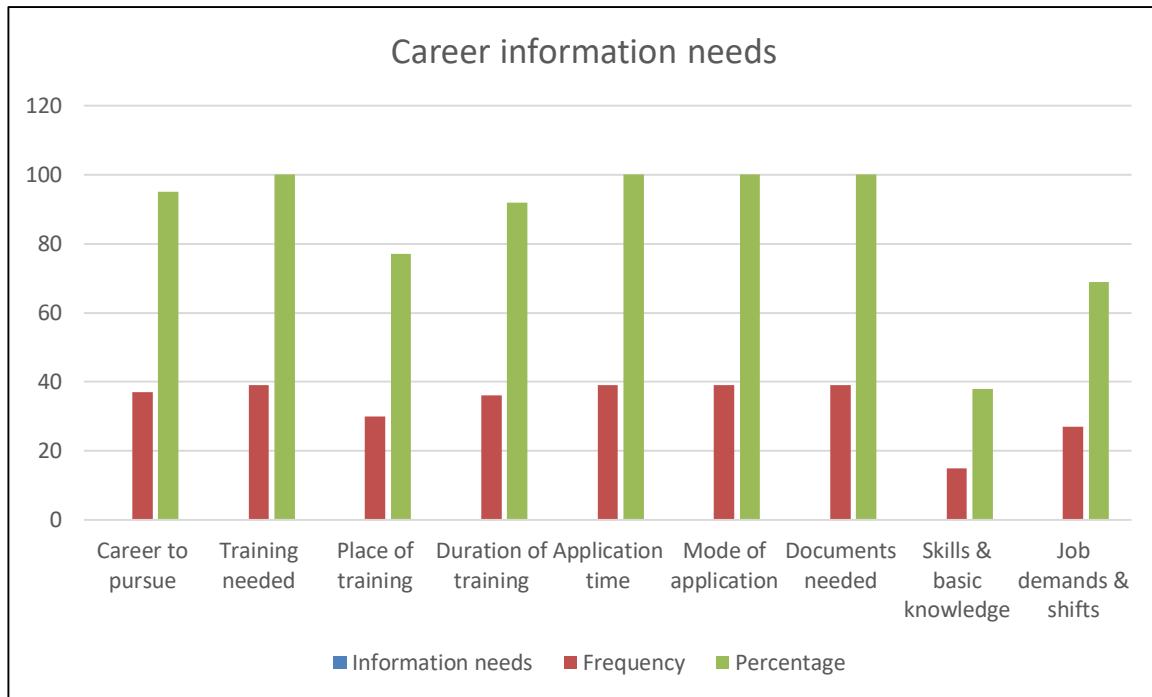


Figure 1: Career information needs grade 12 female learners (N=39)

As can be seen in Table 1, the career needs expressed by all participants (39; 100%) related to training. These included the training needed for a particular career and the application process for such training as well as the documents needed. It became apparent that while most (32; 82%) of the grade 12 female learners were aware that some careers such as nursing, need some training, they were unsure of the specifics related to such training and they struggled with accessing information that could help them in the process. In the FGDs a question asked about the nature of training required after grade 12 for a career in nursing elicited the following responses (which illustrated the female learners' uncertainty):

“I think you need to go to the university”; “I don’t know”; and “I will ask my teacher”.

The need for information on careers to pursue in the future was also strongly evident with 37 (95%) of the female learners indicating this. A smaller majority (27; 69%) of female learners needed information on the job demands in terms of

the physical, psychological and emotional strength needed to do the job, as well as whether or not the job had day and night shifts. The times for work are critical for later years when female learners start families. The traditional expectation that women should be at home during the day to engage in domestic chores is yet to change. In the past and in rural communities in particular (such as where the school is located) working women were expected to be at home in the afternoon and the rest of the night to take care of the family. The need for information relating to the demands of a job expressed by the female learners is an indication that these expectations are still prevalent. To accommodate these expectations Jiyane and Ocholla (2004), for example, observed that most women entrepreneurs wake up very early in the morning and return home late from their informal businesses to continue with household chores and children rearing.

Table 1 below reflects the actual careers the grade 12 female learners from Gilonki Secondary School aspired to.

Table 1: Careers aspired to (N=39)

Career	Frequency	Percentage
Teacher	13	33
Nurse	10	26
Police	6	15
Councillor for political parties	5	13
Government administration	3	8
Social worker	2	5
Total	39	100

A range of careers was mentioned by the participants. The career most aspired to was teaching (33%) followed by nursing (26%). Interestingly, five (13%) of the female learners expressed an interest in politics. During the FGDs the possibility of being taxi drivers and pastors was narrated. Although the reasons for their career choices were not asked, it is apparent that the female learners chose careers that are common and ones that they could see or relate to. For example, schools, clinics, police stations and churches are all part of their communities and, as such, influence career choices. This is in line with Swanson and Fouad (1999) in their observation that the environment tends to influence students in choosing their career paths.

Career information sources

In terms of the second research question, the female learners were asked what sources they used to obtain career information. Their responses are provided in Table 2 below.

Table 2: Career information sources (N=39)

Source	Frequency	Percentage
Life Orientation class	39	100
Friends	39	100
Parents/relatives	39	100
Others	39	100
Radio	35	90
School library	9	23
Newspapers	7	7

The findings show that there were three specific sources of career information used by all the grade 12 female learners, namely, the Life Orientation class at school, friends and parents/relatives. These sources clearly play significant roles in providing career information for the learners when compared with the school library and newspapers mentioned by nine (23%) and seven (18%) learners respectively. All 39 (100%) female learners also consulted “Others”. Others included peer learners from nearby schools and occasionally staff when visiting the local clinic. Parents play a role in providing information in any area, but particularly on careers, and children tend to consult them for information. This could be due to them being the only source of information immediately available in the vicinity (Jiyane and Ocholla 2004) and the obvious experience they have gained over the years as adults.

Apart from the limited use of the school library as a source of career-related information, these findings underscore the importance and prevalence of oral communication. Communication, in the context of the participants, takes place in a language which is understood and with people one is familiar with such as parents/relatives and friends. It is also easier (requiring no technology), informal and facilitates the easy sharing of information. Using a combination of information sources is in line with Wilson (2006: 661) who established that

users could use a combination of sources to satisfy their information needs. The findings also reveal that radio (90%) continues to be a reliable source of information. Mchombu and Ocholla (2011: 10) observed that the popularity of radio is still significant in both rural and urban areas. In a similar vein, Fombad and Jiyane (2016) found that community radio, in particular, is useful for information for women in rural areas. It is also “oral” in nature. The limited usage of the library as a source of information for the participants is of concern.

Challenges in accessing and using career information at school

The findings relating to the third research question, namely, the challenges faced in accessing and using career information at the school are reported on and discussed below.

Lack of career-related information

A majority, 29 (74%) of the grade 12 female learners at the Gilonki Secondary School were of the opinion that there was not enough information on career choices available at the school. Seven (17%) said that such information was available while three (7%) said that they did not know. These findings suggest that some of the learners could have looked beyond the school subject Life Orientation, which they had initially indicated as a source of information when looking for information on career choices. The findings also corroborate the earlier finding that the school library does not play a significant role in providing the grade 12 learners with career-related information. In fact, its role appears to be very limited. Furthermore, career fairs, described by the Houston Area Consortium of Career Centers (HACCC 2013) as one of the successful ways to channel and inspire students to the right career paths, do not take place in the school and the school library does not organise such initiatives. However, these fairs could be assimilated in the school as best practice.

Library space

The lack of space in the library was a further challenge experienced when accessing information in the library. All 39 (100%) of the female learners indicated that there was no space in the library for tables and chairs on which to sit and peruse materials or even to hold group discussions or be addressed as a group. As noted earlier, the school has a container library that cannot accommodate tables, chairs or even a reading area with a carpet and cushions. The lack of resources, particularly digital resources in schools in KZN, has been observed by Jiyane and Onyancha (2010) and this finding regarding lack of space (and other resources – see below), therefore, did not come as a surprise. Digital libraries could be an option regarding the lack of space. However, given

the context in which the school exists this will remain, for various reasons, a pipe-dream for the foreseeable future.

Relevance of library materials

The grade 12 female participants emphasised that there were not enough materials such as clipping files on career-related topics (for example, company profiles) in the library that could enhance their search for career-related information. Furthermore, what material there was available was not always relevant. The participants also indicated that limited information was communicated in the Life Orientation class, which is not taught every day, and so cannot be “visited” as and when needed. These findings are in line with the observation of Musoke (2007: 306) that the availability of appropriate materials addressing career paths is a problem for learners generally. However, the lack of suitable materials for grade 12 learners in particular is, given their urgent need to make future career choices, worrying. A school library becomes extremely important and relevant when there is no adequate information readily available from other sources. This underscores the importance of the school library having both sufficient and relevant materials.

Opening hours

All 39 (100%) female learners pointed to the library only being open during break times and that it was always crowded. The very limited opening hours could well be a result of the educators in the school, except for the principal and the security, living more than 30 kilometres away from the school meaning that they would have very little time for library duty before school starts and after school closes. Also, in many cases, these educators share transport with educators from other local schools further adding to travelling time and often causing delays in their arrival at and hastening their departure from school. This would again affect the possibility of the library opening before school starts and after school has ended.

Electronic resources and the internet

The library at the school does not have computers. This situation was lamented during the FGDs with the grade 12 female learners. Although the skills and knowledge necessary for using computers may be questionable among the learners, the presence of these resources in the library may obligate the school management to budget for computer training to equip both educators and learners with the needed skills. If there are computers with access to the internet, this would mean that the librarian/educator working in the library could

be of assistance to the female learners when doing searches online for career-related information. Wide (2016) advocated for librarians being technology leaders. This, however, is not the case at the Gilonki Secondary School.

Strategies to make information on career choices available and accessible in school libraries

In terms of the final research question, the grade 12 female learners were asked to suggest strategies that could be employed to ensure that the library makes information on career choices available and accessible to them. The following suggestions were made:

- The participants pointed to the library being small and that this prevented them from browsing or reading available materials that could have information on careers. They suggested that the school library should be expanded for ease of utilisation.
- It was also indicated that information on career choices should be provided, as examples in everyday subjects, particularly to Grades 11 and 12. Notwithstanding the role of Life Orientation as a subject which by its nature sets to address careers and future plans, the participants were of the opinion that integrating career-related information more comprehensively in the curriculum may help them to more frequently think about what they want to do in future and to continuously work towards it.
- The use of displays was raised. It was pointed out that one of the ways in which the school library could create awareness of any new materials and information or events to be celebrated that could be of relevance to educators and learners, is through making displays. While the issue of space is an obvious constraint, frequent displays in the library and in other locations in the school on career-related topics should be done to create awareness and also enhance library usage.
- The final suggestion concerning making information on career choices available and accessible was the school inviting prominent people from different institutions and organisations to talk on careers. This is in line with Herren, Cartmell and Robertson (2011) and Alfred-Davidson (2009) who noted that college graduates visiting schools to talk about careers and learners themselves being invited by employers for work experience, could make a huge difference in facilitating their career choices.

Conclusion and recommendations

Given the findings of the study, it is evident that the grade 12 female learners at the Gilonki Secondary School have career information needs that are not being

fully catered for by the school library. Arguably, similar studies done in similar schools will come to similar findings. Thus, while the recommendations below concern the situation at the school they are, in terms of the above contention, also applicable to many other rural secondary schools in the province which have a school library.

In conclusion, it is evident that school libraries are important to female learners. However, the school library under study has limited information and materials on careers. Currently, it does not play a proactive role in supporting grade 12 female learners with information, materials and activities within the agreed timetable that could help expose them to available careers, new trends in the career world and alternative career choices. This state of affairs needs to be rectified and the recommendations below would go some way toward ensuring their needs and the needs of other learners are met:

- It is recommended that the school investigates the possibility of employing an educator who has a qualification in school librarianship. Such a person is likely to be passionate about school library management and its activities, responsibilities and roles within a school community. He or she will be concerned with ensuring that the information needs of the school community (including grade 12 female learners) are catered for through the collection of appropriate information resources and ensuring access to those resources.
- The school management needs to support the library by, amongst other things, the provision of a library budget. This will enable the educator managing the library to oversee the purchase of materials including books and newspapers (the latter will be useful for compiling newspaper clipping files), as well as basic technologies such as a radio and television. As indicated above, the radio remains an important source of career-related information. Computers and internet access cannot, in this day and age, be ignored.
- The educator managing the library should be proactive by inviting experts from various fields to inspire and inform the grade 12 female learners in terms of their career choices. Guests could also be former learners from the community who have succeeded in their career choices or someone holding a prominent position in the community,
- The educator could also foster a relationship with potential employers to plan excursions to different employers' premises or invite them to occasionally visit the school to motivate learners by showcasing career opportunities (particularly for female learners), providing them with different career information and materials, and possibly mentoring them.

- Best practices from other countries could be adopted in the school by the educator in charge of the library. The holding of career fairs, noted above, is an example of such a practice.
- The issue of space in the library is of concern. This restricts the access to resources and the number of resources that the library can provide. It is recommended that the school, together with ELITS and other interested entities and organisations, support the expansion of the library. The expansion would allow for the creation of a reading and study area with appropriate tables and chairs. This would facilitate project-related tasks and group discussions on various subject-related matters including those addressing career choices and paths. An expanded library would also create more room for housing information resources and, importantly, make them more accessible for use.
- Limited opening hours are a challenge restricting both access to and use of the library materials. It is recommended that the hours should be revised so that senior grades, in particular, are afforded the space and time to carry out their information-related tasks without disturbances from the junior grades. Increase opening hours would also enable the junior grades to visit without being harassed and bullied by the senior learners over limited space and materials. The commotion in the library and competition for space at break times would also be avoided. Ensuring that the library is open in the early morning before school and in the afternoon after school could be entrusted to the senior library monitors. School management would need to ensure that the necessary security (in the form of security guards) is present.

References

- Alfred-Davidson, T. 2009. High school councillor and career specialists' perceptions of school practices that involve parents in students' career planning. PhD dissertation. Florida, USA: University of Florida.
- Amoah, S.A., Kwofie. I. and Kwofie, F.A.A. 2015. The school councillor and students' career choice in high school: the assessor's perspectives in a Ghanaian case. *Journal of education and practice* 6(23): 57-65.
- Baro, E.E. and Eze, E.M. 2016. Enhancing quality learning: the impact of school libraries services to students in Nigeria. *School libraries worldwide* 22(1): 8-19.
- Benjamin, N. 2015. Bargaining indicators. *Labour research service* 15: 35-45.

Bronstein, P. and Farnsworth, L. 1998. Gender differences in faculty experiences of interpersonal climate and processes for advancement. *Research in higher education* 39(5): 557-585.

Case, D.O. 2002. *Looking for information: a survey of research in information seeking needs and behaviour*. Amsterdam: Academic Press.

Cross, T.L. and Slater, R.B. 1997. The commanding wealth advantage of college-bound white students. *Journal of blacks in higher education* 15: 80-90.

Ellis, D. 1989. A behavioural approach to information retrieval system design. *Journal of documentation* 45(3): 171-212.

Fombad, M. and Jiyane, G. 2015. School libraries in South Africa and the Post-2015 Millennium Development Goal (MDGs). *Libri* 65(3): 191-205.

Fombad, M. and Jiyane, G. 2019. The role of community radios in information dissemination to rural women. *South African journal of librarianship and information science* 51(1): 47-58.

Gittleman, M.B. and Howell, D.R. 1995. Changes in the structure and quality of jobs in the United States: effects by race and gender, 1973-1990. *Journal of industrial & labour relations review* 48(3): 420.

Greenwood, A.M. 1999. Gender and jobs: sex segregation of occupations in the world. *Journal of international labour review* 138(3): 341-343.

HACCC (Houston Area Consortium of Career Centers) 2013. www.haccc.org/documents/PrepareforCareerFairstudenthandout.pdf. Accessed 11 July 2013.

Hart, G. and Zinn, S. 2007. The conundrum of school libraries in South Africa. In Bothma, T.J.D., Underwood, P. and Ngulube, P. eds. *Libraries for the future: progress and development of South African libraries*. Pretoria: LIASA, pp. 89-106.

Herren, C.D., Cartmell II, D. and Robertson, J.T. 2011. Perceptions of influence on college choice by students enrolled in a college of agricultural sciences and natural resources *NACTA journal* 55(3): 54-61.

IFLA/UNESCO. 1999. *School Library Manifesto*.

<http://www.ifla.org/publications/iflaunesco-school-library-manifesto-1999>.

Accessed 29 July 2020.

Jarvelin, K. and Wilson, T.D. 2003. On conceptual models of information seeking and retrieval research. *Information research* 9(1): Paper 163.

<http://www.InformationR.net/ir/9-1/paper163.html>. Accessed 29 July 2020.

Jiyane, V. and Ocholla, D.N. 2004. An exploratory study of information availability and exploitation by the rural women of Melmoth, KwaZulu-Natal. *South African journal of library and information science* 70(1): 1-8.

Jiyane, G.V. and Onyancha, O.B. 2010. Information literacy education and instruction in academic libraries and LIS schools in institutions of higher learning in South Africa. *South African journal of libraries and information science* 76(1): 11-23.

Jiyane, G.V., Fombad, M.C. and Mugwisi, T. 2016. Overview of segregated development in South Africa and its implications in the provision of school libraries. *Libri* 66(1): 45-57.

Kuhlthau, C.C. 1991. Inside the search process: information seeking from the user's perspective. *Journal of the American Society for Information Science* 42(5): 361-371.

Maarman, G. and Lamont-Mbawuli, K. 2017. A review of challenges in South African education and possible ways to improve educational outcome as suggested by decades of research. *Africa education review* 14(3-4): 263-289.

Mchombu, C. and Ocholla, D.N. 2011. Information seeking behavior of orphans and vulnerable children, caregivers and the role of service providers in Ohangwena and Khomas regions in Namibia: a preliminary report. Paper presented at the 6th Biennial ProLISSA Conference. 9-11 March. Pretoria, South Africa: DISSAnet.

Minde, I., Terblanche, S., Mashaasha, B. and Madakadze, I.C. 2015. Challenges for agricultural education and training (AET) institutions in preparing growing student populations for productive careers in the agri-food system. *Journal of agribusiness in developing and emerging economies* 5(2): 137-169.

Mitchel, R. 2000. *The graves of academe*. Pleasantville, NY: Akadine Press.

Mojapelo, S.M. and Dube, L. 2015. Repositioning school library committees to advance school library development in South Africa. *Innovation* 50: 110-122.

Mojapelo, S.M. 2014. Provisioning of school libraries in public high schools in Limpopo Province, South Africa. PhD dissertation. Pretoria: University of South Africa.

Motshekga, A. 2015. *A reading nation is a winning nation*. Keynote address delivered by the Minister of Basic Education at the Launch of 1000 School Libraries Campaign, Uvuyo Primary School, Dobsonville, SOWETO, Gauteng. 22 July.

Musoke, M. 2007. Information behaviour of primary health care providers in rural Uganda: an interaction-value model. *Journal of documentation* 63(3): 299-322.

Nassimbeni, M. and Desmond, S. 2011. Availability of books as a factor in reading, teaching and learning behaviour in twenty disadvantaged primary schools in South Africa. *South African journal of libraries and information science* 77(2): 95-103.

National Development Plan 2030: Our future – make it work. [Nd]. National Planning Commission. Department of the Presidency.
https://www.gov.za/sites/default/files/gcis_document/201409/ndp-2030-our-future-make-it-workr.pdf Accessed 12 February 2017.

Omenyo, R. 2016. The role of the school library in teaching and learning: a case study of a basic public school in Ghana, Accra. Masters thesis. Cape Town: University of Cape Town.

Preparing for success 2015-2020: a strategy for careers education and guidance. 2016. Department of Employment and Learning, UK.
<https://www.education-ni.gov.uk/sites/default/files/publications/de/Careers-strategy.pdf>. Accessed 9 July 2020.

Rocca, S.J. 2013. Comparison of factors influencing the college choice of matriculant and non-matriculant students into a college of agriculture. *NACTA journal* 57(2): 72-78.

SAASTA *see* South African Agency for Science and Technology Advancement

- Serbes, M. and Albay, M. 2017. Importance of career planning and development in education. *International journal of social sciences and educational studies* 4(2): 149-154.
- Slabbert, V. 2014. Understanding the career choices of grade 12 female learners studying technical subjects. Masters thesis. Pietermaritzburg: University of KwaZulu-Natal.
- South African Agency for Science and Technology Advancement (SAASTA), 2013. *Get set go! Career options in science, engineering and technology: worlds of opportunities*. Pretoria: SAASTA.
<https://www.nrf.ac.za/sites/default/files/documents/Get%20Set%20Go.pdf>. Accessed 9 July 2020.
- Swanson, J.L. and Fouad, N.A. 1999. Applying theories of person-environment fit to transition from school to work. *Career development quarterly* 47(4): 337-347.
- Tom, W. 1999. Models in information behaviour research. *Journal of documentation* 55(3): 249-270.
- Trusty, J., Niles, S.G. and Carney, J.V. 2005. Education-career planning and middle school Counsellors. *Professional school counselling* 9(2): 136-143.
- Unagha, A.O. 2008. Implementing universal basic education (UBE) through the strategic provision of school library services. *Library philosophy and practice* (e-journal) 161.
<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1163&context=libphilprac> Accessed 5 December 2016.
- UNESCO, 2010. *Reaching the marginalised. Education for all*. Global Monitoring Report. Paris: UNESCO.
- Wide, L.D. 2016. School librarians as technology leaders: an evolution in practice. *Journal of education for library and information science* 57(2): 207-219.
- Wilson, T.D. 2006. 60 years of the best information research on user studies and information needs. *Aslib proceedings* 62(6): 658-670.
- Wilson, T.D. 2005. Evolution in information behavior modeling: Wilson's models. In Fisher, K., Erdelez, S. and McKechnie, L., eds. *Theories of information behaviour*. Medford, NJ: Information Today, pp. 31-39.

Wilson, T.D. 1981. On user studies and information needs. *Journal of documentation* 37(1): 3-15.