Examining the Effectiveness of Database Recruitment of Unemployed Educators in KwaZulu-Natal Province, South Africa

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Abstract

Thousands of Education students complete their first degrees to be professionally qualified educators. They join the education sector each year with great anticipation of finding employment as practicing educators with an aim of improving their families' lives. Finding employment has turned out to be a serious problem. Most unemployed qualified educators are depressed and tormented by anxiety. The study investigated the challenges faced by professionally qualified graduates with the current recruitment process in South Africa. The study undertook a mixed-methods approach, utilising both the survey and telephonic interviews as data collection tools with forty-four (44) unemployed qualified educators (UQEs) and thirty-seven (37) school principals. Frequencies and percentages were used to analyse the quantitative data and the content analysis technique was employed to analyse qualitative data. Findings revealed that both unemployed qualified educators and school principals are dissatisfied with the current recruitment process. It further emerged that school principals and their school governing bodies were not involved in the recruitment and employment of post-level 1 educators. That is breach of Chapter 3, Section 3(a) of the Employment of Educators Act, Act 76 of 1998. The study recommends that school principals should have access to the database to select suitably qualified educators for interviews and recommendations for appointment to the Head of Department.

Keywords: Database; Unemployment; Professionally Qualified Teachers; Recruitment

1. Introduction

Notwithstanding the increase in the education labour force, educator unemployment rate appears to be rising alongside the overall unemployment rate in South Africa (Oluwajodu, Blaauw, Greyling and Kleynhans, 2015: 1). According to South African Statistics (Stats SA, 2022), South Africa has a national

overall unemployment rate of 35,3% with 11,8% unemployed graduates and 1.8 % unemployed educator graduates in 2021. Myende (2020) opines that in the past decades it was obvious that if one had a teaching qualification, one would secure employment with immediate effect from qualifying. There was an existence of a balance between the demand and supply of educators in the education sector. However, the current trend seems to show a high supply of educators in contrast to demand. The latter is however questionable.

A plethora of opportunities in business and education sector for the youth and adults sprout out with the birth of South Africa's democracy in 1994. This was enabled by government financial schemes such as National Student Financial Aid Scheme (NSFAS), Funza Lushaka and other programmes that were meant to improve access to funds, so that more previously disadvantaged youth and adults can study in higher education institutions (Hugo, Jack, Wedekind, and Wilson. 2010: 136). As a result, all those who were unable to study owing to a lack of funds were enabled to study. Universities also opened doors to those who had acquired teaching experience by practicing as teachers without the relevant teaching qualifications and those who wanted to upgrade (Christie, 2008). The availability of that financial resource led to an influx of young people and adults of all ages flocking to institutions of higher learning to pursue careers in the teaching profession. While some chose to pursue professions such as business, agriculture, and industry, many pursued the teaching profession. That led to a situation in which each year, thousands of professionally qualified educators from public and private institutions in South Africa were and are still produced. Their numbers continue to contribute to a high number of unemployed educators. According to Kriaa, Bouhari, and Mathlouthi (2020:79), the increase in unemployment is due to an increase in new entrants into the labour force on the one hand, and a high duration of unemployment on the other. Educator employment has become increasingly scarce year after year. The KwaZulu-Natal Department of Basic Education, for example, last created new positions in 2007 (Hugo, et al. 2010: 130). Since then, all subsequent appointments have filled in positions left vacant through death, resignation, or retirement. Kriaa, et al. (2020: 79) add that a lack of new job creation is another contributing factor to the rising unemployment of graduates. In addition, the unemployment of educators was also escalated by graduates who underwent profession switching. Profession switching occurred when professionals who initially trained for other professions (Wilcox and Samaras, 2009: 175-176), other than teaching but owing to a lack of employability in those professions, they switched to the teaching profession. That is, those who had degrees from other fields of study were given the opportunity to train for a one-year, Post-Graduate Certificate in Education (PGCE) to qualify as educators. For instance, a graduate who held a degree in either Accounting or Economic and Management Sciences, or Physical Sciences, etc. was admitted to a one-year Postgraduate Certificate in Education to qualify as an Accounting or Science and or Mathematics educator. Black immigrant educators who flocked to South Africa to teach school subjects in which there were few educators teaching them and were regarded as teaching scarce subjects also posed a threat to the employability of educators (Vandeyar, Vandeyar, and Kolawole, 2014: 2). They further argue that many South Africans believed that more "immigrants imply fewer resources for everyone, especially Black South Africans who had hopes for a better future during democracy, but who now find themselves having to share their limited resources with Black immigrants." Therefore, the supply of educators exceeded the demand.

What exacerbates the frustration of unemployed educators is the process they undergo when seeking employment. In the past, the recruitment of educators was the responsibility of the school principal. Principals knew their school needs and would make sure that they recruited suitably qualified educators whose skills and expertise they knew. They also knew that they were well-behaved educators who would add value to the school. The system seemed to work well for the principals as well as educators. However, some schools especially those in rural areas were unable to attract suitably qualified educators. Educators had their preferences and most of them preferred to work in urban schools. Urban schools were preferred because they were well-resourced, travelling to and from school was easy. Rural areas were typically isolated, deprived, and underdeveloped with no supply of water, electricity, access

roads, and transport (Mulford and Johns, 2004; Peters and Le Cornu, 2004, and du Plessis, and Mestry, 2019). Therefore, rural schools were characterised by a lack of the necessary resources and basic infrastructure, sanitation, and information and communication technology (du Plessis, and Mestry, 2019: S2). As a result, rural schools struggled to attract and retain suitably qualified educators, especially in scarce subjects. According to Ncube, Mudau and Kgotlhane (2018: 1) the unemployed educators are plagued with socio-economic and physical challenges which are causing untold suffering to them and to their families, which include photocopying as well as the distribution of copies to schools. The DBE had a dire need to establish an employment system that would allow equitable distribution of Professionally Qualified Educators (PQE). To mitigate such recruitment discrepancies, the Department of Basic Education (DBE) launched a database of all professionally qualified unemployed educators.

It is important to highlight here that to the best knowledge of the authors; very little research has been done in the area of database recruitment in South Africa. However, much has been said about the challenges of recruiting and retaining teachers for schools globally and in South Africa.

2. Conceptualisation of Database Recruitment

The database management system (DBMS) is used to enter information that is organized so that it can be accessed. Charles Bachman invented the first database management system, the Integrated Database System, in the early 1960s (Bourgeois, 2014). Hence, computer flexibility and speed were developed and popularised in the late 1960s, and they were used in a variety of ways (Foote, 2021). As demand grew, database development became more sophisticated and advanced (Alasta, and Enaba, 2014: 48). The aim was to develop a database system, that was, complete, simple, and comprehensive which was achieved in the early 1970s' (Bourgeois, 2014). As a result of the new database model, the most dependable data processing and storage facilities were created. Databases can be organized in a variety of ways and thus take on a variety of forms (Bourgeois, 2014:39). The relational database is the most common type of database used today. According to Alasta, and Enaba, (2014: 48) "commercially viable, relational database management systems were available in the market by the early 80s." Darwen (2010:14) defines a database as an "organized, machine-readable collection of symbols, to be interpreted as a true account of some enterprise". The author also states that a database is a machine-updatable tool, and so must also be a collection of variables. Furthermore, it is typically available to a community of users, with possibly varying requirements. Whereas Date (2013:3) views a database as a way of an "electronic filing cabinet, that contains digitised information or data which is kept in persistent storage of some kind, typically on magnetic disks." The Department of Basic Education in South Africa established a database to collect data for all unemployed professionally qualified educators in the country. The purpose of the data collection was to administer the jobseekers and to alleviate the decisions of the department regarding the placement of jobseekers in temporary or permanent positions (The South African Department of Basic Education, 2020). Database users (employment seekers) can manipulate information as they wish, they can add, delete, or change information as they require. Employers can retrieve existing information from the database at any given moment as need be (Bourgeois, 2014). The main purpose of storing data in a database is to be able to query it, for example, a school might have a vacant position for a mathematics educator and be interested in finding a suitably qualified educator. Thus, the school or the department will query the database and the results would be the list of unemployed graduates with specialisation in mathematics.

Education provincial departments launched databases of all professionally qualified unemployed educators. The database was established to register Unemployed Qualified Educators (UQE) in each provincial department of education. It aims at assisting public schools to recruit professionally qualified educators in line with the Education Labour Relations Council (ELRC) Collective Agreement 4 of 2018 (DBE, 2020). The requirements for registration include a teaching qualification, South African Council of

Educators (SACE) registration, and a non-criminal record. The following documents accompany registration forms, namely, academic records, qualifications certificates, identity document, and South African Council of Education (SACE) certificate. The UQE information is made available to the schools in the province on request for recruitment purposes (DBE, 2020). The National DBE followed suit and launched its National Recruitment Database (NRD) to assist applicants and schools during Covid19 pandemic. Once the applicants had submitted all the relevant documentation, their names would be added to the UQE Recruitment Database which would be available on the DBE website. Schools with vacant posts were able to select appropriately qualified candidates from the database, thus helping them find employment faster (DBE, 2020). This was a temporary solution; databases are handled by provinces and district offices. The mandate of the DBE was to monitor the standards of the provision, delivery, and performance of education annually or at other specified intervals throughout South Africa, with the objective of assessing compliance with the provisions of the Constitution of the Republic of South Africa of 1996 and with national education policy (DBE, 2020). Despite the deliberations by the DBE's endeavours to improve the recruitment process, educators still struggled with the employment process.

3. International Perspectives of Database Recruitment

Various websites of international education departments and journals were visited to determine the recruitment strategy of unemployed qualified educators in different countries. The literature reveals that different countries employ different teacher recruitment strategies. For instance, in some countries prospective entrants and some existing members to the teaching profession are subject to a variety of systems designed to assess their readiness or competence to enter (or remain in) the profession as fully fledged teachers (Hobson, Ashby, McIntyre and Malderez, 2009). These include screening candidates for entry to Initial Teacher Profession (ITP) and interviews (Hobson et al. 2009).

In countries like France, UK, USA, India and England certification and licensure are issued at the end of ITP after demonstrating that teachers meet teaching standards and not only because they have successfully completed teacher education programme (Darling-Hammond 1999, as cited in Larsen et al. 2005: 15). It was also observed that some countries like the United States of America (USA), UK and India use database as a recruiting strategy. The Department for Education (DfE) in the United Kingdom keeps the register of all unemployed qualified teachers in their database, which is a self-service portal. Teachers voluntarily complete their personal details as well as their educational qualifications. The advantage is that teachers can update their information on the database at any given time when necessary. Schools have the opportunity to access the database before shortlisting teachers to check for the teacher award of qualified teacher status (QTS), completion of teacher induction, prohibitions, sanctions and restrictions that might prevent the individual from employment (The United Kingdom, Teaching Regulation Agency, 2014, 2021). United State of America (USA) uses various recruitment databases as job seeking platforms to make it easier for Americans to find opportunities in the field of education. Schools advertise their vacancies in employment portal of their choice. Whereas in the New York State all jobseekers apply to become   teachers in the New York City Department of Education (NYC DOE) by completing a thorough online application. Once the application is accepted, they are able to search for open teaching positions and apply in those that appeal to them and match their teaching skills and background (New York City, Department of Education, 2023). However, teachers may contact schools directly to seek employment and schools can verify teachers' information on the database. Lastly, In India all jobseekers use the National Career Service (NCS) portal which provides ample employment opportunities to jobseekers. Unemployed qualified teachers also use the same portal to register. After registration on the portal jobseekers can search and apply for jobs on the same portal, (India, National Career Services, 2022). Jobseekers can also view and update their profile on the portal after registration.

The databases of UK and India are the ideal databases, since they provide full package. That is, teachers register, schools advertise vacancies and teachers apply for the posts in which they are interested in the same database.

The Department of Basic Education in South Africa can learn a lot from them. In South Africa, the database is single sided. It is used only to register unemployed teachers and not to apply or advertise vacancies.

4. Significance of the Study

The study is critical because it will inform policymakers in the Department of Basic Education about the viability of the current recruitment and hiring process for unemployed qualified educators. It seeks to determine whether the current database approach is still relevant and effective in helping unemployed educators find jobs and whether the schools find quality educators.

5. Research Question

"A good research question (RQ) forms the backbone of a good research, which in turn is vital in unravelling mysteries of nature and giving insight into a problem" (Ratan, Anand and Ratan, 2019:1). Unemployed qualified educators seem to experience some challenges with the current database recruitment procedures. Thus, the research question for this study was formulated as follows:

Does the current database recruitment system address the needs of unemployed qualified educators (UQEs) and schools in the Department of Basic Education, in South Africa?

6. Methodology

The study adopted a mixed research design, known as the concurrent triangulation method, whereby both qualitative and quantitative research designs were employed in combination and complementing each other (McMillan and Schumacher, 2010: 204). The purpose of employing mixed methods was to gain an in-depth understanding of trends, personal perspectives, and experiences of unemployed educators through traversing the employment process (Maree, 2016: 269). The researchers collected numeric data through surveys and text information to answer the research question (Maree, 2016: 268). A questionnaire comprised of structured and unstructured questions. A link with the questionnaire was distributed amongst professionally qualified unemployed educators through WhatsApp. A separate questionnaire was also distributed to school principals with a different set of questions designed for them. Purposive sampling was applied as only unemployed professionally qualified educators and school principals were selected for the study. Qualitative and quantitative data were then mixed by merging, connecting, and/or embedding at one or several points within the research (Almalki, 2016: 291).

7. Results

The results of the study were based on the research question: What are the perspectives of unemployed qualified educators and school principals about the current employment database of a post-level 1 educator? Based on the analysis of the results, data yielded the following ten themes.

7.1 Employment Status and Period

The results indicated that 60% of female teachers and 40% of male teachers were unemployed. This shows that there were more unemployed female teachers compared to male teachers.
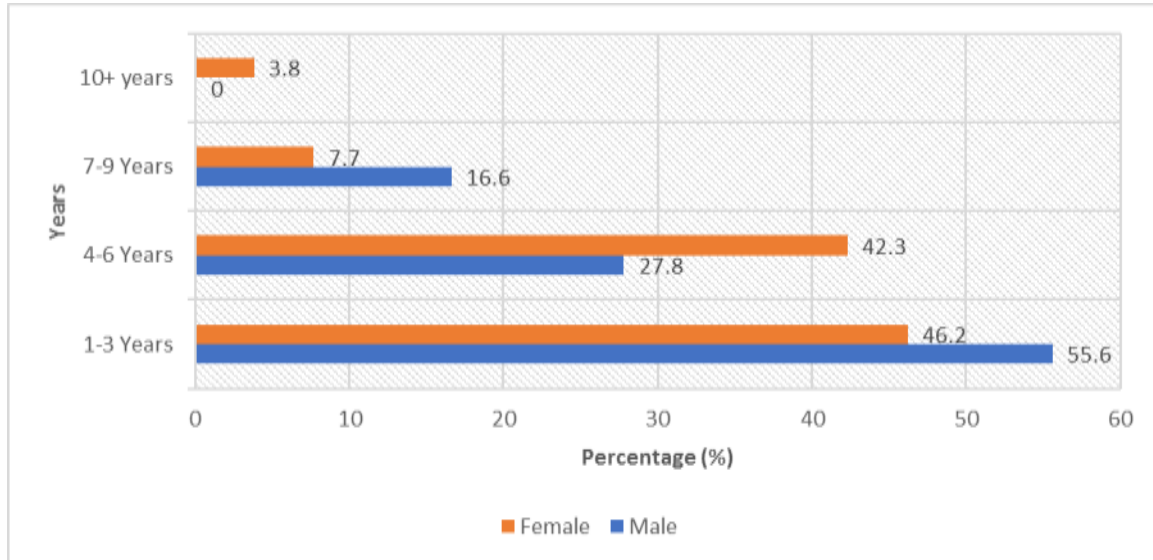

Figure 1 Gender and period of unemployment

Bar graph 1 indicates that 42% of females and 27% of males were unemployed for almost 4-6 years while 11.5% and 16.6% have been unemployed for more than 7 years, respectively. Some have been unemployed for a long period, and they have lost hope.

7.2. Registration

Most participants (80%) confirmed registration on both national and provincial databases. Some participants (18%) were unsure whether they were registered since they were registered only on the provincial database. The confusion was created by the national DBE which required unemployed educators to register on both provincial and national databases. Unemployed educators were asked if they considered the registration process simple, and a split response was obtained. They had mixed feelings about the registration process. 50% of unemployed educators claimed that the database or the employment App was not working well and 27% were not sure. On the other hand, 76% of principals viewed the process as difficult and time-consuming.

Some UQEs had the following to say, regarding database recruitment. One of them said:

Sometimes you can't even upload your documents to the system. I made several attempts to upload my documents before I was successful. (UQE9).

Another one said:

The employment system is full of hypocrisy and fraud. The App is just there as the tool to control unemployed teachers and for the department to be seen as if it is doing something productive when it's comes to employing teachers. (UQE20)

Table 1.1 Unemployed qualified educators (N=44

ITEM	Agree		Not Sure		Disagree	
	Freq.	%	Freq.	%	Freq.	%
1. Registered	35	80	8	18	1	2
2. Registration is simple	21	48	9	20	14	32
3. Working well	10	23	12	27	22	50
4. Interviewed more than one	9	20	0	0	35	80
5. Experienced problems	33	75	3	7	8	18
6. Employed through the database	9	20	11	25	24	55
7. Employed outside database	35	80	8	18	1	2
8. Database useful/helpful	7	16	12	27	25	57
9. Needs Improvement	43	98	1	2	0	0
10. Best Process	7	16	11	25	26	59

Table 1.2 School principals (N=37)

ITEM	Agree		Not Sure		Disagree	
	Freq.	%	Freq.	%	Freq.	%
1. Process simplified	8	22	1	3	28	76
2. Database enable schools find quality educators	7	19	8	22	22	59
3. Principals select from the database	3	8	0	0	34	92
4. Process fair	10	27	7	19	20	54
5. All are hired from the database	15	41	6	16	16	43
6. Database not manipulated	10	27	14	38	13	35

7.3. Shortlisting and Interviewing

Table 1 shows that 80% had not been shortlisted and interviewed and only 20% of unemployed educators had been shortlisted and interviewed more than once. One of them had this to say:

I am not satisfied because they do not do well, they sometimes invite us to an interview just to do formality while they know their preferred candidate. I have been shortlisted for several times but no luck. (UQE9).

One of them said:

NO, I don't understand how it works and I've never heard of anyone who has used it and was employed (UQE32)

Another one complained that:

It keeps on calling the same educators while there are those who have not been invited even once. (UQE 12)

One showed desperation by saying:

I'm not satisfied at all I've been on the database for 6 years now but am still unemployed

According to Maka, et al. (2021: 56) the job-seeking process among unemployed qualified educators, inevitably involves failure and rejection, which may, in the long or short run, tamper with one's self-esteem and self-confidence.

7.4. Database Selection

Some unemployed educators (55%) denied knowledge of educators employed through the database and 80% claimed that they knew many educators who had been employed without selection from the database (table1). Some principals also confirmed that not all educators appointed were selected from the database. This means that some educators were employed through nepotism and bribery. Principals were asked whether they selected educators from the database on their own, and 92% denied (table 2), however, in the case of a substitute educators, they are supplied with the list of shortlisted candidates to interview and select the best candidate, 8% confirmed that lists they obtained from the district office were extrapolated from the database.

One unemployed educator suggested that:

The Government must make sure that if they hire teachers, they must select from the database, and hire local teachers first than starting with people who are outside of the province. (UQE13)

7.5. Usefulness/Helpfulness of the Database Recruitment

Most unemployed educators (57%) denied that the database recruitment process was useful or helpful and 80% claimed that the process needed improvement to eliminate challenges faced by unemployed educators. Principals were asked if the system enabled them to recruit suitably qualified educators: only 19% agreed with the statement, and the rest (81%) rejected the statement. The database recruitment process was not helpful. It neither served UQEs nor school principals. The question one may ask is whom does it serve, then?

According to one respondent educator:

It seems helpless, because a lot of people have been registered on the database for a long time, but they are still unemployed. (UQE1)

One principal said:

I don't think so. The current approach is not transparent. Principals of schools are hardly involved in the recruitment process. One has to wait for a long time to receive the teacher from the district. (SP7)

7.6. Recruitment Process Fairness

Principals were asked if the employment process was fair and just. Table 2 shows that 54% claimed that the process was unfair, 20% were uncertain whether the process was fair or not and only 27% concur that the process was fair and just. Many doubted the system and therefore, did not want to commit themselves. Both educators and principals agreed that some educators were employed without being picked from the database. They claimed that they were employed because they knew some officials in the department and those who had no connections would stay unemployed for a long time. School principals (35%) confirmed that the system could be manipulated and 38% were not sure.

One educator commented that:

Unfair and favours officials' relatives, and friends and promotes corruption as they sell posts. (UQE39).

Another one said:

The employment process should be transparent. There should be no nepotism and fraud when it comes to employing teachers. The department must at least try to meet the unemployed teachers halfway by appointing the relevant teachers for the substitute post especially. The employment of teachers should not be about age. PGCE holders should be given an opportunity like all the qualified teachers (UQE21).

One principal had this to say:

The current approach tends to work against those unemployed graduates whose parents forked out of their own pockets, having failed to acquire financial assistance from the government. Principals who are where the fire is, in terms of accountability to disillusioned parents, have been disadvantaged and deprived of the opportunity to select the best educators. (SP20)

7.7. Simplified Process

The DBE aimed to simplify the employment process for both principals and unemployed educators, however, their perceptions were totally different. School principals (76%) felt that the process had been made quite exhaustive and time-consuming. Classrooms remained without teachers for a long period while the principal was traversing the employment process. Educators (75%) also perceived that the process was difficult and narrowed their ambitions to practice as teachers.

One principal commented that:

No, it is cumbersome and stressful for principals as it delays recruitment thus having a negative impact on curriculum coverage. (SP16)

One educator mourned that:

The process has complicated our lives one has to wait for the call indefinitely. There is nowhere one can make follow-ups and one is not even allowed to do walk-ins, What then? (UQE41)

7.8. Participants' Satisfaction

Unemployed educators were asked if they were satisfied with the employment process and the following responses were elicited: How do you view the DBE employment process? Are you satisfied with the current process or not? Explain in detail.

One answer was:

No, because they still prioritize Funza Lushaka Bursary holders (UQE30)

Another answer was:

I personally would give a certain amount of power to the school principals to hire teachers ever since there are the ones who spend enough time with teachers while they are doing their work. They can be able to identify if an individual can be a good team player or not, if not they can prepare him/her. (UQE31)

7.9. Continuity of the Current Recruitment Process

Participants were asked if they would prefer the current recruitment process to continue for the next five years. They all rejected the current recruitment process since it delayed the appointment.

One participant said:

> *No. Schools should be given the opportunity to scout and choose new educators for themselves since there are a lot of educators who have been employed as substitute educators. (SP9)*

One respondent principal answered:

> *No, I don't think is a good approach for our schools because we ended up employing educators who are not well-skilled which creates poor performance in our school. (SP23)*

> *Employment of unemployed educators should be fair regardless of whether or not you were funded by Funza Lushaka (UQE12).*

7.10. UQE's Suggestions

Participants wanted fair treatment of all candidates, they claimed that Funza Lushaka bursary holders were favoured over non-bursary holders. Funza Lushaka bursary holders were not subjected to the current database recruitment process. They were also not subjected to interviews and the DBE simply appointed them in schools with vacant positions. They also suggested that the appointment of educators had be the sole responsibility of the principals who also accounted for their underperformance.

One teacher respondent commented that:

> *Funza Lushaka bursary holders should not be given first preferences as if they are holding different qualifications from those that other qualified unemployed teachers are holding. (UQE21)*

Another principal respondent suggested as follows:

> *Let's give schools an opportunity to get the relevant educator for their speciation of the post according to the curriculum needs of the school. (SP2)*

> *It's could start with the people from that area and the surroundings, if there are no people then move to other areas. (SP33)*

8. Discussion

A high-quality education system can be achieved if it has a core of good teachers (Du Plessis, Mestry, 2019: 2). Pessach et al. (2020: 4) emphasize that employees are some of the most important assets for any organization, including a school. Through quality recruitment and selection, effective school leaders address vacancies as a growth opportunity to put new, high-calibre teachers in classrooms (Xu, 2018). Thus, the school principal has a responsibility to find a suitably qualified teacher who is a good fit for the school. School principals and their school governing bodies know what the needs of their schools are. However, they have been deprived of their right to select the best candidate for their school. Database recruitment is aimed at eliminating the burden on qualified unemployed educators of walk-ins and application costs since they register and upload application documents once. At the same time, it aims to assist the schools to find suitably qualified educators with ease. According to Stuardi, Cox, and Torgerson (2011: 330), database recruitment is a relatively simple and affordable means to recruit large numbers of employees from different backgrounds in a shorter period. However, it is not the case with the department of basic education. The DBE is the one doing recruitment, selection and hiring. School principals complained that the process was irrational as they waited for months to receive a matching educator for the post. Principals have no access to the database when a vacant post is created through resignation or death, they are required to submit the post specification to the human resource in the

district, which will then place a matching Funza Lushaka bursary holder. This contravenes chapter 3 section 3(a) of the Employment of Educators Act, Act 76 of 1998 which states that "Any appointment, promotion or transfer to any post on the educator establishment of a public school or a further education and training institution, may only be made on the recommendation of the governing body of the public school or the council of the further education and training institution, as the case may be." The district does not conduct interviews with first-time employees. They simply appoint them on a permanent basis, however, schools are prone to conduct interviews if employing a substitute or temporary educators. This shows the unfair treatment of other unemployed educators who were not funded by the government but took loans to fund their education. However, the department prohibits the use of any form of unfair discrimination as provided for in Section 6(1) of the Employment Equity Act, act 55 of 1998, which states that: "No person may unfairly discriminate, directly or indirectly, against an employee in an employment policy or practice, on one or more grounds including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, colour, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language, and birth"(South African Government Gazette No. 19370, 1998:14). The current recruitment is not policy-oriented, but it possesses numerous flaws and the whole process is contradictory. Unemployed educators argue that the system does not work for them since those who access the database choose their friends' children, church members, and relatives. The sentiments were echoed by school principals who claimed that the system was dysfunctional and resulted in inadequate quality choices. Thus, the system reveals the abuse of public power for private benefits. Database recruitment policy has not provided recruitment solutions to unemployed qualified educators, instead it prolonged the unemployment period. Thus, unemployed qualified educators argue that they could have been employed a long time ago amid the database. Vacant positions have been opening in their neighbourhood and were filled with educators from distant areas. UQEs also incur unnecessary travelling expenses for attending interviews in schools far from their locations for substitute/temporary posts some of which last only for three months. Database recruitment needs to consider the geographical zone of the school and candidates when recruiting educators. First preferences must be given to educators within the vicinity of the school. Local educators are a fundamental resource in reforming schools, that is, they possess local information and knowledge about the school, learners, and their families and possess a network of relationships with community constituents. They embody the kind of commitment to and specific understanding of the local context that fosters trust and mutual accountability (Reed, 2009: 67). However, it is critical not to hire only local educators, because schools also require rich, diverse people to have a rich, diverse teaching force (XU, 2018).

9.Conclusion and Recommendations

The study sought to determine whether the current recruitment database assists unemployed educators in finding jobs and whether it also assists school principals in finding qualified educators. The findings indicate that the recruitment database does not assist educators or school principals as it is partially implemented. Once the database recruitment is fully implemented, the DBE and unemployed educators could derive great value. The study also emphasises the importance of the school principal's role in recruiting and selecting suitable educators for their schools. School principals have the school's mission at heart, and they know exactly what kind of educators are required. Therefore, principals must have access to the database and be able to select qualified candidates for positions available in their schools. When searching the database for eligible candidates. Candidates within the district should be a top priority.

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